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**Personality and Social Factors that Interfere in Oral  
Communication of First and Third Grade Students at  
Santa Monica School during the Scholar Year 2017**

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## **Chapter I**

### **Introductory Framework**

“I do not think much of a man who is not wiser today than he was yesterday.”

Abraham Lincoln

The willing to learn and know more is the strength any person has to investigate about topics that catch their interests: “In much of society, research means to investigate something you do not know or understand” (Armstrong, n.d.). The human beings walk through this world looking for answers and exploring new things that can help them vary their lives into a more positive way. As a consequence, investigators go beyond to get far away in order to discover new matters. Barrantes (as cited in Echeverría, 1999) mentioned that a starting point in an investigation is the existence of a problem that needs to be defined, examined, evaluated, and analyzed critically; in order to try to seek for a solution (p. 35). The beginning of any investigation is seen as a problem; then, as any other issue, an investigation needs a possible resolution in order to solve it.

As a matter of fact, English has turned into a synonym of future and self-growing. This universal language has become an important tool for Costa Rican students because better opportunities may appear on their life maps. Our nation makes an enormous effort to improve the learning of this second language in institutions.

Unfortunately, English has become a barrier for many students. Problems such as anxiety, stress, nervousness, and fear may appear during the way. The majority of these

obstacles contribute to stop the learning of the new language and specifically on what this investigation focuses, the speaking skill. New learners present difficulties while communicating in English. Consequently, many of them fail when looking for jobs, better opportunities, and even a successful future.

## **1.1 Background of the Study**

Theories on how humans started to speak to each other and how languages were created around the world are everywhere. “The Bow-Wow Theory” states that language could have started as an imitation from the sounds we hear from the environment. “The Pu-Pu Theory” narrates that the language could have begun from unconscious expressions like jauch! to indicate pain (Boeree, 2007, pp 3). Other theories like “The Monogenesis” dictate that in the past everyone spoke a common language; however, cultural, geographic, social, physical, and spiritual factors caused that this “common language” changed through time. The Polygenesis Theory, which states the opposite of the previous theory, explains that in a simultaneous way, language emerged in different places, from different dialects and languages that were created until today. Every theory leads us to one thing, speaking connects the world.

In the present time, knowing how to communicate in English or in other languages is very important as it can open cultural and social opportunities around the world. The fact that one as an individual can speak in another language such as English, will provide the opportunity of having a better future; this because people who study a second language will definitely get a better job and remuneration. Costa Ricans know how important it is to speak English; however, the English learning process can be very challenging for the

students depending of the person's age, culture, physical impediments, and factors such as anxiety and nervousness.

During the English language formation process, the teacher's intervention is crucial for a better language acquisition. Teachers are required to correct any speech mistakes during or after a presentation in front of the class, and this can be traumatic for the learner. There are scenarios in which some students may experience nervousness or anxiety before speaking in English; whereas, some others may feel unprepared and decide not to participate, and they can even freeze whenever they have to speak to someone or in front of a group of people in English. The fact that they know they can make a mistake or mispronounce some words when speaking makes the experience of learning and speaking a little bit more difficult for the learner, but why does this happen?

The role of the teacher is always to help the students to improve their skills and it is always expected that the students be open to feedback during the learning process; however, as a matter of fact, this does not always happen. Depending on how the feedback was given to the student or if he feels that he is being corrected because his mistakes could be difficult to overcome and some people may even quit the goal, that is learning English.

According to Brown D. H. on his book *Principles of language learning & teaching* (2000), there are personality and social factors that may affect the way we learn and produce (speak) a second language. He also mentions that the affective domain (which refers to emotion or feeling) is the emotional side of human behavior and it develops states or feelings, which have as a result a variety of personality factors and feelings, both about ourselves and about others when speaking with someone.

Throughout the investigation, it is going to determine the factors that contribute to feel afraid of speaking other languages in front of others and determine what the best way to avoid feeling this way is. Therefore, first, it is important to define the factors that may interfere when a person is trying to speak in public either in his mother tongue or second language. According to Burton, (2016), anxiety is defined as a set of psychological and physical symptoms produced in the body due a threatening situation (pp. #1). Burton mentioned, in his article, that the symptoms may vary according to the nature of the threat. Psychological symptoms may include fear, insomnia, and lack of concentration; and in severe cases, anxiety may include hyperventilation. Physical symptoms may include muscle tension and tingling in the hands and feet (nervousness); in severe anxiety cases, it may include dizziness and faintness (pp. # 2-4).

Fear is another factor that may interfere when trying to develop the speaking ability. Fear is the emotional and physical response to danger. Based on the article *The Complexity of Fear* by the clinical psychologist and psychoanalyst Mary C. Lamia (2011), anxiety and fear are very similar and difficult to differentiate even for psychologists (pp. #1). Moreover, researches have shown some differences among them that are important to mention to better understand what happens to the human body whenever it feels anxiety or, in this case, fear.

Based on Lamia (2011), “Fear is generally considered a reaction to something immediate that threatens your security or safety” (pp. #2). According to Lamia (as cited in Ohman, 2010), the difference between them is that “anxiety” is the feeling that alerts your body of a future threat; and fear, on the other hand, will make your body defend yourself immediately from that threat (pp. #3).

These factors may affect people when learning to speak a second language. As stated by Brown (2000), the person will be affected when speaking because one needs to learn how to transfer what he already knows (grammar rules, vocabulary, pronunciation, etc.) into what he needs to say in another language. Moreover, one has to adapt physically and intellectually based on the commitment each person has; the commitment of learning and speaking English (p.1).

The brain is an important part of the language acquisition and how we eventually speak in other languages without any hesitation. For someone to find the best way to speak in front of other people somebody without feeling ashamed when learning a second language, it is necessary to understand how the brain works and what happens when we speak.

The brain is divided in two hemispheres; the left hemisphere is the one that is related to language and analysis, while the right hemisphere is called the "creative brain," because it involves daydreaming and imagination. The left hemisphere controls the right part of the body; whereas, the right hemisphere controls the left. According to Mandal (2013), general medicine doctor, the fact that the left hemisphere is directly related to the language skill was discovered in the early XIX century. At that time, doctors found that some patients that were brain-injured on the left hemisphere would lose the capability of speaking and language skills, while those with damage to the right hemisphere did not lose this ability (pp. #2).

There are more specific parts of the brain that are related to the language skill and how we learn to speak our mother tongue when we were babies or when we learn to speak in another language. The first part of the brain is the visual cortex, which is in charge of

decoding and transmitting visual information; then, the auditory cortex, which is in charge of transmitting auditory information; and it also performs basic and higher functions of the hearing (Mandal, 2013).

Moreover, the Wernicke's area is the area in the cerebral cortex related to speech and involves spoken and written language. This area is in charge of the comprehension of written and spoken material and the production of significant speeches. Brain damage on this area will cause the incapability of reading; in fact, the person will be able to hear and recognize the words; however, when the person with brain damage tries to speak, he/she will not be able to organize ideas and express coherence. This area of the brain was named after German neurologist, Carl Wernicke, who discovered that the area is related to how words and syllables are pronounced (Mandal, 2013).

Finally, we have the Broca's area. This section is located in the frontal lobe of the brain and it is connected with the production of speech. This region of the brain was named after the French neurosurgeon, Paul Broca, who discovered the function of this area while examining the brains of patients with language difficulties (Mandal, 2013).

Those areas are used whenever we try to communicate specially when learning to do so in our mother tongue. When we are babies, around six months of life, our brain will pay attention to every phoneme everyone around produces (phonemes are the sounds we produce to communicate between each other). According to Campillo (2016), Scientific Communicator, the human body is able to articulate 800 phonemes; however, only forty phonemes are needed to be able to speak a language. The brain of a six months baby will

pay extra attention to those phonemes and will begin to comprehend details and associate sounds (pp. # 3-4).

Based on Campillo (2016), at the age of six months, our brain is only sensitive to vowels and after the age of nine months, the brain begins to distinguish consonants. Moreover, it is believed that babies mimic oral positions and the brain of a six months baby also determines how many times these phonemes are repeated in a sentence. After the age of nine months, the brain of the baby will not only count the number of times a phoneme is repeated, but also it associates the combination between those phonemes and tries to imitate sounds. Campillo mentioned that after this process is done, the baby brain learns how to speak and understand the meaning of words (pp. #5).

When learning or acquiring a second language, the process may be a little bit different from what was reviewed before. There are different theories about how humans get to speak a second language. The Theory of Krashen, a linguist, educational researcher, and political activist, states that second language acquisition is based on five hypotheses according to the book *Principles and Practice in Second Language Acquisition* (1982). The first hypothesis known is the differentiation between acquisition and learning. It states that there are two independent processes or ways to acquire a second language. The first process, which is acquisition, takes place in the subconscious part of the brain; due to the fact that one needs to communicate to survive. It is an automatic unconscious process because the individual is forced to learn the language. A great example mentioned on this theory is the case of immigrants who arrive to a new country. They will need to learn a different language from theirs. The second process is learning, which is a conscious way of

learning due to the fact the individual will be given grammatical rules and the individual will be more conscious of the learning progress and language acquisition.

The second hypothesis is “the monitor.” It explains the relationship between acquisition and learning processes. According to Krashen (1982), the ability of producing phrases on a second language is based on the information acquired on the acquisition process mentioned before; and the learning process will work as a monitor as it will be used to correct mistakes and provide a more fluent speech. For Krashen, the monitor will work only if two basic conditions are present: the speaker needs to want to be corrected and the speaker must know the rules.

The third one is the “natural order.” This hypothesis is directly related to the acquisition and it excludes the learning process. According to Krashen (1982), there is an order in which humans acquire the grammatical rules of their mother tongue when babies. The same thing happens when acquiring the grammatical rules of the target language. There is a natural order for both; however, the order in which humans acquire their mother tongue and a second language is not the same.

The fourth hypothesis is the “input.” It states that the acquisition process only occurs if the individual is highly exposed to the target language. This will provide improvement in a natural order. According to Krashen (1982), speaking a second language is the result of the acquisition process due to the individual is not being taught directly and if the individual is highly exposed to the target language, the grammatical rules are going to be acquired naturally.

The fifth and last hypothesis is the affective filter. According to Krashen (1982), the acquisition and learning process of a language are related and need to include motivation, self-confidence, and a low level of anxiety to make the acquisition of a second language easier.

In addition, there is the theory of Hans Heinrich Stern (1983) that states that in order to acquire a second language there is a number of variables that contribute to a such as social context. These refer to the sociolinguistic variables; the characteristics of the learner, which include the cognitive and affective variables; the learning conditions, as for example the educational system and/or exposure to the second language; the learning process including methods and strategies to learn; and finally, the learning outcome, that is the completion of the target language.

Once a person learns a second language something else happens in the brain based on the research performed by Davis leader of the Speech and Language Cognitive Science and Brain Unit from the University of Cambridge. Bilingual people have more advantages; for example, bilinguals have bigger brains and studies have shown that the left inferior parietal lobe (which is the specific part of the brain related to the knowledge of a second language) is usually bigger than a person who only knows his/her mother tongue (Barnés, 2014, pp. #5).

## **1.2 Research Question**

It is relevant to mention why the topic of this investigation was chosen. This topic presents itself in a personal experience while attending classes in school and high school. The following question states, which is the purpose of the research. It orientates and guides

both researcher and readers to know what the topic will be about, what is going to be discussed, and what aspects will be taken into consideration at the time of the research. The research question is: How to overcome personality and social factors that may interfere in the oral communication of third and first grade students at Santa Monica School during 2017?

### **1.3 Purpose and Significance of the Study**

Problems like anxiety, stress, nervousness, fear, shame, and personality may affect the learning process when trying to develop the speaking skill in the English and this usually happens whenever the students need to talk to someone or in front of a group of people.

The fact that the individual needs to be corrected by the teacher can be traumatic for the student depending on the technique or the way the professor delivers the message and provides feedback. Therefore, the purpose of the present investigation is to know what happens in our brain and body when we need to speak in English in front of people, why do we feel that way, and know where these feelings come from.

This will help to determine which the best way is to face these problems. This investigation will help future generations and those who want to learn to speak English freely and confidently during the learning process. This investigation will also help English teachers to be able to create a better environment to those students who find it a bit more difficult to speak English and apply the best techniques to the students for them to improve their oral skills.

## **1.4 Objectives of the Investigation**

### **1.4.1 General Objectives**

To analyze some strategies to overcome personality and social factors that present a negative impact when communicating in English to others during the second language acquisition learning process.

### **1.4.2 Specific Objectives**

- To identify and investigate the personality and social factors that cause the feeling of not being able or not prepared to talk in English in the second language acquisition learning process.
- To apply different techniques to overcome barrier problems when speaking in a second language in front of people.
- To evaluate the techniques applied with the results gathered through the investigation in order to verify the most suitable strategy to adapt in class.

## **1.5 Limitations of the Study**

The participants for this investigation are students who feel the English speaking skill is not improving due to the fact they do not feel prepared or feel nervous when talking to people. As a consequence, students may not want to participate on the activities prepared for the investigation. The investigator will introduce motivation inside the classroom in order to fight the negative issues mentioned before.

The economical factor is considered as a limitation due to the fact that some techniques planned by the investigator require material. In other words, the researcher should finance part of these materials in order to overcome this inconvenient.

Another important limitation to emphasize is time. Since the school year starts in February, there may be an inconvenient with the time the investigator needs in order to apply the techniques. However, the investigator will optimize time to get the information for the investigation.

Another missing element in this institution is the parents. It is mentioned that unfortunately parents sometimes are not able to help their children due to lack of time or they just simply do not speak English; therefore, this impedes parents from helping their kids in the English learning process. Their obligations do not let them spend the enough time with their children's school duties. For that reason, students make an extra effort on their educational process.

## Chapter II

### Theoretical Framework

According to Hernández (1991), the next step to introduce an investigation after the objectives and an investigation query is to develop and support all the information through theories (p. 52). In this chapter, it is possible to find the previous investigations, definitions, and tips that have been performed about the most suitable way to improve the speaking skills. Besides, theories and research that have been conducted to improve the speaking skills are presented through this chapter.

#### 2.1 Antecedents

Previous investigations and research are always a good start to know what strategies were already applied according to the topic of research. This will allow implementing new and innovating techniques that will help to answer the research question and will allow future generations to use the results of these other investigations as reference for further researches.

##### 2.1.1. Improving Communicative Skills

In the research, *How to Improve Students' Communicative Skills* performed by Lenka Temerová (2007) there are some important topics that should be considered by teachers when trying to develop the oral skill in the students. Why is it so difficult for the students to speak? Temerová mentioned some facts that could be one of the reasons why the students find speaking challenging; since to take care of fluency, idioms, phrases, and the pace of speech, all at once is very difficult for them because they are still learning vocabulary and they are trying not to make mistakes (p. 6). In fact, those aspects are not the only ones that the students should take care of; for example, if the student is delivering a presentation to his/her classmates, the student will need to take care of his/her

pronunciation, body language, eye contact, grammar, and accuracy; besides of all the aspect mentioned before. Understanding the pressure that a student may have can help teachers to find other ways or activities to develop these skills naturally.

Additionally, Temerová (2007) explained that before the teacher can help a student to develop the speaking or oral skill he or she have to take into account two terms and the difference between them. The first term is *speaking*. According to Temerová, “Speaking as a skill taught at schools and presents the student’s ability to express his or her opinions, thoughts, and ideas to a particular matter” (p.7). This term infers that speaking is most concentrated on an unnatural way of communicating a language and even though it really helps the students to speak eventually, it does not contribute to a natural interaction. Speaking usually integrates activities like storytelling, presentations, or speeches, which makes the student to memorize a passage or to read it aloud.

The second term mentioned by the author is *conversation*, which refers to be able to speak and understand a topic, to interact with others naturally in different situations, and more importantly, to be able to initiate and sustain and conversation with others (Temerová, 2007, p. 8). Having this clear, it really leads teachers to try to include more activities in which natural conversations are reinforced instead of just presentations or activities that make the students memorize a dialog. Of course, activities like that are not bad at all, in fact, these activities will eventually help the student to get more comfortable with the target language and learn vocabulary.

Temerová (2007) also explained that motivation is an important key when learning and speaking a second language, like English. The teacher does not only provide this

motivation to students, but also it includes the self-motivation each student has. According to Temerová (as cited in Harmer, 1991), there are two important types of motivation: *extrinsic* and *intrinsic*. The *extrinsic motivation* refers to the external factors that motivate one individual to pursue his/her goal, while the *intrinsic motivation* refers to the personal motivation the individual has. In the case of learning a language, without the intrinsic motivation the speaking ability may not be improved (p.8). For teachers, it is very important to support the students by motivating and helping them to find personal (intrinsic) motivation to speak English.

Moreover, Temerová (2007) explained that teachers also need to have the objectives clear when teaching or helping students to develop the speaking skill. One of these objectives is to know if the focus of the speaking class will be improving accuracy and/or fluency. Of course, these two characteristics are very important to be able to reach an advanced level on a foreign language or to be able to communicate and interact naturally and when somebody (the student) is learning. However, it is very difficult to integrate both; that is why teachers will need to have the objective of the class clear.

According to Temerová (as cited in Scrivener, 2005), *accuracy* is the ability to speak a language without making major grammar or pronunciation mistakes; due to this, the teacher's correction should be done immediately during the speaking activity. On the other hand, *fluency* is the ability to speak confidently without hesitation; the difference is that one is prone to make more grammar or pronunciation mistakes; due to this, feedback or the teacher's correction should be given at the end of the speaking activity.

Those two characteristics are going to be eventually achieved by the students during the learning process and the key to achieve these aspects is to have a balance. Teachers sometimes focus more on accuracy and correct the mistakes at the moment, instead of letting the student to get confidence and provide the feedback at the end of the activity. Confidence will make the student more comfortable when talking and will eventually develop both characteristics: accuracy and fluency.

Something important to add is that the teacher should incorporate different roles whenever speaking activities are developed. According to Temerová (2007), the teacher should act as a manager in the class, as well as a consultant offering answers to the students' questions, feedback, and advice, whenever it comes to vocabulary, grammar, or even pronunciation questions. In addition, the teacher should act as a monitor, evaluating and providing feedback as mentioned before. However, teachers should be careful and have a balance. The role of the teacher should be less dominant to give the students the opportunity to communicate and interact with his partners (p. 16).

Temerová (2007) concluded her investigation by stating that teachers need to put his/her students on a safe environment where they will feel comfortable. This will also prevent the students from feeling anxiety or embarrassment when speaking in English. The author also explained on her conclusions that due to the different personalities she had on her class, she used pair work to make the experience more bearable for them (p. 33). Before she started the class, she used to present the topics, described the objectives, and provided the students with how she was going to evaluate the speaking activities depending if she was going to evaluate either fluency or accuracy. She realized that motivation was an important key for the teachers to implement and if there are not stimulating factors during

the class the students are not going to be motivated or encouraged to continue learning. At the end of her investigation, she recommended basing the speaking classes on accuracy and fluency including motivation (p.34).

### **2.1.2. Teaching Speaking Skill through Role Play**

Other interesting investigation that was found was from the author Kadek Ayu Nopiani, who performed a research about how teachers can improve their students' speaking ability by the role-play technique. According to Nopiani (2014), speaking requires interaction with one or more individuals and, that in order to have a good interaction all of the participants will require good listening skills to be able to respond appropriately.

Based on Nopiani research (2014), there are two different reasons why it is so difficult for the students to develop the oral skill. First, the lack of motivation from the teacher and the students causes that the learners do not want to participate in the activities. Second, Nopiani mentioned that the lack of teacher's preparation or the incorrect techniques chosen can cause that a student does not develop the speaking skill as desired (p. 1). For the purpose of the investigation, Nopiani applied the role-play method to try to help his students developing the speaking skill. He mentioned that the role-play technique will improve their knowledge and will help the students to express ideas or feelings every time they perform in English (p.2).

Moreover, the role-play method will help the students to practice five components that are very important to speak as clear and fluent as possible. Those five components are pronunciation, grammar, vocabulary, fluency. and comprehension. Additionally, role-play

will let the students to be creative, spontaneous, and will definitely stimulate them (Nopiani, 2014, p. 6-10).

Nopiani (2014) was able to observe his students' attitude towards the activities by applying a questionnaire to measure how they felt with the activity and if it motivated them to continue learning (p. 19). The progress of the students was measured by applying a pre-test before the activities were performed and a post-test.

The pre-test, Nopiani applied, was to know what the knowledge gaps and areas of opportunity were on each the students, and equally important; the posttest was applied to measure the improvement each student had due to the activities (role-play) performed. The results showed at the end that the students improved the speaking skills and were highly motivated showing more positive attitudes towards the language. This investigation provided a technique (role-play) that can be easily applied on this research, due to the fact that this investigation is about finding the best way to approach and develop the speaking skills.

### **2.1.3. Improving Speaking Skill through Student Achievement Division (STAD)**

Kadek Kristina (2014) implemented a different method on her classes to be able to develop the speaking skill on her students. Based on Kristina's research (as cited in Sutapa and Salam, 2013), "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (p.6).

According to Richards, 2006 (as cited in Kristina, 2014), students are more comfortable listening to their classmates in-group work or pair work rather than listening to

the teacher's feedback. This happens because the students are more likely to share their feelings, problems, and questions between them instead of calling the teacher for help.

Having this clear, Kristina explained that Student Team Achievement Division (STAD) is an effective method that can be used in class to improve the oral production skill of the students. The main idea of this method is to make the students feel motivated and help each other by making group work tasks. The teacher will include on every group a student that has bigger understanding of the class material and this person will be in charge of helping his classmates (2014, p.3).

This is a really interesting method that is based on cooperation and team work that according to Kristina, it helped her students to improved different skills and values, but mostly, the speaking skill. In fact, according to Kristina (as cited in Trianto, 2009), STAD is a method that integrates cooperative learning and team work, since small groups of four to five people are used. Each group is made based on different characteristics like knowledge, genre, and culture to be able to make the students help each other. As mentioned before, the students who have more knowledge of the topic are requested to help their group or his/her group's partners to get through the activity by externalizing the acquired knowledge and make them understand the topic. Something very important to mention, as well is that the STAD method has five phases: transferring or giving materials to the students, group work activity, individual test, score improvement individually, and the last phase, award the group.

To apply this technique, the class should be divided into groups of 4-5 people. Every group will be given a task to discuss and the teacher will work as a facilitator and

motivator. Every week or two, the teacher will evaluate the students individually to check the student's progress. In addition, the teacher will perform a group review to determine which group has major improvement to receive an award (Kristina, 2014, p. 11).

To measure the students' improvement, Kristina (2014) mentioned that teachers should have scales or levels when evaluating. Based on Kristina (as cited in Richards and Renandya, 2008), there are factors or characteristics that a scale should have to measure the level the student has, those are called conversational English proficiency rating and it is divided into 5 levels. According to Kristina (2014), on level one, the student will be able "to satisfy minimum courtesy requirements;" on level two, the student will be able "to deal with routine social exchanges;" on level three, the student will be able to speak with appropriate accuracy and vocabulary when participating in informal conversations and social topics. Moreover, on level four, the student will use fluency and accuracy appropriately when there is a conversation; and finally, on level five, the student will have a conversational level equivalent to a native speaker (p. 17).

Something else teachers should evaluate, according to Kristina (2014, p. 18), are accent, grammar, vocabulary, fluency, and comprehension. The way the author evaluated the improvement of her students was by doing a pre-test. The purpose of this pre-test was to know the previous knowledge a student had and the mistakes the students usually made before applying the STAD technique. After applying the STAD method, Kristina applied a post-test to make sure the students were improving and determining which new areas of opportunity they had were.

Both tests (pre-test and post-test) included speaking activities that were applied during the learning period using a scoring rubric to obtain the data (Kristina, 2014, p. 31). At the end of the investigation, Kristina provided a questionnaire to the students to know if the students felt motivated and encouraged to continue developing the speaking and oral skills. The results showed that when she applied the pre-test the students had an average score of 67.45, and after the activities were applied using the STAD method, the students had an average score between 72.9 and 86. The third a final post-test Kristina applied showed an average increased to an average score of 91 (Kristina, 2014, p. 38). Therefore, this investigation indicates that group work and motivation have a big positive impact when teaching and developing speaking skills.

#### **2.1.4. Using Communicative Activities to Develop English Speaking**

##### **Ability of Matthayomsuksa Three Students**

The investigation of Nanthaboot (2012) had as a purpose to increase knowledge (which involves learning and understanding the culture of native speakers), develop speaking skills, and create a positive attitude on the students towards English (p.2). According to Nanthaboot, students do not learn how to speak because of many reasons. He stated that either they do not get the opportunity to speak in the class (due to the teachers lack of preparation) or they do not feel motivated; which eventually makes the students lose interest of learning English or speaking.

Another reason why the students may not speak is that the activities chosen and applied by the teacher are not funny for the students, the learners are not encouraged, or the activities are not appropriate for the student's level. Besides, the lack of confidence from

the students may develop a negative attitude and that causes that the student refuses to speak in a certain way. Also, most of the times, students do not realize the importance and value that the speaking skill has and this causes “low speaking competence” (Nanthaboot, 2012, p. 5). This low competence causes that the students develop low confidence and provokes low or no participation in speaking activities.

Moreover, students are afraid to speak due to their nervousness. They do not like to make mistakes whenever they are required to speak in front of others. In addition, students do not like to speak because they do not know how to say in English what they really wanted to say. This happens probably because the students do not have enough time or opportunities to practice his/her speaking skill. The over use of the mother tongue makes the experience of English speaking more difficult, because the student is not taking advantage of the time given by the teacher to practice spoken English (Nanthaboot, 2012, p. 4-6).

Nanthaboot (as cited in Ur, 1996) mentioned that students are usually inhibited from speaking in front of an audience or just someone. Students may be worried of making many mistakes or they just have a shy personality. Another reason why students choose not to speak during class is the famous “I have nothing to say.” According to Nanthaboot, the lack of motivation from the students make them feel that they should not express their feelings or thoughts. Last but not least, due to the quantity of students, sometimes it is very difficult to find a chance to develop this skill during classes, “therefore, in a large group each person will have little chance to speak” (Nanthaboot, 2014, p.20).

Moreover, Wasanhawetwisit, 1988 (as cited in Nanthaboot, 2014) stated that to study English depends on two factors: *competent teachers* and *motivated students* (p.6).

Nanthaboot mentioned that the most common reason why students get bored or not motivated to study or speak is the teachers themselves, due to the fact some teachers are used to work with boring methods or do not provide the time for the students to speak. Besides, some teachers do not motivate their students and this causes a negative impact on the learning process.

Communicative activities make the student realize who they are talking to, whether they have to respond or not, when it is appropriate or not to say something and how to say it. In other words, the communicative approach lets the student use the language in social interaction. These activities not only develop the speaking skill, but also the listening skill due to the fact the student will need to pay attention and listen to what the other person is saying. In this way, the listener will understand the message (receive it) and may respond appropriately (transmit) to what he/she just listened (Nanthaboot, 2014, p.8).

When applying the techniques the teacher should: plan the activities and how the activities are going to be made, guide the students through the speaking activities making sure everyone understands the objective, provide a good and pleasant environment for the students to feel comfortable, encourage the students and motivate them, act as a consultant whenever the students have questions or doubts, and finally, provide feedback if mistakes are encountered. According to Nanthaboot (as cited in Brown, 1994; Mulling 1997), “Regarding the teacher’s correction, it is not advisable to correct the students’ mistakes during communicate activities” (p. 9).

Nanthaboot (2012, p.38) created lesson plans and, according to the objectives and the topic, he applied different techniques including describing a drawing, mapped dialogue, information gap, jigsaw, spot the differences, asking and answering information, and describing differences. These lesson plans and activities were designed based on three principles: presentation, practice, and production. Nanthaboot performed a pre-test and a post-test to determine the “students’ speaking ability” and improvement.

Nanthaboot (2012), as well as the other investigators mentioned before, decided to analyze the student’s opinion through a form which consisted on 10 items with five rating scales (5= strongly agree, 4=agree, 3=uncertain, 2=disagree and 1=strongly disagree). At the end of the investigation, the average score he got with his students was 4.70 from a scale from 1 to 5, and could proof that by using different activities he definitely improved the speaking and listening skills of his students.

### **2.1.5. Improving Students’ Speaking Skill through Debate Technique**

Richa Rubiati used debate as a technique to improve the oral skills of the students. According to Rubiati (2010), “Debate is a teaching technique to improve verbal communication and critical thinking skills” (p. 3). Moreover, a debate is a speaking activity where the participants are required to have the same knowledge of a topic to expose different or opposite points of view. Based on the research performed by the author, there are several advantages when applying this technique if teachers are looking for a way to improve the oral production of the students. When debating, the students are required to look into a topic, become an expert, and analyze data. This will develop the student’s critical thinking and problem solving. Students will develop their communication skills due

to the fact they will need to practice before the debate is done. Students will be able to explain, make choices, and defend their position (Rubiati, 2010, p.15 - 16).

Debates are recommended for students with an intermediate to advance level, due to the fact it requires preparation and, as mentioned by Rubiati (2010), debates require at least these language functions: “describing, explaining, giving and asking for information, agreeing and disagreeing” (p.20).

To evaluate the students, Rubiati (2010) made an initial observation to identify the problems the students were facing and, according to this observation, the students’ speaking skill was low. Rubiati observed the class while the students were performing a speaking activity to know the initial condition of the students. After the initial observation, the researcher planned to divide the learning process into two cycles to measure the improvement. After each cycle, Rubiati made an observation to make sure the students were improving (p.27). This observation included a list of behaviors the students had when they were given material; for example, if the students were understanding the material given and their response. In addition, Rubiati applied a test, as well to measure the students’ oral production improvement. On the first cycle, the students’ average score was 65.3, on the second cycle students improved their score up to a 76.6, concluding that the debate technique helped the students to improve their speaking skill (Rubiati, 2010, p. 37-38).

### **2.1.6. Developing Speaking Skills**

Based on the research done by Vilímec (2006), there are many aspects that teachers should consider before developing the speaking skill. According to Vilímec (as cited in

Bygate, 1987), when developing the oral skill, there are two aspects that should be taken into account, “knowledge of the language and skill in using this knowledge” (p.10).

It is important to have knowledge, but it is more important to know how to be flexible during an interaction, and how and when to use that knowledge in different situations to be able to determinate what to say or not. On the other hand, according to Vilímec (as cited on Harmer, 2001), there are two aspects we should consider to have a fluent oral production, “*knowledge of language features,*” which includes grammar; and “*mental/social processing,*” which includes language processing, people interaction, and information processing. Vilíme states that to be able to achieve a good oral communication, the speaker needs to understand the language features to interact and process information given by the other person.

Through the investigation, Vilímec (as cited in Ur, 1991) mentioned different ways of developing the speaking skill; group work that provides the students with confidence and courage, as it will be easier for the learners to speak in the group and express themselves (p.24); and second, pair work (Vilímec as cited in Harmer (1992), which increases the cooperation and the students will be able to practice more.

Moreover, while developing the activities, Vilímec (2006) stated that the teacher has to have many roles including dynamic, stimulator, manager, consultant, advisor, conductor, organizer, feedback provider, participant, and monitor role.

Vilímec (as cited on Richards and Lockhart 1999) stated that there are different ways of providing feedback to the students and correct mistakes while they are speaking to accomplish the level and objective desired, “asking the student to repeat what he or she

said;” “pointing out the error and asking the student to self-correct;” “commanding on an error and explaining why it is wrong without having the student to repeat the correct form;” “asking another student to correct the error;” and “using a gesture to indicate that an error has been made” (p. 34). Those investigations provided several ways to improve the students` speaking skill by giving clear ideas on how teachers will achieve the goal (improve the skill).

## **2.2 Strategies for Increasing the Oral Communication**

According to Carbonell (2016), anxiety is one of the most common issues a person may encounter through all his/her life, especially when there is a situation in which this individual has to talk in front of others. Speakers usually become very nervous or think that the audience is going to notice they are nervous or anxious during the speech, and some of them will even have a panic attack, which according to The Editors of Encyclopædia Britannica (2009) is a “sudden onset of intense apprehension, fear, or terror that occurs without apparent cause. Physical symptoms may include shortness of breath, palpitations or accelerated heart rate, chest pain or discomfort, choking, dizziness or faintness, trembling or shaking, sweating, nausea, abdominal distress, numbness or tingling, and hot flashes or chills” (pp. 1).

To help to control anxiety, Carbonell (2016), a Ph.D. Anxiety Coach, usually asks his patients to write down a list of what they do to control the fear or anxiety when standing in front of a crowd and things they do during a presentation. He mentioned that the most common things they write down on the list are: read the presentation, rush through the speech, tell myself it will be over soon, and use slides. Some other strategies they come up

with are: finishing with the speech as soon as possible, avoid pauses or interruptions during the speech, avoid eye contact, and try to hide, they are afraid. However, all these “strategies” will not definitely help through the process. After the list is done, Carbonell asks his patients to think on how the things listed help them to reduce the anxiety or fear they have during a speech. According to his theory, hurrying makes you talk fast and this will affect your breathing because the individual will not breathe appropriately when speaking that fast, “This gives you the sensation of running out of air and being unable to breathe” (pp. 10).

When ignoring the audience, you will lose their reaction to what you are saying (Carbonell, 2016), and you will be not able to determine if they are understanding or if they have questions about your topic. Besides that, Carbonell explained that if the patient does not focus on the audience, then the patient will focus on his/her own thoughts and those are usually negative thoughts.

When trying to hide the fear you feel, you will eventually demonstrate to the public that you are nervous in fact. This will also prevent the speaker to “take pride” of the job done due to the fact this person will only be focused on how nervous he/she was during the speech and/or that everyone was able to notice it even though this is not true. This information is explained to the patients after the “the list of strategies” is done. In short; Carbonell (2016) stated that we should not hurry on a speech, we should focus on our audience and we should not try to hide we are afraid.

Moreover, according to Marshall (2014), there are six tips that will help to calm the nerves and anxiety that someone may have, before speaking in public. She mentioned that

staying hydrated is very important due to the fact we may get thirsty during the speech, so, it is very important to drink enough water before the speech and keep a bottle full of water nearby when presenting the speech.

In addition, it is very important to exercise before the speech, according to a research performed at Mayo Clinic (2015), they noticed that when we exercise our body releases endorphins, which are going to help controlling the anxiety and will make you feel better. This also causes the individual to feel more comfortable and confident. Another tip, before speaking is to take a deep breath and visualize yourself walking to the stage in order to deliver the speech, keep a big smile and/or even tell a joke. This will calm the nervousness and the anxiety.

Next, it is important to find a brief moment during the speech to take a deep breath to calm nervousness during the speech. It is also recommended making a small joke that will help you get more comfortable with the audience. According to Marshall (2014), nervousness is not that bad at all because some researches have shown that good stress will help the body to get more concentrated and help us to think clearly, as well. That “extra energy” whenever speaking in front of people can be used in a positive way, taking advantage and using that energy to show passion for the topic and make the audience feel engaged towards the presentation. The last tip provided is to be prepared and know what to say beforehand; if the speech is not prepared this will definitely produce anxiety and nervousness through the whole process.

According to Morozova (2013), the students that want to develop oral skills effectively must learn to communicate using different media (visual aids, digital,

technology, etc.) and should be able to share information, communicate thoughts and ideas effectively. Teachers should help the students by applying different and creative activities for the learners to be motivated.

Morozova (2013) provided some examples of activities that can develop the speaking skills. Activities like picture description game, chained storytelling, role play, group presentations, and story-telling are very dynamic, and fun for the students; in other words, students will learn while having fun. It is very important to promote self-confidence on the students and develop the appropriate activities according to the topic, objective and the students' level.

Moreover, Morozova (2013) stated that in order to improve the speaking ability, there are some steps the teachers should consider; for example, on a basic level the teacher should focus the class on the study book, teacher should give the students enough time to speak, provide a friendly environment to the students, use practical activities for the class, promote self-confidence, and last but not least, award the work of the students.

## **Chapter III**

### **Methodological Framework**

This section represents an important part of the project, since it demonstrates the importance of the study and supports all the other parts of the research, as for example the main problem, objectives, information related to the topic, etc. Moreover, in this section the reader can find explanations and descriptions of the method used and the description of the sample and population, as well as the instruments used to collect the information.

#### **3.1 Research Method and Scope**

In this research, the qualitative method is going to be used. According to Hernandez (1991), the qualitative method is used “To recollect the data without a numeric measure to find out or polish the research questions in the interpretation process” (p. 7). The information in this investigation is going to be collected with the appropriate instruments, as this will help confirming if the research question is the correct one according to what the investigator wants. This will also help interpreting the nature of the problem due to the fact that the information collected will be analyzed to get accurate results.

The objective is to measure the students’ speaking motivation through practices, surveys, tests, and questionnaires to determine how the speaking ability could be affected by personality and social factors and consequently causing the lack of confidence when talking to someone. Moreover, the lack of knowledge or vocabulary may be one of the reasons why students would not talk; this will also be measured and analyzed through a test to know what the knowledge of the students is, and what they have to work on.

Therefore, this research is focused on helping students to accomplish the speaking skills through different activities, and this will help all teachers at the selected institution to determine which is the best way is to develop these skills and motivate the students at the same time.

Any investigation consists on a set of steps in order to achieve a solution to the problem that is under study. A research method refers to a group of specific tools or evidence that can be collected and examined (Neville, 2007, p 5). In addition, for the purpose of the investigation, instruments are going to be used, an example of these are interviews, observations, questionnaires, and tests that will guide the researcher to the true solution to the research question.

The importance of including instruments, according to Sampieri, Collado, and Lucio (2010, p.200), is that an instrument will serve as a mean to measure all the information related to the objectives of the study and these will also allow the reader to understand the pre and post stages of the object of study; in this case, students of third grade at Santa Monica School. The instruments used are considered to be part of a qualitative research; however; the researcher will based the investigation with instruments that belong to both the quantitative due to the objectives and the collection of information. The following paragraphs will explain the type of research and methods used in this project.

The research is presented as a qualitative research due to the characteristics of the same. It is described as interpretive and naturalist because tries to observe, study, and analyze deeply the students' environment, as well as to understand the different

phenomena. A qualitative research, due to its characteristics, evaluates the natural development of events, so the results are analyzed in terms of the people way of living, their situations and feelings towards it; in other words, their perspective. Consequently, that is the reason why this investigation is considered to be under the parameters of a qualitative research, since it was necessary to observe and analyze the students.

As a final point, as it was stated before, the researcher's purpose is to explain such phenomena. For this project, the researcher, by using the data collection, is going to represent the results by explaining the students' point of view and progress development during the methodology through numerical data.

Based on the information provided, this research fulfills the characteristics of a qualitative approach. For this reason, the research will apply both of them during the collection process, as well as in the analysis. During the process of observation and classroom methodology; the researcher will adapt each objective to its respective instrument in order to gather the information and obtain information from the students for later analyses and appropriate interpretation. These instruments will be discussed later in this chapter.

## **3.2 Selection and Description of the Population and Participants**

### **3.2.1 Description of the Institution**

Santa Mónica School is a private school located in Montelimar, Guadalupe. Victoria Castro Rojas funded it in 1981. The school's mission is to be a family support when educating children by providing scientific, human, and social education, and Christian

values to its students. The vision of the institution is to make the student have self-confidence including values like tolerance and love for people.

The shift of Santa Monica School goes from 7:00 am to 2:30 pm. It has all types of students that go from kindergarten to sixth grade of school. The students like to participate a lot, the teachers request the students to try to speak in English as much as possible, so they can learn. The school is very organized, big, and clean; it has beautiful gardens, a gym, a soccer field, a playground, computer lab, music and arts class, and a cafeteria.

All the teachers are highly qualified. There are 19 teachers that help with pre-kindergarten, kindergarten, preparatory, first grade, second grade, third grade, fourth grade, fifth grade, and sixth grade. The classrooms are big and illuminated; teachers are preoccupied of sitting the students on the appropriate places so that they are comfortable to learn.

### **3.2.2 Description of the Population and Participants**

A research population is generally a large amount of individuals or objects that are investigated for a specific purpose. In this case, the population of this investigation are the children from first and third grade, that is from 7 – 9 years old. First grade is composed by 15 students (10 males and 5 females) and third grade by 14 students (9 males and 5 females).

All the students like to participate and play while learning; nevertheless, there some students that are easily distracted by anything in the class, as some of them were diagnosed with Attention Deficit Disorder (ADD), but some others are not diagnosed. The majority of the students seem to be getting along with the English language and their level of English is

beginner- intermediate, since in this institution from kindergarten they are encouraging children to speak in English so they can learn naturally. Moreover, since it is a private school, the families are economically stable and upper middle class.

Teachers educate the students with discipline and love and motivate the students to take advantage of the language classes. They are very experienced in the educational field and have great English skills.

### **3.4 Data Collection Instruments**

Before continuing, it is important to get some definitions clear. Data collection is the system used to collect and measure information from different sources to get some results according to what the researcher is looking for (Rouse, n.d.); in addition, instruments are testing devices for measuring phenomenon; for example, paper and pencil test, questionnaires, interviews, guidelines when observing the object of study, among others. The information collected under this investigation will be divided into three sections that are going to be applied in the first cycle.

#### **3.4.1 Questionnaire**

According to Key (1997), “The questionnaire is most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic.” For the purpose of the investigation, it is important to know the reason why the students may suffer from anxiety and what areas are important to control and focus for future speeches.

An anxiety questionnaire will be applied to the students to identify the level of anxiety they have before and during a speech. This assessment will help the students and the teacher to identify the areas which need to be focused on when giving a speech and this will help to provide a better performance.

This Questionnaire will be based on Public Speaking Anxiety Self-Assessment taken from The McGraw-Hill Companies (2010). The students will need to circle the most appropriate rate from 1 to 5 according to the following information: 1=poor, 2=below satisfactory, 3=satisfactory, 4=good, 5=excellent, and NA=if the item is not applicable for this particular speech.

Once the assessment is completed, the students will need to add all the values they have circled to get the total score; once that is done, the students may refer to the next score descriptions and tips that will help them to overcome the areas of opportunity each student has: Score: 85-100: Student is comfortable during the speech and is able to control nervousness. For future presentations, find one area in which you had lower score to be able to improve it.

Score: 70-84: Student could use more tips mentioned above to control nervousness. For future presentations, focus on one or two areas of opportunities in which you had lower score. Score: 55-69: Student has several areas that need to be improved. Take a look at the strengths you have and your weaknesses to be able to improve or control your nervousness for the next speech. Score: 0-54: Student appears to have problems with nervousness. Focus on improving those areas in which you have low score one by one.

### **3.4.2 Pre-Test**

According to The Free Dictionary by Farlex (n.d.), pretesting is defined as:

“A preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study.” Based on that definition, a pre-test will be good for the purpose of the research, since the researcher wants to help the students and future generations to identify what the students (object of the study) know and what they do not know when providing speeches.

A pre-test that consists on an observation will be applied to the students on the I Cycle before applying any technique to measure the initial level, speaking issues and general status of the students, as well as the level of anxiety or feelings that could interfere with the speech the student will provide. These pre-tests will be based on a speaking activity and the evaluation will be based on a rubric score which is going to be divided into: verbal skills which is going to include eye contact, body language, and poise. The non-verbal skills that include elocution, which is about using a clear voice and correct pronunciation, so all the audience can hear; subject knowledge, which refers to the knowledge the student has about the topic he/she is talking about; organization that refers to the order in which the topic is presented; and last but not least, mechanics, which stand for misspellings and grammatical errors counted. The formula for the two rubrics is  $100=28$  pts, if the students are rated four in all the categories.

### **3.4.3 Post Test**

A definition for post-test according to The Free Dictionary (n.d.) is

“A test given after a lesson or a period of instruction to determine what the students have learned”. This Post-test will consist on the observation of a speech, which will be applied to

the students of the first cycle in order to measure the improvement the students have had after applying the techniques. These post-tests will be a speaking activity and the evaluation will be based on the same rubric score (verbal and non-verbal) to be able to measure and compare results to determine if there was an improvement.

### **3.4.4 Questionnaire / Students' Opinion Form**

At the end of the cycle a questionnaire will be given to the students to know how they feel about the techniques applied and if the students feel there was an improvement on their speaking skills. Students will need to answer the questions with a scale from 1 to 5. At the end of the form, the students will need to add all the values to be able to determine the level of satisfaction the students had.

(5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree).

## **Chapter IV**

### **Data Analysis**

“Data is a precious thing and will last longer than the systems themselves.”

Tim Berners-Lee

According to the Business Dictionary (2017), data analysis is the process in which the information is gathered and then is evaluated using analytical and logical processes to conduct a research or experiment. The following information pretends to provide a wide explanation of the methods used during the investigation with the purpose of answering the research question.

The methods used will show the progress of the students since the very first moment they were observed by the investigator, since this will let the readers to have an objective sight and determine if the strategies applied on the research had their impact on students' progress. Moreover, the researcher will define and explain extensively each instrument used on the investigation for a better understanding. The information in this section will be presented in logical and organized order to compare results and be able to answer the main objective of this investigation.

#### **4.1 Analysis and Interpretation of the Results**

##### **4.1.1 Observation.**

According to Dudovskiy (2016), observation is an instrument that helps the researcher to collect information of the object of study through only observing the behavior. There are two types of observation; it can be either formal, which will require a laboratory and structures, or casual, which is about observing the object of study in the natural environment. During each type of observation, the observer may have a participant role; in other words, the observer is part of the group being

observed, or may have a non-participant role, which means the researcher is not part of the group observed.

The observation is made with the intention of knowing about the students a bit more. This observation was considered causal due to the fact the object of study was observed on its natural environment and there were not structures; for instance, the observation helped detecting and checking if there are students on first and third grade with learning problems or disabilities, academic opportunities, and if there are students who need English adaption. Moreover, the observation was intended to measure the English level they have before the post-tests are started, check behavior during English classes, and last but not least, facilities; for example, lighting and accommodations for the students, and size of the group.

The observation was made during a whole week; the students like to participate a lot and having different activities during classes to facilitate learning. Both grades have students who have been diagnosed with attention deficit disorder (ADD), as well, some others get very distracted during classes, who are the ones that obtained the lowest results in the activities.

In addition, students are asked to speak in English at all times to develop the speaking skill. In first grade there was a new student who has not an English background and, therefore, it is very difficult for him to follow the class due to the fact that teachers speak to the students in English. Moreover, in third grade three students have serious difficulties with English. Two of them are able to understand, but they are not able to produce and the third one is a new student as well, with no English background; consequently, these students (first and third) need English adaptations.

The facilities are good for the students to learn and the teacher is worried making feel the students comfortable and motivated to learn. Both groups have few students (first grade has 15 students and third grade 14 students) which facilitates the communication between teacher and

students, and finally both groups have academic opportunities which is speaking skill as mentioned before.

#### **4.1.2 Evaluation Rubric**

According to UNSW Sydney (2016), Evaluation Rubric is an instrument used to provide grades to a student's work using different criteria (pp. 1, 2016). Since this instrument is based on criteria, the students are able to see which areas they should focus more for the next assessment.

Consequently, an impromptu speech was requested to the students to be able to evaluate and have records of the initial state of the student's speaking skill. This let the researcher to identify the areas of opportunity each student has and measure the English level; moreover, the pretest helped to compare results once the post-tests were done. The students were called one by one to the front to provide a free topic speech.

The following table shows the grades and initial state of each student from first and third grade. This information demonstrates both grades present serious problems with the speaking skill while learning English.

Table 1. Results for the Pre – Test applied to students.

<b>Students First Grade</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>	<b>Students Third Grade</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>
<b>Student #1</b>	13	46.43	<b>Student #1</b>	22	78.60
<b>Student #2</b>	14	50	<b>Student #2</b>	15	53.57
<b>Student #3</b>	14	50	<b>Student #3</b>	10	35.71
<b>Student #4</b>	15	53.57	<b>Student #4</b>	16	57.14
<b>Student #5</b>	13	46.43	<b>Student #5</b>	7	25
<b>Student #6</b>	7	25	<b>Student #6</b>	13	46.43
<b>Student #7</b>	12	42.86	<b>Student #7</b>	19	67.86
<b>Student #8</b>	13	46.43	<b>Student #8</b>	16	57.14
<b>Student #9</b>	15	53.57	<b>Student #9</b>	7	25
<b>Student #10</b>	12	42.86	<b>Student #10</b>	10	35.71
<b>Student #11</b>	13	46.43	<b>Student #11</b>	13	46.43
<b>Student #12</b>	13	46.43	<b>Student #12</b>	13	46.43
<b>Student #13</b>	10	35.71	<b>Student #13</b>	12	42.86
<b>Student #14</b>	11	39.28	<b>Student #14</b>	8	28.57
<b>Student #15</b>	13	46.43			

*Table 1 illustrates the results gathered by the researcher on the pre-test applied both levels. Source: Researcher's creation.*

According to the results shown on the table above, both first graders and third graders have serious problems with the speaking ability, like for example in first grade Student #6 with a grade of 25 and Student #13 with 35.71; and in third grade Student #5 with 25, Student #9 with 25, and Student #14 with 28.57. These students presented more problems than the others due to the fact that most of them have ADD or come from a public school and have no English background; for instance, when these students were called to provide the impromptu speech they obtained the lowest grades from according to the rubric used.

The rest of the students from first grade and third grade obtained grades that go within the range of 45 and 58 for example in first grade student # 1 with 46.43 and student #4 with 53.57; and in third grade student #11 with 46.43 and student #4 with 57.14. These results demonstrate that there

is a gap in the speaking skill in different areas that the research will explain in detail on the next paragraph.

The following figure will show more details about the results obtained in the pre- test activity. These results were analyzed and compared by the researcher to have a clearer idea of what the teacher should focus on as a group. The figure will show the results for first graders.

Figure 1. Verbal /Non-Verbal Skills' Results for the Pre- test applied to first graders.

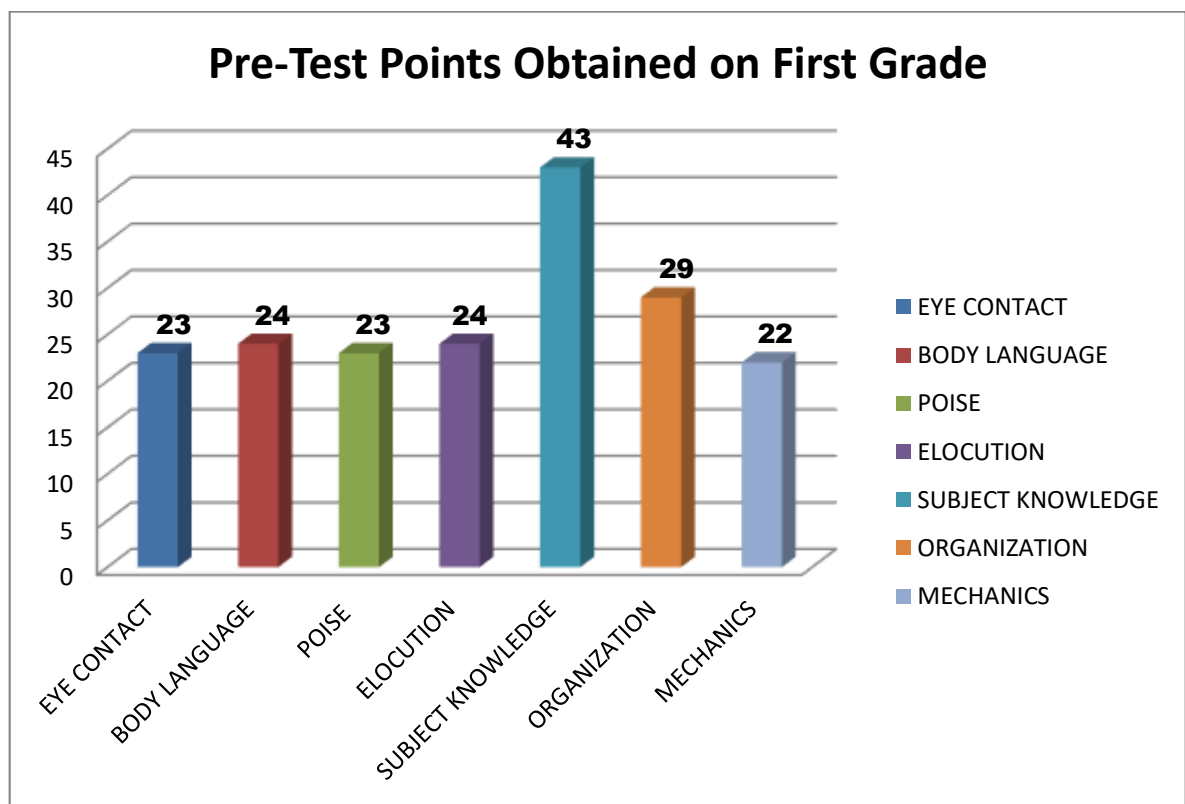


Figure 1 illustrates the results gathered by the researcher on the pre-test activity applied in first grade. Source: Researcher's creation.

The rubric used was divided into eye contact, body language, poise, elocution, subject knowledge, organization, and mechanics. Based on the results, the pre-test not only showed that the students from first and third grade had an area of opportunity in the speaking skill, but also showed what areas the teacher and researcher should focus on to improve the speaking skill and help the

students to control problems like anxiety and nervousness when providing a speech. According to Figure 1, students from first grade have to work on eye contact with 23 points obtained, body language with 24 points, poise with 23 points, elocution with 24 points, and mechanics with 22 points obtained to provide an effective speech and improve the speaking ability.

The following figure will demonstrate the details and data analysis obtained on the pre- test activity applied on third grade with the intention of showing to the readers the area of opportunities third graders had at the begging of the research.

Figure 2. Verbal /Non-Verbal Skills' Results for the Pre- test applied to third graders.

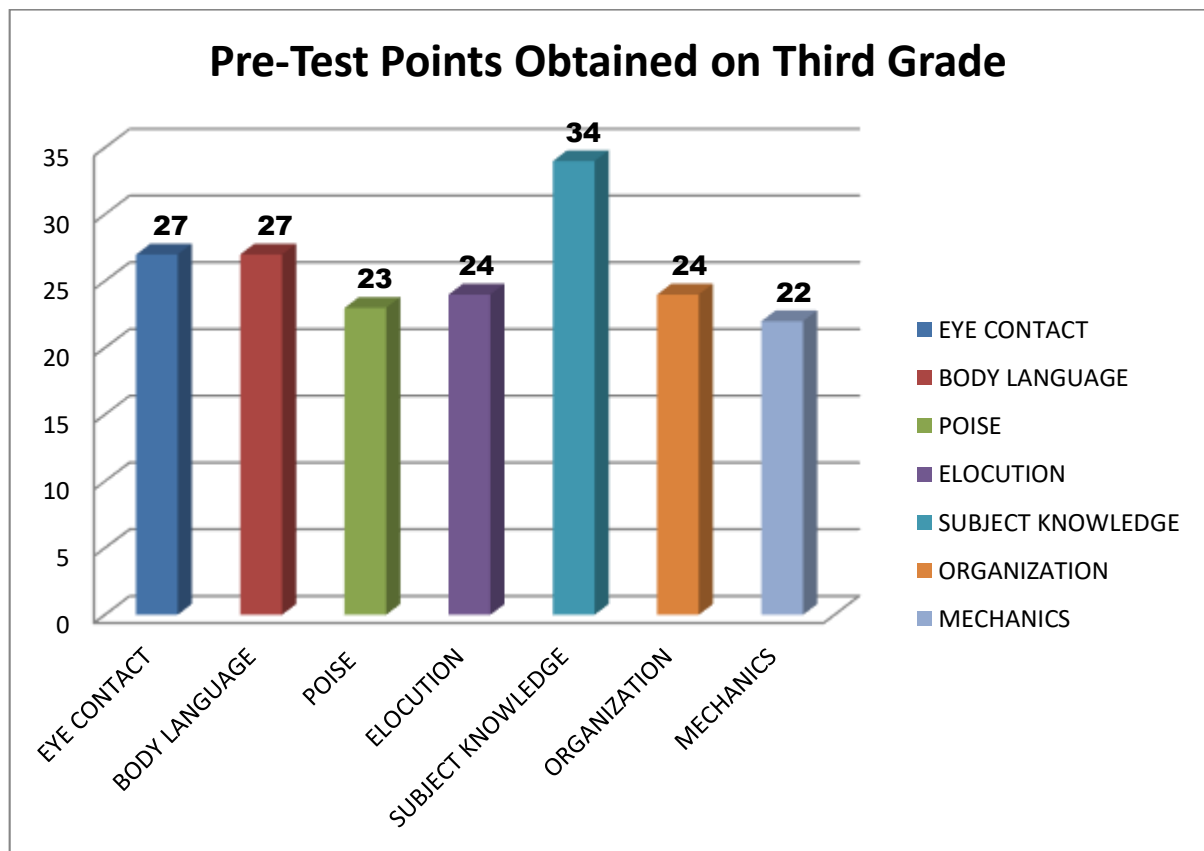


Figure 2 illustrates the results gathered by the researcher on the pre-test activity applied in third grade. Source: Researcher's creation.

According to Figure 2, students from third grade should not only work on the speaking ability, but also to improve their speech abilities they should focus on poise with 23 points, elocution with 24, organization with 24 points, and mechanics with 22 points. The results on Figure 1 and 2

showed that third grade has a bit more eye contact, body language, and poise management than first grade; however, this was also coached to third grade for the purpose of this investigation.

During the pre-test students from first and third grade presented problems when trying to speak clearly, as they tend to change to Spanish when they started mumbling, they also present problems when organizing ideas and grammar. The instrument used definitely confirmed there was a gap on the English speaking skill on the majority of the students.

The following table will include grades and points obtained on the Role-play activity for both grades for the reader to be able to make a comparison with Table 1. This will allow the reader to observe the improvement some students had from the initial state.

Table 2. Results for the Role-play applied to students.

<b>Student First Grade</b>	<b>Points Obtained</b>	<b>Role-Play Grade</b>	<b>Students Third Grade</b>	<b>Points Obtained</b>	<b>Role-Play Grade</b>
<b>Student #1</b>	14	50	<b>Student #1</b>	22	78.60
<b>Student #2</b>	16	57.14	<b>Student #2</b>	15	53.57
<b>Student #3</b>	14	50	<b>Student #3</b>	12	42.86
<b>Student #4</b>	16	57.14	<b>Student #4</b>	17	60.71
<b>Student #5</b>	14	50	<b>Student #5</b>	7	25
<b>Student #6</b>	7	25	<b>Student #6</b>	14	50
<b>Student #7</b>	12	42.86	<b>Student #7</b>	19	67.86
<b>Student #8</b>	15	53.57	<b>Student #8</b>	17	60.71
<b>Student #9</b>	15	35.71	<b>Student #9</b>	7	25
<b>Student #10</b>	10	42.86	<b>Student #10</b>	12	42.86
<b>Student #11</b>	14	50	<b>Student #11</b>	14	50
<b>Student #12</b>	13	46.43	<b>Student #12</b>	13	46.43
<b>Student #13</b>	8	28.57	<b>Student #13</b>	13	46.43
<b>Student #14</b>	12	42.86	<b>Student #14</b>	7	25
<b>Student #15</b>	13	46.43			

*Table 2 illustrates the results gathered by the researcher on the Role-play to both levels. Source: Researcher's creation.*

The second speaking evaluation made to the students was a role-play, in which the majority of the students improved their grade as explained before; for example, in first grade Student #1 with

50 and Student #2 with 57.14, and in third grade Student #4 with 60.71 and Student #8 with 60.71 from third grade. Some other students did not have improvement at lot, Student #3 with 50, Student #7 with 42.86, and Student #15 with 46.43 from first grade and Student #1 with 78.60, Student #2 with 53.57, and Student #12 with 46.43 from third grade. Moreover, the role-play results showed that it had a more positive impact on the grades of the third grade students.

The figure below shows the results obtained on the Role-play activity in more detail, demonstrating if there was improvement or not in verbal and non-verbal skills in first graders.

Figure 3 Verbal /Non-Verbal Skills' Results for the Role-play applied to first graders.

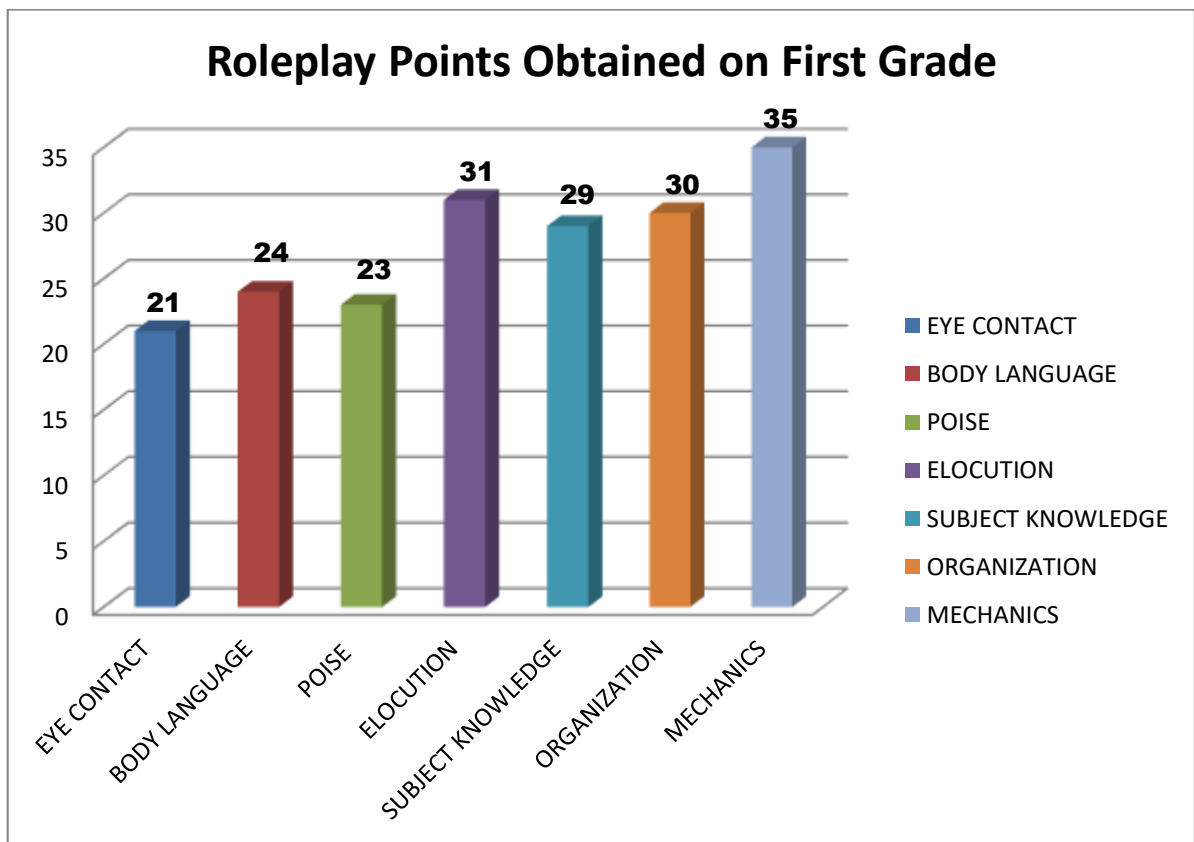


Figure 3 illustrates the results gathered by the researcher on the Role-play activity applied in first grade. Source: Researcher's creation.

In comparison to Figure 1, Figure 3 demonstrates that the Role activity helped the students to improve and increase the points obtained on mechanics, which obtained 35 points, elocution with

31 points, and organization with 30 points obtained. On the other hand, this activity showed a decrease in the number of points obtained in Eye contact with 21 points and Subject Knowledge with 29 points, in comparison to Figure 1.

The next figure will also provide details about which areas (verbal and non-verbal skills) were improved on third grade when applying the Role-play activity. This figure will let the reader to understand and compare better the results with figure 2.

Figure 4. Verbal /Non-Verbal Skills' Results for the Pre- test applied to third graders.

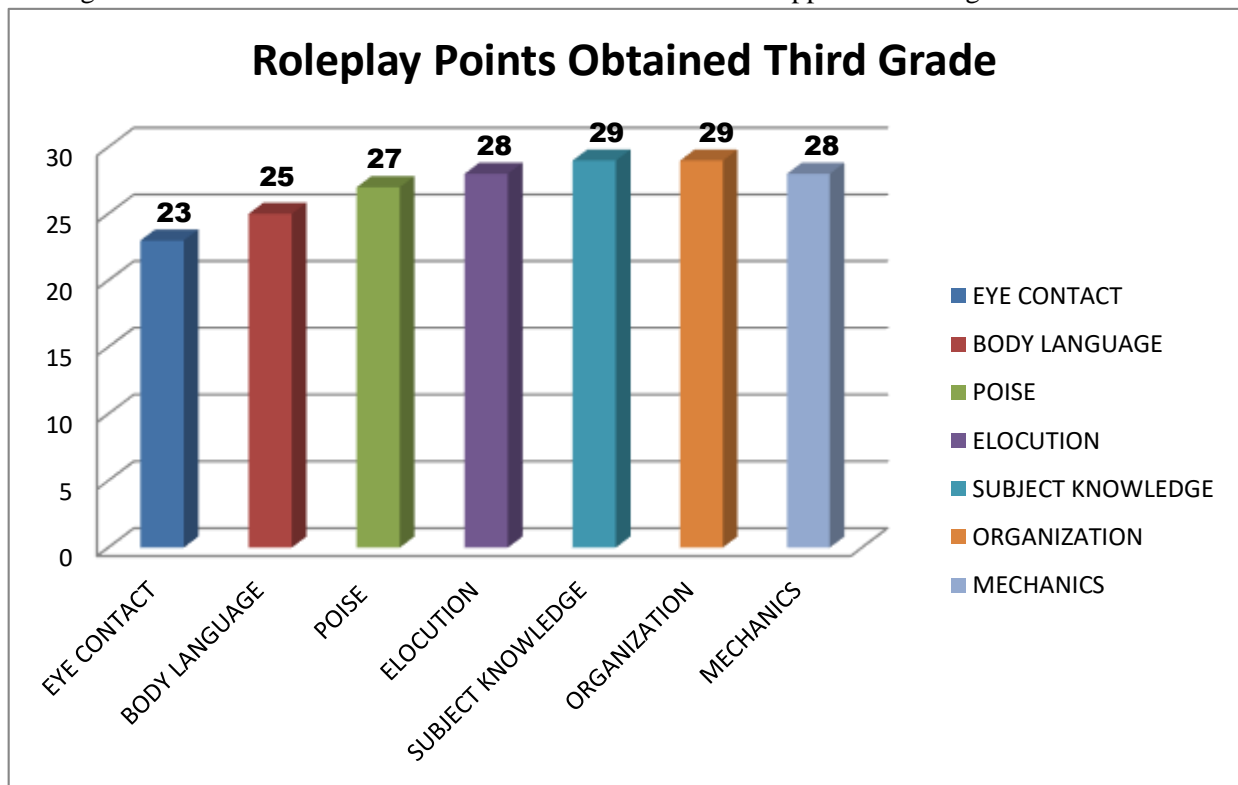


Figure 4 illustrates the results gathered by the researcher on the Role-play activity applied in third grade. Source: Researcher's creation.

The students from third grade improved on mechanics, organization, elocution, and poise in contrast to Figure 2. The role-play activity helped the third graders to improve the speaking ability and grammar; however, some non-verbal skills had a negative impact when applying this technique; for example, eye contact with 23 points and body language with 25 points, and the verbal skill subject knowledge was also negatively affected by the activity with 29 points obtained.

The third activity applied for this investigation was the Speech; the researcher provided few days for them to prepare the speech about the last vacation they had. The following table will provide the grades the students from first and third grade had on this activity.

Table 3. Results for the Speech applied to students.

<b>Student First Grade</b>	<b>Points Obtained</b>	<b>Speech Grade</b>	<b>Students Third Grade</b>	<b>Points Obtained</b>	<b>Speech Grade</b>
<b>Student #1</b>	20	71.43	<b>Student #1</b>	23	82.14
<b>Student #2</b>	22	78.57	<b>Student #2</b>	18	64.28
<b>Student #3</b>	22	78.57	<b>Student #3</b>	16	57.14
<b>Student #4</b>	17	60.71	<b>Student #4</b>	20	71.42
<b>Student #5</b>	17	60.71	<b>Student #5</b>	10	35.71
<b>Student #6</b>	10	35.71	<b>Student #6</b>	17	60.71
<b>Student #7</b>	16	57.14	<b>Student #7</b>	22	78.57
<b>Student #8</b>	18	64.28	<b>Student #8</b>	17	60.71
<b>Student #9</b>	22	78.57	<b>Student #9</b>	7	25
<b>Student #10</b>	12	42.86	<b>Student #10</b>	17	60.71
<b>Student #11</b>	19	67.85	<b>Student #11</b>	19	67.86
<b>Student #12</b>	16	57.14	<b>Student #12</b>	19	67.86
<b>Student #13</b>	8	42.86	<b>Student #13</b>	13	46.43
<b>Student #14</b>	18	64.28	<b>Student #14</b>	9	32.14
<b>Student #15</b>	18	64.28			

*Table 3 illustrates the results gathered by the researcher on the Speech to both levels. Source: Researcher's creation.*

Based on the data, all the students from first grade increased the number of points obtained showing that the activity really helped them; for example in first grade Student #2 with 78.57, Student #3 with 78.57, and Student #9 with 78.57, which allows the researcher to demonstrate that they were able to improve a lot, while third grade students were also to improve the points obtained and the grade positively; Student #1 with 82.14, Student #2 with 64.28, and Student #7 with 78.57 had major improvement on the activity. On third grade Student #8 with 60.71 and Student #9 with 25 remained with the same points and grade from the previous activity showing no progress in the speaking ability.

The next figure will clarify the improvement each verbal and none verbal skill had individually on first grade after applying the Speech activity.

Figure 5. Verbal /Non-Verbal Skills' Results for the Speech applied to first graders.

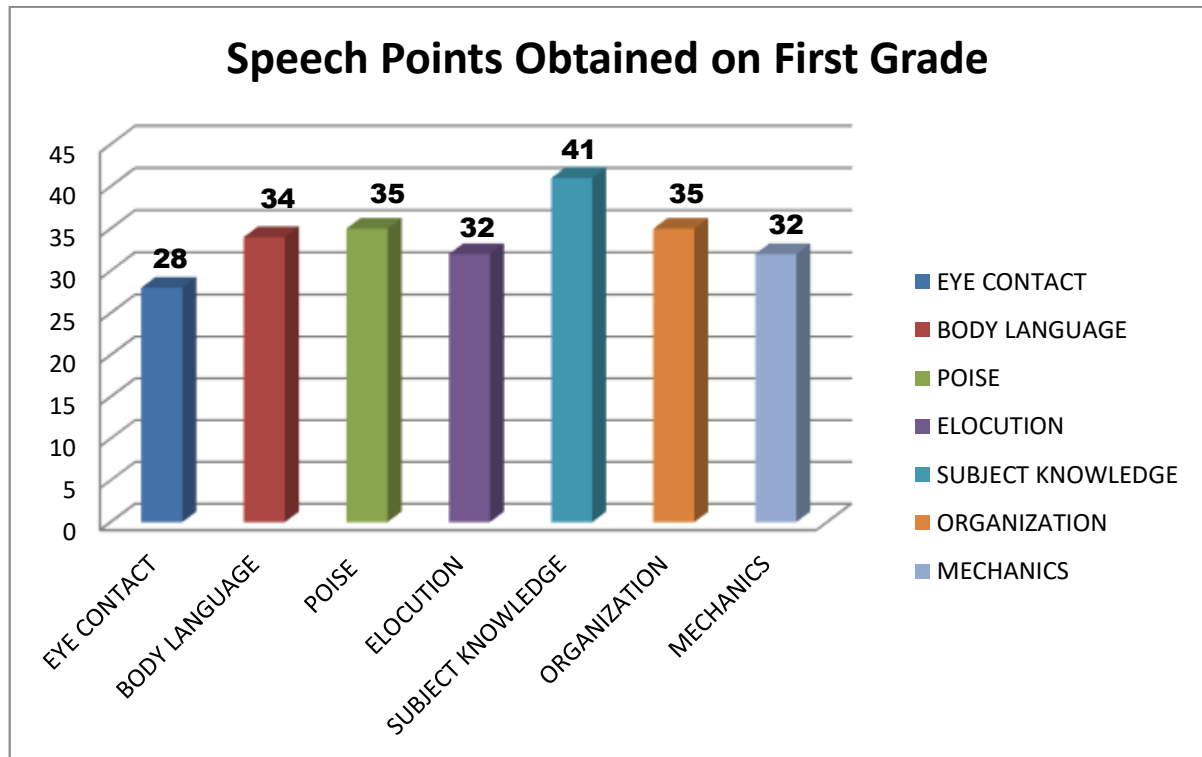


Figure 5 illustrates the results gathered by the researcher on the speech activity applied in first grade. Source: Researcher's creation.

In comparison to Figure 3, the students from first grade had more improvement in body language with 34 points, poise with 35 points, and subject knowledge with 41 points obtained. Unfortunately, the students decreased 3 points on mechanics, for instance, grammar; however, the students have shown an improvement of 10 points since the first activity (see figure 1).

In the following figure, the reader will be able to see the results for verbal and non-verbal skill for third graders, with this figure the reader will be able to compare results with the previous activity performed.

Figure 6 Verbal /Non-Verbal Skills' Results for the Speech applied to third graders.

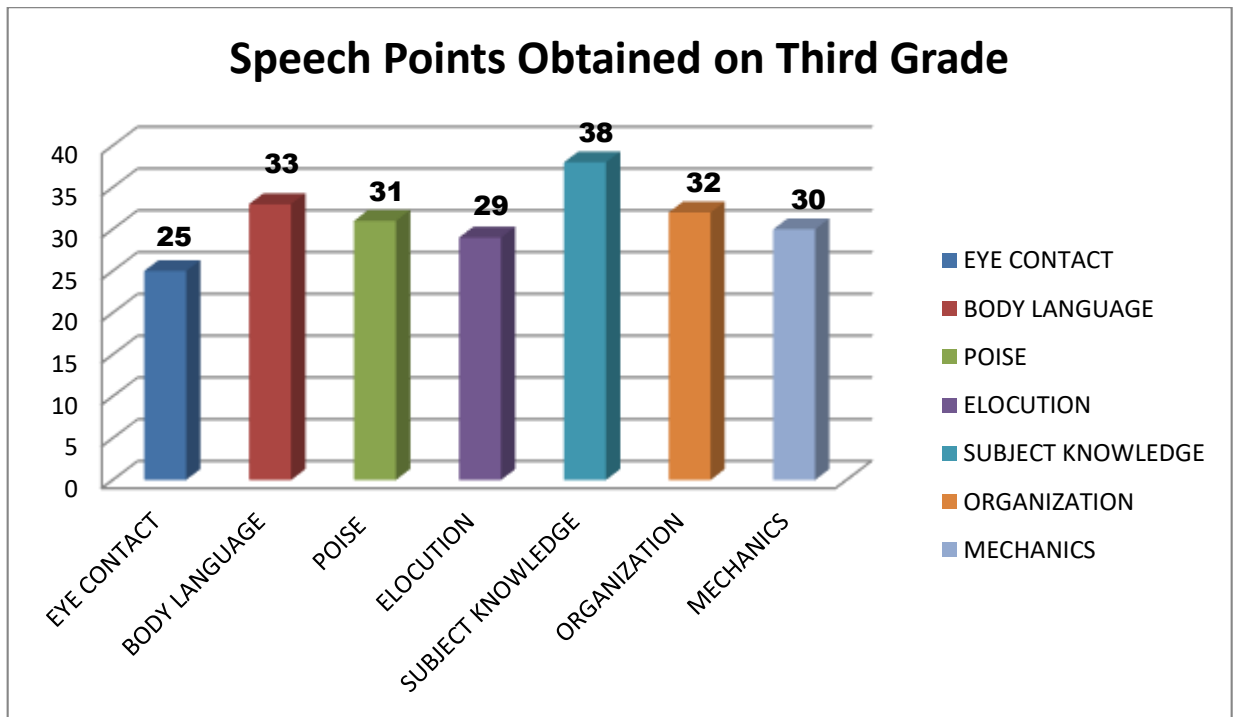


Figure 6 illustrates the results gathered by the researcher on the speech activity applied in third grade. Source: Researcher's creation.

On the other hand, even though two students remained with the same points and grade from the role-play activity (see Tables 2 and 3), the overall score was improved, in fact, both non-verbal and verbal skills were improved in contrast with Figure 4. The skills that have more positive impact are body language with 33 points and subject knowledge with 38 points obtained.

The next activity applied to the students was an oral questionnaire, evaluated with the rubric since it was an oral activity, in which the students were called one by one to the front to answer some questions about the Science for both grades.

The following table will show the score obtained by the first and third graders.

Table 4. Results for the Oral Questionnaire applied to students.

<b>Student First Grade</b>	<b>Points Obtained</b>	<b>Oral Quest Grade</b>	<b>Students Third Grade</b>	<b>Points Obtained</b>	<b>Oral Quest Grade</b>
<b>Student #1</b>	16	57.14	<b>Student #1</b>	23	82.14
<b>Student #2</b>	18	64.28	<b>Student #2</b>	17	60.71
<b>Student #3</b>	22	78.57	<b>Student #3</b>	16	57.14
<b>Student #4</b>	16	57.14	<b>Student #4</b>	18	64.28
<b>Student #5</b>	17	60.71	<b>Student #5</b>	7	25
<b>Student #6</b>	7	25	<b>Student #6</b>	17	60.71
<b>Student #7</b>	14	50	<b>Student #7</b>	22	78.57
<b>Student #8</b>	18	64.28	<b>Student #8</b>	16	57.14
<b>Student #9</b>	22	78.57	<b>Student #9</b>	7	25
<b>Student #10</b>	10	35.71	<b>Student #10</b>	14	50
<b>Student #11</b>	20	71.43	<b>Student #11</b>	18	64.28
<b>Student #12</b>	17	60.71	<b>Student #12</b>	19	67.86
<b>Student #13</b>	8	42.86	<b>Student #13</b>	13	46.43
<b>Student #14</b>	16	57.14	<b>Student #14</b>	7	25
<b>Student #15</b>	17	60.71			

*Table 4 illustrates the results gathered by the researcher on the Oral Questionnaire to both levels. Source: Researcher's creation.*

Based on the data on Table 4, the students on both grades had a setback for the speaking process. On first grade, the majority of the students obtained a lower grade in comparison to the previous activity applied (see Table 4); for example, Student #1 with 57.14, Student #7 with 25, and Student #15 60.71. Some other students obtained the same points and same grade they achieved on the last activity (speech); for example, Student #3 with 78.57 and Student #8 with 64.28, only two students were able to improve their grades from the previous speech (see Student #11 and Student #12).

In addition, third grade had no improvement on their scores and they even have a setback as well as the first graders, for example, Student #2 with 60.71, Student #5 with 25, and Student #11

with 64.28. As in first grade, some students kept the same grade they obtained from the last speaking activity; for example, Student #1 with 82.14, Student #5 with 25 and Student #12 with 67.86.

In addition, the next figure will provide to the reader more detailed information about first grade's results in regards to verbal and non-verbal skills, this will demonstrate if the students were able to improve or decrease these skills.

Figure 7. Verbal /Non-Verbal Skills' Results for the Oral Questionnaire applied to first graders.

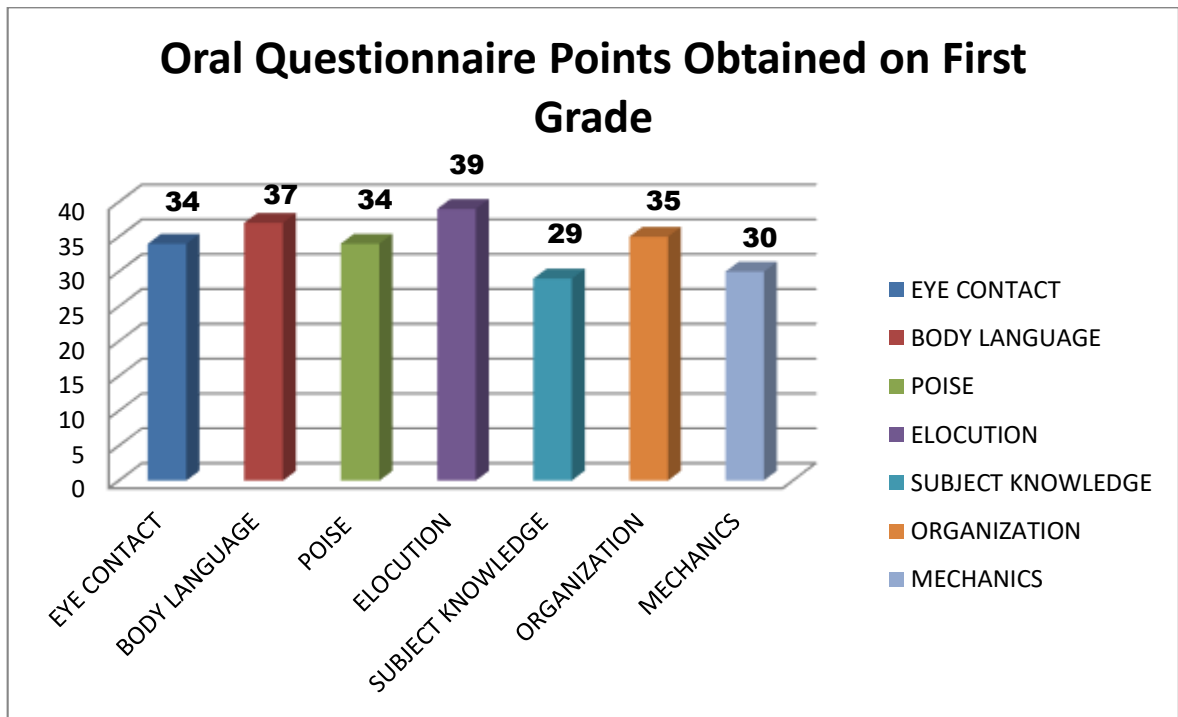


Figure 7 illustrates the results gathered by the researcher on the Oral Questionnaire activity applied in first grade. Source: Researcher's creation.

Even though first and third graders did not improve their speaking ability with this oral questionnaire activity, there were some skills that were improved and that will help the students in future speeches. In the case of no verbal skills for first graders, eye contact and body language were improved with 34 and 37 points accordingly and in the case of verbal skills, only elocution was

improved with 39 points obtained in comparison to Figure 5. In the case of third grader the next figure will also explained in more detail the results the students obtained as a group.

Figure 8. Verbal /Non-Verbal Skills' Results for the Oral Questionnaire applied to third graders.

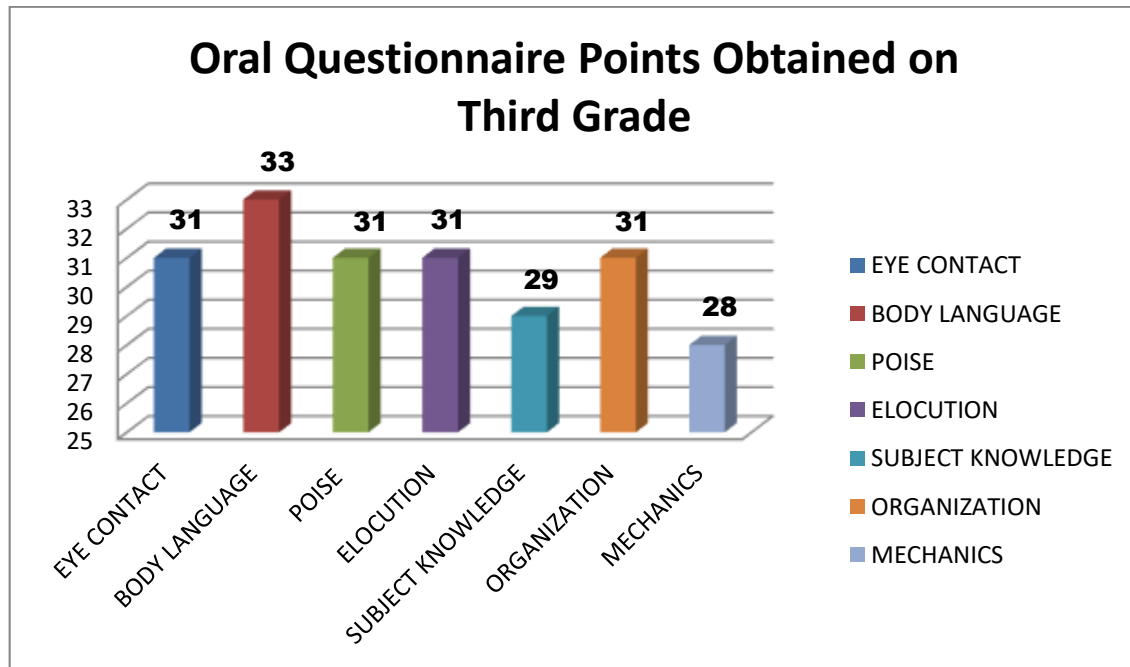


Figure 8 illustrates the results gathered by the researcher on the Oral Questionnaire activity applied in third grade. Source: Researcher's creation.

In third grade, the students showed improvement on areas like eye and elocution with contact with 31 points each; however, the points obtained on the activity showed that they had a reversal on the other skills in contrast with Figure 6.

For the purpose of the investigation, the researcher decided to compare results between the activities on the following table to show the improvement the students had through the activities, which activity helped the students to develop the speaking skill the most, and which activity was not helpful for them at the moment.

Table 5 Results for all the activities applied to students on first grade.

<b>Student First Grade</b>	<b>Pre-Test Grade</b>	<b>Role-Play Grade</b>	<b>Speech Grade</b>	<b>Oral Questionnaire Grade</b>
<b>Student #1</b>	46.43	50	71.43	57.14
<b>Student #2</b>	50	57.14	78.57	64.28
<b>Student #3</b>	50	50	78.57	78.57
<b>Student #4</b>	53.57	57.14	60.71	57.14
<b>Student #5</b>	46.43	50	60.71	60.71
<b>Student #6</b>	25	25	35.71	25
<b>Student #7</b>	42.86	42.86	57.14	50
<b>Student #8</b>	46.43	53.57	64.28	64.28
<b>Student #9</b>	53.57	35.71	78.57	78.57
<b>Student #10</b>	42.86	42.86	42.86	35.71
<b>Student #11</b>	46.43	50	67.85	71.43
<b>Student #12</b>	46.43	46.43	57.14	60.71
<b>Student #13</b>	35.71	28.57	42.86	42.86
<b>Student #14</b>	39.28	42.86	64.28	57.14
<b>Student #15</b>	46.43	46.43	64.28	60.71

*Table 5 illustrates the results gathered by the researcher on all the activities applied to first grade. Source: Researcher's creation.*

Based on the data shown in Table 5, the activity that helped the students to get the best grades and improve the speaking skill was the Speech “My last Vacation” (Third Activity), for instance Student #2 with 78.57, Student #3 with 78.57 and Student #9 with 78.57. This showed a major improvement during the whole research demonstrating that the speech is one of the best activities to develop speaking skills due to the fact the students will need to learn new vocabulary and its pronunciation to deliver an effective speech. Student #6 and Student #13 from first grade had little improvement due to the fact they had no English background, however, they were able to improve somehow.

The following table will also compare the results obtained in all the activities for third grade.

Table 6. Results for all the activities applied to students for third grade.

<b>Student Third Grade</b>	<b>Pre-Test Grade</b>	<b>Role Play Grade</b>	<b>Speech Grade</b>	<b>Oral Questionnaire Grade</b>
<b>Student #1</b>	78.60	78.60	82.14	82.14
<b>Student #2</b>	53.57	53.57	64.28	60.71
<b>Student #3</b>	35.71	42.86	57.14	57.14
<b>Student #4</b>	57.14	60.71	71.42	64.28
<b>Student #5</b>	25	25	35.71	25
<b>Student #6</b>	46.43	50	60.71	60.71
<b>Student #7</b>	67.86	67.86	78.57	78.57
<b>Student #8</b>	57.14	60.71	60.71	57.14
<b>Student #9</b>	25	25	25	25
<b>Student #10</b>	35.71	42.86	60.71	50
<b>Student #11</b>	46.43	50	67.86	64.28
<b>Student #12</b>	46.43	46.43	67.86	67.86
<b>Student #13</b>	42.86	46.43	46.43	46.43
<b>Student #14</b>	28.57	25	32.14	25

*Table 6 illustrates the results gathered by the researcher in all the activities applied to both levels. Source: Researcher's creation*

In the case of third graders, Student #1 with 82.14, Student #4 with 71.42 and Student #7 with 78.57 demonstrated that the speaking activity that worked better for them was the Speech “My last vacation,” as well as first grade (see Table 5). This table also shows the improvement the students had throughout the activities demonstrating that by applying different activities, the student will be motivated to improve and learn English to eventually have a good speaking skill. Student #5, Student #9, and Student #14 from third grade had no major improvement because of the same situation, they had no English background and some of them suffer from ADD.

First and third graders were able to improve their speaking skills by being motivated to participate in different activities to be able to speak; the students were giving different tips and personal feedback for them to improve their oral abilities.

As it was mentioned in Chapter III in this investigation, the different activities applied were all evaluated with the rubric to prove the improvement each the student had and be able to tell each student which non-verbal or verbal skill they should focus more on for the next time. This also allowed the research to analyze which activity had positive impact in all these competencies.

The following figure will show the Eye contact competency analysis including the different results obtained by first grades in all the activities.

Figure 9. Results for the Eye Contact skill in all the activities applied on first graders.

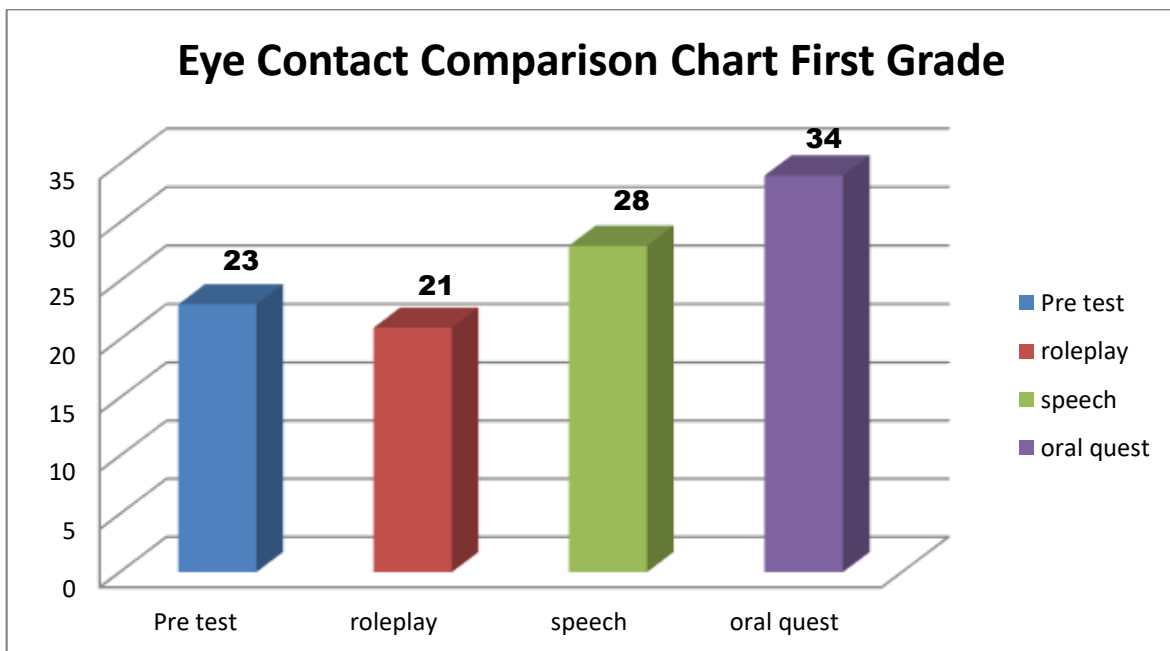


Figure 9 illustrates the results gathered for eye contact skill by the researcher in all the activities applied in first grade. Source: Researcher's creation.

In Figure 9, the researcher showed the comparison among all the activities from Pre-Test to the Oral Questionnaire to know which activity helped to improve more the eye contact competency in the student from first grade. The results showed that the activity that helped the most to improve the eye contact skill on the students in first grade was the Oral Questionnaire which obtained 34 points. Even though the Oral Questionnaire activity did not help the students to improve their grades on the activity itself (see Table 4), it did help the students to improve the most this skill.

The following figure will show the result's comparison chart for the Eye Contact skill for third graders.

Figure 10. Results for the Eye Contact skill in all the activities for third graders.

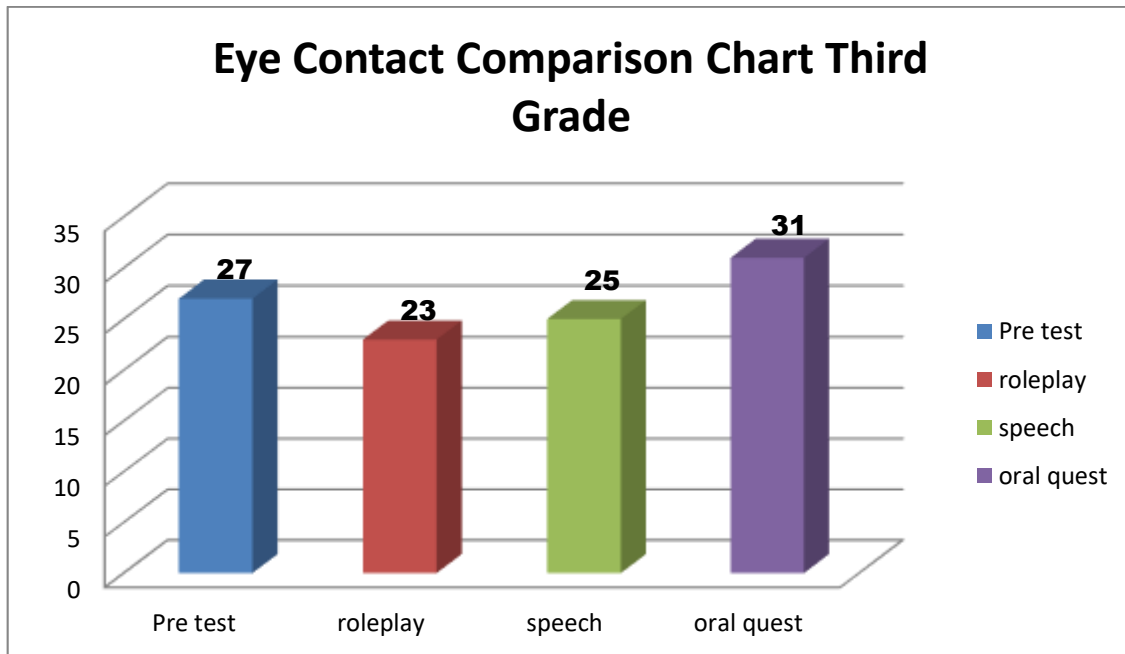


Figure 10 illustrates the results gathered for eye contact skill by the researcher in all the activities applied in third grade. Source: Researcher's creation.

In Figure 10, the results also demonstrated that even though the Oral Questionnaire activity was not the best to improve the students speaking score (see Table 4), it helped to improve as well as first Graders the eye contact competency with 31 points obtained on this category.

The next figure will include the results obtained in all the activities for the Body Language skill for first grade, in this way the reader will be able to see which the activity that helped the most the students is.

Figure 11. Results for the Body Language skill in all the activities for first graders.

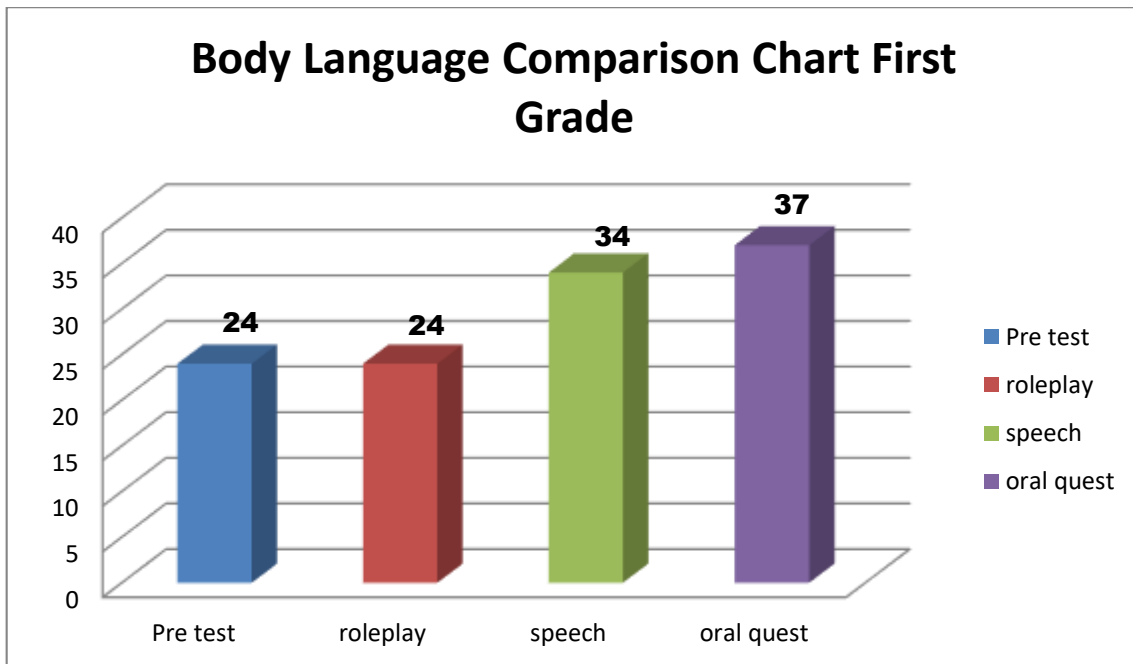


Figure 11 illustrates the results gathered for body language skill by the researcher in all the activities applied in first grade. Source: Researcher's creation.

Based on the information of Figure 11, Body language was also improved the most by the Oral Questionnaire activity performed by first grades with a score of 37. While the role-play activity was the one who helped the less.

The next figure will show the results gathered in all the activities performed during the investigation focusing on body language for third graders.

Figure 12. Results for the Body Language skill in all the activities for third graders.

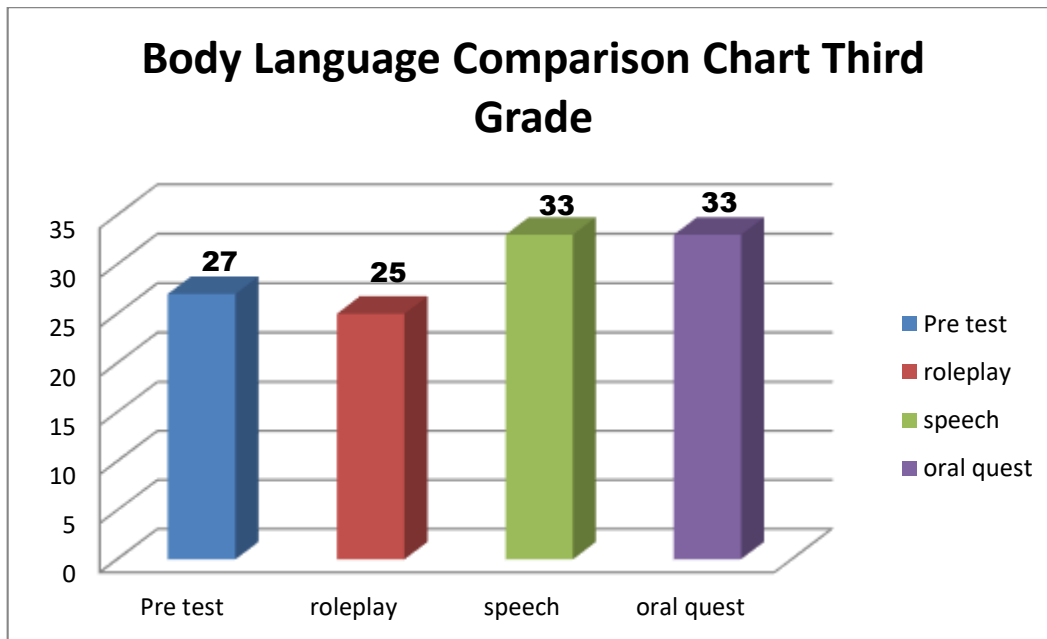
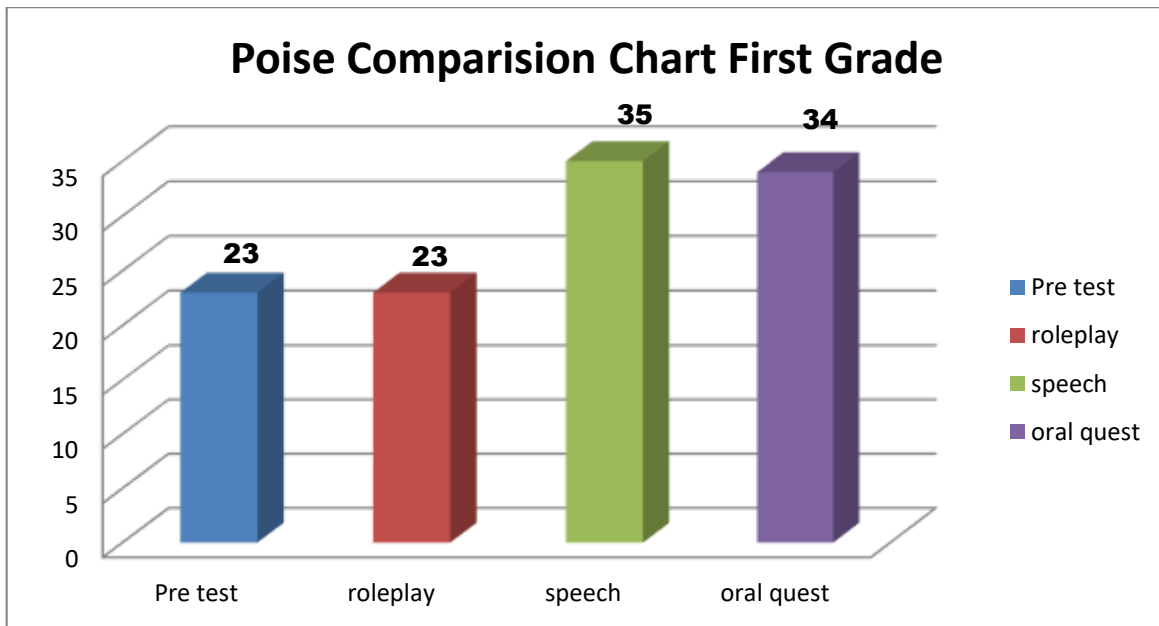


Figure 12 illustrates the results gathered for body language skill by the researcher in all the activities applied in third grade. Source: Researcher's creation.

According to Figure 12, Body language was developed and improved on two of the activities done in the investigation cycle; those activities were Speech and Oral Questionnaire with 33 points obtained each.

The following figure will reflect the results obtained on the Poise skill for first graders for the reader to determine which activity can help improving this skill the most.

Figure 13. Results for the Poise skill in all the activities for first graders.



*Figure 13 illustrates the results gathered for poise skill by the researcher in all the activities applied in first grade. Source: Researcher's creation.*

According to Figure 13, the comparison chart showed that the Poise competency was improved the most on the Speech Activity obtaining 35 points followed by Oral Questionnaire with 34 points obtained in First graders.

Moreover, the next figure will demonstrate which activity improved the most the students Poise skill on third grade.

Figure 14. Results for the Poise skill in all the activities for third graders.

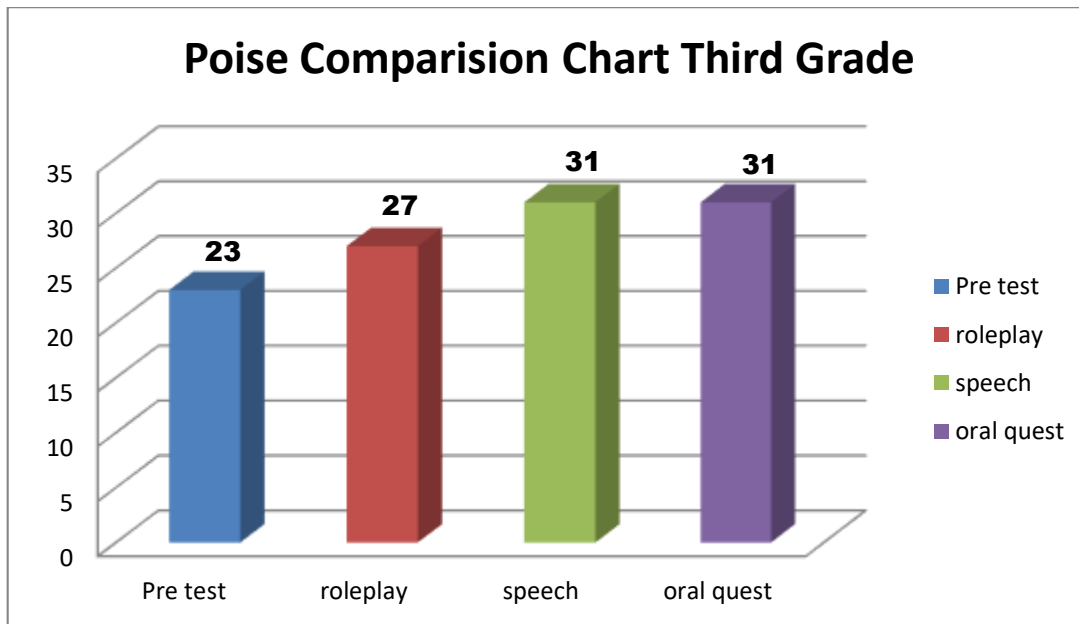


Figure 14 illustrates the results gathered for poise skill by the researcher in all the activities applied in third grade. Source: Researcher's creation.

For third graders, the activities that helped the most on improving Poise skill were Speech and Oral Questionnaire both with 31 points obtained.

Figure 15 will show the results and demonstrate which activity can work the best on improving the Elocution skill on students for first grade.

Figure 15. Results for the Elocution skill in all the activities for first graders.

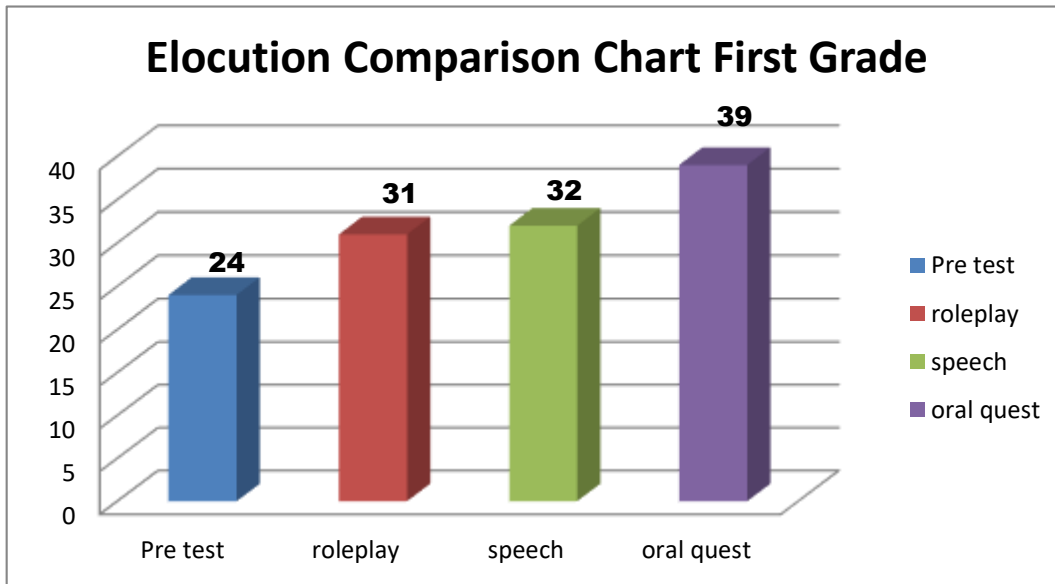


Figure 15 illustrates the results gathered for elocution skill by the researcher in all the activities applied in first grade. Source: Researcher's creation.

On figure 15, the researcher demonstrated the Elocution competency was improved with the Oral Questionnaire activity obtaining 39 points from all the students on first grade.

The next figure will also show the points obtained on third grade according to the Elocution skill.

Figure 16. Results for the Elocution skill in all the activities for third graders.

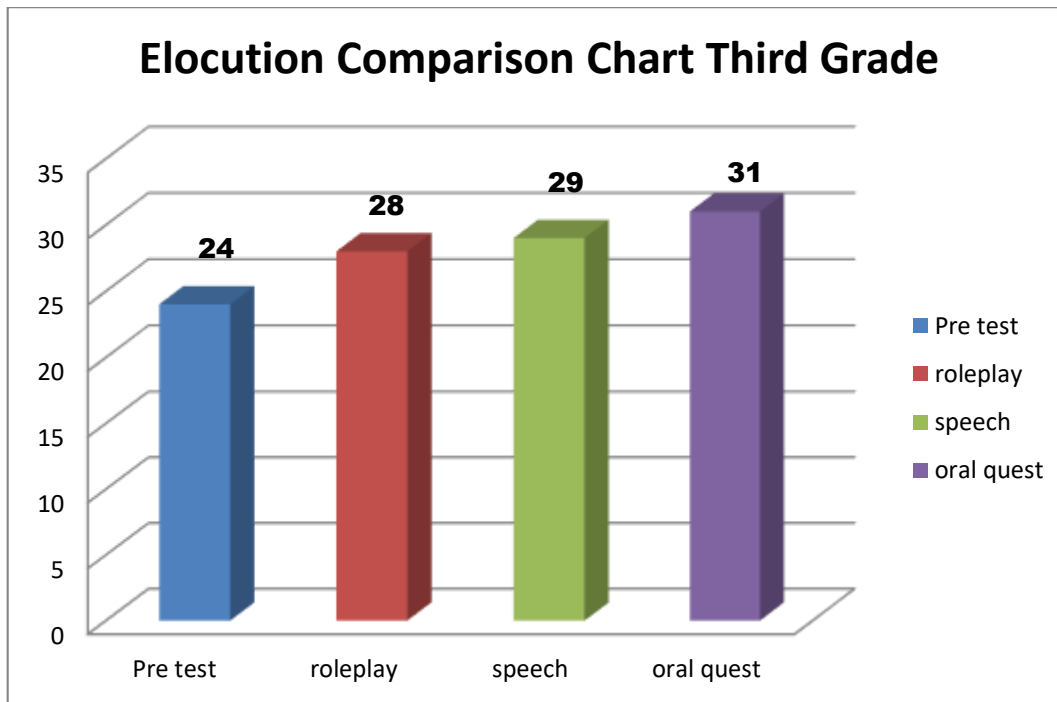


Figure 16 illustrates the results gathered for elocution skill by the researcher in all the activities applied in third grade. Source: Researcher's creation.

In the case of third grade, Elocution was developed in the Oral Questionnaire activity, as well as first grade, which obtained 31 points; followed by the Speech activity in which third grade obtained 29 points. Elocution was also coached since the first activity (pre-test) and that explains the reason why the students from first and third grade obtained those scores and improvement.

In addition, the following figure was made with the purpose of showing which activity helped the students of first grade on improving the Subject Knowledge.

Figure 17. Results for the Subject Knowledge skill in all the activities for first graders.

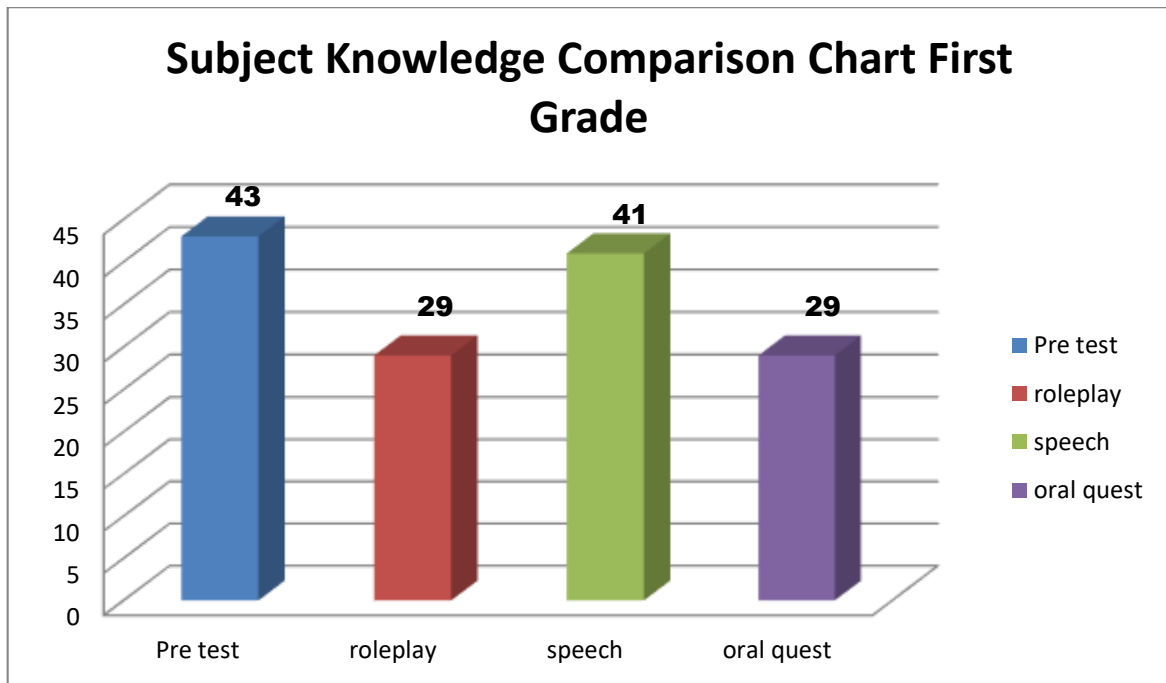


Figure 17 illustrates the results gathered for Subject Knowledge skill by the researcher in all the activities applied in first grade. Source: Researcher's creation.

According to Figure 17, first graders improved their knowledge subject skills in the Speech activity with 41 points obtained.

The next figure will include the results obtained on third grade in regards to the Subject Knowledge skill.

Figure 18. Results for the Subject Knowledge skill in all the activities for third graders.

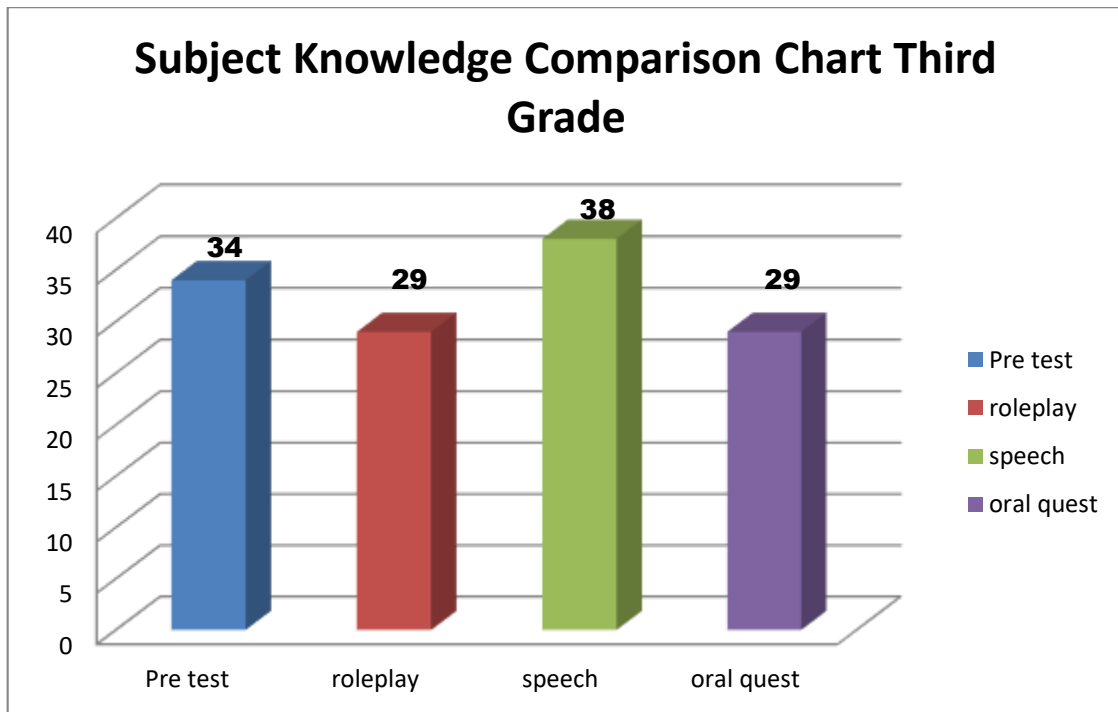


Figure 18 illustrates the results gathered for Subject knowledge skill by the researcher in all the activities applied in third grade. Source: Researcher's creation.

Third graders improved their knowledge subject skills in the Speech activity with 38 points obtained.

The following figure will show the results obtained on all the activities especially on organization for the reader to compare results and notice which activity developed more this skill.

Figure 19. Results for the Organization skill in all the activities for first graders.

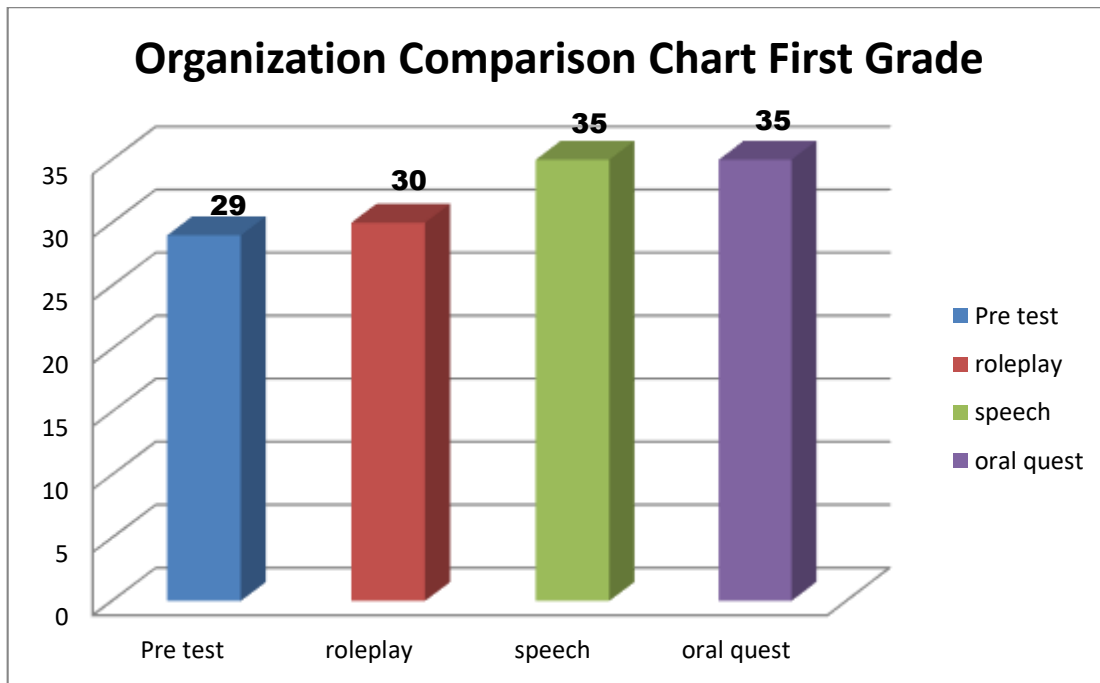


Figure 19 illustrates the results gathered for organization skill by the researcher in all the activities applied in first grade. Source: Researcher's creation.

In regards to Organization, the activities, which improved the most this skill, were Speech and Oral Questionnaire both of them with 35 points obtained each on students in first grade.

In addition, the next figure belongs to third grade; this will also show a comparison among the activities applied, especially for the organization skill.

Figure 20. Results for the organization skill in all the activities for third graders.

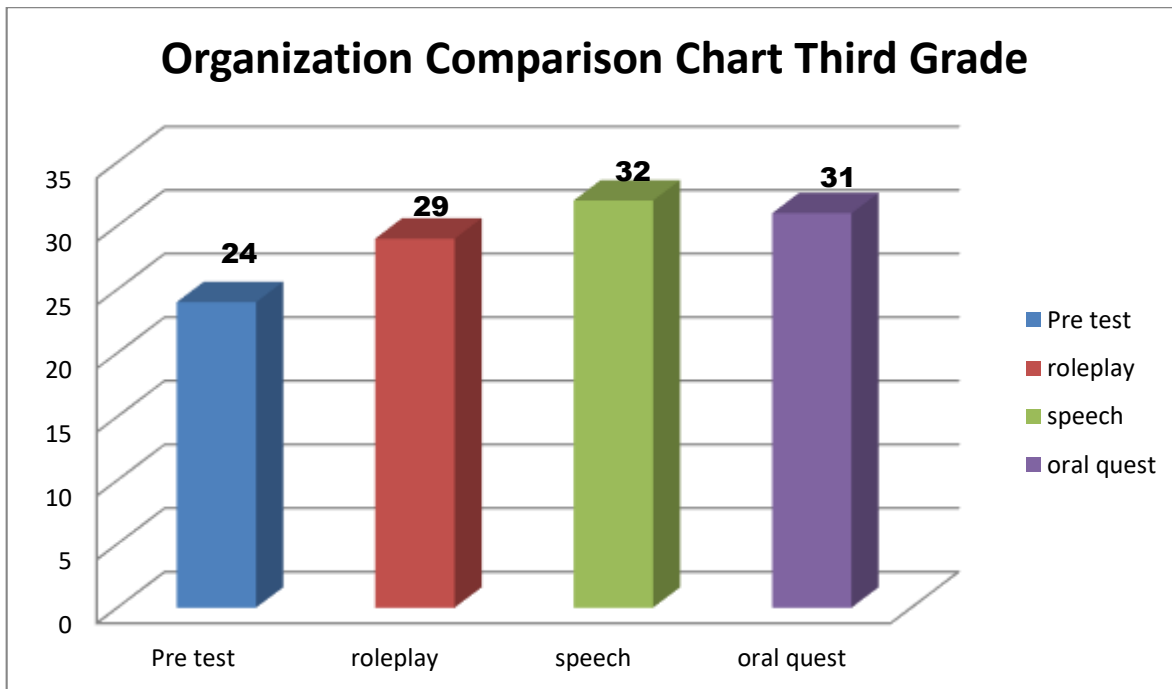


Figure 20 illustrates the results gathered for organization skill by the researcher in all the activities applied in third grade. Source: Researcher's creation.

According to Figure 20, third graders showed Organization improvement on the Speech activity with 32 points obtained followed by Oral Questionnaire activity with 31 points obtained.

Moreover, the next figure belongs to the mechanic's skill. This chart will present the results gathered from the first graders, in regards to this skill in all the activities applied.

Figure 21. Results for the Mechanics skill in all the activities for first graders.

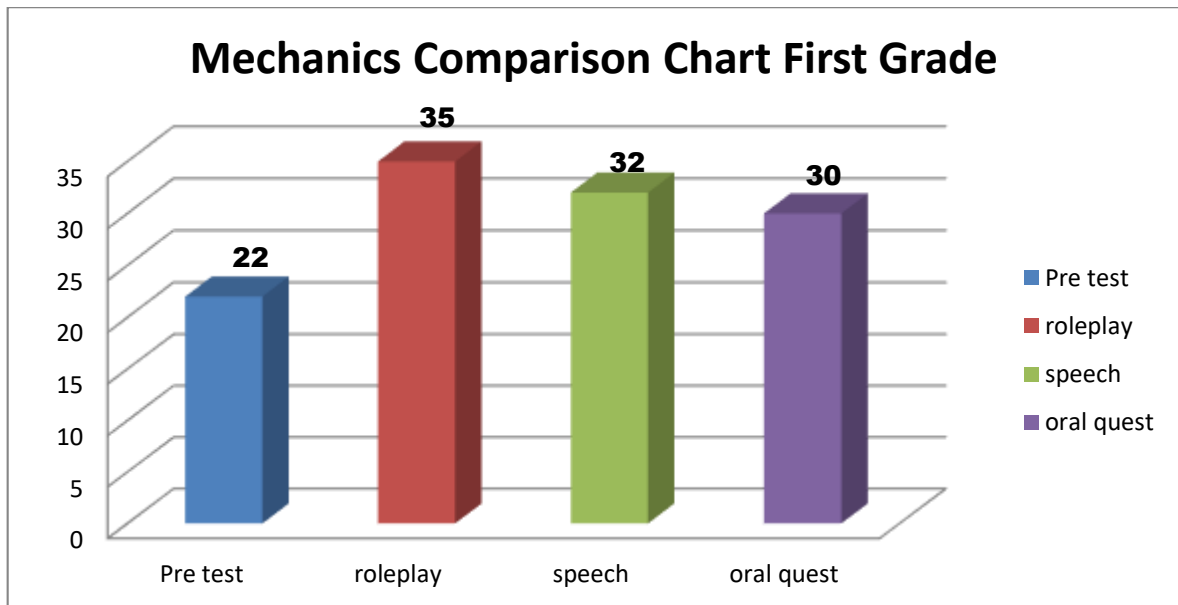


Figure 21 illustrates the results gathered for mechanic's skill by the researcher in all the activities applied in first grade. Source: Researcher's creation.

Mechanics is the competency in which grammar is evaluated. In the case of first grade, the activity that helped the most was the Role play with 35 points obtained, followed by the Speech activity with 32 points obtained. Third grade chart shows the results gathered from the mechanic's skill as well, so the reader will be able to notice which activity helped the most to improve this skill.

Figure 22. Results for the Mechanics skill in all the activities for third graders.

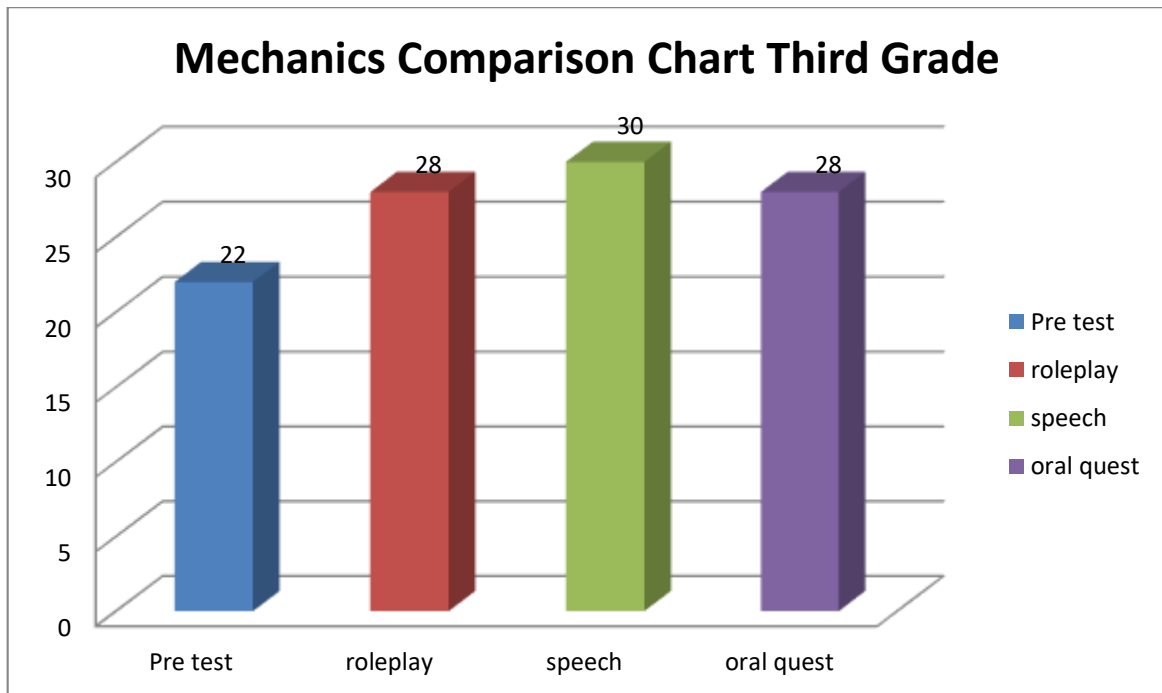


Figure 22 illustrates the results gathered for mechanic's skill by the researcher in all the activities applied in third grade. Source: Researcher's creation.

According to Figure 22, third grade showed mechanics improvement in the speech activity with 30 points obtained, followed by role-play and oral questionnaire both with 28 points obtained. As it was mentioned before, the Oral Questionnaire did not improve the score in first and third graders; however, since the activity was the last one to be applied, the students in both grades were coached through the previous activities (Pre-test, Role-play, and Speech), and that explains the reason why the Body Language and Eye contact were improved by the Oral Questionnaire activity.

#### 4.1.3 Questionnaire.

Based on the Business Dictionary (2017), a questionnaire is a, "List of a research or survey questions asked to the respondents, and designed to extract specific information." According to Dudovskiy (2016), there are two types of questionnaire: quantitative, which include closed ended questions or multiple answer options, and qualitative questionnaires, which include open ended

questions and should be analyzed with other methods (pp. 1). For the purpose of this investigation, the questionnaires included are considered quantitative due to the fact the students answered or chose one of the options for the researcher to be able to classify, compare, and organize the results obtained.

The first questionnaire applied was the anxiety test; this allowed the researcher to know what problems the students had before and during a speaking activity. The anxiety questionnaire was applied during classes and it was guided by the researcher to provide explanation to the students about the questions they will find in the test and how they should answer according to the scale. This Anxiety test was applied before the activities (cycle) started.

The following table will show the results obtained by the students on this anxiety questionnaire for both grades.

Table 6. Results for the Anxiety Test applied to students.

<b>Student First Grade</b>	<b>Anxiety-Test Grade</b>	<b>Students Third Grade</b>	<b>Anxiety-Test Grade</b>
<b>Student #1</b>	53	<b>Student #1</b>	69
<b>Student #2</b>	62	<b>Student #2</b>	56
<b>Student #3</b>	56	<b>Student #3</b>	40
<b>Student #4</b>	59	<b>Student #4</b>	62
<b>Student #5</b>	56	<b>Student #5</b>	35
<b>Student #6</b>	34	<b>Student #6</b>	46
<b>Student #7</b>	50	<b>Student #7</b>	69
<b>Student #8</b>	56	<b>Student #8</b>	54
<b>Student #9</b>	59	<b>Student #9</b>	32
<b>Student #10</b>	36	<b>Student #10</b>	45
<b>Student #11</b>	58	<b>Student #11</b>	69
<b>Student #12</b>	56	<b>Student #12</b>	69
<b>Student #13</b>	40	<b>Student #13</b>	54
<b>Student #14</b>	52	<b>Student #14</b>	34
<b>Student #15</b>	54		

*Table 6 illustrates the results gathered by the researcher on the anxiety test to both levels. Source: Researcher's creation.*

Based on the data on Table 6, first and third grade have serious problems with eye contact, symptoms of nervousness, preparing the speech in advanced, excess energy, and mentioning they are nervous and speaking at an even rate. In first grade, Student #6 with 34 and student #13 with 40 and in third grade Student #3 with 40 and student #5 with 35 demonstrated that they need to work on speaking skills and control the different criteria mentioned on the questionnaire. Since the anxiety test was divided into two sections, the following figures will be divided, as well. Figure 23 will show the results gathered by the researcher according to the first part of the questionnaire (before the speech) for first grade.

Figure 23. Results for the Anxiety Test applied on first grade.

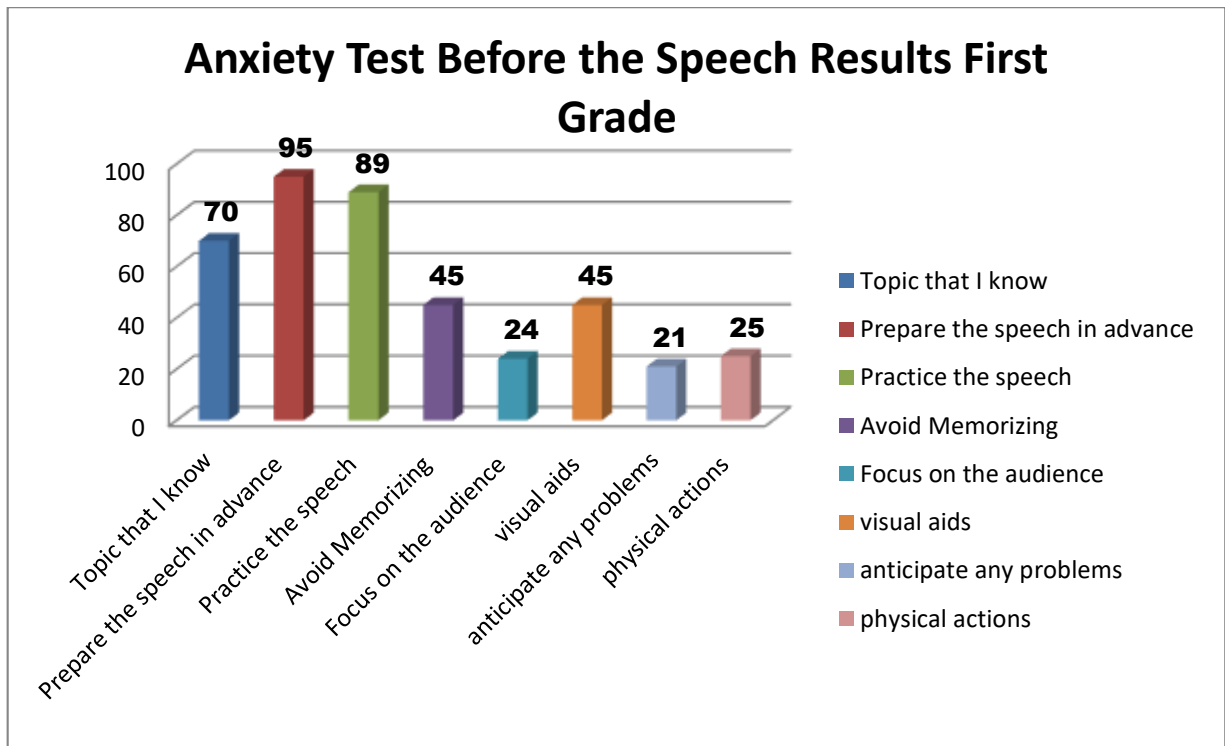


Figure 23 illustrates the results gathered for the anxiety test by the researcher applied in first grade. Source: Researcher's creation.

According to the data analysis, students from first grade showed problems when focusing on the audience with 24 points, preparing visual aids with 45 points, anticipating problems with 21 points, physical action such as deep breathing or tightening and relaxing muscles with 25 points, and finally yet importantly, avoiding memorizing the speech with 45 points.

The following figure will show the results gathered for the second part of the test (during the speech) on the Anxiety Questionnaire applied to first grade.

Figure 24 Results for the Anxiety Test applied on first grade.

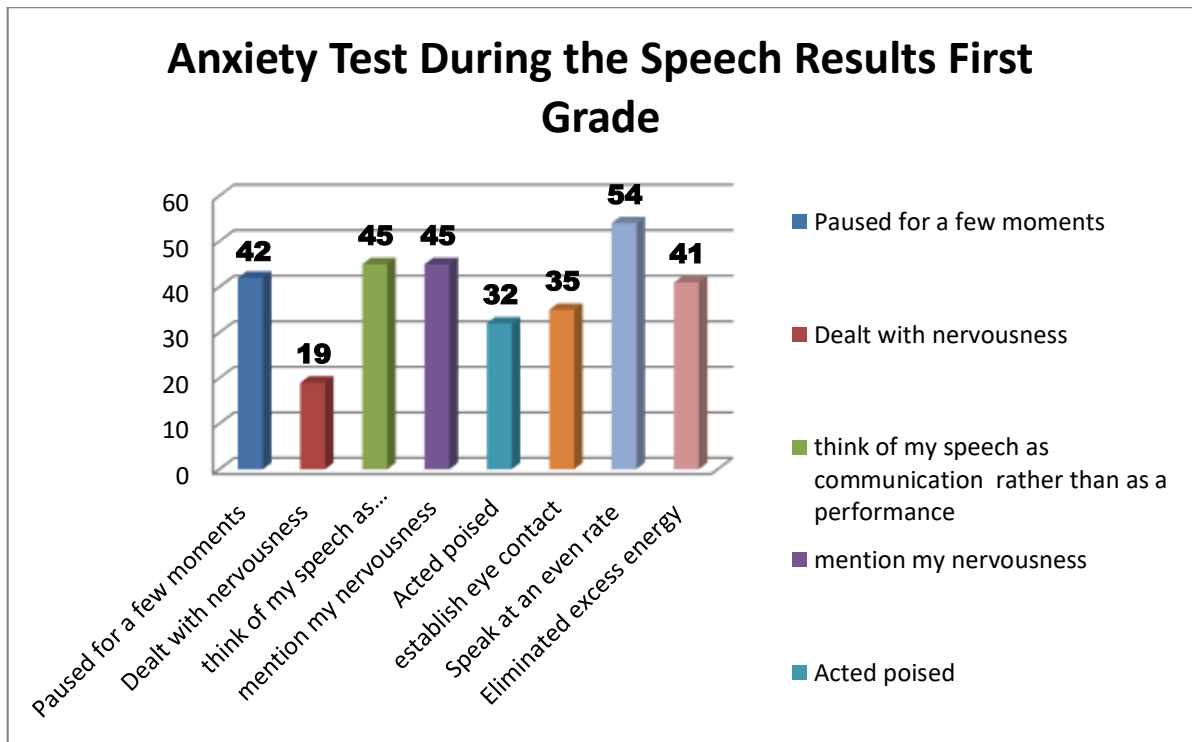


Figure 24 illustrates the results gathered for the anxiety test by the researcher applied in first grade. Source: Researcher's creation.

During the speech, first graders showed that they presented problems when dealing with nervousness with 19 points obtained, acting poised with 32 points, establishing eye contact with 35 points, and excess of energy with 41 points obtained.

The next figure will include the results obtained by the researcher after the first part of the questionnaire (before the speech) was applied to third graders.

Figure 25. Results for the Anxiety Test applied on third grade.

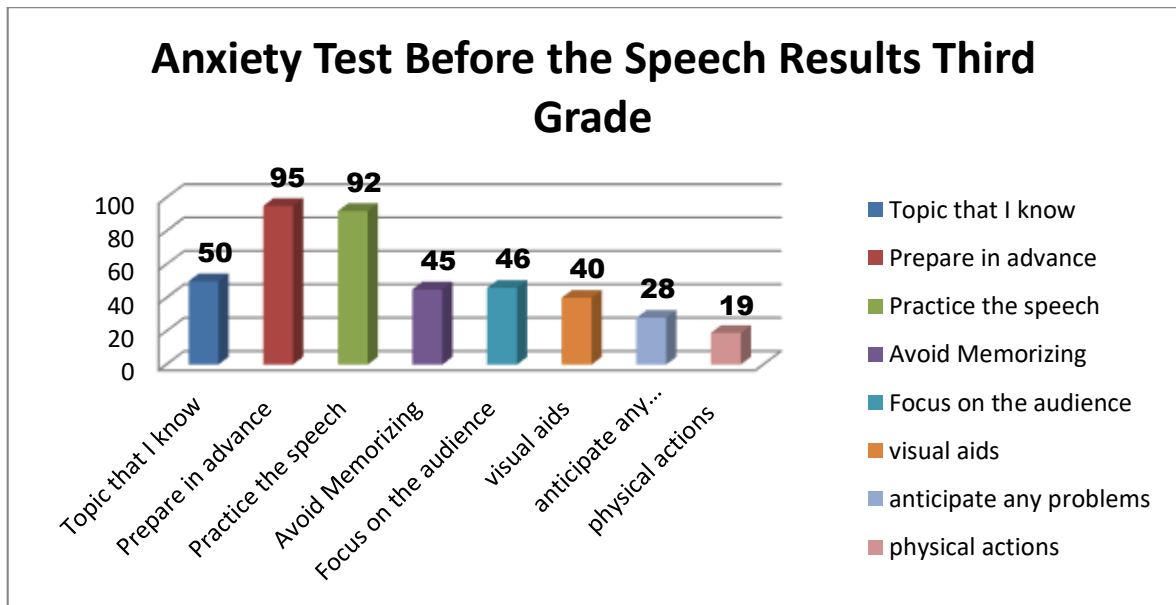


Figure 25 illustrates the results gathered for the anxiety test by the researcher applied in third grade. Source: Researcher's creation.

In the case of third graders, they presented problems with Physical actions with 19 points, anticipating problems with 28 points, visual aids with 40 points, memorizing the speech with 45, and focusing on the audience with 46 points obtained.

Figure 26 will show the results obtained by the students on the second part of the test (during the speech) applied to third graders.

Figure 26. Results for the Anxiety Test applied on third grade.

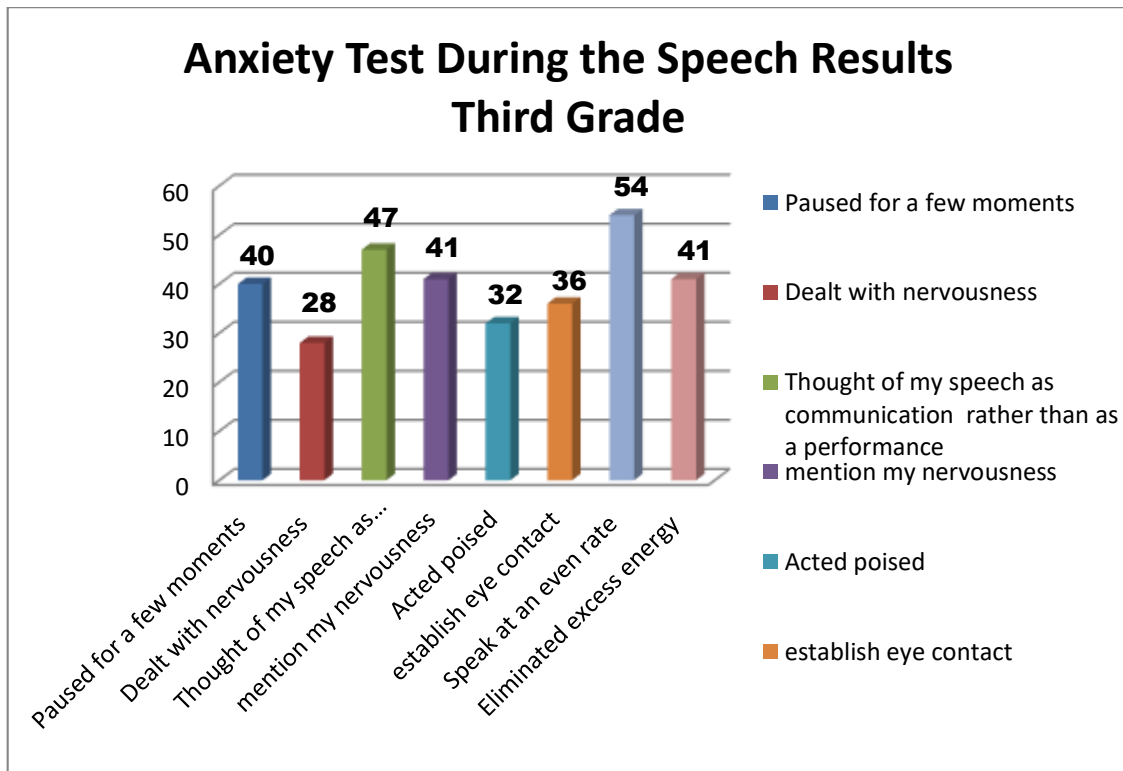


Figure 26 illustrates the results gathered for the anxiety test by the researcher applied in third grade. Source: Researcher's creation.

After the anxiety test was done, students from first and third grade were coached individually for them to start the pre-test and the other activities. After the activities were completed the students were given the second questionnaire. This questionnaire was applied with the intention of knowing the student's opinion about the activities applied and if they feel that they improved their speaking abilities.

The following table will show the results gathered by the students for both levels on the Questionnaire applied.

Table 7. Results for the Student Questionnaire applied to students.

<b>Student First Grade</b>	<b>Points Obtained</b>	<b>Questionnaire Grade</b>	<b>Students Third Grade</b>	<b>Points Obtained</b>	<b>Questionnaire Grade</b>
<b>Student #1</b>	42	82	<b>Student #1</b>	50	100
<b>Student #2</b>	48	96	<b>Student #2</b>	48	89
<b>Student #3</b>	46	92	<b>Student #3</b>	40	80
<b>Student #4</b>	42	82	<b>Student #4</b>	50	100
<b>Student #5</b>	50	100	<b>Student #5</b>	42	82
<b>Student #6</b>	40	80	<b>Student #6</b>	47	94
<b>Student #7</b>	48	96	<b>Student #7</b>	50	100
<b>Student #8</b>	43	86	<b>Student #8</b>	45	90
<b>Student #9</b>	48	96	<b>Student #9</b>	41	25
<b>Student #10</b>	46	92	<b>Student #10</b>	42	82
<b>Student #11</b>	50	100	<b>Student #11</b>	50	100
<b>Student #12</b>	43	86	<b>Student #12</b>	46	92
<b>Student #13</b>	42	82	<b>Student #13</b>	46	92
<b>Student #14</b>	45	90	<b>Student #14</b>	40	25
<b>Student #15</b>	48	89			

*Table 7 illustrates the results gathered by the researcher on the student questionnaire to both levels. Source: Researcher's creation.*

Based on the results, both grades showed satisfaction with the activities done during the investigation. In first grade, student #5 and student #11 both showed a 100 fulfillment and in third grade Student #1, Student #4, and Student #11 showed 100% satisfaction.

The next figure will show the data information about the results obtained on first grade for the reader to have a better idea on what the student's opinion is.

Figure 27. Results for the Student Questionnaire applied on first grade.

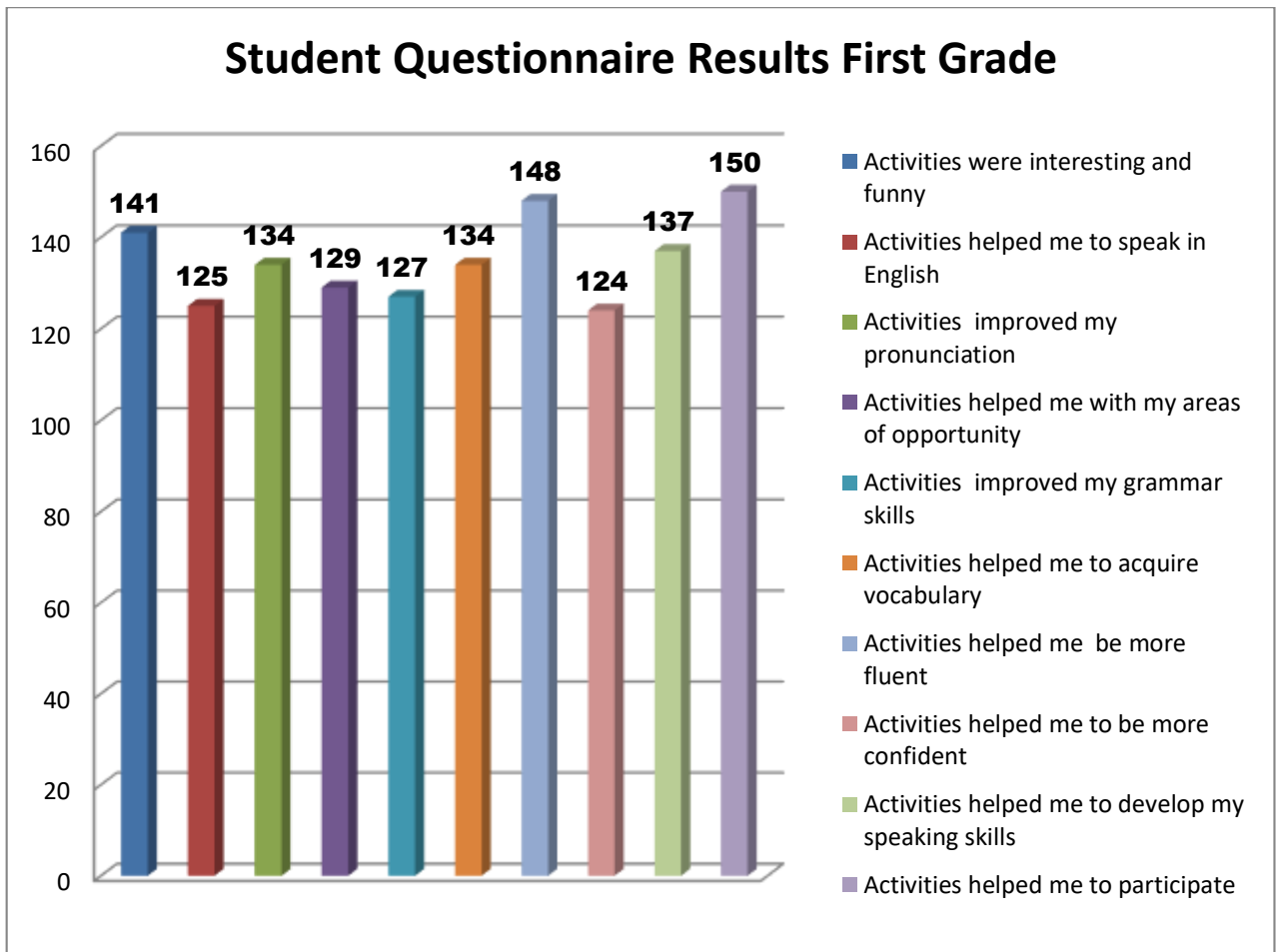


Figure 27 illustrates the results gathered on the student questionnaire applied by the researcher in first grade. Source: Researcher's creation.

According to the data showed on Figure 26, the first graders mentioned that the activities performed helped them to participate more in English with 150 points obtained, they also mentioned that the activities helped them to be more fluent with 148 points obtained.

The next figure will demonstrate the results gathered by the researcher after applying the student questionnaire on third grade.

Figure 28. Results for the Student Questionnaire applied on third grade

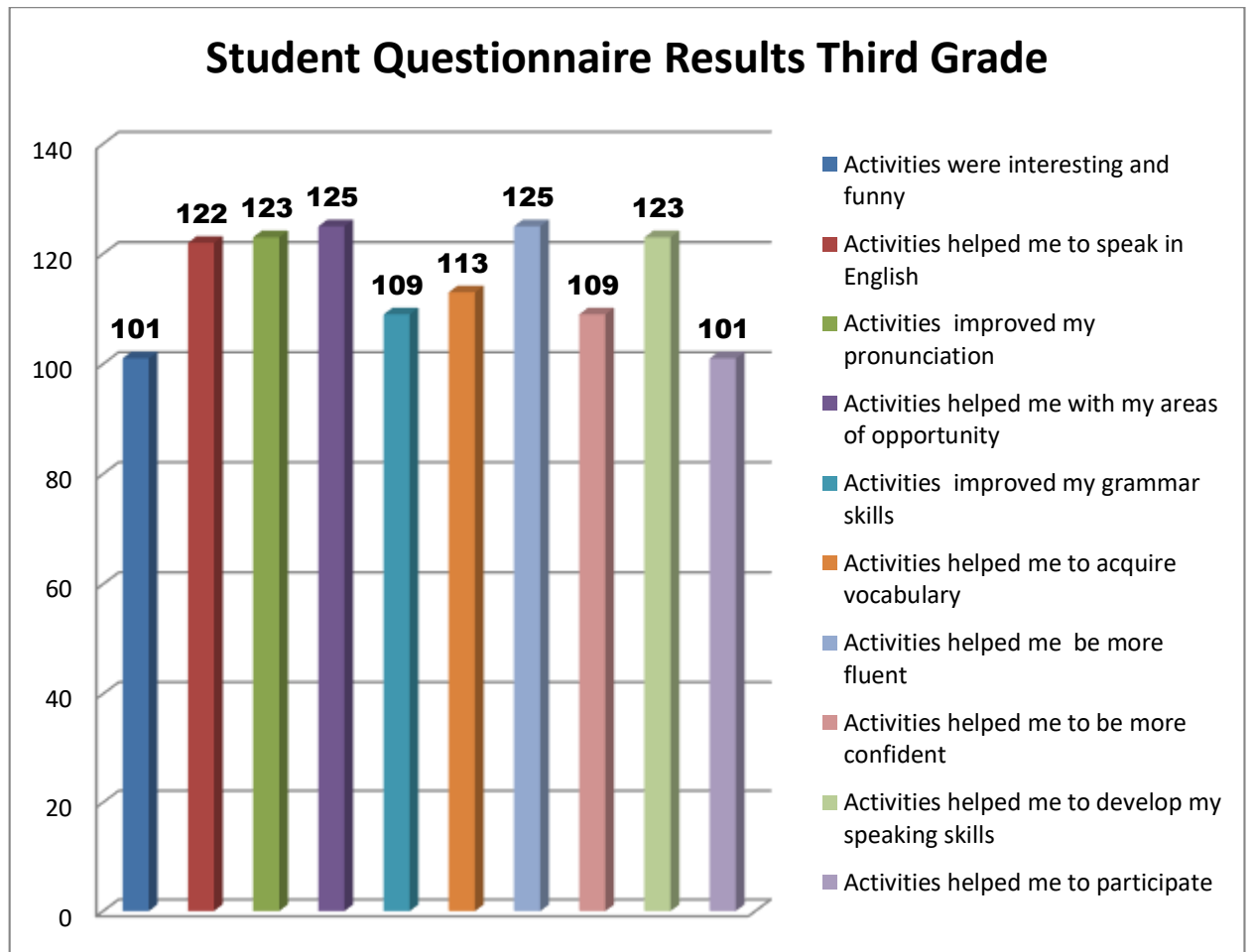


Figure 28 illustrates the results gathered on the student questionnaire applied by the researcher in third grade. Source: Researcher's creation.

In the case of third grade, the student opinion is that the activities helped them with the areas of opportunity they have to be more fluent, both of them with 125 points obtained, and besides that, students mentioned that the activities helped them to improve the pronunciation and speaking skills both with 123 points obtained.

## **Chapter VI**

### **Conclusions and Recommendations**

“People do not like to think. If one thinks, one must reach conclusions. Conclusions are not always pleasant.”

Helen Keller

The conclusion part is one of the most important part of the investigation. According to Cavale (2013), the conclusion will summarize facts and answers that were brought when doing the investigation. (pp. 12). The conclusion will not incorporate new or topics because it looks for answering the research question; in fact, it will summarize any arguments and will recapitulate the thesis (Le, 2009).

On the following paragraphs, the readers will find detailed information about how the investigator reached the general and specific objectives successfully, and will provide recommendation for future generations and teachers that are interested on improving the speaking skills of their students and help them to control personality and social factors when providing speeches.

#### **5.1 Purpose of the Conclusion**

As mentioned in the Chapter I of this investigation, many people suffer anxiety and other problems like shy personalities whenever they have to speak in public in a different language than their mother tongue. This problematic prevents people from feeling comfortable when talking in English, even with one person only.

The significance of the study was to explain a bit deeper what happens in the human brain when talking and learning a foreign language, determine which the best way to improve speaking skills on the people who suffer those kinds of problems was and teach them how to overcome this problematic to create a better environment. In this section, the reader will find helpful information that helped the researcher to achieve the purpose of the study.

## **5.2 Conclusions**

In the following paragraphs, the reader will find the most relevant aspects from the information and the answers to each objective.

### **5.2.1 To identify and investigate the personality and social factors that cause the feeling of not being able or not prepared to talk in English in the second language acquisition learning process.**

The first objective was to find out more about what can cause the problematic the students have when they need to speak in English. The investigator made a research on how the human brain works when learning the mother tongue and what happens when humans learn as second language. This was made with the intention of understanding how the humans' brain works and, in that way, help the students better with their second language learning process.

After doing this research, it was very important to make an analysis of what can be affecting the students, whenever they needed to talk or express their ideas in English. An anxiety test was performed to get to know the student s' areas of opportunity and how to

help them to overcome them. A questionnaire was used as an instrument to measure the data. Some aspects mentioned by the students were, minimal eye contact and memorizing the speech, which obstructed effective and natural communication; moreover, body language and excess of energy (they were everywhere making obvious they were nervous when talking in front of the class) make clear that they did not know how to deal with nervousness and they seemed lost when speaking in English. They mentioned they always memorize the speeches and sometimes due to nervousness, they get lost during the speech because they usually forget or do not understand completely the topic they are talking about.

Taking into account some aspects the research could conclude that the students have never applied an anxiety questionnaire and due to that, previous teachers were not able to coach them individually about what areas each student needed to improve and how to do it. The students did not have any idea of how to present a speech or ever heard about criteria like eye contact, body language, and elocution which are important when delivering a speech or talking to somebody to achieve natural communication.

Students needed a full explanation on how to perform in front of people and techniques on how to overcome nervousness and anxiety. By doing the anxiety questionnaire, the students realized the importance of preparing the speech before hand and preparing themselves to give out any speech. This questionnaire not only helped the researcher in collecting information, but also provided the student with a guideline on what things they should focus on when delivering speeches or speaking and helping them to know themselves better.

After doing this questionnaire, it was also important to know how they performed in front of people and know the English level they have. The students carried out a pretest in which the results showed the students were having issues in regards to the speaking skills and in aspects like eye contact, body language, poise, and mechanics (grammar). These results were obtained through an evaluation rubric instrument, which let the investigator conclude that the students have serious problems with verbal skills (Elocution, Organization, and Mechanics) and non-verbal skills (Eye Contact, Body Language, and Poise) when presenting a speech or making oral activities.

Grammar and vocabulary were also a skill to improve, students were talking too much in Spanish during English classes, which was not helpful for them to develop the speaking skills. The students were not motivated to speak due to the activities applied, there were very few speaking activities for them to practice.

### **5.2.2 To apply different techniques to overcome barrier problems when speaking in a second language in front of people.**

The second objective has a purpose to compare different activities to know which one is has better results when helping the students to improve the speaking skills. These oral activities were evaluated with the same rubric form the researcher used to measure the improvement. The activities applied were role-play, speech, and oral questionnaire. In order to achieve the objective and collect the information an evaluation rubric instrument was used and with this, the investigator concluded that students needed individual feedback to improve. By comparing the results and grade on each activity, the research could demonstrate that the individual feedback and motivation are key to improve all the criteria of the rubrics and more importantly, the speaking skill.

Students needed written material for them to remember what areas they have to work on for the next activity. When each activity was performed, the investigator provided a copy of the evaluation rubric with some comments on how to improve for next time, comments on misspelled words, and grammatical mistakes for them to take notes and learn. Students need a variety of activities to achieve better results. Teachers need to include more speaking activities during classes and not focusing on the writing skills. On the other hand, sometimes it is very difficult to include as many activities as necessary to the schedule the teacher must follow to ensure apprenticeship.

Since every student`s personality and way of learning is different, it is important to apply different techniques. The investigator encountered that some students preferred one activity rather than other ones, or some students felt more comfortable with one activity rather than other ones. If teachers always apply the same activity, these students may not participate due to not feeling comfortable. Students are more motivated to participate if the activities are applied in a different way, if the activities are creative and different. This is something that teachers can take advantage of because the students are more like to participate if the activities are attractive and fun.

### **5.2.3 To evaluate the techniques applied with the results gathered through the investigation in order to verify the most suitable strategy to adapt in class.**

As previously mentioned, four activities were applied. The first oral activity (Pretest Speech) was done in order to measure the initial state of the students, and the following activities (Role-play, Speech, and Oral Questionnaire) were performed in order to measure

the students' improvement throughout the activities. With the data obtained the researcher concluded that a pre-test is essential when trying to help the students. When applying a pre-test, the teacher will gather information that will help to improve the relationship between the students and the teacher and will eventually make it easier. The students definitely feel the teacher's concerns towards their feelings and difficulties and will try to help the teacher to achieve a common goal, in this case, improve the speaking skill.

After each activity, personalized feedback is significant for the student's improvement. As mentioned in the previous section, individual feedback can make the difference between learning and not improving at all. The activity, which helped the students the most, was the Speech. The students were able to apply all the techniques learned and the feedback given. This helps them to improve their grades substantially and provide a good speech demonstrating and answering the third objective of the investigation.

### **5.3 Restatement of the Research Question**

The main objective of this investigation was to analyze strategies to overcome personality and social factors that make a negative impact on people that try to communicate in English when still learning the language. Achieving the main objective by performing the activities and applying different instruments not only helped the researcher to achieve it, but also helped the students to improve grammar skills, pronunciation, and also learn vocabulary.

Through the investigation, the researcher was able to identify the problematic the students were having individually and assist the concerns of every student; all first and third graders wanted to be able to speak in English and of course improve their grades by doing

different and new activities that motivate them to achieve these goals. The idea of the investigation was focused on helping the students of first and third grade at Santa Monica School, but also to help future generations and teachers to find the best way to achieve and improve the speaking skill in an easy, effective, and fun way.

As it was mentioned in Chapter III, the object of study were children between 7-9 years old, which had serious problems when developing the speaking skills. This problematic was confirmed and proven when making the anxiety test and the pre-test activity explained in Chapter VI in this research and this also explains why the researcher chose this topic in the first place to help the students.

The instruments used, showed positive results in terms of the objective, improving the English speaking skill. This selection helped the researcher and the students to achieve the main objective and specific objectives and, at the end, everyone resulted happy with what happened during and throughout the final stage of the research. The investigator was able to improve the speaking skills of the students and helped the teachers at Santa Monica School to apply different techniques and demonstrate data, which proved how to improve the oral skills of the students.

## **5.4 Unexpected Results**

In all researches, the investigator will encounter situations that were not anticipated in advance. Since the object of study is in its environment and the results of the activities applied in this research may vary from person to person and from group to group, the researcher may encounter unexpected results. The researcher expected to improve the grades of the students and speaking skills gradually after applying the pre-test. According

to the information collected and the analysis performed, the research could conclude that the students did gradually improve the grades throughout the activities applied due to the feedback provided on each activity.

However, the last activity performed (Oral Questionnaire) did not help the students as expected. The grades the students obtained were the same as the previous activity (Speech) or lower. Nonetheless, the data also showed that even though the Oral Questionnaire activity did not improve the grades and speaking skills of the students, it did help in other areas.

The students showed higher improvement in skills like eye contact, body language, organization, poise, and elocution when doing the Oral Questionnaire activity. This information led the researcher to the following conclusion. It all depends on the objective the teacher has for the students; for instance, if the teacher wants to help the students in any of the skills mentioned before, the best way to do it according to the data is with constant feedback and will the Oral Questionnaire activity.

## **5.5 Recommendations**

This investigation will provide future generations, both teachers and students, with important information about improving the speaking skills when learning a foreign language. Any research may involve many steps to follow, but the most important are to have clear the research question and the main objective, so in this way the next step is to prove if it is a viable research topic and test out or prove with visible information that the research can answer or look for solution towards the research question and objectives.

When working with people or students, it is very important to show a leader and have discipline during classes, but it is more important to establish a good relationship and a connection with each student to be able to create a good environment for all. This will also help the teacher and researcher to organize the activities and gain the trust of the students and more importantly, respect.

Finally, providing motivation is essential when working with children; bullying may be present at any time in English classes and this can demotivate and distract a student from the objective, learning and speaking English.

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# Appendixes

## Appendix 1. Anxiety Self-assessment

1=poor, 2=below satisfactory, 3=satisfactory, 4=good, 5=excellent, and NA=if the item is not applicable for this particular speech.

### Before the Speech

1. Chose a topic about which I know a lot.	1	2	3	4	5	N/A
2. Prepared for the speech in advance (by creating an outline and preparing	1	2	3	4	5	N/A
3. Practiced the speech at least four times.	1	2	3	4	5	N/A
4. Avoided memorizing the speech.	1	2	3	4	5	N/A
5. Imagined giving an effective speech.	1	2	3	4	5	N/A
6. Focused on the audience rather than myself.	1	2	3	4	5	N/A
7. Planned visual aids (if appropriate).	1	2	3	4	5	N/A
8. Examined the physical location of my speech (to anticipate any problems).	1	2	3	4	5	N/A
9. Devoted extra practice to the introduction	1	2	3	4	5	N/A
10. Verified equipment and materials right before the speech.	1	2	3	4	5	N/A
11. Used physical actions (such as deep breathing or tightening and relaxing muscles).	1	2	3	4	5	N/A

### During the Speech

12. Paused for a few moments before starting.	1	2	3	4	5	N/A
13. Dealt with the symptoms of nervousness rationally.	1	2	3	4	5	N/A
14. Thought of my speech as communication rather than as a performance.	1	2	3	4	5	N/A
15. Avoided mentioning my nervousness.	1	2	3	4	5	N/A
16. Refrained from letting the audience upset me (if they were talking or giving you a blank stare).	1	2	3	4	5	N/A
17. Acted poised.	1	2	3	4	5	N/A
18. Looked directly at my audience, establishing eye contact.	1	2	3	4	5	N/A
19. Spoke at an even rate (not too fast).	1	2	3	4	5	N/A
20. Eliminated excess energy by gesturing or moving intermittently.	1	2	3	4	5	N/A
<b>Total:</b>						

Score: 85-100: Student is comfortable during the speech and is able to control nervousness. For future presentations, find one area in which you had lower score to be able to improve it.

Score: 70-84 Student could use more tips mentioned above to control nervousness. For future presentations, focus on one or two areas of opportunities in which you had lower score.

Score: 55-69 Student have several areas that need to be improved. Take a look at the strengths you have and your weaknesses to be able to improve or control your nervousness for the next speech.

Score: 0-54 Student appears to have problems with nervousness. Focus on improving those areas in which you have low score one by one.

### Appendix 2. Evaluation Rubric

100=28pts if the students get rated 4 in all the categories.

#### Oral Presentation Rubric

<b>NONVERBAL SKILLS</b>	<b>CHARACTERISTICS</b>	<b>RATE</b>
<b>EYE CONTACT</b>	4: Use of direct eye contact, seldom looking at notes. 3: Consistent use of direct eye, but still returns to notes. 2: Minimal eye contact with audience, while reading mostly from the notes. 1: No eye contact with audience, reads the entire information from notes.	<b>4 3 2 1</b>
<b>BODY LANGUAGE</b>	4: Fluid movements and help the audience visualize. 3: Made movements or gestures that enhances articulation. 2: Very little movement or descriptive gestures. 1: No movement or descriptive gestures.	<b>4 3 2 1</b>
<b>POISE</b>	4: Student is relaxed, self-confident with no mistakes. 3: Makes minor mistakes, but quickly recovers from them; shows little or no tension. 2: Shows mild tension; has trouble recovering from mistakes. 1: Tension and nervousness is obvious; has trouble recovering from mistakes.	<b>4 3 2 1</b>

<b>VERBAL SKILLS</b>	<b>CHARACTERISTICS</b>	<b>RATE</b>
<b>ELOCUTION</b>	<p>4: Student uses a clear voice and correct pronunciation. All audience members can hear presentation.</p> <p>3: Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</p> <p>2: Student's voice is low. Student pronounces terms incorrectly most of the times. The audience have difficulty hearing the presentation.</p> <p>1: Student mumbles, pronounces terms incorrectly through all the presentation, and speaks too quietly and the audience cannot hear the presentation.</p>	<b>4 3 2 1</b>
<b>SUBJECT KNOWLEDGE</b>	<p>4: Student demonstrates full knowledge of the topic by answering all class questions with explanations.</p> <p>3: Student demonstrates knowledge and answers most of questions with explanations.</p> <p>2: Student is uncomfortable with the information and is able to answer few questions.</p> <p>1: Student does not have grasp of information; student cannot answer questions about subject.</p>	<b>4 3 2 1</b>
<b>ORGANIZATION</b>	<p>4: Student presents information in logical and interesting sequence which audience can follow.</p> <p>3: Student presents information in logical sequence most of the times which audience can follow.</p> <p>2: Audience has difficulty following presentation because student jumps around.</p> <p>1: Audience cannot understand presentation because there is no sequence of information.</p>	<b>4 3 2 1</b>
<b>MECHANICS</b>	<p>4: Presentation has no misspellings or grammatical errors.</p> <p>3: Presentation has no more than two misspellings and/or grammatical errors</p> <p>2: Presentation has three misspellings and/or grammatical errors.</p> <p>1: Student's presentation has four or more spelling and/or grammatical errors.</p>	<b>4 3 2 1</b>



### Appendix 3. Students' Opinion Form

5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree

50=100

#### STUDENTS' OPINION FORM

QUESTION	SCORE
1: Speaking activities performed during classes were very interesting and funny for me:	1 2 3 4 5
2: Speaking activities helped me to speak more in English:	1 2 3 4 5
3: Speaking activities helped me to improve my pronunciation:	1 2 3 4 5
4: Speaking activities helped me to find my areas of opportunities and improve them:	1 2 3 4 5
5: Speaking activities helped me to improve my grammar skills:	1 2 3 4 5
6: Speaking activities helped me to acquire vocabulary:	1 2 3 4 5
7: Speaking activities helped me to improve to be more fluent:	1 2 3 4 5
8: Speaking activities helped me to be more confident when giving a speech:	1 2 3 4 5
9: Speaking activities helped me to develop my speaking skills in general:	1 2 3 4 5
10: Speaking activities helped me to participate and practice English more:	1 2 3 4 5
<b>Total:</b>	