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**APPLYING MNEMONICS TECHNIQUES TO IMPROVE
THE STUDENTS SPEAKING SKILL WITH SIXTH
GRADERS AT ESCUELA SAN DIEGO DE POCOSOL
DURING THE FIRST QUARTER OF 2020**

Thesis Submitted to obtain the Bachelor's Degree in English with Emphasis in Teaching

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Dedication

I dedicate this thesis to my family who always give me the support and motivation I always needed in every step of my life. My deepest appreciation to my best parents. A bunch of thanks is addressed to my beloved mother Juana Murillo and to my dear father Justo Alvarez. Thanks for your sacrifices, patience, support, trust, finance, encouragement, and pray. Without your never-ending support, I could have never completed my graduating process.

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Abstract

The objective of this research is to improve the students' speaking skills through Mnemonics Technique. This is a case study research. It was conducted in Escuela San Diego de Pocosol. The subjects of this research were sixth grader students from this institution. The researcher was helped by the English teacher as a collaborator. The data was collected through classroom observation, interviews, and tests. Visual mnemonics were implemented during the process. Images were used to give meaning and information and to awake the motivation and interest of the students. Using this method, a picture can give the students a clearer meaning of the word.

The implementation of this technique improved the students' speaking skills. They increased their vocabulary, overcame their fear of making mistakes while speaking and improved their fluency. The nature of the technique made students get involved in the activities. Moreover, mnemonics made everyone enjoy learning English during the virtual lessons. The class was more interactive as the activities were carried out successfully with everyone actively participating. The improvement was proven by the results of classroom observation, interviews and students' test scores. Their post-test scores were higher than their pre-test scores. It showed that students' speaking skills improved.

Resumen Ejecutivo

El objetivo de esta investigación es mejorar las habilidades del habla en los estudiantes a través de la mnemotecnia. Esta investigación es un “estudio de caso” que se llevó a cabo en la Escuela San Diego de Pocosol. Los sujetos de esta investigación fueron estudiantes de sexto grado de la escuela. Los datos fueron recolectados a través de la observación en el aula, entrevistas y pruebas. La mnemotecnia visual se implementó durante el proceso. Las imágenes se usaron para dar significado e información y para despertar la motivación e interés de los estudiantes. Usando este método, una imagen puede dar a los estudiantes un significado más claro de la palabra.

La implementación de la técnica mejoró las habilidades de habla de los estudiantes. Aumentaron su vocabulario, vencieron el miedo de cometer errores al hablar y mejoraron su fluidez. La naturaleza de la técnica hizo que los estudiantes se involucraran en las actividades. Además, la mnemotecnia hizo que todos disfrutaran aprendiendo inglés durante las lecciones virtuales. La clase estuvo más interactiva ya que las actividades se llevaron a cabo con éxito y todos participaron activamente. La mejora fue probada por los resultados de la observación en el aula, las entrevistas y los puntajes de los exámenes de los estudiantes. Sus puntajes posteriores a la prueba fueron más altos que sus puntajes previos. Esto demostró que se mejoraron las habilidades de habla de los estudiantes.

TABLE OF CONTENTS

<i>Acknowledgements</i>	<i>i</i>
<i>Dedication</i>	<i>ii</i>

<i>Abstract</i>	<i>v</i>
<i>Resumen Ejecutivo</i>	<i>vi</i>
TABLE OF CONTENTS	<i>vi</i>
<i>Figures</i>	<i>ix</i>
<i>Tables</i>	<i>ix</i>
INTRODUCTORY FRAMEWORK	1
1.1 <i>Problem Statement</i>	1
1.2 <i>Objectives of the Investigation</i>	4
1.2.1 <i>General Objective</i>	4
1.2.2 <i>Specific Objectives</i>	4
1.3 <i>Justification of the Study</i>	4
1.4 <i>Antecedents</i>	7
1.5 <i>Scope</i>	11
THEORETICAL FRAMEWORK	14
2.1 <i>Literature Review</i>	14
2.1.1 <i>Definition of Speaking</i>	14
2.1.2 <i>Micro skills and Macro skills of Speaking</i>	15
2.1.3 <i>Basic types of classroom speaking performance</i>	17
2.1.4 <i>The Importance of Teaching Speaking</i>	18
2.1.5 <i>Principles in Teaching Speaking as a Second Language</i>	19
2.1.6 <i>Factors affecting speaking performance</i>	21
2.1.7 <i>Problems in speaking</i>	23
2.2 <i>Basic Types of Memory</i>	24
2.3 <i>Mnemonics Technique</i>	25
2.3.1 <i>Definition of Mnemonics Technique</i>	25
2.3.2 <i>Classification of Mnemonics</i>	26
2.3.3 <i>Implication of Mnemonics Technique</i>	29
METHODOLOGICAL FRAMEWORK	30
3.1 <i>Research Approach</i>	30
3.1.1 <i>Quantitative approach</i>	31
3.1.2 <i>Qualitative approach</i>	32
3.1.3 <i>Mixed approach</i>	33
3.2 <i>Research Design</i>	34
3.3 <i>Information Sources</i>	35
3.3.1 <i>Primary Sources</i>	36

3.3.2 Secondary Sources	36
3.3.3 Tertiary Sources	37
3.3.4 Description of the institution	38
3.3.5 Description of the Population	39
3.3.6 Description of the Participants.....	40
<i>3.4 Analysis Categories</i>	<i>40</i>
<i>3.5 Data Collection Instruments</i>	<i>41</i>
3.5.1 Observation Checklist.....	41
3.5.2 Questionnaire	42
3.5.3 Interview	42
3.5.4 Speaking tests.....	42
3.5.5 Speaking Rubrics	43
<i>3.6 Collection Data Process and Data Analysis.....</i>	<i>44</i>
CHAPTER IV.....	47
<i>4.1 Analysis and interpretation of the results</i>	<i>47</i>
4.1.1 Observation check list.....	48
4.1.2 Questionnaire	53
4.1.3 Analysis of the teacher’s interview.....	64
4.1.4 Pre-test	68
4.1.5 Post-test.....	69
CONCLUSIONS AND RECOMMENDATIONS.....	71
<i>5.1 Conclusions.....</i>	<i>71</i>
5.1.1 To recognize the aspects that influence on speaking skills deficiency.....	72
5.1.2 To apply the use of Mnemonics Techniques as an effective tool that improves students speaking skills.....	74
5.1.3 To evaluate the enhancement of the Speaking Skill after using Mnemonics Techniques	75
<i>5.2 Recommendations</i>	<i>77</i>
<i>5.3 Restatement of the research question</i>	<i>79</i>
<i>5.4 Unexpected results.....</i>	<i>79</i>
BIBLIOGRAPHY	81
<i>Appendixes</i>	<i>86</i>

Figures

Graphic 1	;	Error! Marcador no definido.
Graphic 2	;	Error! Marcador no definido.
Graphic 3	;	Error! Marcador no definido.3
Graphic 4	;	Error! Marcador no definido.
Graphic 5	;	Error! Marcador no definido.
Graphic 6	;	Error! Marcador no definido.
Graphic 7	;	Error! Marcador no definido.
Graphic 8	;	Error! Marcador no definido.
Graphic 9	;	Error! Marcador no definido.
Graphic 10	;	Error! Marcador no definido.

Tables

Table 1	68
Table 2	70

Chapter I

Introductory framework

1.1 Problem Statement

The quality of the Costa Rican educational system is one of the best in Latin America. Government policies provide a lot of opportunities for childhood's academic growth. Based on the results obtained in the test implemented by the Program for International Students Assessment (PISA) in 2015, the Organization for Economic Co-operation and Development [OECD] (2017) states that "Among Latin American participants in PISA, Costa Rica's performance was below Chile, while similar to Colombia and Mexico, and above Brazil and Peru". Even though this report support the idea that the educational system is working on implementing new ways to teach every day, the Public Educational System faces many deficiencies in the correct implementation of its program. Morales (2017) states that

In the context of Costa Rica's educational landscape, it is not uncommon to hear the open accusation that students' failure to master basic language skills in English is the result of inadequate teacher preparation and faulty methodological choices. On close examination, this claim carries within it the premise that quality education is the sole responsibility of teachers, and that other contextual and individual variables play little or no role in the learning experience. (p.154)

Due to the need of learning English as a second language to communicate in a globalized world, English is considered one of the main subjects included in the program established by the Ministry of Public Educational (Ministerio de Educación Publica, MEP) in Costa Rica. But there is a big gap between the results obtained in public schools and private institutions due to the way children are taught nowadays. People who speak English

come from Afro-Caribbean families in Limón province, private schools, or private institutions dedicated to English teaching as a business.

Many students from public schools in Costa Rica have problems in learning and communicating English in schools. They tend to have low confidence when using English as a tool for communication. When the teacher asks them to speak in English, they have problems to express what they wanted to say. They do not know what to say. They struggle even with very simple sentences. In addition, when they speak English, they make many mistakes in pronunciation. Because of the lack of vocabulary, they frequently have to switch from English to Spanish. For that reason, the need for implementing techniques to increase the amount of vocabulary in sixth graders becomes a real problem that urges to be solved.

This problem has been seen in the class observation report with academic purposes at Escuela Santa Rosa de Pocosol, during the first quarter of 2019. This observation is a requirement for the didactics courses of the curriculum of English Teaching students at Universidad Internacional de las Américas, San José. Along this lapse of time, it was found that students did not speak much in class and the activities teachers implement do not get students' interest in developing speaking skills.

Students at this school are aware of the importance of speaking English because it opens better job opportunities, allows them to get better payment and lets people grow as professionals. Unfortunately, they think the activities used to teach English in the classroom are traditional and boring. What they expressed means that students need to experience speaking English in a funnier and meaningful way. Learning a foreign language is a process that is determined by a series of factors that can affect or benefits its acquisition. The reason is students need to be involved in challenging and interesting

activities. The teacher has to implement new strategies to help the students to improve their speaking skills.

When students are asked about their interest in learning English, they don't look enthusiastic about it. Students have fallen in a comfort zone where they just go to school and try to get the score required to pass out the subject. They are not motivated about learning English and master their speaking skills because they find boring the way they are being taught. This situation reflects the importance of implementing new strategies while teaching English as a second language at school. Enhancing the speaking abilities in students, it is something that English teachers must focus on at school, especially in sixth grade because it is a transitional step in the teaching-learning process of students before jumping out to high school.

The strategies the teacher implements during the class are very important to create an engaging environment, an environment that motivates students to learn English funnily. Nowadays, the teachers in charge of teaching English at school were thought with traditional methods. Therefore, they are still faithful to the way they learned. They have to change their minds and conduct their lessons implementing activities that increase students' interest. Professors need to adapt their mentality and face the new challenges of the educational system. The future bilingual professionals trained today, should change constantly their workplace and for that, they need to be equipped with the knowledge they require to success through the application of different strategies. It turns into the best way to boost their based on the problems found from the observation. Lastingly, the problem of the study is formulated in the form of the question that is: How can Mnemonics improve

the speaking skills in students of sixth grade in Escuela San Diego de Pocosol during the first quarter of 2020?

1.2 Objectives of the Investigation

1.2.1 General Objective

To demonstrate how the correct implementation of Mnemonics Techniques to memorize new words improves the speaking skills in sixth graders students at Escuela San Diego de Pocosol during the first quarter of 2020.

1.2.2 Specific Objectives

-To recognize the aspects that influence on speaking skills deficiency in sixth grade students at Escuela San Diego de Pocosol

-To apply the use of Mnemonics Techniques as an effective tool to improve students speaking skills on sixth grade learners at Escuela San Diego de Pocosol

-To evaluate the enhancement of the Speaking Skill after using Mnemonics Techniques on sixth grade students at Escuela San Diego de Pocosol

1.3 Justification of the Study

Investigating about the importance of implementing mnemonics technique to improve speaking skills in students of sixth grade, turns necessary for English teachers nowadays. Learning a second language, becomes more interesting for students when the

teacher implements new strategies to call their attention in class. The study of English as a Second Language has become a necessity in Costa Rica and all around the world. Living in a globalized world requires to overcome cultural bars, get a better job, and grow as a professional through the acquisition of a second language. Therefore, teachers have to be aware of the importance of training students with strategies that involve them and raise their interest in acquiring the language. "There is now considerable support for the association between students' motivation and use of learning strategies" (Ghavamnia, Kassaian & Dabaghi, 2011).

The use of mnemonics techniques to increase the amount of vocabulary in students, helps them to overcome the fear to speak. For that reason, the use of these strategies enhances students' speaking skills. Students claim that English do not implement new strategies to learn the vocabulary. Al Honis (2014) states that

Data collected through observation showed that teachers focus on teaching grammar points and vocabulary items rather than teaching speaking. Even when there is an opportunity to involve students in speaking, teachers just miss it and move on doing other tasks like reading and writing. Teachers attributed this to the shortage of time and their willingness to finish the lesson steps that do not include speaking as they claimed (p.13).

The purpose of this investigation is to persuade –based on the application and evaluation- English teachers to apply Mnemonics Technique as an effective tool to enhance the second language speaking skills in students. English professors need to improve the students' speaking skills and help them to achieve the goal of learning the language. As it is known, if the educator wants to be successful getting in the student the level of English expected in the educational program, he/she has to be updated with information about all learning styles that exist, different techniques, methods, and approaches that can be used to make the classes more dynamic and attractive.

Abdullah, Mokhtar & Yahaya (Cited in Fasih, Izadpanah, & Shahnava, 2018), state that one of the most significant current discussions in the era of learning and teaching is mnemonic vocabulary techniques which plays a key role in learning the second or foreign language because it connects new learning to prior knowledge through the use of visual or acoustic cues.

The application of effective strategies is helpful when facing overcrowded classroom in schools from the public system. Doan (2011) mentioned that many language classes are big, with students of differing abilities. This is a real obstacle for teachers striving to help students improve their speaking skills. Consequently, this research was intended to help English teachers providing direction and advice that should be taken into account when teaching English vocabulary to improve speaking skills in their students.

At the end, grammar is very important in the process of acquiring a second language, that because teachers must be aware of the importance of developing speaking abilities in students. Professors cannot forget about implementing speaking activities to input students to speak. For most people, developing speaking skills to communicate is one of the important aspect of learning a foreign language, and the positive result should be evaluated in terms of the ability the learner shows when maintaining a fluent communication in the target language. For that reason, the teacher is required to implement new ways to develop the amount of vocabulary that students need to improve their speaking skills, not just repeat and repeat after the educator the words he/she writes on the board.

The traditional way children are taught nowadays at school needs to be changed. Instead of getting bored, students required to get involved and given more opportunities to develop their speaking ability. Implementing mnemonics techniques will input students to

speak more confidently because it helps them to increase the amount of vocabulary necessary to interact in class. "The more vocabulary students have at their disposal, the better they learn, regardless of their grammatical knowledge, although this is not to say that they should neglect grammar completely" (Alqahtani, 2015). When these techniques are applied correctly, it helps the young learners to have more understanding vocabulary.

This study will be also helpful directly for students of sixth grade at Escuela San Diego de Pocosol through the implementation of these techniques during the first quarter of 2020. The main objective of this study, it is to demonstrate how the correct implementation of Mnemonics Techniques to memorize new words improves the speaking skills in sixth graders students at Escuela San Diego de Pocosol during the first quarter of 2020. The process includes the collection of information about the most relevant aspects that influence on the poor development of speaking in sixth graders. After that, the study contains the implementation of the techniques to improve the speaking skills in these students at Escuela San Diego de Pocosol during the first quarter of 2020. The last step is to evaluate the impacts of using mnemonics in learning English vocabulary among sixth graders to show their effectiveness.

1.4 Antecedents

The first investigation is a book about the implementation of mnemonics techniques trough the history, written by Worthen & Hunt (2011) in which they go deep to the difference between basic memory research and the application of Mnemonics. In their book "Mnemonology: Mnemonics for the 21st century", they focus their investigation on the effectiveness of mnemonics techniques as memory support through a close examination during the investigation. In this book, it is investigated the history of mnemonics, the most

common techniques are explored, and discusses about how mnemonics are related to psychological research, education, exercises for the brain, and memory improvement.

The authors use the approach "Mnemonology", to look for the comprehension of the psychological methods by underlying specific mnemonic techniques and to provide knowledge which will help students to improve memory by creating their own techniques. The main purpose of the authors is to come up with a summary of their own productive research program in an area. Worthen & Hunt (2011) stated that the creation of new mnemonics could also result in mnemonic systems that are effective for remembering a broad range of knowledge by a variety of users. It means that it serves as a guidance for teacher to develop their own techniques.

The second research is related to the use of mnemonics in education and how it works. Putnam (2015), an Assistant Professor of Psychology at Furman University, studies human learning and memory with specific interests in applying memory research to classroom environments, collective memory, and the role of reminding in memory. He made a research entitled "Mnemonics in Education: Current Research and Applications". In this investigation, the author also states that the direction of the classroom should not be reduce to the use of mnemonics.

Putnam provides the answers to 4 important questions about the current in the learning process: (a) Do mnemonics contribute to more than just rote memory? (b) Do mnemonics work with educationally relevant materials? (c) How much time is required to learn and prepare a mnemonic? (d) Do mnemonics promote long-term learning? After responding the previous questions, he recommends to limit the use of mnemonics for certain contexts and combine them with other strategies. In addition, the author considered it as a helping resource and not as a whole solution in the teaching process.

The author found that when deciding to use any learning technique, educators and students should know why they are using the technique and why it is appropriate to use it in that particular context. Mnemonics will not revolutionize education, but given the variety of techniques their compatibility with other learning strategies, and effectiveness with certain materials, it seems that students would benefit from being familiar with them and knowing when and how to use them.

The third study is based on the examination and demonstration of the effectiveness of mnemonics in the process of increasing the amount of vocabulary. Azmi, Najmi & Rouyan, (2016), from Faculty of Languages and Communication, University Sultan Zainal Abidin in Malaysia lead the research, "A Case Study on the Effects of Mnemonics on English Vocabulary". This case study is focused on the examination and demonstration of the effectiveness of mnemonics techniques in learning English vocabularies to improve students speaking skills.

The researcher takes into consideration what the students from primary school think about the use of the mnemonic technique as a tool in teaching and learning English vocabulary. The students are taught English vocabulary using mnemonics techniques and then, without the use of this techniques.

The purpose of this study is to show how effective is the use of mnemonic techniques in learning English vocabularies and also document how the students respond towards the technique. This research was intended to help the future English teachers with guidance and thoughts that should be taken into consideration when teaching English vocabularies to their students.

Based on the results obtained during the study, the researcher concluded that the impact of using mnemonic techniques in learning English vocabulary is the students love

the mnemonic techniques more compared to the normal teaching technique. The author saw the students' interest in answering the mnemonic exercise during the process and determined that the mnemonic technique will help them in remembering those new words that they will learn in each new chapter. The researcher also found that students only need to remember the simple clue to memorize the English words. With the help of Mnemonics, students are able to memorize the English vocabulary together with the picture provided for each word in the mnemonic teaching and learning session. Thus, they only need to remember the image of the word in order to memorize the new English vocabulary.

The fourth work related to teaching English in II Cycle at public primary schools in Costa Rica by Mora, R. & Chaves, G. (2014), entitled "The English Acquisition of Reading and Writing Skills on Learners at fourth grade at Jesus School", relies on integrating and interrelating the four basic skills in the communication process. The purpose of this study was to research on learning strategies that stimulate the acquisition of reading and writing skills in fourth level at Jesus de Atenas public school located in Atenas. Even though this article is not intended to solve speaking deficiencies, it shows the effectiveness of some useful techniques.

The study implemented reading and writing strategies. The collection of data was performed by using a qualitative approach using four different instruments: three classroom observations, two artifacts as evidence of the students' performance, a focus group and, an interview to the English advisor at Regional de Alajuela. The data collection process demonstrated that students improved both reading and writing competence after performing strategies such as Word Walls, Group Writing and Print- Rich Environment. The analyzed results in this study, confirmed that the applied strategies stimulate the acquisition of reading and writing skills in fourth graders at a public school

Finally, In Costa Rica, Dunia Navarro and Milagro Piñeiro Professors of Sede de Occidente, Universidad de Costa Rica in (2012), published the article in Revista Kañina entitled "Didactic Strategies for Teaching English as a Foreign Language in Seventh and Eighth Grades in Secondary Schools in Costa Rica". The purpose of this article is to provide help to the teachers of English as a foreign language. It is based on the application of thirty-two educational strategies used by students of the English teaching career during their professional practice. They described carefully the objectives, procedure and give some suggestion for the implementation of the technique.

This strategies were applied at secondary schools from the Regional department of Education of San Ramon during the period between 2000 and 2007. These strategies were validated by their faculty supervisors during that lapse of time. Navarro and Piñeiro modified these teaching strategies taking into account the students interests and likes in high school. The plan was target for seventh and eighth graders, taking into considerations the contents the Ministry of Public Education of Costa Rica includes in its program. In the same way, they were carefully on not exceeding the time for implementing for more than 20 minutes. In this this work, for the application of the plan, was necessary to classify the level of linguistics and difficulty applied in order to help the students and motivate them in the learning process.

1.5 Scope

Covering all the problems that arise during the teaching learning process is very difficult for the researcher. Another thing important to remember is that not all studies have the same limitations. Each investigation is different and particular and has its own limitations. For that reason, this investigation will be only focused on improving the

students' speaking skill in sixth graders at Escuela San Diego de Pocosol by using Mnemonics Technique as a treatment.

The researcher will focus on what activities will improve students' English speaking skill. The activities are engaging and challenging applying Mnemonic Techniques. Students will forget about boredom as they play and learn. The activities will give students the opportunity to get involved, giving them opportunity to speak during the class. The teacher's interference will be according the students' needs in order to get them speak up as much as possible.

With the arrival of the pandemic, it has been seen how education from pre-school to higher education, has been tested with this new modality. Some teachers feel they are fighting in an unknown field. The challenge has been difficult for both, students and teachers. For that reason, professors have been forced to change all the lesson plans to virtual classes in order to achieve the goals previously established at the beginning of the school period. The use of video conferencing tools is the challenge for all teachers. It is difficult get students to understand complex material how to know when they have understood or even assess their speaking performance. Fortunately, for the researcher's interest, the instruments and field work made for this investigation were covered before this pandemic period. Consequently, it turned easier to analyze the data gathered from the different instruments.

Furthermore, and adding another limitation that has arouse in sixth graders students from Escuela San Diego de Pocosol, is that this school works with Santillana's Books English 6 Class Plus. These textbooks are based on the MEP annual plan. They are created according to the requests of the old sixth grade English Syllabus. Nevertheless, teacher for

sixth grade does not have the school permission to ask the children's parents to buy the book or even the permission from public educational system. For this reason, the tester sends the students photocopies according to the necessities and the topic needed to be covered in each lesson.

Chapter II

Theoretical Framework

The main objective of the theoretical framework is to expose theories in order to specify the relationship with the investigation is going to be written. For that reason, the researcher has a complete background to solve and achieve the general and specific objectives. A theoretical framework consists of concepts, together with their definitions and existing theories that are used for the particular study. As it is mentioned by Abend (2008), the purpose of theories is the explanation, prediction and understanding of the phenomena; and sometimes, to extend the existing knowledge. The theoretical framework is the structure that can hold or support a theory of a research study.

2.1 Literature Review

2.1.1 Definition of Speaking

Speaking is related to the ability of expressing people's thoughts orally in a certain context to convey meaning. In other words, speaking refers to the verbal skills people has to transmit message through the language. Nunan (1991), as cited in Mart (2012), describes speaking as the ability to express oneself in the situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Mart (2012), says that speaking is the capability of talking, producing speech or interchanging ideas by the use of the language.

In the teaching-learning process of a second language, speaking has a wide meaning. Students have to know about the context and correct usage of the language when they are speaking. Speaking is considered as the process of constructing and producing

speech with the sounds the vocal cords produce. Gani, Fajrina, & Hanifa (2015), state that students have to learn about organizing their ideas, organize the sentences structure, and convey meaning in spoken way with good voicing and clear message. According to Nunan (2003, p. 48) (cited in Mart, 2012, p. 91), speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning.

2.1.2 Micro skills and Macro skills of Speaking

The criteria about the oral production of the learners is very important to test them properly. The knowledge about the micro- and macro-skills of speaking plays main roll in such criteria. Önal (2010) “Producing smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units make up the micro-skills of speaking. Larger elements like fluency, discourse, function, style, cohesion, nonverbal communication and strategic options are included within the macro-skills of speaking”(p.31).

Micro-skills of speaking

Making allowances for current issues in teaching oral communication, Brown (2001) gives us a deep explanation about micro skills of speaking with the aim to provide some outlooks to the more practical consideration of speaking skills:

- Produce chunks of language of different length
- Orally produce differences among the English phonemes and allophonic variants
- Produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonational contours

- Produce reduced forms of words and phrases
- Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes
- Produce fluent speech at different rates of delivery
- Monitor your own oral production and use various strategic-pause, fillers, self-corrections, backtracking – to enhance the clarity of the message
- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms
- Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences
- Express a particular meaning in different grammatical forms
- Use cohesive devices in spoken discourse

Macro-skills of speaking

- Accomplish appropriately communicative functions according to situations, participants, and goals
- Use appropriate register, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations
- Convey links and connections between events and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings

- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you

2.1.3 Basic types of classroom speaking performance

Speaking is composed of five basic types, distinct from one to another and organized in a specific order. The way they are organized, is made taking into account the proficiency level indicators of the foreign language learner. Assessment criteria are almost always assumed according to the types of speaking order. According to Önal (2010) there are five types of classroom speaking performance:

- ◆ ***Imitative Speech*** refers to the ability to simply parrot back or imitate a word or phrase or possibly a sentence. Although, this is a purely phonetic level of oral production, disregarding the meaning of utterances altogether, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
- ◆ ***Intensive Speech*** involves the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements – intonation, stress, rhythm, juncture). Examples of intensive assessment tasks are directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

- ◆ ***Responsive Speech***, as the name suggests, requires responding to either a written or an oral stimulus. There is a spoken stimulus, and the test taker is required to respond to this question in an appropriate way. There may also be one or two follow-up questions.
- ◆ ***Interactive Speech*** is similar to responsive speaking tasks, but the main difference is the length and complexity of the interaction.
- ◆ ***Extensive Speech*** (or Monologue) tasks include speeches, oral presentations, and story-telling activities. During these activities, the opportunity for oral interaction from listeners is either highly limited or ruled out altogether because the speaker is required to speak for a previously decided period of time.

2.1.4 The Importance of Teaching Speaking

Speaking is one of the most important skills in the acquisition of a Second Language because the use of speaking is the most common way people transmit messages in daily life. As it is mentioned by Malihah (2010), speaking is an extremely important part of the teaching- learning process of acquiring a second language. Teaching speaking should not be focused on repeating and memorizing dialogues. Students need to learn the correct expressions to communicate in the real situations.

Without the development of speech, people cannot communicate with others. Therefore, in any language, the importance of speaking skills hence is enormous for the learners. For a long time, it was assumed that the ability to speak fluently emerged naturally from the act of learning grammar and vocabulary, with just a little practice of it. Speaking is more complex than this and involves putting into practice the knowledge acquired during

the process. In language, vocabulary and grammar without speech, is reduced to a mere script.

Mastering speaking skills in English is a priority in second language learners. As a result, the ability to speak fluently requires not only a knowledge of language, but also the ability to process information and language to convey meaning. Malihah (2010), "Among the four language skills, learners consider speaking as the most difficult one since it needs great courage as well as preparation to produce the language" (p.14).

2.1.5 Principles in Teaching Speaking as a Second Language

Teaching Speaking as a second language in children is more complicated than people thought. The teacher has to take into account many things to success while teaching English speaking skills in a second language. These things are called principles and make up the main part of teaching speaking in learners. According to TESOL International Association (2018), there are six principles for teaching English as a second language.

1) Know your Learners

English teachers should understand the students' personal and educational background, so they can tailor classes according to their students' needs more effectively. Learning about the students' culture, first language, and past experiences are useful while preparing lesson plans, materials, and projects.

2) Create Conditions for Language Learning

Creating a positive atmosphere in class considering physical space, materials, and student integration promotes better learning experiences for English students. A pleasant atmosphere makes students feel comfortable and more confident in participating and expressing themselves in a positive way, which is essential for learning development. Additionally, setting high expectations, differentiation, and motivation help learners deepen their English language skills.

3) *Design High-Quality Lessons for Language Development*

Creating meaningful and exceptional lesson plans that develop the students' language acquisition and their content learning process, remains essential. Teachers may engage students in authentic language practice experiences, supporting their learning strategies and critical thinking development. These final factors need to concordance with the 6 Principles manifesto: gestures, visuals, demonstrations, embedded definitions, audio supports, and bilingual glossaries which make information comprehensible.

4) *Adapt Lesson Delivery as Needed*

Assessing students and adapting lesson plans accordingly, remains a must. Reflecting on the students' performance and development improves the quality of many English lessons. There are several ways to do so: re-teaching content, adapting activities and materials, adjusting instructions and tasks, being flexible with the students' response time they allow students.

5) *Monitor and Assess Student Language Development*

Outstanding ESL/EFL teachers also monitor and assess students' language development to measure and document progress. English students learn in different ways and speed. Therefore, English teachers should prepare different forms of assessment while providing constructive feedback appropriate for the students' ages and levels for continual student improvement.

6) *Engage and Collaborate Within a Community of Practice*

This last principle suggests English teachers should collaborate with each other to support their English language learners. Sharing classroom experiences, reflecting critically on teaching practices, following current English Language Teaching (ELT) research, joining and engaging in professional groups, attending academic conferences, and engaging in online learning groups are all ways to be active within a community of practice. This advice might benefit teachers, their co-workers, their students and the institutions where educators work on Principles of Designing Speaking Techniques.

2.1.6 Factors affecting speaking performance

There are many factors that influence in the teaching-learning process. The teacher's knowledge about these factors is essential to cooperate with students overcoming the problems that arise during the process of learning speaking. If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Tuan & Mai (2015), established that the performance of students speaking can be affected by performance conditions, affective factors, listening skill, and feedback during speaking tasks.

Performance conditions: Students perform a speaking task under different conditions. Nation & Newton (2009 cited in Leong & Ahmadi, 2017), emphasize that speaking performance is affected by performance conditions and classify them in four types that embrace time pressure, planning, the standard of performance and the amount of support.

Affective factors: the affective element is crucial in the learning process for the success or failure of the student. Krashen (1982 cited in Leong & Ahmadi, 2017), states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade, but most of those studies examined the three categories: motivation, self-confidence and anxiety.

Listening ability: listening ability is another factor than influences on speaking skills. The learner cannot speak without developing the listening skills. Students must understand what is said to them to have a successful conversation. According to Leong & Ahmadi (2017), speakers have the role of both listeners and speakers. For that reason, students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

Feedback during speaking activities: Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. For example, if the purpose is to develop fluency in the student, they should not be corrected all the time. The student should be corrected in a constructive way to inspire them on developing their speaking skills. Harmer (1991 cited in Tuan & Mai, 2015), asserts that the decisions the teachers make about how to react to students' performance, will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake.

2.1.7 Problems in speaking

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, motivation, low participation, and mother-tongue use (Tuan & Mai, 2015).

Inhibition: It is the first problem that students encounter in class. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007), expressed that a language classroom can also create inhibitions and apprehension for the students.

Lack of topical knowledge: The information that topical knowledge provides enables learners to use language with reference to the world in which they live. The knowledge the students has on the topic, affects positive or negatively on speaking performance. Bachman & Palmer (1996 cited in Leong & Ahmadi, 2017), state that certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not.

Motivation: Learners often complain that they cannot think of anything to say, and they have no motivation to express themselves. Sometimes, learners have nothing to express maybe because the teacher had chosen a topic they don't like or about which the teacher knows very little. As it is mentioned by Baker & Westrup (2003), the reason why many students do not respond when the teachers ask them to say something in a foreign language is because they have little or no idea about what to say, the words they have to use, or they do not know the correct use of grammar.

Low participation: Another problem in speaking class, it is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Use of mother tongue: When all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (2001), suggests some reasons why students use mother tongue in class.

When the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it. (p.11)

2.2 Basic Types of Memory

Many authors who have written about the types of memories, agree that there are two basic types of memory: short-term memory and long-term memory. Schmitt (2000 cited in Amiryousefi & Ketabi, 2011), affirms that short term memory keeps the information which is being processed. It is fast, but it can hold information for a very short time due to its small storage capacity. Long term memory, on the other hand, has an unlimited storage capacity, but is relatively slow. Furthermore, Schmitt (2000), express that the aim of vocabulary learning and teaching is to transfer the lexical information from the short term memory to the long term memory. Moreover, it turns important to mention the big gap between short-term memory and long-term memory. As it is mentioned by Cowan (2008)

If there is a difference between short- and long-term memory stores, there are two possible ways in which these stores may differ: in duration, and in capacity. A duration difference means that items in short-term storage decay from this sort of storage as a function of time. A capacity difference means that there is a limit in how many items short-term storage can hold. If there is only a limit in capacity, a number of items smaller than the capacity limit could remain in short-term storage until they are replaced by other items. Both types of limit are controversial. Therefore, in order to assess the usefulness of the short-term storage concept, duration and capacity limits will be assessed in turn. (p27).

2.3 Mnemonics Technique

2.3.1 Definition of Mnemonics Technique

According to the Merriam-Webster (n.d.), "The word *mnemonic* derives from Greek *mnēmōn* ("mindful"), which itself comes from the Greek word meaning "to remember". Further ahead in the text the Merriam-Webster (n.d.) says, "Mnemonic can also be a noun meaning 'a mnemonic device'. If the spelling of this word strikes you as particularly fiendish to remember, try this mnemonic to get you started on the right track: keep in mind that although the pronunciation begins with an "n" sound, the spelling begins with an "m," as in "memory."

The use of mnemonics in teaching a second language has a long history. As it is mentioned by Putnam (2015)

Thousands of year ago the Greek developed the elementary ideas of mnemonics and nowadays, they are implemented in different, ranging from simple acronyms to help remember specific ideas to complex strategies that help to remember numbers by recoding them as distinctive words and phrases. (p. 32)

Mnemonics are techniques or devices, either verbal or visual in nature, that serves to improve the storage of new information, and the recall of information contained in

memory. According to Foster (2009), “mnemonic is a way of organizing information to make it easier to remember, typically by using codes, visual imagery, or rhymes”(p.23). It is important to remember that mnemonics technique is a memory-enhancing strategy and is not designed specifically to enhance comprehension. Based on the definitions above, it can be concluded that mnemonic technique means a technique to utilize memory in certain ways.

2.3.2 Classification of Mnemonics

The way mnemonic devices are classified varies from one author to another.

Amiryousefi and Ketabi (2011), divided mnemonics technique into five classes; they are linguistics, spatial, visual, physical response and verbal methods.

1) *Linguistic Mnemonics*

- a) Peg word method: this method uses independent items that can be memorized easily and serve as a peg. This method has two stages. At first, students are asked to remember 10 number-rhyme pairs like one is bun, two is shoe, three is tree and so on. Second stage the students are asked to visualize the word and try to link it to rhyming words.
- b) The key word method: Key word method requires three stages. At first, a first language or second language word that has acoustic similarity to the target word is given to the learner to act as the key word. In the second stage, the learner is asked to make an association between the target word and the keyword. Finally he is asked to make a mental image of the combination of the keyword and the target word.

2) *Spatial Mnemonics*

- a) The loci method: Loci method is the oldest mnemonic technique. Using this method entails imagining a very familiar place like a room or a house; and then, associating each new word to a part of it to be remembered. The students take an imaginary walk along their familiar places and retrieve the items they have put there.
- b) Spatial grouping: the idea behind this method is that instead of writing words in a column, students can be asked to form patterns like a triangle with them. Writing words in the form of patterns help them recall the words better. As they remember the pattern, they can remember the parts which are signed by the words.
- c) The finger method: through this method students can be asked to associate each word with a finger. This method is especially useful with children to learn numbers, days of the week and month of the year.

3) *Visual Mnemonics*

- a) Pictures: new words are usually paired with their definitions or equivalents. They can be better learned if they are paired with pictures. Objects and pictures cannot only be used to give meaning and information, but they can also be used to the motivation and interest of the students. Using this method, a picture can be used to make the meaning of the word clear.
- b) Visualization or imagery: instead of using real pictures, this method allows a word to be visualized. The learner imagines a picture or a scene which is

associated with the target word. Abstract words can be learned through this method by relating them to a visual picture. Visualization can be an aid in vocabulary learning.

4) *The Verbal Method*

- a) Grouping or semantic organization: as organized materials are easier to store in and retrieve from long-term memory, to organize the words in some fashion will enhance their recall. In this way, learners have the advantage of better recall than when they all are learned in a list, because if they can remember one word, they will be able to remember the rest.
- b) Story-telling or the narrative chain: in this method, the learner links the words together by a story. At first, the student should associate the target words with a topic or some topics, and then, he should connect them by making up a story containing the words.

5) *Physical Responses Methods*

- a) Physical response method: according to this method, the learner should move his body or parts of his body in a certain way that illustrates the meaning of the words.
- b) Physical sensation method: through this method, the learner associates the new word to a physical sensation. For example, the student can feel cold when he learns the word frigid.

2.3.3 Implication of Mnemonics Technique

Modern memory research has shown clearly that mnemonics can be powerful learning tools in certain contexts, such as remembering a list of concrete objects. In this research, the writer uses mnemonics technique to increase students' vocabulary mastery. Because memorizing is very important to enlarge vocabulary, the writer found these techniques to help students in mastering it. Mnemonics technique is a method to enhance the student's ability in memorize. In the beginning, introduction of this technique may feel students confused, but after they adapt, learners will be familiar with mnemonics technique and can apply it well.

Chapter III

Methodological Framework

3.1 Research Approach

The type of investigation deals with the methodology that is going to be used to gather information. Moreover, it refers to the way to analyze it for a research work. A research needs a strategic frame that is needed to give a unity, sequence, coherence, and a practical sense to the plan the researcher formulated in order to reach the goals of the objectives proposed.

The information on this investigation is going to be collected with the appropriate instruments, this will help confirming if the research question is the correct one according to what the investigator wants to resolve. 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 speaking motivation of the students towards observations, surveys, 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 be also measured and analyzed through the instruments. The instruments will help knowing what the knowledge of the students is and what they have to work on.

Therefore, this research is focused on giving advice to teacher and students to accomplish the speaking skills through different activities. Moreover, this will help the

teacher to determine which best way may be correct to develop the skill and motivate 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, examples of these are interviews, observations, and questionnaires that will guide the researcher to the true and solution to the research question. The importance to include 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.

3.1.1 Quantitative approach

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

According to Corbetta (as mentioned by Sampieri, Collado and Lucio, 2010), it is not necessary to present results in numerical data to prove deductions. In a quantitative approach, Sampieri, Collado and Lucio (2010) explain that this type of research tries to define different situations or problems. The researcher uses a collection of data to validate or justify theories or hypothesis by using statistics and numerical data (p.4).

In addition, since quantitative approach develops by generating hypothesis, researchers look for a way of interpreting those predictions and analyze it into a general environment. It looks for a way to explain in some way the theory and at the same time give away a new one.

3.1.2 Qualitative approach

The qualitative method is going to be used during the process. According to Roberto Hernández (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” (page 7).

A qualitative research, due to its characteristics, evaluates the natural development of events. For that reason, the results are analyzed in terms of the way of living of the people, their situations and feelings towards it; in other words, their perspective and that is the reason why it is considered to be under the parameters of a qualitative research since it was necessary to observe and analyze the students. This type of approach, because of its most important characteristic, exemplifies the information collected in a unified and logical way.

Sampieri, Collado and Lucio (2010) explain that on the qualitative method, the work of the researcher is to establish a situation or problem that must be delimited and specific and finally, throughout the process, data in numbers must be applied.

The qualitative approach will help readers have a clear idea of the results obtained by the instruments applied to the participants. The way results are represented with the use of this approach may benefit the investigation illustrating the information gathered by the different instruments.

3.1.3 Mixed approach

As qualitative and quantitative are the classical types of investigation approaches, today it exists another one that combines the scene of both. This new methodology is known as the mixed method. For this reason, this research will be conducted with a mixed type.

The approach mentioned before, wants to continuously look at a research question from different angles, and clarify unexpected findings and/or potential contradictions. For instance, it provides strengths that offset the weaknesses of both quantitative and qualitative research. Thus, by using both types of research, the strengths of each approach can make up for the weaknesses of the other.

In addition to the many positive characteristics of the mixed approach, it provides a more complete and comprehensive understanding of the research problem than either quantitative or qualitative approaches alone.

The instruments used for the investigation are considered part of a qualitative and quantitative research; however; the researcher will based the investigation with instrument that belong to both the qualitative and quantitative due to the objectives and the collection of information.

As a final point, as it was stated before, the purpose of the researcher is to explain those phenomena. For this project, the researcher, by using the data collection, is going to represent the results by explaining the point of view and progress development of the students during the methodology through numerical data. So, with the present research is going to be a data collection and analysis to answer different questions related to the

process about how Mnemonics can improve the speaking skills in students of sixth grade in Escuela San Diego de Pocosol during the first quarter of 2020, and why is it relevant for Costa Rican educators.

3.2 Research Design

The research design is a framework for conducting a research project, it details the methods and procedures necessary for collecting data and analyzing the obtained information. Another way of viewing a research design is to see it as an action plan for getting from the questions to conclusions. As it is stated by Rowley (2002), the research design ensures that there is a clear view of what is to be achieved by the case study, defining the basic components of the investigation, such as research questions and propositions, appreciating how validity and reliability can be established.

For this investigation, the case study will be applied because it is the type of qualitative research that most suit with the investigation. The researcher has to present the research problem and look for answer to the question about, how can Mnemonics improve the speaking skills in students of sixth grade in Escuela San Diego de Pocosol during the first quarter of 2020? The purpose of the study is to increase the sixth graders' speaking ability through the acquisition of vocabulary by implementing mnemonics techniques to solve the problem these students face.

According to Thomas (2011), the case study is defined as the analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. Based on his point of view, the case study can be done

in social sciences and life sciences. The case that is the subject of the inquiry will be sixth graders from Escuela San Diego de Pocosol.

After a teaching observation, the researcher could identify one of the possible factors that decreases the performance of the students. That factor is the lack of motivation to learn and enhance their EFL level; something these students demonstrated during the English lessons. In addition, it is interesting to notice the low English level they manage despite they are taking this second language lessons during six years.

For this reason, the researcher wanted to evaluate the effectiveness of applying mnemonics technique to enhance the vocabulary acquisition in sixth grade students. As positive fact might be that students can improve their speaking capacity, and they can their amount of vocabulary in their mind that will be useful for future speaking interactions. At the end, the data analysis conclusions will give constructive and positives outcomes to the investigation.

3.3 Information Sources

Primary, secondary, and even tertiary sources of information that are part of the theoretical framework will be included in this section because they are important tools to relate theoretical aspects to practical procedures. It is also very important to describe the institution where the investigation will take place and the environment that surrounds the institution because it obviously influences on the behavior of the students. Additionally, it is important to know significant details about the population who is taken into consideration for this research.

3.3.1 Primary Sources

Primary sources are very important because they provide direct or firsthand evidence about the topic in study. Historical and legal documents, eyewitness accounts, and results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, dictionaries, encyclopedias, atlas, newspapers and art objects are classified as primary sources. Additionally, interviews, surveys, fieldwork, and Internet communications via email, blogs, lusters, and newsgroups are considered primary sources.

Books represent a very important resource for this investigation. For that reason, this resource helps the researcher to get current information about the topic in study. Primary sources are priceless on those moments the person needs to search for specialized information about the research problem or hypothesis as statistics, diagrams, scientific information and maps. In addition, it is positive to have close sources such as dictionaries, encyclopedias, government documents, historical documents, atlases, newspapers and so on.

Regardless of the resources people have today such as web pages, digital libraries and so on; books will be never replaced. Even though, taking into consideration and keep in mind the significance of the publishing dates it is extremely important. There is another fact that people cannot deny, it is that information changes constantly, due to the world globalization, in which the technology resources are taking advance from older resources such as books.

3.3.2 Secondary Sources

The purpose of secondary sources is to render an examination, interpretation or a recapitulation of primary sources; thus, they are useful to convince the reader. They often

involve generalization, synthesis, interpretation, commentary or evaluation in an attempt to convince the reader of the creator's argument. They often attempt to describe or explain primary sources. Amid secondary sources are categorized journal articles, textbooks, books that interpret analyze, political commentary, biographies and dissertations.

As a secondary source for this research is the Thesis. These tools are university material, provided by the institution as a guideline that intent to prove a theory or hypothesis throughout an investigation. Consequently, in this work a theory will be defended and demonstrated by several instruments designed for that purpose. It also allow the tester to obtain real, factual and veritable results across the collecting data.

3.3.3 Tertiary Sources

Another important source is the dictionaries. The use of dictionaries is essential in the teaching-learning process of a new language. This source becomes a complement to this research because it cooperates on the enrichment of vocabulary using short readings. The tester needs dictionaries as a reference book because it provides realistic and true meaning about the words that will be on study. Dictionaries play an important role because they supply the sound transcription, function of the words, synonyms, antonyms, spellings, idiomatic uses and etymologies. In fact, dictionaries are a quick reference book and they bring learners the opportunity to be more independent from the teacher. It is a very helpful resource in every study.

3.3.4 Description of the institution

This is a public elementary school with a day shift, which is located in San Diego de Pocosol, San Carlos, Alajuela. It is part of Circuit 08. Its code is 1704. The school works from Monday through Friday. The daily schedule is from 7:00 am to 2:20 pm. It is a one floor and two pavilion building, constructed in a 4000 m² area. It is constituted by seven classrooms of 54 m² each one. Every day, almost 130 students attend class in this school. It is classified as category 2 according to the Ministry of Public Education (MEP) rules.

It was founded in 1971 and remained being a single-teacher school until 2002 because the population used to migrate from San Diego to Sarapiquí, Puerto Viejo, looking for a job in agriculture labors. For that reason, children had to left San Diego and went with her parents to another place. Since 2003, with the arrival of its principal Giovanni López, its number of students has increased rapidly. In addition, the institution enlarged the number of classroom due to the coordination and organization of parents, the Social Development Board and the Principal in a struggle to collect founds to build new classrooms. In 2014, it was a 5 classroom building. Later, in 2015 the Japanese Embassy donated around 57 million colones to construct two more classrooms. Nowadays, it is composed by seven classrooms.

The school has 10 teachers; three for basic subjects, four for complementary subjects, one for preschool education and two for special education. The institution has also a woman -who works as the chef-, two drivers for children's daily transportation, three security guards and two janitors. The transportation service is subsidized by the Ministry of Public Education (MEP) through "Programas de Equidad del Ministerio de Educación Publica". Children at Escuela San Diego de Pocosol are working on technical projects like farms and nursery gardens with the support of a female coordinator. Additionally, the

school has a MOVILAB equipped with 50 laptops for students to work with the basic subjects. This program is supported by Fundación Omar Dengo through its program "MOVILAB".

3.3.5 Description of the Population

The population in San Diego de Pocosol works in agricultural labor and some of them raise cattle in small farms. For that reason, student's life is influenced by their social and economic status that is middle and most of them with lower incomes. However, the school tries to support the students and their families as well as they can. The school has been trying to cover the student's nourishment requirements every day providing them breakfast, healthy snacks in the morning, afternoon, and lunchtime at noon. The main reason, it is to prevent nutrition and health problems in students.

Some community problems which affects directly the environment and capacity of the students are the family disintegration that ends in the absence of one of the parents. Many children grow up in a single parent family, something that has a negative impact on students' educational achievement. The low academic level of parents is another factor that influences in students' motivation to learn every day. In many cases, parents are not interested in students' learning process or simply they cannot help students with their English homework. In addition, the poverty issues are a common characteristic from this community due to unemployment, which is a general problem nowadays in Costa Rica and especially in the northern zone of the country. For this reason, the implementation of scholarships here is very necessary in this institution.

3.3.6 Description of the Participants

Subjects of this research are students of Escuela San Diego de Pocosol. The researcher took one class as the sample of the population, which is sixth grade class. The class consists of 14 students. They are 9 boys and 5 girls. The average age is between 11 to 12 years old. The researcher acts as the practitioner who conducted the research. The home-room English teacher works as collaborator of the researcher because she will respond a questionnaire at the beginning of the study, give feedback and comments at the end of the implementation.

Sixth graders receive five English lessons per week. The teacher uses mastered classes to develop the topic. According to Public Educational Ministry (MEP), the level of instructions for II cycle is A2. At this level, students can manage basic information as family and personal information, shopping, local environment and geography expressions. They should be able to communicate and exchange expressions by using simple sentence structures. At this institution, English the teachers focuses writing and reading skills, especially the level in study.

3.4 Analysis Categories

In this section of the investigation, the researcher will describe and identify the areas that will be strengthened during the research development process. The variables in the research represent a concept of vital importance within a project. The variables are the concepts that form statements of a particular type called hypothesis. The variables of the investigation are mnemonics strategies and speaking skills.

Mnemonics refer to an instructional strategy designed to help students improve their memory of important information. This technique connects new learning to prior knowledge through the use of visual and/or acoustic cues. The basic types of mnemonic

strategies rely on the use of key words, rhyming words, or acronyms. The other variable is speaking skills. They give us the ability to communicate effectively.

3.5 Data Collection Instruments

Data collection is a necessary tool on every research. The evaluator uses several strategies such as questionnaires, surveys, interviews or observations to collect true and critical facts about the results expected during the process of the investigation. Moreover, in a qualitative research, the evaluator needs to obtain credibility and a high quality level of the data results.

In order to accomplish the objectives set, the researcher must choose the appropriate instruments to acquire the data that will be analyzed later on. Taking into account the topic and the objectives to be reached, the researcher has decided to utilize the instruments mentioned below.

3.5.1 Observation Checklist

“A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment” Jogan (2018). Observation checklist is used to obtain the data based on the observation in the process of teaching and learning speaking. There was a list which consisted of the statement about teaching learning process, teaching materials, and approaches used in teaching and learning process. The first specific objective of this investigation is to identify the problems students face when performing oral skills. Through observation, the researcher pretends to identify the main problems students have when performing oral skills.

3.5.2 Questionnaire

For the purpose of the investigation, it is important to know the reason why the students show a low level in their speaking performance. "Questionnaires are good for gathering data about abstract ideas or concepts that are otherwise difficult to quantify, such as opinions, attitudes and beliefs. In addition, questionnaires can be useful for collecting information about behaviors that are not directly observable" (Artino, La Rochelle, Dezee & Gehlbach, 2014). This idea is supported by Farhady (1995), who states that there is a wide range of reasons for designing a structured questionnaire. The most important one chosen for this study is that structured questionnaires are easy to fill in.

3.5.3 Interview

The researcher interviewed the English teacher and the students to get some information related to the second language teaching and learning process, specifically English speaking activities. The most common of all qualitative research methods is the semi-structured interview. The importance of using this instrument is supported by the fact that the researcher asked about the problems related to teaching and learning speaking, and the teaching method used in the classroom. "The semi-structured interview involves prepared questioning guided by identified themes in a consistent and systematic manner interposed with probes designed to elicit more elaborate responses" (Qu & Dumay, 2011).

3.5.4 Speaking tests

During the study, students are tested twice: previous to the treatment; a preliminary test administered to determine a student's baseline knowledge and after the implementation

of the technique; a test given to determine what the students have learned. Consequently, for an educational experience or course of study, the pre-test is conducted with the purpose to assess participants' speaking performance prior to the treatment. The post-test is aimed for assessing the participants speaking proficiency after getting the treatment and reveal whether it had any effect on speaking or not.

3.5.5S peaking Rubrics

Rubrics are important because they show the students the way they are going to be assessed. This point is often expressed in terms of students understanding the learning target and criteria for success. Using a rubric is the best way of evaluating and measuring speaking proficiency because it is objective. The speaking rubrics contain scores of students' speaking performances. The scores were gained through a pre- and a post-test. At the end, the scores were accumulated and showed the result whether the use of mnemonic techniques improved students' speaking skills or not.

For this investigation purpose, the instruments used to analyze the information and feedback of the participants are questionnaires, pre-test and post-test, surveys and observation checklist. In the case of the questionnaire, the researcher provides a series of written questions on a sheet to evaluate participants' knowledge and facts that contribute with the purpose of the investigation. Its main objective, it is to evaluate how the implementation of short readings and passages increase vocabulary knowledge in fifth graders at Dr. Carlos Luis Valverde Vega elementary school.

The surveys' objective is to help the researcher to evaluate the technique during the time the investigation will take place. In addition, the investigator can get feedback from the work and performance of the participants. Indeed, it is an opportunity to obtain accurate

data information about the participants' point of view, their opinion about the research question and the investigation. Consequently, the idea is not just to get only accurate responses, but also it allows evaluating the investigation goals and objectives. Moreover, the investigator can assess the performance of the work thorough a record of current accomplishments.

3.6 Collection Data Process and Data Analysis

After asking for permission from the principal and the teachers who were in charge of the classes, the researcher observed a class of 80 minutes period. The implementation of the class observation took place on February 26th, 27 and 28. With the checklist, the researcher might be capable of having criteria about the information about the class environment. The tester could gather information and make judgments about the students' learning process.

Once the observation was made, the questionnaire was designed and translated into Spanish. This was a structured questionnaire of 10 question in order to do it easier to fill for the students. The questionnaire was filled the same February 28th. The investigator explained the students clearly the purposes of administering the questionnaire which were to find the speaking problems, the factors affecting their performance and to find ways to improve the students' speaking skills.

Instructions and explanations were given in detail to to the children by the researcher before they answered the questionnaire to avoid any misunderstandings. Student had to respond the questionnaire, write their answers and complete it with their names. The researcher collected the papers. In cases they did not understand the inquiry, they just had to say their choices to the tester. After that, the results were analyzed by using an excel tool.

In the same week, the survey to the teacher was ready with the purpose of having information to be analyzed from this source. For the purpose of the present research the interview applied was an interview of opened questions in which questions are asked and planned in order. The contestant is free to respond as he or she wishes, but within the context of the question. The teacher returned it back completed. The purpose of the interview was analyze and understand the main factors that affect students' speaking skills development.

Then, the application of the pre- test was administered to the students on March 2nd with the purpose of assessing their speaking performance before the implementation of the strategy. The execution of the treatment to enhance the students speaking skills by using mnemonics techniques started two days later. The process was implemented successfully. The material given to the students were following English guidelines approved by the Ministry of Public Education. The group had the same learning materials and the same activities. The strategy to increase the students speaking ability consisted on implementing storytelling and picture descriptions. Students received a 6 lessons period instruction per week (the institution supported the researcher with extra time) during the weeks before the pandemic struck Costa Rica's educational system. Fortunately, the time given was enough to elaborate the activities and obtain the results for this investigation.

At the end of the implementation of the technique (March 13th), the researcher applied another test to collect information and get the final grade about students improvement at the process. The idea of applying the post-test is to take notice the betterment during the process, so the tester can evaluate the students' progress throughout the way they are being taught. In addition, learners can examine their growth in the process, and the researcher can evaluate if the investigation goals are being achieved successfully.

Chapter IV

Data Analysis

According to Durcevic (2020), “data analysis...relies on methods and techniques to taking raw data, mining for insights that are relevant to the business’s primary goals, and drilling down into this information to transform metrics, facts, and figures into initiatives for improvement”(p.8). For the purpose of this investigation, five data collection instruments were chosen in order to reach the specific objectives; therefore, the researcher will subdivide this chapter into five sections. Each section refers to the analysis of each instrument. The researcher will start out with the analysis of the observations made. After that, the researcher will analyze the interview, the questionnaire, techniques applied, and finally the pre-test and the post test.

4.1 Analysis and interpretation of the results

“Qualitative data is often subjective, rich, and consists of in-depth information normally presented in the form of words. Analyzing qualitative data entails reading a large amount of transcripts looking for similarities or differences, and subsequently finding themes and developing categories” (Wong, 2008). This statement means that the analysis of qualitative data requires the development of new skills, but also imagination, patience, time and practice.

4.1.1 Observation check list

As it is mentioned above in chapter III, classroom observation checklist is used to gather information that is very important to understand the process of teaching and learning speaking. There was a list statement related to the teaching learning process, teaching materials, and approaches used in teaching and learning process. The first specific objective of this investigation is to identify the problems sixth graders students face when performing oral skills. Through observation, the researcher pretends to identify the main problems students face when performing oral skills. It focuses on general observation of the classroom management, general observation of the learners' interaction inside the classroom and general observation of the teacher-learner interaction in the classroom. The observer checked the frequency the aspects of the list happened using: always, sometimes, rarely and never.

A. General observation of the classroom management

The physical setting is clean, organized, spacious, lighted and comfortable so that, learners can interact and speak with each other.

The arrangement of the classroom was the best for the students' learning process. Students from Escuela San Diego de Pocosol are provided with a clean, vast and enjoyable learning place. For that reason, they have always the ideal environment to interact with others and practice speaking. But there is a little issue with ventilation and lightning; there was no funnel, and light bulb were of low quality. All these aspects are very important for students. Every classroom will be properly distributed for its purpose, and it is also the teacher's responsibility.

The teacher moves around learners to give suggestions and checks for comprehension. The teacher in the course of class was most giving direction from the desk and sometimes moved around. It affects the teacher awareness about students' proficiency. The most effective way to test student understanding is to do it while the lesson is taking place. It is very important to walk around the classroom checking students' grasp during the class period and not wait until the test time to know it.

The teacher controls some irrelevant behaviors such as the student's use of L1 instead of L2. During the observation, students exceeded the use of Spanish, and the teacher rarely corrected this issue; unfortunately, it is a fact that really affect the acquisition of a second language in sixth grade at Escuela San Diego de Pocosol. In foreign language teaching contexts, it is usual the use of L1; even though, it often receives criticism because it interferes with the acquisition of the target language. In this case, the role of the teachers should be of a counselor to encourage students to maximize the use of L2.

The teacher sets out the objectives of the lesson. Since the very beginning, the teacher always stated the goals clearly to the students even in their native language to avoid misunderstanding. The students' knowledge about the objectives of the lesson plays an important role in the teaching-learning process. Students need to be aware about what they are expected to learn by the end of lesson.

B. General observation of the learners' interaction inside the classroom

Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with other classmates. Unfortunately, this point is rarely observed in the classroom. During the class observation, many students stayed silent, and gave the chance

to the classmates who are eager to talk. They rarely gave opinions, provide suggestions or share ideas with the teacher or classmate. This situation affects their language acquisition since getting students involved in class discussion has many benefits: first, discussion leads to a better student's learning and the development of critical-thinking skills. Second, it gives an opportunity of changing role from instructor to students. Finally, students are better at seeing the steps that teachers see as obvious and, as a result, can clarify them for one another.

Learners express willingness to speak in the classroom when dealing with a topic discussion. Throughout the whole class, it was observed that students rarely spoke about the topic. Some of them talked in a negative way about the subject objecting that the subject was not interesting for them. Its effects is clearly shown on students' speaking ability. Willingness to speak, contributes to an improvement in the learners' speaking ability. Learner's disposition to speak English in language classrooms is closed related to learning motivation and self-perceived speaking ability.

Learners express new ideas in a classroom situation. While monitoring the class, it was seen that students sometimes express new ideas related to the class situation. Learners hesitate and express themselves in a difficult way in the classroom. It is something the teacher must work on. Encouraging students to express their own ideas, helps to improve their speaking skills as well as their understanding of academic concepts. Only a few of them participated in the oral activities and gave answers presenting some interest when the teacher requested them.

Students speaking ability is developed through classroom interaction progress. Student-student classroom interaction was limited to work in pairs during a writing activity.

Classroom interaction is an important factor in second language learning because it occurs between the teacher and the students or between the students themselves, depending on the communicative situation.

Learners show readiness and motivation to work with peers and feel comfortable within the group. Students along the scrutiny worked together, but they rarely looked ready or motivated about working with peers. Learner-Learner interaction gives students the opportunities to speak and practice speaking skill in the classroom in order to receive feedback in the target language through correcting each other's errors or asking questions to each other when working in groups.

C. General observation of the teacher-learner interaction in the classroom

The highest amount of talk is taken by the teacher. The teacher talked for half the time in a 80 minute lesson with 14 students, each student had only around 3 minutes to speak. It is very harmful for the students' speaking skill development because if the teacher takes the dominant role in classroom discourse, the student's role is only that of respondent. If the teacher is constantly dominant and controlling opportunities for developing the speaking skill are severely limited, the learners take no responsibility for their own learning, but learn what the teacher decides and when.

The teacher provides his students with a comprehensible input that is suitable to their level. The teacher always provided comprehensible input where students understand most of the language used when the educator delivered them instruction. It was clear that the instructor understand the students' proficiency levels. It is very important because it strengthens the domains of reading, writing, speaking and listening.

The teacher gives opportunities for the students to interact with him during the classroom oral tasks. The teacher was always the central part during the classroom interaction. The teacher asked questions to students and the students answered them, or the students sometimes asked questions or asked for clarifications and the teacher responded to them. Since the beginning of the class, students' speaking skill was always developed by classroom interaction.

The teacher uses some speaking activities as communication games, information gap activities and discussion task during classroom interaction. In English speaking classes, the teacher used the teacher's book. She implements oral and reading activities from the book "Santillana's Books English 6 Class Plus". The professor limited the speaking activity to ask the students something from the book. The implementation of communicative game, information gap and discussion task can stimulate students' interaction in the classroom because it requires them to participate actively in class by speaking and in order to express their own point of view or give information.

The teacher uses some expressions to motivate students to talk in the classroom. A "good" "well done" or a "thank you" was given to the students at the end of their contribution, even if their answer was not correct. It was an important way to boost confidence a lot, especially for weaker students implemented by the teacher during the observation.

In the classroom, the teacher uses many types of correction strategies to adjust the learners' mistakes. The educator is aware that making mistakes is a natural part of learning. She listened to them, and once had they finished, thank them for their contribution and pointed the most important mistakes they might have made. What she did is a good strategy

to avoid undermining their confidence by interrupting every single time they make a mistake.

4.1.2 Questionnaire

After observing the students' major concerns, the researcher designed a questionnaire to better understand her students' needs afterwards and activities for the sake of improving their oral. The questionnaire had 10 multiple-choice questions and was the second instrument applied. This tool helps the researcher reach specific objective number one which is to identify the problems sixth graders students face when performing oral skills at Escuela San Diego de Pocosol.

For this research, the first question was a multiple-choice question. It was related to how much they like to speak English in class. Students were given four options which were: very much, normal, a little and not at all. The results are given in the graph bellow.

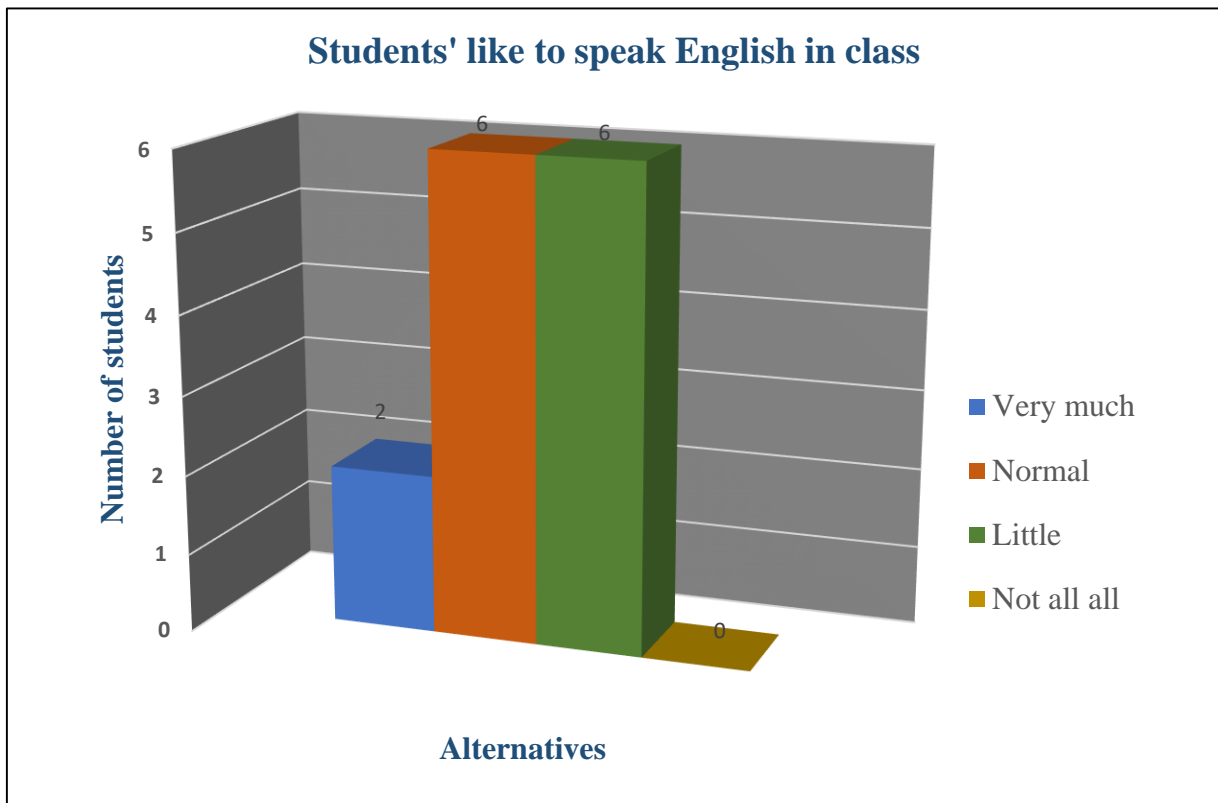
Figure 1

Figure 1. Illustrates the results gathered about how much students like to speak English in class

Source: researcher's creation.

As shown in the previous graph all the students like to speak English in class at different levels. From a total number of 14 students 6 agreed that they like “normal” to speak in speaking class, 6 of them think their interesting of speaking during the lesson is “little”; two of them said they like to participate in speaking activities “very much”. And finally, no one of them referred to the last option (not at all). It means that their desire to speak in class vary from little to normal. It is important to analyze the reason why the fifth grade students consider themselves as passive students. They need to be motivated to speak

English by implementing new strategies to get them involved in the teaching-learning process.

For the second question, learners were given a question with multiple choices. For question number two, students were asked their opinion on the necessity of English speaking skills for a future job. There were given four options: very necessary, necessary, normal and unnecessary. The findings are shown in the following illustration.

Figure 2

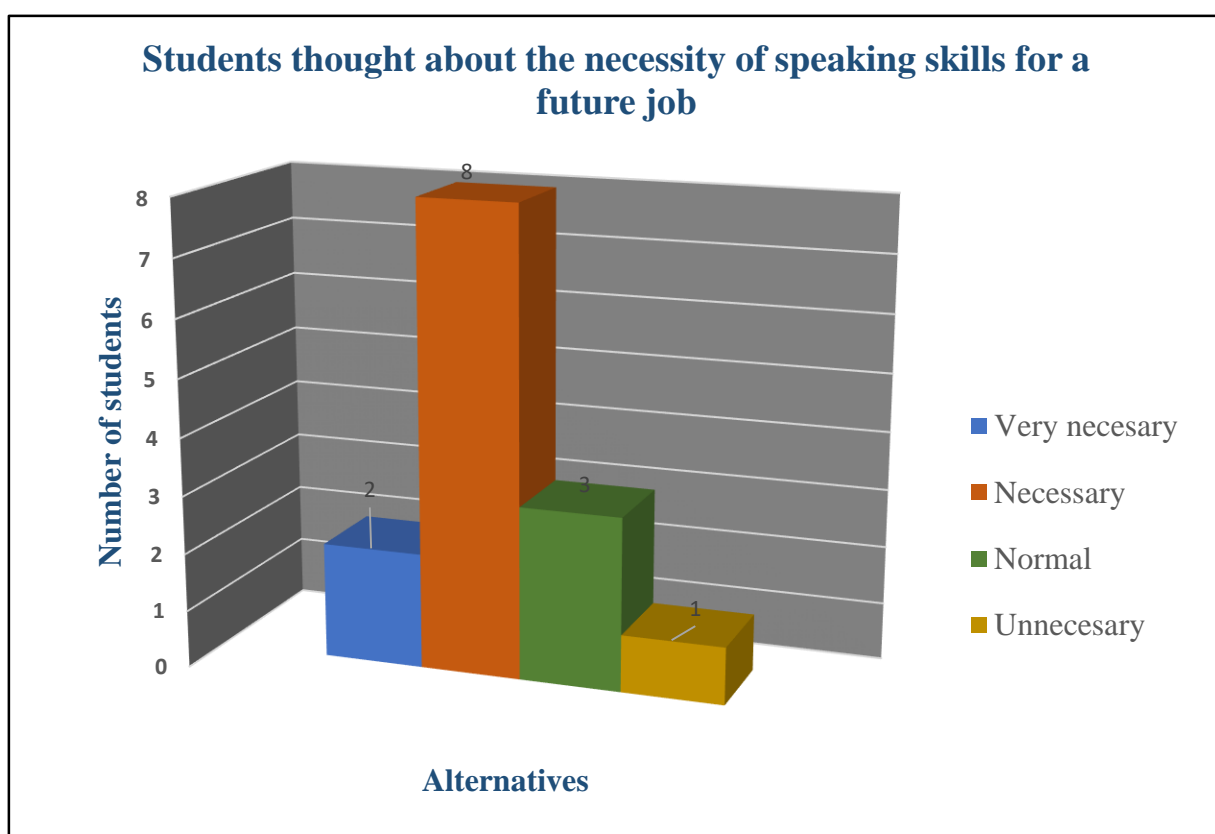


Figure 2. Student's perception of the necessity of speaking skills for a future job

Source: researcher's creation

For this question, eight out of fourteen said they considered English necessary, three of them qualify speaking skills as normal to find a job in the future, two students show that they are very important and unexpectedly, one learner expressed that English speaking skills are not necessary. It means that students are not aware about the importance of

speaking English to find a job in the future. They need to understand that English is the language of international communication, for socializing and entertainment as well as work.

The next inquiry, is related to the frequency students consider they speak English in class. For question number 3, students were requested concerning to the frequency they practice English outside the classroom. For the inquiry they were offered four choices: always, sometimes, rarely and never. Their reaction are reflected in the next chart.

Figure 3

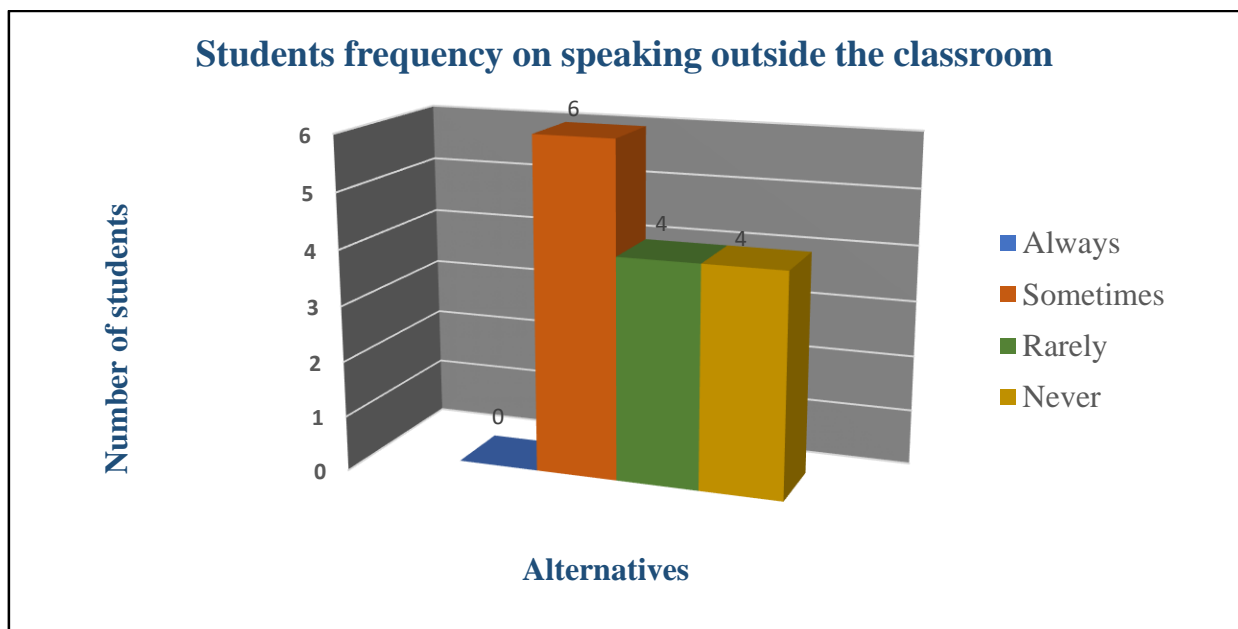


Figure 3. Frequency students practice English outside the classroom

Source: researcher's creation

Related to this question, 6 students from a total amount of 14 said they sometimes have the chance to practice English speaking outside the classroom, 4 of them expressed they rarely speak English in another place, 4 participants never practice speaking outdoors the school and no one choose the alternative always. It reflects the real situation of the

majority of students in the public educational system, especially in rural areas. Students have little or no chance to speak outside the classroom. The only time that the children are exposed to English is during English classes in school. It is a fact that people in charge of student's education have all the responsibility to ensure that the learning in schools is further supported outside the schools.

The request number 4 seeks for information about how students feel in speaking class. The researcher provided them four options: motivated, anxious, confident and discouraged. It was made with the purpose of discovering the students' feeling toward English classes. The figure above reflects the results of their answers.

Figure 4

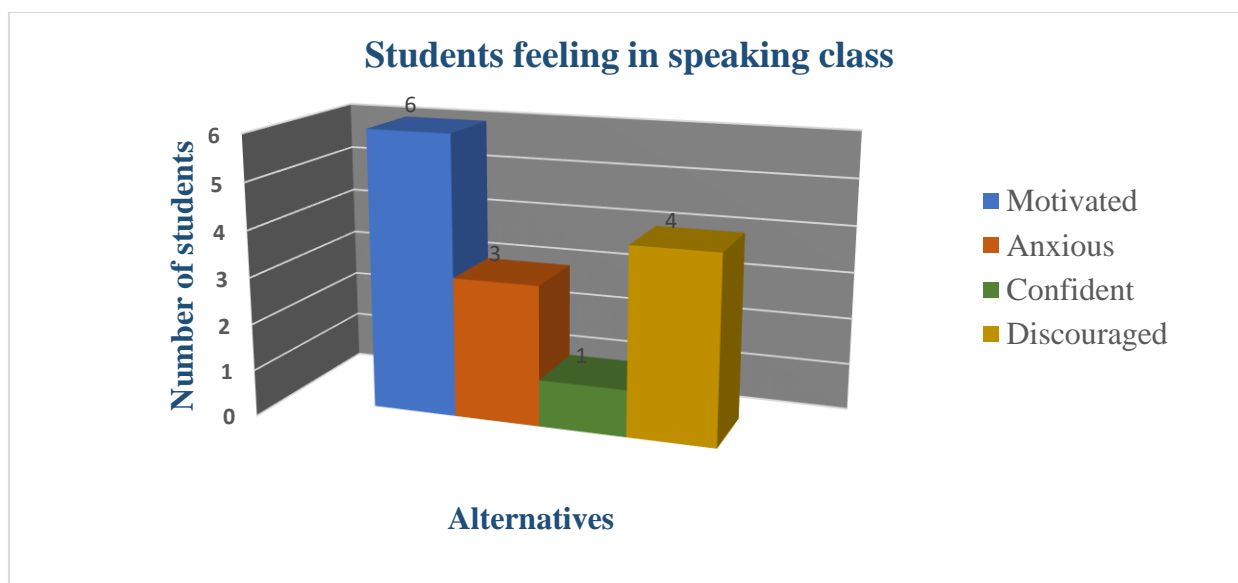


Figure 4 represents student's feelings in speaking classes

Source: researcher's creation

Most of learners said they feel motivated (6 out of 14), 3 of them feel anxious, 4 participants indicated they perceive a discouraging feeling, 3 students expressed they experience confidence in speaking class, and 1 learner said he is very confident. It shows that most of the students feel motivated and anxious. Being aware of the students' emotions

is very important in the teaching-learning process. One of the main goal of teachers, it is to understand that emotions affect students' performance, students' knowledge and skill development.

The fifth question connected to the evaluation of students listening skills, was a multiple-choice request. It was about how they consider themselves as students during the English classes. They were ask to select the appropriate personal opinion. The participants were giving four options: bad, average, good and very good. The outcome obtained are represented in the graph underneath.

Figure 5

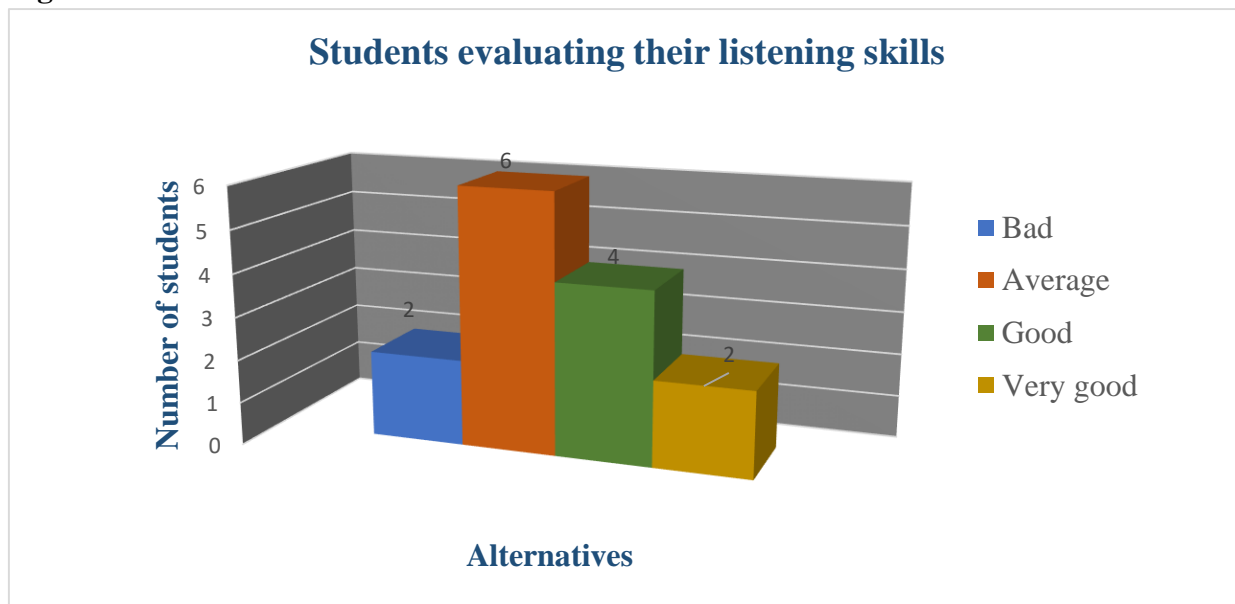


Figure 5. Represents how learners catalogue their listening skills

Source: researcher's creation

Most of the students said they have an average listening skill (6 out of 14), 4 learners agreed their listening ability is good, 2 of them expressed they are good at listening and other two define their listening as bad. It seems like the majority of learners consider

they have no difficulties while listening but even so, the amount of students with a good or very good listening skill is lower than the expected. It is important to work on students listening because it is as important as speaking.

Interrogation number 6 aims to discover how often the English teacher corrects students' mistakes in class. The alternatives student were offered includes: always, sometimes, rarely and never. To show a reflection of the information, the researcher used the underneath bar diagram.

Figure 6

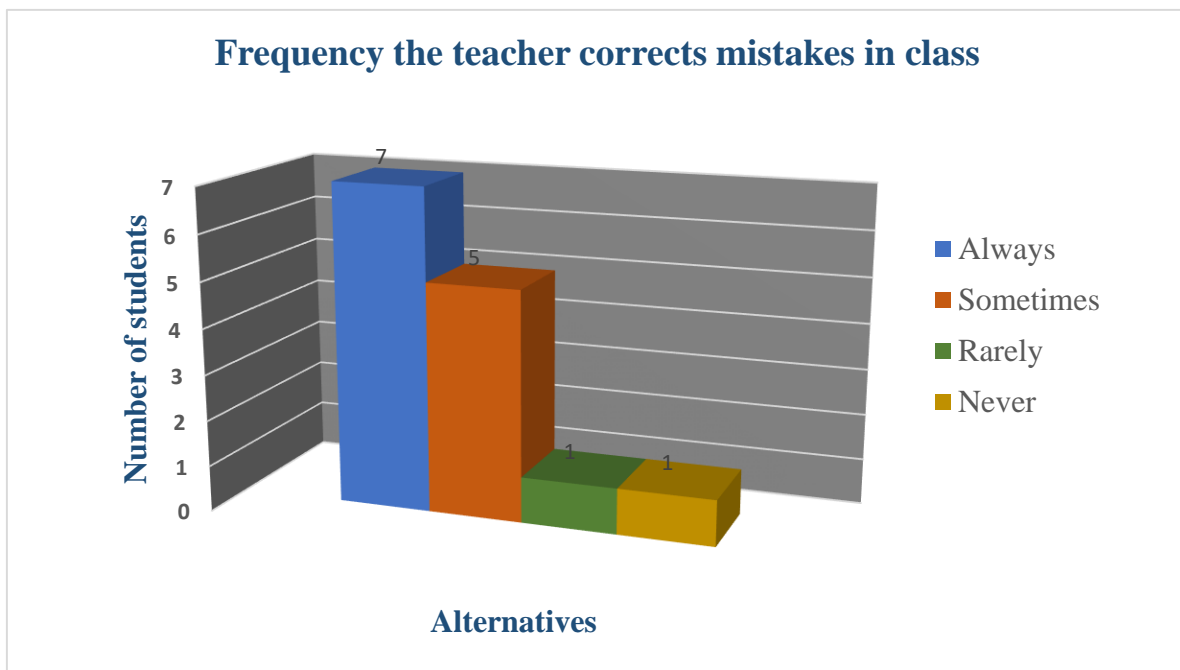


Figure 6. Illustrates the frequency students consider the teacher corrects their mistakes in class

Source: researcher's creation

Related to the frequency teacher corrects their mistakes, 7 students out of 14 think the teacher always corrects their mistakes, 5 of them perceive it happens sometimes, 1

student said corrections rarely occurs, and unbelievable, 1 learner expressed the teacher never implements rectify them. The discovering indicates that the teacher frequently amend students errors. Not being over-corrected is important for students because it gives them confidence, understanding that mistakes are natural part of the process.

For the seventh request, students responded about the factors affect their speaking performance. Learners had the opportunity to choose more than one possibility. In order to go deeply on the issue, they were free to select among time for preparation, motivation to speak, lack of confidence, anxiety, topical knowledge and time for presentation. The figure below shows the results obtained.

Figure 7

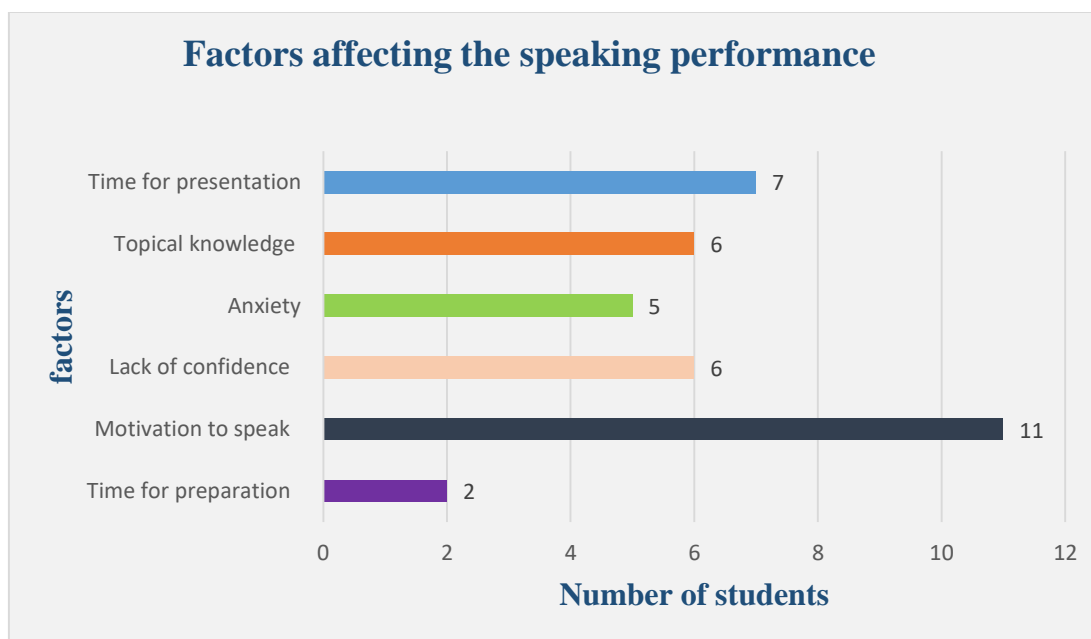


Figure 7. Shows the factors affecting students' speaking performance

Source: researcher's creation

When responding about which problems they encountered in speaking classes, 11 out of 14 agreed they are affected by the lack of motivation to speak, 7 of the students

mentioned the time for presentation, 6 learners viewed topical knowledge as important factors, 6 of them referred to self-confidence, 5 mentioned their performance is affected by anxiety and only two of them expressed that the time for preparation alters their performance results. It clearly mirrors how lack of motivation, and the time students are given to present, influence in the outcome of students' speaking performance. The results give the researcher a perspective about the important role motivation plays in the teaching learning process, and that students need more time to present in class.

Interrogation 8 requires from the students respond which problems they encounter in learning speaking skill. As in question 7, they had the opportunity to choose more than one possibility. In this cases, learners can choose between being worried about making mistakes, if they cannot think of anything to say, if they have no motivation, if they speak very little or if they are shy. The following graph synthetizes the data gathered with the request.

Figure 8

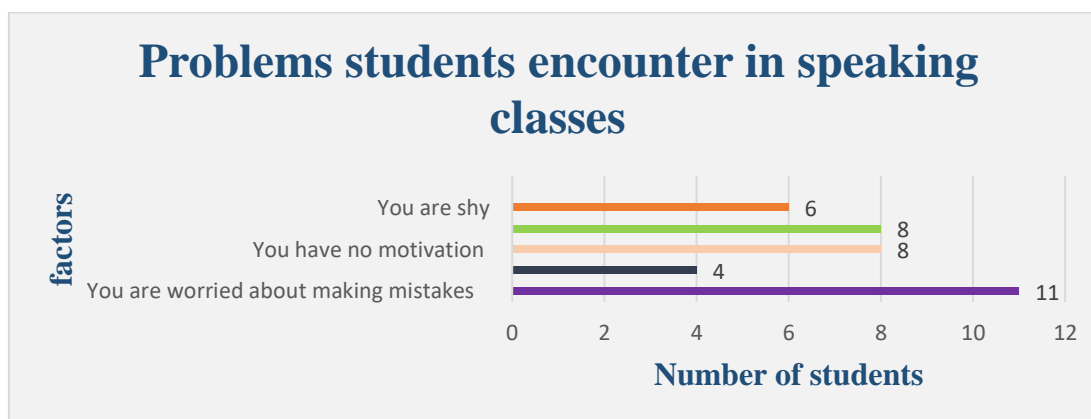


Figure 6. Illustrates problems students encounter in speaking classes

Source: researcher's creation

When being asked about which problems they encountered in speaking classes, 11 agreed on the they are worried about making mistakes, 8 of the students have no motivation to express themselves in speaking class, 8 of them reported they speak very little. Moreover, 6 of the students said that they are shy, and 4 of the students claimed they cannot think of anything to say when taking part in the class. With this inquiry, the researcher found that the fear of making mistakes prevents the students to participate in class and improve their speaking ability. As a last fact, is that students' shyness and motivation are ranked in a second position of importance by learners.

Question 9 was focused on students' strongest language skill. In order to identify the students' most developed language skill, they were provided the four options listening, speaking, reading and writing. The chart underneath reflects the findings.

Figure 9

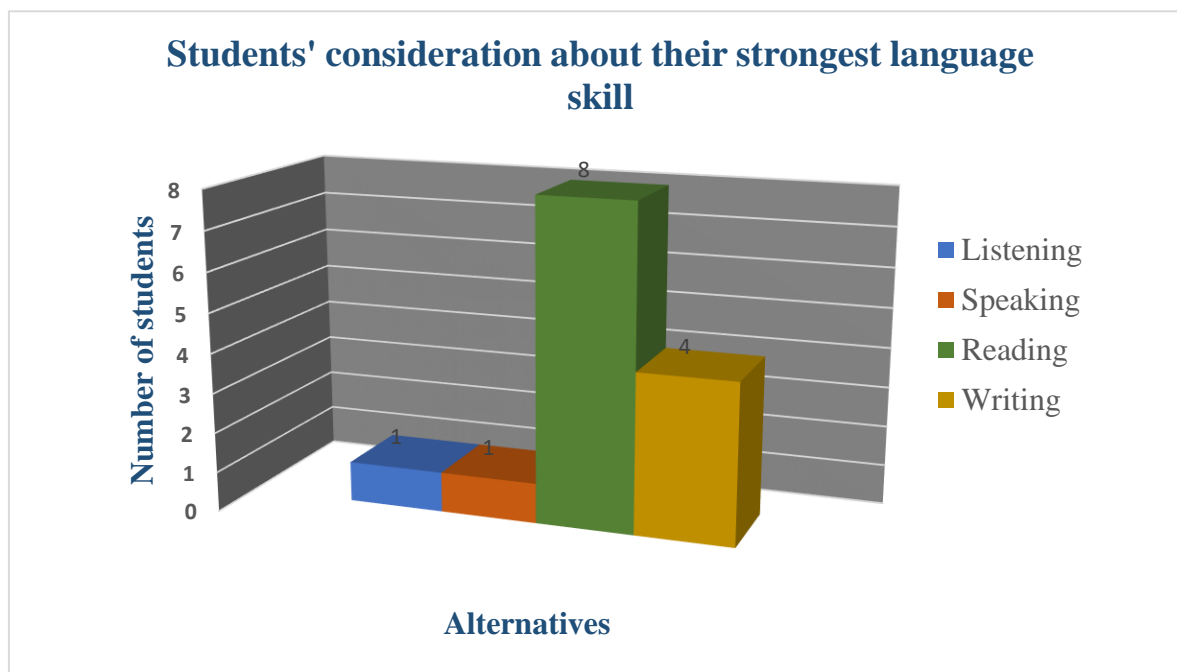


Figure 9. Illustrates students' consideration about their strongest language skills

Source: researcher's creation

Students were requested to give their opinion about what was is their strongest language skills. The information gathered, illustrates that 8 participants said they are good at reading, 4 students responded their strongest ability is writing. Finally, listening and speaking are ranked in the last place with just 1 learner each one. According to the discovering, most of the respondent feel they are better at reading. It is directly influenced by the fact that students spend more time reading during the English class. It turns necessary to look for strategies to improve listening and speaking in class.

The last question sought for information about the format students prefer to be assessed through in speaking. They were given the most common assessing way interview, oral presentation, interactive task and group discussion in order to know their preferences to be evaluated. The figure below shows the results.

Figure 10

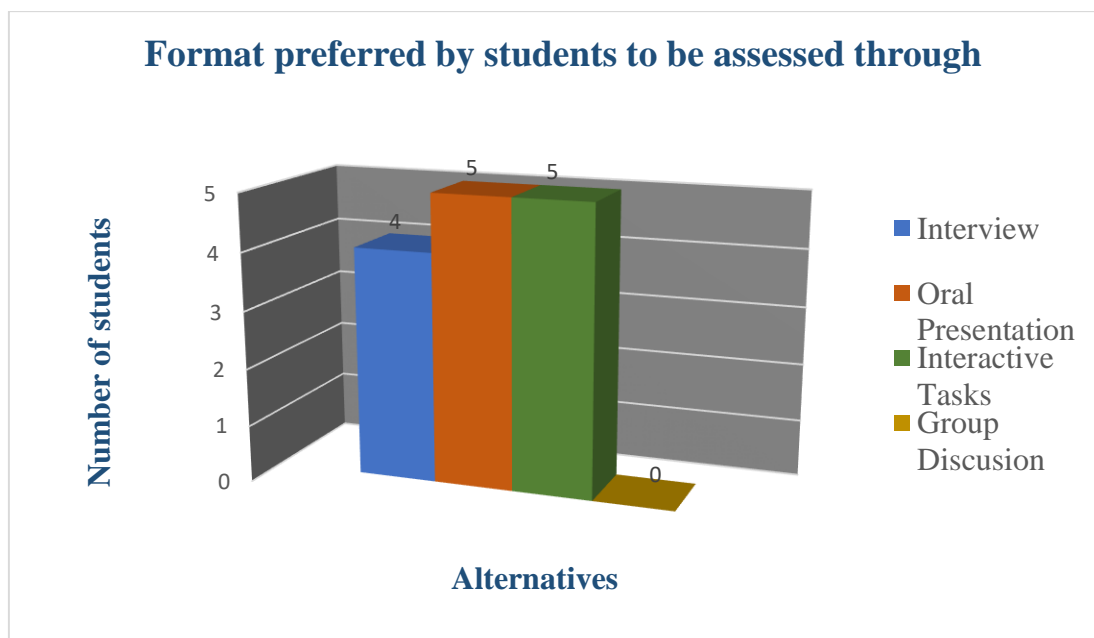


Figure 10. Shows students' preferences about assessing format

Source: researcher's creation

The graph for question number 10, gives an insight about the format students prefer the teacher use to assess them. The results show that 5 participants prefer oral presentations, 5 of them agreed they feel more comfortable being assessed through interactive task, 4 students selected interview, and none of them choose group discussion. Students showed a high tendency to choose oral presentation and interactive task. Nowadays, teachers should know the way students prefer to be evaluated. For example, students may experience anxiety while being assessed through an interview, but they feel better presenting in front of the class. To become an integral part of the instructional process, assessments must be an enjoyable experience for students. Assessment should be part of a great effort to help students learning.

4.1.3 Analysis of the teacher's interview

The application of the interview to the teacher is extremely important since the researcher asked about the problems related to teaching and learning speaking, and the teaching method used in the classroom. Teacher's interview consists of 12 open ended questions where the English teacher from Escuela San Diego de Pocosol is requested to give explanation or specifications.

Question one talks about what degree the professor currently held. The teacher interviewed said she has a "Licenciatura" degree. It means she is prepared enough, and her experience may help the students a lot in their learning process.

Question number two asked about the years the educator has been teaching English. The professor responded that she has a long teaching, and she has spent a long period in

teaching the oral expression five years ago. This indicates she is an experienced teacher, so she knows how to deal with the students' classroom interaction.

On question three, the researcher wanted to check about the language skill the teacher considers as the most taught during the class. In addition, she was requested to provide the reason. The educator responded that reading and writing are the skills that teachers focused more in the classroom due to the time. In addition, the use of the text book designed with activities to complete, and then, read it in class. These words show the real situation the educational system faces nowadays in the country in which students' language classes rely on developing most writing and reading.

The next interrogative (question four), looks for the opportunities the professor normally gives to students as a mean to speak in the classroom. The teachers expressed she gives a bunch of opportunities ("depending to the subject") to their students to practice speaking in order to make them more interactive inside the classroom. The reason is that the professor considers the learners as the central part in the learning process. This also indicates that the teachers really want their students to be involved with them in the classroom interaction since it improves their speaking ability.

Question five illustrates about the speaking activities the teacher relays on. The instructor said she relies on role plays, discussion and storytelling without providing justifications. This indicates that teachers rely on these types of speaking activities maybe because they have noticed that giving students such interactive activity will lead them to interact and practice the speaking skill inside the classroom since the learners do not interact in English outside the classroom. This reveals that the best context for communication is the classroom.

When moving to question six, the researcher wanted to hear from the home-room professor about what she does inside the classroom with silent students to speak and express their thoughts. The teacher said she tries to know her students' interests to give them the opportunity to practice the language. This strategy applied by the teacher in classroom is very important because she gets all the students involved in the oral tasks, so students have their own opportunity to give opinions and express their thoughts.

Question seven looks for the educator's opinion about how motivation influences on students while learning a foreign language. The teacher expressed that motivation is important because students with the right motivation are successful learners. The teacher's opinion indicates that motivation is always needed by the students to perform well in the classroom; as a result, the students will improve their speaking skill.

The way the teacher motivates students to speak inside the classroom is presented on question number eight. The educator mentioned she motivates students to participate in class by questioning them, varying the speaking tasks or giving them the chance to choose a topic they find interesting. The strategies the educator implements are crucial in the learning process of students since they are important for the successful interaction, or to create a good atmosphere in the classroom

On Question nine, the researcher requested the interaction the professor has with her students during the English class. The instructor expressed that she always interact with the students, and sometimes she becomes one of them. It means that the teachers always has to be involved in the topic discussion during the oral expression course. When the teacher interacts with their students, it makes the students more comfortable because feel they are not neglected, so that they will improve their oral capacities through classroom interaction.

The following interrogative (number 10), was looking for the thought the teacher has about applying Mnemonics as a technique for improving speaking skills at sixth grade. It also asks about if the strategy is beneficial or not and why. Related to the implementation of mnemonic techniques, the teacher declared it is extremely important since it improves learners' communicative skills boosting their vocabulary. This indicates that this technique is approved by the teacher. Consequently, students can acquire new vocabulary which lead them to practice the language inside the classroom. Therefore, teachers should be responsible for making learners aware of the existence of such strategies and provided them with different types of mnemonic devices.

Question eleven wanted to obtain that teacher's opinion based on her experience as a teacher, if is it possible to make all the students to participate in the classroom. The researcher also asked her to provide a wider explanation to this request. The educator responded, "Yes, through creating a comfortable atmosphere that reduces anxiety and makes students feel free to say what they think". This reveals that the teacher is aware about the student' participation in classroom as a strategy to develop their speaking proficiency.

Finally, the questionnaire ended with question number twelve. This request looks for the teacher's opinion about the major speaking difficulties students face through speaking activities. The researcher also wanted the educator to specify. The teacher expressed that learners' shyness and fear of committing mistakes in front of their classmates, lack of fluency, lack of vocabulary, grammar and interference of L1 in L2 are the most speaking difficulties she notices in students in speaking classes. These indicate that students are exposed more to write and read than to speaking.

4.1.4 Pre-test

The purpose of pre-testing sixth grade students at Escuela San Diego de Pocosol is to know what the learners know before beginning the study. "Pretesting is often used to establish a baseline before intervention, to stratify subjects on the basis of pretest scores, to provide a covariate in quasi-experimental designs, or to plan instructions with appropriate materials to students' current level" (Kim & Willson, 2010). For that reason, the result of the pre-test is going to help the research understand the students' speaking skills weaknesses.

The pre-test is applied by the researcher to students. The pre-test is constituted by two parts. In the first part, students are given a set of printed pictures. According to the pictures, students ask or answer question related to the topics, "Ways of asking for and denying permission". In the second part, learners have to use the images provided by the teacher and is requested to ask for or give information on the phone. Students' speaking is evaluated in four aspects: fluency, pronunciation, vocabulary and grammar.

The next table illustrate the results obtained from the speaking pre-test of sixth graders students at Escuela San Diego de Pocosol.

Table 1

Pre-test			
Student	Grade	Student	Grade
Student # 1	60	Student # 8	68
Student # 2	68	Student # 9	52
Student # 3	48	Student # 10	65

Student # 4	56	Student # 11	55
Student # 5	52	Student # 12	48
Student # 6	64	Student # 13	68
Student # 7	64	Student # 14	68

Table 1 illustrates the results gathered by the researcher on the pre-test applied for sixth grade.

Source: Researcher's creation.

The results shown in Table 1 reflect a big percentage of students that got a grade under 60. Thus, they failed the test. The results vary from 48 to 68. The reason was simple; shyness and fear of committing mistakes when speaking, lack of fluency, lack of vocabulary, grammar and interference of L1 in L2. During the pretest, students frequently hesitated with some sentences, they showed frequent grammatical errors even in simple structures, sometimes with unclear meaning. They frequently asked about how to say something in English; vocabulary they should know for their level.

4.1.5 Post-test

After the implementation of the mnemonic techniques as a treatment to improve the speaking skills in sixth graders from Escuela San Diego de Pocosol, the researcher applied the post-test which is aimed for assessing the participants' speaking skills after process and reveal whether it had any effect on speaking or not. According to the Merriam-Webster. (n.d.), post-test is, "A test given to students after completion of an instructional program or segment and often used in conjunction with a pre-test to measure their achievement and the effectiveness of the program". In this investigation, the researcher used the post-test in order to review of the students' progress. The findings of the post-test are shown in the table below.

Table 2

Post-test			
Student	Grade	Student	Grade
Student # 1	68	Student # 8	88
Student # 2	80	Student # 9	65
Student # 3	65	Student # 10	72
Student # 4	72	Student # 11	65
Student # 5	65	Student # 12	65
Student # 6	76	Student # 13	84
Student # 7	84	Student # 14	68

Table 1 illustrates the results gathered by the researcher on the post-test applied for sixth grade. Source: Researcher's creation.

This table expresses the results of the students' improvement in their speaking skills after completing the instructional program applying mnemonic techniques to enhance their speaking abilities. The results are satisfactory because all the students got the minimal grade for the test. The grades ranged from 65 to 88, which is a great outcome. The application of the technique selected for the purpose of this investigation satisfied the expectations of the researcher. Students were very enthusiastic because they are able to learn more vocabulary in a way they think is easier and practical than others. They expressed that it helps to improve their speaking performances.

Chapter IV

Conclusions and Recommendations

Conclusions and recommendation summarize the main points of the investigation. In addition, the more important features like the objectives stated on chapter one, the outcomes, key findings, the information obtained at the end of the investigation and their valuable contribution for the study. The present chapter presents the discussion of the results of the qualitative data. It provides some concluding remarks on the findings of the study.

In this chapter, the researcher includes recommendations and comments about the limitations during the investigation. Equally important is to mention the benefits for the organization or institution in which the study took place. In addition, chapter five includes aspects to be corrected or elude, the steps required to implement the policy and all the resources needed to get the goal of the study. This specific section discusses the conclusions of the research and recommendations for the English teacher, the school institutions and to the other researchers. The discussion of each section will be delivered as follows.

5.1 Conclusions

In the section of conclusions segment, the researcher will analyze each objective, its aspects found during the process and its interrelationships in both.

5.1.1 To recognize the aspects that influence on speaking skills deficiency

The first specific objective for this investigation consisted in to analyze the several factors that impact on students' speaking betterment at Escuela San Diego de Pocosol. This objective was crucial to fulfill the general objective of the present investigation. Identifying the problems students face when performing the oral skills permitted the researcher choose the activities that better fit her students' needs and to choose these activities according to their level. The investigation explored the environment and discovered the negative aspects that affected students' efficiency. Based on the classroom observation, the questionnaire for the students and the interview to the teacher, instruments discussed in the previous chapter, the researcher concludes some important points.

The classroom is well organized, the physical structure is in good conditions. The space is well distributed, and the students feel comfortable. The walls are decorated according to the students' subject. Undoubtedly, the lightning and ventilation needs a little improvement. These two features are important and necessary on an institution for students to elaborate their school duties. For this reason, it is clear that it definitely affects the kids' school performance because it causes a big problem of concentration.

Learners have no efficiency background to speak and understand. It is due to the short lapse of time dedicated to speaking activities in classes. The class population is of 14 students, something that should ease the students' learning during the lessons. However, most of the time students are asked to work on completing writing exercises, and then read. Students don't like to speak English in class because they are fearful of making mistakes while speaking.

The use of the mother tongue is not corrected by the teacher. The English teachers has a great responsibility to decide what is the right balance between using English and the

use of the students' mother tongue (L1) in the classroom. Students should use English when possible and L1 when necessary. Students need to be forced to use more English in class because it is the only place where almost all of them have the opportunity to practice English as they expressed in the questionnaire.

The strategies implemented by the teacher need to be changed. Most of the time, students are requested to complete exercises in the book, and once they finish, read it to the teacher or the teacher checks it out. As a result, they have big deficiencies to acquire new vocabulary in English through speaking activities. Speaking activities should be implemented by taking advantages of the technology the school provides (smart screen with internet access).

Classroom interaction is limited to teacher- student interaction. The teacher regularly makes them to work in pairs just to work in writing activities. Surprisingly, the moment to develop speaking, the teacher interacts separately with each students. Unfortunately, the teacher in complicity to the English programs are not preparing citizens the ability to be independent, performance successful teamwork, creative persons and the necessity for a constant learning.

Students have no motivation towards the English learning. It is very important for the teacher to know her students' interests and implement strategies to encourage them. The cultural environment influences on students' good behavior. Even though, the majority of the students do not have appropriate attitudes and qualities to develop a right behavior as EFL requires. They showed lack of interest during the class observation.

5.1.2 To apply the use of Mnemonics Techniques as an effective tool that improves students speaking skills

The activities created an environment of confidence and enthusiasm. This activity was very different to the activities they have usually worked in class. The whole class expressed a motivation, willing to learn and participate since the beginning of the method's application. During the implementation of mnemonic techniques, as a way to improve the students' speaking skills, they reacted with a feeling of confusion and anxiety at the beginning of the first lesson. Later, they felt so secure, and they had a positive attitude.

The data analysis confirms that students perceived an improvement mainly in their pronunciation, motivation, and communicative competence. Students experienced a technique that made them reflect on the reality of a given context. In addition, they enjoyed incorporating the technique as they captured their attention, developed their imagination, and made the learning process more interesting and entertaining all at the same time.

Students were motivated during the application of the technique through the implementation of strategies to work the mental aspect of the students before and during the duration of the activity. During the English lessons, they showed lack of confidence because their lack of vocabulary to perform an activity in English by themselves. But at the end, they overcame the challenge very favorable, being able to take risks and to complete the exercises in order to obtain success.

They overcame the fear of making mistake while speaking because they understood that it is part of the learning process. During the teaching-learning process, the students were more active, enthusiastic and also interested to take a part in the lesson. They were motivated to join the class and aware that learning is part of their own responsibility. It also increased their confidence. It can be seen from the fact they asked and answered questions

during the lesson. With the implementation of the technique, they could remember the words easily.

The homeroom teacher stated that using pictures mnemonics represents an advantage for students since improved their communicative competence, and she would recommend it if possible. She was definitely impressed for the strategy used and the results. The professor showed his surprise about how the instruments and the strategy were put into practice and were effective. She appeals to follow up the technique with his current and future students. The educator is aware about the importance of students' motivation, and she wants to extend this technique with other levels in the same school. However, the teacher wants to investigate more and study the method before putting it into practice to implement it to develop all the language skills.

5.1.3 To evaluate the enhancement of the Speaking Skill after using Mnemonics Techniques

Based on the result of the tests (pre-test and post-test) discussed in the previous chapter, the researcher can conclude some important points related to the improvement of students' speaking ability.

During the pretest, students show lot of deficiencies. They frequently hesitated with some sentences, showed frequent grammatical errors even in simple structures, sometimes with unclear meaning. Before starting the application of the activities, students were evaluated through an oral test. For this test, the researcher choose a topic that they were familiar with from the book. While they were speaking, the researcher evaluated aspects

such as fluency, pronunciation, vocabulary, grammar and details. They frequently asked about how to say something in English; vocabulary they should know for their level.

This research was successful to improve the speaking skill of the sixth grade students. After the application of the technique another test was applied to the students. This test was exactly the same as the pre-test. A topic familiar to the students was chosen by the researcher. The same items were evaluated by the researcher: fluency, pronunciation, vocabulary, grammar and details. This time since students had already taken the test, they seemed less anxious and that was actually reflected on the points they got on confidence. The use of mnemonics technique can increase the students' achievement in learning English especially in vocabulary mastery. It can be seen from the comparison between the mean score of pre-test and post-test from 14 students who joined in the research.

The outcomes obtained through the instruments were satisfactory in particular with the post-test. The scores obtained by the students got better, fulfilling all the expectations before the application and analysis of the instruments. The findings of the study reflect, that in this way, the learners get a great improvement in their fluency, grammar, pronunciation, and vocabulary. Students become more confident in using the target language and communicating in it.

Incorporating visual support in their test, awake students interest in learning. They found it funny and advantageous because it helped them set a cornerstone to start speaking in English, rather than simply improvising. Most students agreed that improvising could cause anybody to lose valuable time thinking about what to say rather than immediately being able to think of ideas when viewing the pictures or supporting images to establish a

context. They indicated that having visual material gives an idea of what to say to the other person, as well as encourages them to activate their vocabulary.

The study revealed that using mnemonics as means of instruction improved the students' achievement and results of speaking skill. Learners expressed that increasing motivation can reduce speaking and participation anxiety among learners when acquiring a second language. Students enjoyed their lesson and got more motivation, interest and confidence through their learning.

5.2 Recommendations

In order to improve students' concentration during the lessons to learn a second language, the institution has to look for solutions to solve the climatic conditions the students suffer. As temperatures rise, the hotter weather impacts lives in many ways. The researcher saw that there is a link between higher temperatures and lower school achievement. The school is located in the northern zone of the country, featured by hot weather. For this reason, it is clear that it definitely affects the kids' school performance since hotter weather made it harder to concentrate on the lesson task.

The English teacher should consider the students' needs and interest before designing the speaking materials. Besides, it is also important for the teacher to vary the activities and make use the school facilities well to build a creative and fun atmosphere. Teacher's creativity can engage the students in the lesson and reduce students' boredom and monotonous teaching learning activity.

In addition to these recommendations, the teacher is required to use mnemonics in the teaching-learning process because this technique proved to help the teacher getting the

students involved in the process. If students' language is sufficiently well developed and supported by the teacher, learning through an additional language can be cognitively stimulating. In contrast to many traditional language lessons, students are learning meaningful content through the language rather than simply learning the language itself. The language becomes a tool for critical thinking and communication, and it allows students access to authentic and relevant subject content and terminology.

The instructor should make use of the technological tools the institution provides them. The teacher can support the success of the students' speaking skill by making use of the smart screen the school has in every classroom. The facilities here can be used in every class to awake the students' interest and motivation. In this way, lessons will become more interesting and interactive. Additionally, the teacher will obtain positive attitude and behavior from students. Consequently, learners will increase their academic achievements.

The educator should rouse in students the interest for learning English by making them aware of the importance of the target language for life. Students in rural schools and their parents must be made more aware of the importance English has for their life because most of them think it has nothing to do with them. Students in rural areas show lack of interest in learning the second language because the majority of them do not understand how important it is for their future.

The teacher should take into account the format students think they feel more comfortable while being assessed. The reason is to give a better effectiveness to the speaking evaluation. Moreover, the teacher should take into consideration the opinion of the students because they are the learners and real participants of the curriculum. Teacher should consider their opinion and feelings are part of the teaching-learning process.

5.3 Restatement of the research question

The general objective of this investigation is to demonstrate how the correct implementation of Mnemonics Techniques to memorize new words improves the speaking skills in sixth graders students at Escuela San Diego de Pocosol during the first quarter of 2020. This general objective emerged after the researcher asked herself how Mnemonics can improve the speaking skills in students of sixth grade in Escuela San Diego de Pocosol during the first quarter of 2020.

All the instruments helped the tester collect the information needed to achieve the specific objectives stated since the very beginning of the research. The data results illustrate the success of the technique applied with the students. This investigation fulfill the researcher's purpose on helping sixth graders to enhance their speaking capacities in the second language. Consequently, the researcher could claim that the question stated at the beginning of the present investigation had been successfully answered, and that the use of mnemonics had a positive effect in the development speaking skills in sixth graders students.

5.4 Unexpected results

The implementation of this didactic unit was not easy because the amount of time available was too limited. Even though the final outcomes can be considered as positive. During the application of the technique, sixth graders showed an effusive enthusiasm because they were experimenting other sort of class activity. The researcher thought the sessions utilized may not be sufficient to consider that the methodology and the contents

are appropriate and useful enough for the students. Fortunately, the technique showed the unexpected result of catching the students' interest and desire of continue to be taught through meaningful strategies.

Lastly, another interesting result that the researcher did not expected from the study was the attitudes of instructor towards the employment of mnemonics to instruct students in speaking sections. Before the implementation of the treatment, the homeroom teacher was skeptic about how it could be implemented. After the training, early research could be carried out through use of perception surveys as well as by conducting interviews with instructors. At the end, the teacher was satisfied about the knowledge gained by students after the contents were explained in the classroom. She showed her interest on applying mnemonics while teaching speaking skills. To sum up, the success on the application of this technique surprised the teacher of the school and students who participated in the process. .

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Appendixes

Appendix 1: Observation Checklist for Classroom Interaction

Observer: _____ Group: _____

Time: _____ Date: _____

Objective: to obtain information about the classroom aspects that affect the process of teaching and learning speaking at Escuela San Diego de Pocosol.

Rating scales: **A**-Always **B**-Sometimes **C**-Rarely **D**-Never

General observation of the classroom	A	B	C	C
Section one: General observation of the Classroom Management				
1-The physical setting is clean, organized, spacious, light and comfortable so that, learners can interact and speak with each other.				
2-The teacher moves around learners to give suggestions and checks for comprehension.				
3-The teacher controls some irrelevant behaviors such as the students use of L1 instead of L2.				
4-The teacher sets out the objectives of the lesson.				
Section two: General observation of the learners' interaction inside the classroom				
1-Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with other classmates.				
2-Learners express willingness to speak in the classroom when dealing with a topic discussion.				
3-Learners express new ideas in a classroom situation.				
4-Students speaking ability is developed through classroom interaction progress.				
5-Learners show readiness and motivation to work with peers and feel comfortable within the group.				
Section three: General observation of the teacher-learner Interaction in the classroom				
1- The highest amount of talk is taken by the teacher.				

2-The teacher provides his students with a comprehensible input that is suitable to their level.				
3-The teacher gives opportunities for the students to interact with him during the classroom oral tasks.				
4-The teacher uses some speaking activities as communication games, information gap activities and discussion task during classroom interaction.				
5-The teacher uses some speaking tests as a means to assess the speaking skill in the classroom.				
6-The teacher uses some expressions as “good”, “well done” and “ok” to motivate students to talk in the classroom.				
7-In the classroom, the teacher uses many types of correction strategies to adjust the learners' mistakes.				

Appendix 2: Cuestionario sobre el aprendizaje del idioma inglés

Objective: To recognize the aspects that influence on students' speaking skills deficiency

Estimados estudiantes de sexto grado Escuela San Diego de Pocosol el día de hoy queremos invitarlo a que responda las siguientes preguntas con respecto al aprendizaje del idioma inglés. Lea atentamente cada pregunta y encierre en un círculo la opción que usted considere. Le informamos que la información suministrada es recolectada con fines académicos y será tratada con la mayor confidencialidad.

Nombre: _____ Edad: _____ Fecha: ____/____/____

Sexo: F ___ M___

1. ¿que tanto le gusta hablar inglés en el aula?
 - a) Mucho
 - b) Normal
 - c) Poco
 - d) Nada

2. ¿Qué piensas acerca de la necesidad de hablar inglés para un futuro trabajo?
 - a) Muy necesario
 - b) Necesario
 - c) Normal
 - d) Innecesario

3. ¿Que a menudo practicas ingles fuera del aula?
 - a) Siempre
 - b) A veces
 - c) Raras veces
 - d) Nunca

4. ¿Cómo te sientes al hablar inglés?
 - a) Motivado
 - b) Ansioso
 - c) Con confianza
 - d) Desinteresado

5. ¿Cómo evalúas tu capacidad de escucha?
 - a) Mala
 - b) Promedio
 - c) Buena
 - d) Muy buena

6. ¿Qué tan frecuente el profesor le corrige los errores de pronunciación en clases?
 - a) Siempre
 - b) A veces
 - c) Raras veces
 - d) Nunca

7. ¿Qué factores afectan sus presentaciones orales? (puede escoger más de una)
 - a) Tiempo para la preparación
 - b) Motivación para hablar
 - c) Falta de confianza
 - d) Ansiedad
 - e) Conocimiento del tema
 - f) Tiempo para presentar

8. ¿Qué problemas encuentra en el aprendizaje de destrezas del habla? (puedes escoger más de una opción).
 - a) Te preocupa cometer errores
 - b) Miedo a las críticas
 - c) Le cuesta expresarse

- d) Usas mucho el español
 - e) No estas motivado
9. ¿Qué habilidad considera usted que domina más?
- a) Escucha
 - b) Habla
 - c) Lectura
 - d) Escritura
10. ¿Mediante que formato le gustaría sea evaluada su destreza del habla?
- a) Entrevista
 - b) Presentación oral
 - c) Tareas interactivas
 - d) Grupos de discusión

Appendix 3: Students' questionnaire English version

1. How much do you like speaking English in class?
 - e) Very much
 - f) Normal
 - g) Little
 - h) Not at all

2. What do you think about the necessity of speaking skills to your future job?
 - e) Very necessary
 - f) Necessary
 - g) Normal
 - h) unnecessary

3. How often do you practice speaking outside the classroom?
 - e) Always
 - f) Sometimes
 - g) Rarely
 - h) Never

4. How do you feel in speaking class?
 - e) Motivated
 - f) Anxious
 - g) Confident

5. Can you evaluate your listening skills?
 - e) Bad
 - f) Average
 - g) Good
 - h) Very good

6. How often do the teachers correct your mistakes while you are performing your tasks?
 - e) Always
 - f) Sometimes
 - g) Rarely
 - h) Never

7. What factors affect your speaking performance? (You can have more than one choice)
 - a) Time for preparation
 - b) Motivation to speak
 - c) Lack of confidence
 - d) Anxiety
 - e) Topical knowledge
 - f) Time to present

8. Which problems do you encounter in learning speaking skill? (You can have more than one choice)
 - a) You are worried about making mistakes.
 - b) You cannot think of anything to say.
 - c) You have no motivation
 - d) You speak very little
 - e) You are shy.

9. What is your strongest language skill?
 - a) Listening
 - b) Speaking
 - c) Reading
 - d) Writing

10. What format do you prefer to be assessed through?
- a) Interviews
 - b) Oral presentations
 - c) Interactive tasks
 - d) Discussion groups

Appendix 4: Teacher's Interview

Objective: to get a better understanding about the strategies implemented in English speaking classes at Escuela san Diego de Pocosol.

1. What is the degree you currently held?
2. How many years have you been teaching English?
3. What language skill do you consider is the most taught during the class? What is the reason?
4. In your opinion, what are the major speaking difficulties that student of sixth grade face? Please specify.
5. Do you give opportunities to your students to speak in the classroom?
6. What are the speaking activities you relay on?
7. In the classroom situation, how do you make the silent students speak and express their thoughts in classroom?
8. How motivation influences on students while learning a foreign language?
9. How do you motivate your students to speak in classroom?
10. Do you interact with your students during the English class?
11. What do you think about applying Mnemonics as a technique for improving speaking skills at sixth grade? Is it beneficial or not? Why?
12. From your experience as a teacher, is it possible to make all the students participate in the classroom? Please explain.

Appendix 5: Pre-test

Objective: to evaluate the students' knowledge before the application of the technique

Total 20 points

Points obtained: _____ percentage: _____

Your English Speaking ability will be test though a Whatsapp video call. According to the pictures giving bellow, you will ask or answer question related to the topics **Ways of asking for and denying permission** (1 to 4)) and **Ways of asking for and giving information on the phone** (5 to 8).

Su habilidad del habla en ingles se medirá a través de un video llamado vía Whatsapp. De acuerdo a las fotografías de abajo, usted preguntará o responderá preguntas relacionadas con el tema **Ways of asking for and denying permission** (de la 1 a la 4). Y **Ways of asking for and giving information on the phone** (de la % a la 8).

You will be evaluated with the criteria below the test

1. Use **may /could / can / do you mind** when asking for permission

Example

Play/could



A: could I play with you?

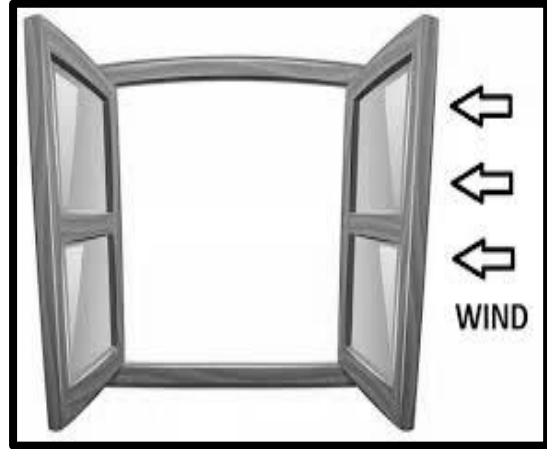
B: of course

Use **may /could / can / do you mind** / when asking for permission

1. Open the door/mind



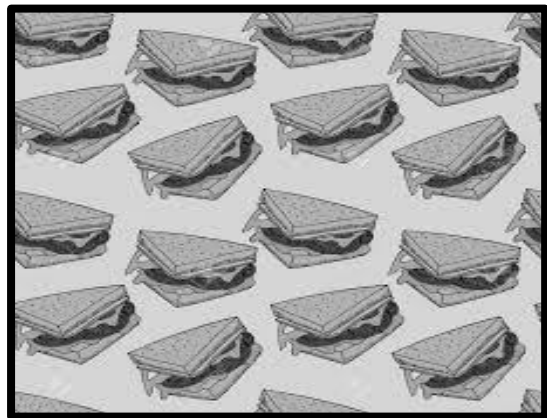
2. Close the window/can



3. Turn off the TV/could



4. Have a sandwich/may



2. Ask and give personal information

Name / what



Example

A: What's your name?

B: _____

5. Live / where



6. Father / name



7. Mother / name



7. Parents / home



Appendix 6: Evaluation Rubric

Objective: to assess students' speaking skills in an objective way

Category						Total
Fluency	1	2	3	4	5	
Pronunciation	1	2	3	4	5	
vocabulary	1	2	3	4	5	
Grammar	1	2	3	4	5	

	Fluency	Pronunciation	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Appendix 7: Post test

Objective: to evaluate the enhancement of students' speaking skills after the treatment

Total 20 points

Points obtained: _____ percentage: _____

Your English Speaking ability will be assessed via Whatsapp video call. You are request to have a conversation with a peer, starting by introducing each other. First, you are required to give or ask personal information related to the images giving below. Then, you are giving pictures to ask for or giving and denying permission. According to the activity you have to change the role.

Su habilidad del habla en ingles se evaluara a través de un video llamado de Whatsapp.

Tendrá una conversación con un compañero de clases, empezando por presentarse cada

uno. Primero se le pide preguntar o dar información personal que se le pide en las

imágenes. Después le son dadas unas imágenes para pedir, dar o negar permisos. En cada actividad tiene que cambiar role.

1. Give or ask personal information using the images giving

A: _____?

B: _____?

B: _____.

A: _____.



A: _____?

B: _____?

B: _____.

A: _____.



A: _____?

B: _____?

B: _____.

A: _____.

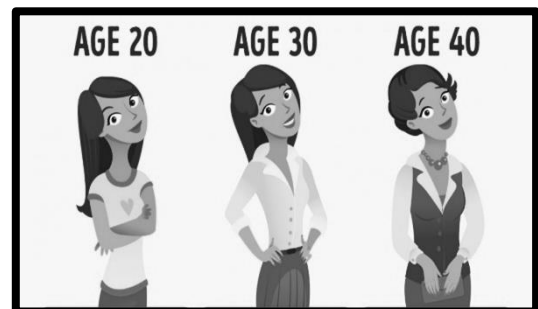


A: _____?

B: _____?

B: _____.

A: _____.



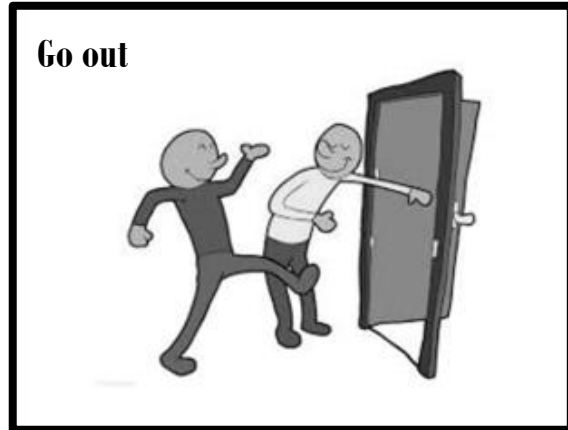
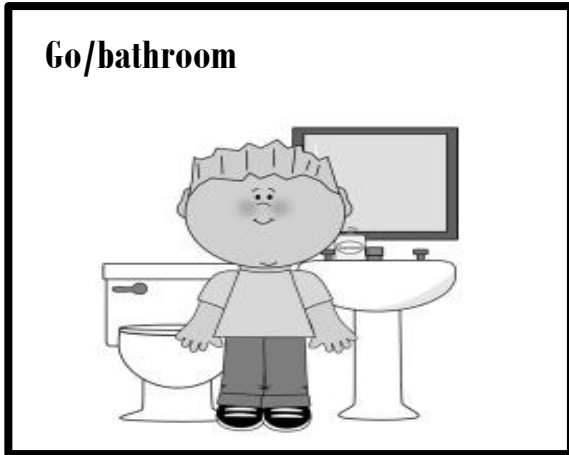
2. Ask for, give or deny permission. Use **may / could / can / do you mind**. Use the information inside the image for help.

A: _____?

B: _____?

B: _____.

A: _____.

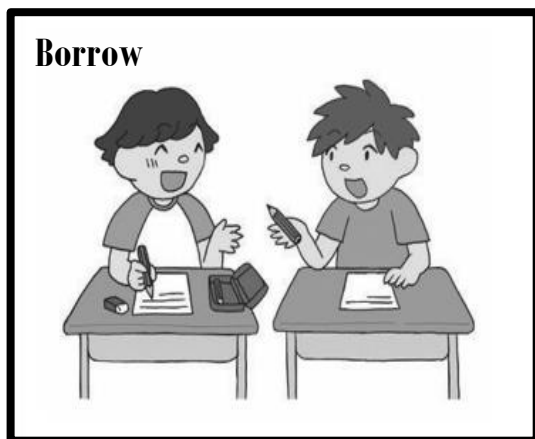


A: _____?

B: _____?

B: _____.

A: _____.



A: _____?

B: _____.

B: _____?

A: _____.



A: _____?

B: _____.

B: _____?

A: _____.

