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**Activities to enable private secondary school  
students' speaking skill**

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## **ABSTRACT**

Nowadays, to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. This thesis reports on a qualitative study. This study was carried out at a private secondary school. The primary aims of this study were to observe the class and know some information about the group; secondly, the most appropriate speaking activities that could help students to develop their speaking skill were analyzed and selected and thirdly, the benefits when using those activities were investigated.

The research data were collected via classroom observation, questionnaires, rubrics and journals. To know how the students and the teacher worked with the language and what they thought about improving their oral skill through the use of activities, questionnaires were administered. In this way it was possible to get the information to be able to apply the speaking activities. The students' questionnaires included 8 questions. The teacher's questionnaire included 6 questions. A journal was also used in order to write down the students' improvement, the benefits of each activity and the students' behavior when I applied each activity. The research findings revealed that the most useful activities were mime, language games, mini-dialogues draw and picture, describe and note, stories, role-play among other. More results and implications are described within this thesis.

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## Activities to enable private secondary school students' speaking skill

### CHAPTER I: INTRODUCTION

#### 1.0 Introduction

Mastering the art of speaking is one of the most important aspects when learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. According to Bygate (1987) speaking is a skill which deserves as much attention as literary skills, in both first and second language. People often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the excellent vehicle of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which many languages are learnt. Perhaps, then, the teaching of speaking merits more thought.

Because the English language is extremely important in the present, it is necessary to learn it and speak it. Baker (2003) mentions why speaking English is important: more and more educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English in order to communicate within the international marketplace. Students who can speak English well may have a greater chance of further education, of finding employment and gaining promotion. Speaking English well also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country's economic, social and political development. So by learning to speak English well, students gain a valuable skill which can be useful in their lives and contribute to their community and country.

Learning a second language could be difficult but it could be even more difficult when classes are boring, students do not find the purpose of the class and are not motivated. Sometimes it is impossible that all students catch the ideas or understand the first time, but teachers can contribute and help their students to learn in a dynamic way and to use some activities that can help students to develop the speaking skill.

This research focuses on some activities that could be considered in the development of the speaking skill at the private secondary school.

### **1.1 Purpose of the Research**

It is worth saying that the present study intends to expand information about the topic. The purpose of this research is to apply some speaking activities in a private secondary school class to student from 12 to 13 years old and to try to increase the English level of students' speaking skill, defeating with this, the myth that learning to speak in English is almost impossible in the classrooms. Another purpose of this study is to analyze which activities are more effective to develop students' speaking skill.

### **1.2 Rationale**

This study will be carried out in a private secondary school because learners have a lot of problems with the English language at this level. According to my own experience, when I was in Secondary School I observed that my English teachers did not have a way to teach. All the classes were the same, they just worked with a book, translated some short paragraphs and made students answer some pages of the textbook. Teachers used to speak in Spanish all the time and they never used some activities to develop the speaking skill; they never used conversations, role plays, movies, music, games or extra material. This study will be focused on this skill because Folse (2009)

mentions that there are very good educational reasons to practice speaking during a lesson, for example, speaking activities can reinforce the learning of new vocabulary, grammar or functional language; speaking activities give students the chance to use the new language they are learning and speaking activities give more advanced students the chance to experiment with the language they already know in different situations and on different topics. English teachers have to improve their ways of teaching; for this reason, this research intends to apply some activities to develop secondary school students' speaking skill.

### **1.3 Research setting and relationship to the topic**

This research study was done in a private secondary school, located in Puebla City. In the school there were just 3 groups: 1°, 2° and 3°. Each group had around 20 students there was a teacher for subject and a principal.

### **1.4 Significance of the topic**

It is important to develop first grade students' speaking skill because it is the basis to start conversations. So it is necessary to find a way to provide the students with the opportunity to practice speaking. To apply speaking activities in an English class could help the students to speak in a natural way and to maintain a conversation according to their level with native and non-native speakers. This research could also give teachers some speaking activities and ideas to plan speaking activities and to obtain good results with their students.

### **1.5 The context of the research**

This research is related to the areas of second language learning as well as the management of language classrooms and language teaching methodology. It also involves the speaking skill in secondary schools.

### **1.6 Aim / Purpose**

The principal aims of this research are:

1. To observe a class from a private secondary school to know some information about the group.
2. To analyze and select the most appropriate speaking activities that could help 12-13-year-old students to develop the speaking skill.
3. To investigate the benefits when using those activities to develop the speaking skill.

### **1.7 Research questions**

1. What are the most useful activities that could help to develop first grade students' speaking skill in a private Secondary School?
2. How do those speaking activities help students to develop their speaking skill in English as a foreign language?

## CHAPTER TWO: LITERATURE REVIEW

### 2.0 Introduction

In the following chapter I am going to mention the main concepts and meanings about activities and the different kinds about it. Also the four skills that help students to improve their language and what is the importance. I am talking about adolescents because my research is focused on these kinds of learners and finally some paragraphs will describe private secondary school in which this investigation is based on.

### 2.1 Methodology

In this section I give the definitions of the principal concepts related to teaching methods according to Richards and Rodgers (2001, p33).

#### 2.1.1 Defining methodology, method, approach, design, procedure and technique

**Methodology:** Pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations involved in "How to teach" are methodological.

**Method:** A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students role and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. They are sometimes- but not always-thought of as being broadly applicable to a variety of audiences in a variety of contexts.

Approach	Design	Procedure	Technique
<p><b>A theory of native language</b> -an account of the nature of language proficiency.</p> <p><b>A theory of the nature of language learning</b> - an account of the psycholinguistic and cognitive processes involved in language learning. - an account of the conditions that allow for successful use of these processes.</p>	<p><b>The general and specific objectives of the method.</b></p> <p><b>A syllabus model</b> -criteria for the selection and organization of linguistic and/or subject-matter content.</p> <p><b>Types of learning and teaching activities</b> -kinds of tasks and practice activities to be employed in the classroom and in materials.</p> <p><b>Learner roles</b> -types of learning tasks set for learners. -degree of control learners have over the content of learning. -patterns of learner grouping that are recommended or implied. -degree to which learners influence the learning of others. -the view of the learner as processor, performer, initiator, problem solver, etc.</p> <p><b>Teacher roles</b> -types of functions teachers fulfill -degree of teacher influence over learning. -degree to which teacher determines the content of learning. -types of interaction between teachers and learners.</p> <p><b>The role of instructional materials</b> -primary function of materials. -the form material take (e.g. textbook, audiovisual) -relation of materials to other input. -assumptions made about teachers and other learners.</p>	<p><b>Classroom techniques, practices and behaviors observed when the method is used.</b></p> <p>-resources in terms of time, space, and equipment used by the teacher.</p> <p>-interactional pattern observed in lessons.</p> <p>-tactics and strategies used by teachers and learners when the method is being used.</p>	<p>Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.</p>

## **2.2 English Language Skill**

According to Harmer (1991, p25) Skill is the distinct abilities that comprehend and produce a foreign language in its spoken and/or written form: speaking, listening, reading and writing.

### **2.2.1 Language Skills**

Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio or read books (Harmer, 1991). In other words they possess the four basic language skills of speaking, writing, listening and reading. Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills.

Very often, of course, language users employ a combination of skills at the same time. "Speaking and listening usually happen simultaneously, and people may well read and write at the same time when they take notes or write something based on what they are reading" (Harmer, 1991, p. 16, 296)

### **2.2.2 Skills and sub-skills**

Harmer (1991) mentions: The way to listen for general understanding will be different from the way to listen in order to extract specific bits of information. The same is true for reading. Sometimes we read in order to interpret, sometimes we read in order to transfer the information to another medium, e.g. a chart (p. 17).



People who use language skills and the sub-skills that go with them are able to select those sub-skills that are most appropriate to their task. If they only want a certain piece of information from a radio programme they will select a way of listening which is different from the way they listen to a radio play; if they read a text for the purposes of literary criticism they will select different sub-skills from those they would select if they were reading a dictionary to look up a word.

### **2.2.3 Integrated Skills: The importance**

In some way, the skills are separated and should be treated as such; on one day students will concentrate on reading, and reading only, on the next speaking and only speaking, etc. In fact this position is clearly ridiculous for two reasons. Firstly, it is very often true that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading – even if they only read what they have just written. Secondly, people use different skills when dealing with the same subject for all sorts of reasons. Someone who listens to a lecture may take notes and then write a report of the lecture. The same person might also describe the lecture to friends or colleagues, and follow it up by reading an article that the lecturer suggested. Another case would be that of a person who reads about a concert or play in the paper and invites a friend to go to it. The same person will probably read the programme for the concert/play and talk with his or her guest. Later he or she may well write a letter to someone telling of the experience (Harmer, 1991).

Often the activities will have a focus on one particular skill; it is true, so that at a certain stage the students will concentrate on reading abilities. But the focus can later shift to one or more of the other skills.

#### 2.2.4 Interaction skills

Bygate (1987) mentions that “in spoken interaction, speaker and listener do not merely have to be good processors of the spoken word, able to produce coherent language in the difficult circumstances of spoken communication, that is, good at saying what they want to say in a way which the listener finds understandable. To appreciate what is involved; it can be useful to think of the communication of meaning as depending on two kinds of skills” (p22).

Firstly, in many circumstances speakers organize what they have to communicate in typical patterns. These patterns correspond more or less to typical kinds of message, and so deal with recurring cognitive problems. These have been called “routines” (Widdowson 1978, p.150). Examples of routines include story telling or joke telling; descriptions or comparisons; and instructions.

Secondly, speakers also develop skills in solving all sorts of communication problems which are called negotiation skills. They consist of skills which are used to enable speakers to make themselves clearly understood whatever the interaction, and to deal with communication problems that may occur. Negotiation skills are skills which are common to all kinds of communication. For example, they include the ability to check on specific meanings, to alter wording, to correct mistaken interpretations, to find words for ideas for which the speaker does not already have some generally accepted phrase.

### 2.2.5 Production Skills

According to Bygate (1987) the way language is organized in speech is typically different from the shape it takes in writing. The language may be the same one, but the size and shape of its sentences tends to be different. The processing conditions affect the speaker: in order to get his message out and communicate meanings in a different way, sometimes this helps to produce the message and get it right and sometimes it also helps the listener.

One of the most important of the constraints is time pressure: oral language allows limited time for deciding what to say, deciding how to say it, saying it, and checking that the speaker's main intentions are being realized. Time pressure tends to affect the language used in at least two main ways; firstly, speakers use devices in order to facilitate production, and secondly they often have to compensate for the difficulties.

Because speakers have less time to plan, organize and execute their message, they are often exploring their phrasing and their meaning as they speak. This gives rise to four common features of spoken language. Firstly, it is easier for speakers to improvise if they use less complex syntax. In addition, because of time pressure, people take shortcuts to avoid unnecessary effort in producing individual utterances. This often leads speakers to abbreviate the message and produce incomplete sentences or clauses, omitting unnecessary elements where possible. This is known as "ellipsis". Thirdly, it is easier for speakers to produce their message if they use fixed conventional phrases. And finally, it is inevitable that they will use devices to gain time to speak. All of these devices facilitate production.

## **2.3 Speaking**

According to Bygate (1987) “speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (p. 1).

### **2.3.1 Different Types of Speaking**

Bygate (1987) suggests that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction. Information routines contain frequently recurring types of information structures, being either expository (e.g. narration, description, instruction, comparison) or evaluative (e.g. explanation, justification, prediction, decision). Interaction routines can be either service (e.g. a job interview) or social (e.g. a dinner party). This distinction between information and interaction routines mirrors the distinction between the transactional and interactional (or impersonal). According to Bygate (1987) , a further feature of oral interaction is that the participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what.

### 2.3.2 The difficulty of speaking tasks

Brown and Yule (1983) carried out an extensive document into the factors implicated in task difficulty. In conducting their research (which used native speaking, secondary school pupils), were confronted with a number of major problems. The first was to motivate pupils to talk while working with an unfamiliar interviewer and while being tape recorded. Their solution was to use a series of short tasks conducted under what they described as ideal conditions and with different demands to sustain the interest of the pupils. Two other tasks identified by Brown and Yule did not fit so neatly onto the grid. The first of these is the summary task. In such a task, the pupil has typically to give a short summary of a story presented, say, as a sequence of cartoon pictures. The researchers found that speakers had great difficulty presenting information in a condensed form, often producing summaries which were as long as a complete retelling of the story.

Brown and Yule (1983) were interested not only in finding out which speaking tasks were easy and which complicated, but also in determining what factors helped pupils improve their performance on speaking tasks (pupils were judged on how successfully they managed to complete the tasks; for example, how accurately they described the spatial relationships between objects in a static task). Contrary to expectations, the researchers found that practice did not lead to improved performance on the static tasks, although it did on the dynamic tasks. Brown and Yule (1983) concluded that, "practice enables speakers to improve those aspects of the task which they had already largely mastered". Another condition which they investigated was the possibility that prior experience as a hearer might facilitate being a speaker. This particular condition seemed to help speakers improve their performance because it helped the speaker appreciate the difficulties inherent in the task.

### 2.3.3 Techniques for teaching speaking

Caskey (2007) mentions that students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. The following are some examples of each strategy:

These instructors' strategies help students learn to speak so that the students can use speaking to learn.

#### *1. Using minimal responses*

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

#### *2. Recognizing scripts*

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts.

#### *3. Using language to talk about language*

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill level.

## **2.4 Activities**

Byrne (1995) defined activity as a thing that you do for interest or pleasure, or in order to achieve a particular aim.

### **2.4.1 History of class activities**

It is a common belief among various scholars that the beginning of these activities goes back to the beginning of the organized form of learning. Setotaw (1989, p. 48) asserts that "class activities have existed since the start of modern education in Ethiopian". Furthermore, the activities cover almost all disciplines including social science, real life science, agriculture, humanities, language and literature and arts.

Byrne (1995) mentions some examples of activities and which is the principal idea for each one, He talks about linking, categorizing, planning and pair work activities, drama like mime, role play and simulation, stories, how much can you remember?, draw-picture, describe and note.

### **2.4.2 Linking Activities**

According to Byrne (1995) describe that the students have to establish (i.e. detect or invent) connections between two items (presented to them verbally or in the form of pictures). The students may also be asked to link abstract items (e.g. happiness and travel) or more than two items (e.g. tree, danger, school, white, run). The latter activity is particularly suitable for getting students to invent stories.

Linking Activities are divided in the following:

- a) Finding connections: Here the students have to establish connections between two items (presented to them verbally or in the form of pictures).
- b) Finding differences and similarities: The students may be asked to find differences and similarities as two separate activities or as a part of the same activity.

### **2.4.3 Categorizing activities**

For this activity the students have either to classify items according to categories they are given or to identify categories.

### **2.4.4 Planning Activities**

These involve making decisions but, unlike the decision-making activities at the pre-production stage, where the students first made decisions, usually independently of one another, and then talked about them, the activities are designed to get students to talk in order to arrive at decisions, for example *planning a picnic*, *planning a park* and *planning a club*.

### **2.4.5 Examples of Pair work Activities**

Byrne (1995) mentions this is just a selection of the many kinds of pair work activities you could use at this transition phase. However, many could be equally well done in groups. However, it is assumed that Pairwork is on the whole more suitable, partly because the teacher wants to do as much talking as possible and partly because it is usually easier to divide a class up into pairs. Some examples are described below:



- a) *Mini dialogues*: These are short conversations between two (or possibly three speakers), which provide the learners with models of spoken language.
  
- b) *Picture cards*: These are given to students either as sets of individual cards or in the form of a picture sheet. The picture sheet is obviously easier for students to handle. For some activities, however, it is useful to have sets of individual cards. For example; *finding uses, association activities, classifying objects and grading objects*.
  
- c) *Language games*: The games are all either controlled or presented in a controlled version. For example; *find the right picture and word games*.

#### **2.4.5.1 Drama: Mime, Role Play and Simulation**

Drama is used as a generic term to cover the following activities:

- a) *Mime*: The participants perform actions without using words - may not at first sight seem directly relevant to the development of oral ability. Indeed, it might seem more appropriate as a language game – which of course it can be if someone mimes an action and the others try to guess what it is.

Other miming activities, which might perhaps be best regarded as roleplay without words because they involve situations where language would naturally be used, as:

- 1) Ask the students to work in situations where there are not only actions but also probably some show of feelings.
- 2) Ask the students to work in small groups (e.g. of 5-6) meeting one another.
- 3) Ask the students to work in larger groups (e.g. up to 10) interacting with one another first as themselves, then as someone else in different situations.

- b) *Role-play*: The participants interact either as themselves in imaginary situations or as other people in imaginary situations.

Some ways of providing a framework for roleplay practice are:

- 1) Open-ended dialogues: This term is used for dialogues which leave the learners free to decide how to develop them.
  - 2) Mapped dialogues
  - 3) Role instructions: These describe the situation and tell the participants how they should interact.
  - 4) Scenarios: can be about everyday realistic – type situations.
- c) *Simulations*: This involves roleplay as defined above. However, for this activity the participants normally discuss a problem of some kind with a setting that has been defined for them.

#### **2.4.5.2 Stories**

This can take two forms:

- a) The students work in groups to produce a scenario, which is then exchanged with another group for role-play work.
- b) The students work in groups to produce two short stories (each 4-5 sentences long), which they then mix up to form one text. The jumbled stories are then exchanged with another group, who has to work out the two original stories (i.e. read, talk and write).

#### **2.4.5.3 How much can you remember?**

This activity consists of the students, working in groups; look at a picture for 1-2 minutes before turning it face down. Then, they describe it either individually or in pairs.

#### **2.4.5.4 Draw and picture**

This activity consists of two or more students collaborating to produce precise instructions needed for drawing a picture or map. This involves detailed discussion leading to writing. These instructions are then passed to other students, who read, talk and then draw. The two pictures are then compared.

#### **2.4.5.5 Describe and note**

This is a variation on the game Describe and Draw, where one student describes a picture which one or more students try to draw, asking questions as they do so. For this version, the students who are listening make notes, asking questions if they want clarifications. They then compare notes. Finally, they use their notes either to describe the picture orally or to produce a written description.

#### **2.4.6 Basic Language Activities**

Reilly and Ward (1997) suggest the basic language activities. There are many activities which seem like games to children but which practice basic language. Most of them can be adapted to a particular topic.

The activities are divided into lively and calming activities to help choose which type you need for a particular stage in the lesson. Teenagers need to move around a lot and it is unreasonable to expect them to remain glued to their seats for any length time. Doing a lively activity gives them a chance to move about under the teacher's control and with a specific language aim in view. On the other hand, being able to sit down and concentrate on a task is an important part of their development and necessary for their later studies. Therefore, teachers of this age – group need to balance both aspects when planning a lesson. Some examples of lively activities are Roll the ball, Pass the ball and Go and find a... An example of a calming activity is Spot the differences.

### **2.4.7 Creative Activities**

Phillips (1995) mentions that creative activities and crafts are an important part of the general curriculum, as they not only stimulate teenagers' imagination, but also develop skills such as hand-eye co-ordination. They are also very enjoyable and motivating. Some examples of creative activities could be Milly and Molly and the Big bad Cat, Making puppets and Making masks.

### **2.4.8 Oral Communicative Activities**

Harmer (1991) presents a kind of activities to improve the speaking skill, these are oral communicative activities; these activities are all designed to provoke spoken communication between students and/or between the teacher and the students. Harmer divided the activities into seven categories:

1. *Reaching a consensus*: Students have to agree with each other after a certain amount of discussion.

2. *Discussion*: Many teachers can be heard complaining that their students “have nothing to say”: they complain, for example, that they have no opinions and are not prepared to discuss anything. Part of the problem here is the way in which some teachers approach discussion as an activity. Of course some discussions develop spontaneously during the course of a lesson.
3. *Relaying Instructions*: In this type of activity students have to give each other instructions. The success of the activity depends on whether the students to whom instructions are being given perform the task successfully. In other words, were the instructions the right ones and were they understood?
4. *Communication Games*: Are based on the principle of the information gap. Students are put into a situation in which they have to use all or any of the language they possess to complete a game-like task.
5. *Problem Solving*: Encourage students to talk together to find a solution to (a set of) problems or tasks.
6. *Talking about yourself*: Students themselves are often an underused resource; in particular, teachers can use their lives and feelings for any number of interpersonal exchanges. Such activities fall into the humanistic category and are often useful at the beginning of classes to warm things up or to create a good and positive atmosphere in new groups which are a bit icy (icy breakers).
7. *Simulation and roleplay*: The idea of a simulation is to create the pretence of a real-life situation in the classroom: students simulate the real world. Thus we might ask them to pretend that they are at an airport, or we might organize them to get together to plan an

imaginary reunion. For a simulation to work, it needs certain characteristics. Jones (1982) says that there needs to be a reality of function, a simulated environment and structure.

## **2.5 Adolescent learners**

Meier (1990) says the young adolescent is going through a period of significant physical, emotional, intellectual, moral and social change. Since the nature of these changes is at times intense and varied, they need to be recognized and examined by those who direct their learning.

Adolescence can be subdivided into early adolescence for the years ten to fourteen, encompassing the biological changes of puberty and a new interest in the opposite sex, and middle adolescence, ages fifteen through seventeen, a time of increasing autonomy and self-discovery leading to clear identity formation. There is considerable difference in the characteristics of the early grade seven adolescent and the late grade nine adolescent.

### **2.5.1 Physical Aspects**

Early adolescence is a time of rapid physical growth. The principal physical characteristics or aspects of adolescents are strength, energy levels, stamina, sexual maturation of both boys and girls increase at different times and rates.

### **2.5.2 Psychosocial Aspects**

Adolescents present some psychosocial characteristics; these are intense emotions that play an obvious part in the lives of adolescents. Moods last longer and emotions are more enduring. There is an increased need for independence which manifests itself in self-assertion.

### **2.5.3 Teaching Adolescents**

According to Harmer (1991, p.33) “adolescents are perhaps the most interesting students to teach, but they can also present the teacher with more problems than any other age group”. Teachers can certainly not expect any extrinsic motivation from the majority of students-particularly the younger ones. Teachers can hope, however, that the students’ attitude has been positively influenced by those around them. Indeed, the teachers may not be the leader but rather the potential enemy. The teacher should never, then, forget that adolescents need to be seen in a good light by their peers and that with the changes taking place at that age they are easily prone to humiliation if the teacher is careless with criticism. But adolescents also can be highly intelligent if stimulated, and dedicated if involved.

### **2.6 Private secondary school in Mexico.**

The National Educational System is divided in the elementary level that includes preschool and elementary school, the medium level that includes junior high school, the technical training programs for work and high school, and the higher level that includes the technical professional degrees, the bachelor’s degree, and the postgraduate degree. They are divided in Governmental Public Institutions, Public Autonomous, and Private ones. People usually think they will receive a better education in a private school and it is for those who feel the need to make a statement about their social status. Public schools often have two shifts, morning or afternoon to accommodate all the students. Students are around 12 to 15 years old in most secondary schools.

## **2.7 Chapter conclusion**

In this chapter I mentioned all skills and I focused on the speaking skill because my research is about it. In addition, the principal activities that could help students to improve their speaking skill, each one was described and had a definition, also the differences and similarities between them were explained. I also mentioned how adolescents are and the main characteristics about them. Finally I mentioned the differences between public and private school and why parents prefer this kind of school.

In the following chapter I describe the methodology that was used to carry out this research.



## CHAPTER THREE: METHODOLOGY

### 3.0 Introduction

In this chapter the methodology followed for this research is explained with details about questionnaires, the instruments and how I obtained important information. In this research teachers and students participated. The purpose of this study was to analyze the most useful activities to develop students' speaking skill. The subjects investigated, the instruments and the procedure were an important part.

### 3.1 Setting and subjects

There were about 60 students at the private secondary school who were studying 1<sup>o</sup>, 2<sup>o</sup> and 3<sup>o</sup> grade. The subjects of this research were just of first grade. It was a group of 17 students. They were females and males between 12 and 13 years old. They were studying English as a foreign language three times a week and each class was of 50 minutes.

### 3.2 Instruments and data collection

To know how the students and the teacher worked with the language and what they thought about improving their oral skill through the use of activities, questionnaires were administered. In this way it was possible to get the information to be able to apply the speaking activities. According to Silverman (2000) the questionnaires are an effective way to collect information about something. The students' questionnaires included 8 questions: 5 multiple option questions and 3 open questions; this one was administered in Spanish because students had a low English level and it was easier for them to answer in Spanish. The instruments can be seen in Appendix B.

The teacher's questionnaire included 6 questions; 4 of them were close and 2 were open questions, this one was written in English. The purpose of this questionnaire was to know how teachers were trained and if they knew how to prepare a class. The instruments can be seen in appendix D.

I also used a rubric (appendix A); it was adapted from another thesis called *Exercises to improve the listening and speaking skill in a high school*. This rubric helped to evaluate the improvement of students. I used the rubric when I started to apply the speaking activities and one when I finished applying them in this way I could know their development. Both rubrics were used to evaluate students' presentations. The first one was to introduce themselves, the second one was to talk about a more difficult topic because they had to present about biodiversity, kinds of texts and movies.

Every day I used a journal in order to write down the students' improvements, the benefits of each activity and the students' behavior when I applied each activity. The main point of the journal was to know if the activities were useful or not and why. (Appendix E)

### **3.3 Procedure**

First of all, the questionnaires were designed and reviewed by the director of this research to check its validity and reliability. Afterwards, they were piloted, the first one in order to see if they were clear to the students. After piloting the first questionnaire I had to change 3 questions because they were confusing. Later, before the activities, two different questionnaires were given; one to the teacher, which took approximately 20 minutes to answer and one to students. The questionnaires were answered in class. Then these were collected and analyzed. I used the rubric to evaluate students' performance; I used one rubric before the activities and other after them. Also I used a journal everyday in which I wrote the improvements and benefits and how students were developing their skill. When I finished applying the activities, the students answered the second questionnaire in order to obtain results about the speaking activities and to find out if it helped them to improve their English level. Furthermore, it also helped to know what the benefits were when using those activities.

After that, the data was processed on the computer and put into graphics for a better interpretation. Finally, the data was analyzed in order to get information to select the most appropriate speaking activities for students. With the student questionnaires, the journal and the rubric I could compare the information to answer my research questions.

The results will be shown and explained in the following chapter.

## CHAPTER FOUR: RESULTS

### 4.0 Introduction

This chapter focuses on the results of the analysis of all the information gathered from the instruments. The purpose and the research questions are mentioned in order to relate the data analysis with them.

#### 4.1. The purpose of the study

The purpose of this research was to apply some speaking activities in a class from a private secondary school to try to increase the English level of students' speaking skill. Students were from 12 to 13 years old. Another purpose of this study was to analyze which activities were the most effective to develop students' speaking skill.

The principal aims of this research are:

- To observe a class from a private secondary school to know some information about the group.
- To analyze and select the most appropriate speaking activities that could help 12-13-year-old students to develop the speaking skill.
- To investigate the benefits when using those activities to develop the speaking skill.

The research questions are the following:

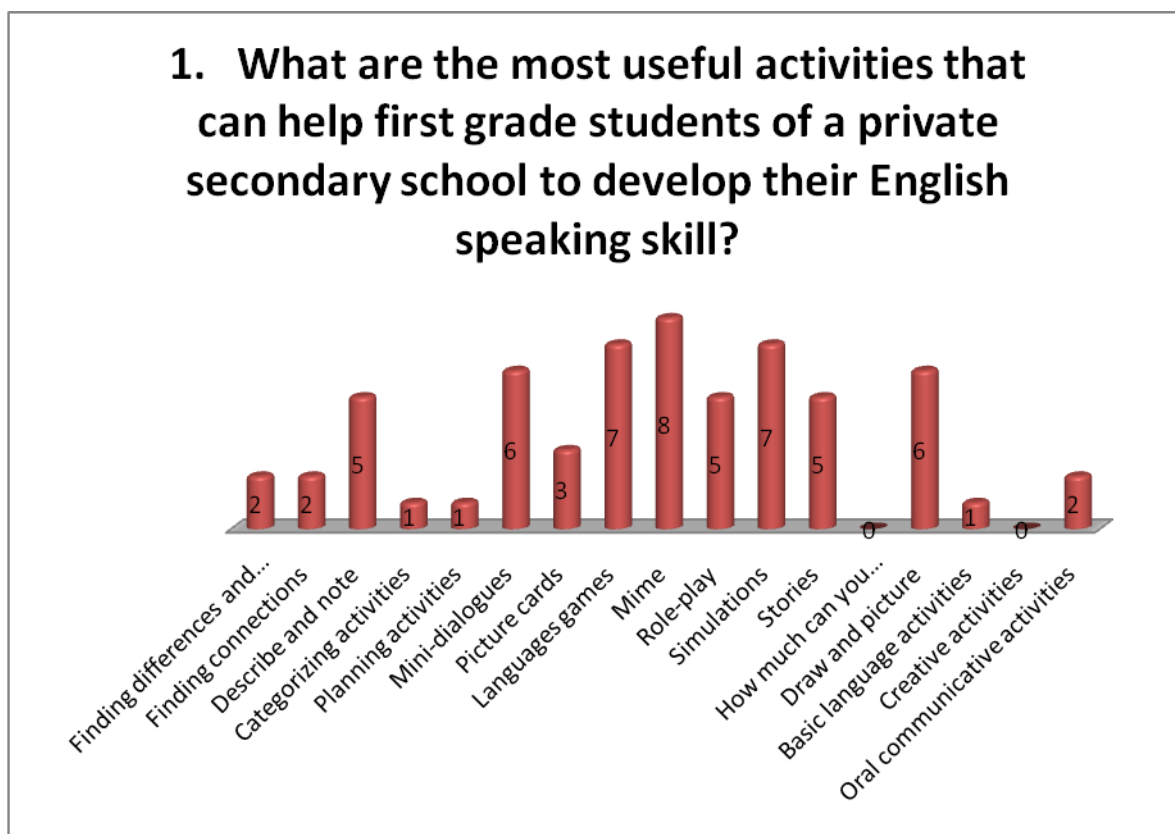
- 1.- What are the most useful activities that can help first grade students of a private secondary school to develop their English speaking skill?
- 2.- How do speaking activities help students to develop their speaking skill in English as a foreign language?

#### **4.2 Results**

The results shown in this section were obtained from the 3 instruments used: the students' questionnaires, the rubric and the journals.

#### 4.2.1 The most useful activities

This section shows the results of the most useful activities for students to develop their speaking skill; these results were taken from the students' questionnaires.



**Graph 4.1 Activities which students thought were more useful**

This graph shows the activities which students (n=17) thought were more useful for them to develop their speaking skill. We can see that 8 (47%) students believed that the activity that helped them the most was “mime”. The activities that the students thought helped them the most were the following:

1. Mime.
2. Language games, simulation.
3. Mini-dialogues draw and picture.
4. Describe and note, stories, role-play.
5. Picture-cards.
6. Oral communicative activities, finding differences and similarities, finding connections.
7. Basic languages activities, categorizing activities, planning activities.

They mentioned that mime was the most useful and the least useful were basic languages activities, categorizing activities and planning activities. On the other hand, according to the journals and observations I consider that the most useful activities and which helped them were language games, mime, basic languages activities and mini-dialogues because students did these activities without difficulty to speak. In journal 2, I wrote the following:

Today students worked in teams, the activity was to choose somebody from each team and that person had to mime an action or any phrase but without saying a word. The rest of the group had to guess what their partner was miming. All students were excited to participate and everyone got involved at least saying a few words. Students learned vocabulary.

And I also wrote: "mime activity has been successful because they tried to speak English " (Journal 5). When I applied these activities in the classroom everyone participated a lot; for this reason, I agree with students that this activity was the most useful for them to develop the speaking skill.

Language game activities, basic activities and mini-languages dialogues were also useful for them.

In Journal 11 and 9 I wrote "The students worked with the games roll the ball, hot potato and

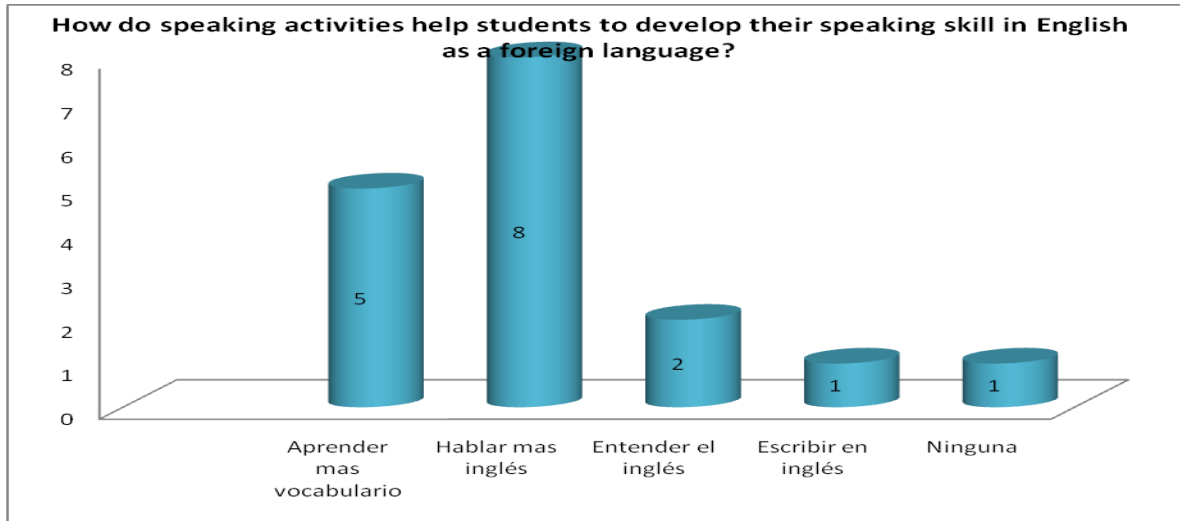
other basic language games. They had a great time but the most important they learnt this new topic in a fun way". Some occasions the mini-dialogues were used in the classroom. I wrote in journal 1 "Today, the students made a short dialogue to represent a family, using family vocabulary and possessive adjectives. They worked in teams and all of them did their best effort in order to speak in English". I think that this kind of activities helped them because they reinforce grammar issues and also develop their speaking skill.

According to the rubric, I think mime activities and mini-dialogues were useful for them because they worked as a team and helped each other when they did not know any word or made a few short phrases. For example, when I worked with mini-dialogues a student developed his speaking because this student talked a lot and helped his classmate when they did not know a word. In the rubric 11, it seemed that this student developed his speaking skill because in a presentation he mentioned that he practiced with his sister using mini-dialogues.

Analyzing the questionnaire, the rubric and the journal, the most useful activities for students to develop their speaking skill were: mime, mini-dialogues and languages games. These activities are successful in small groups because the majority needs to be monitored all the time or if students have doubts it is necessary to clarify them at the moment.



#### 4.2.2 The benefits



**Graph 4.2** Benefits that the students mentioned

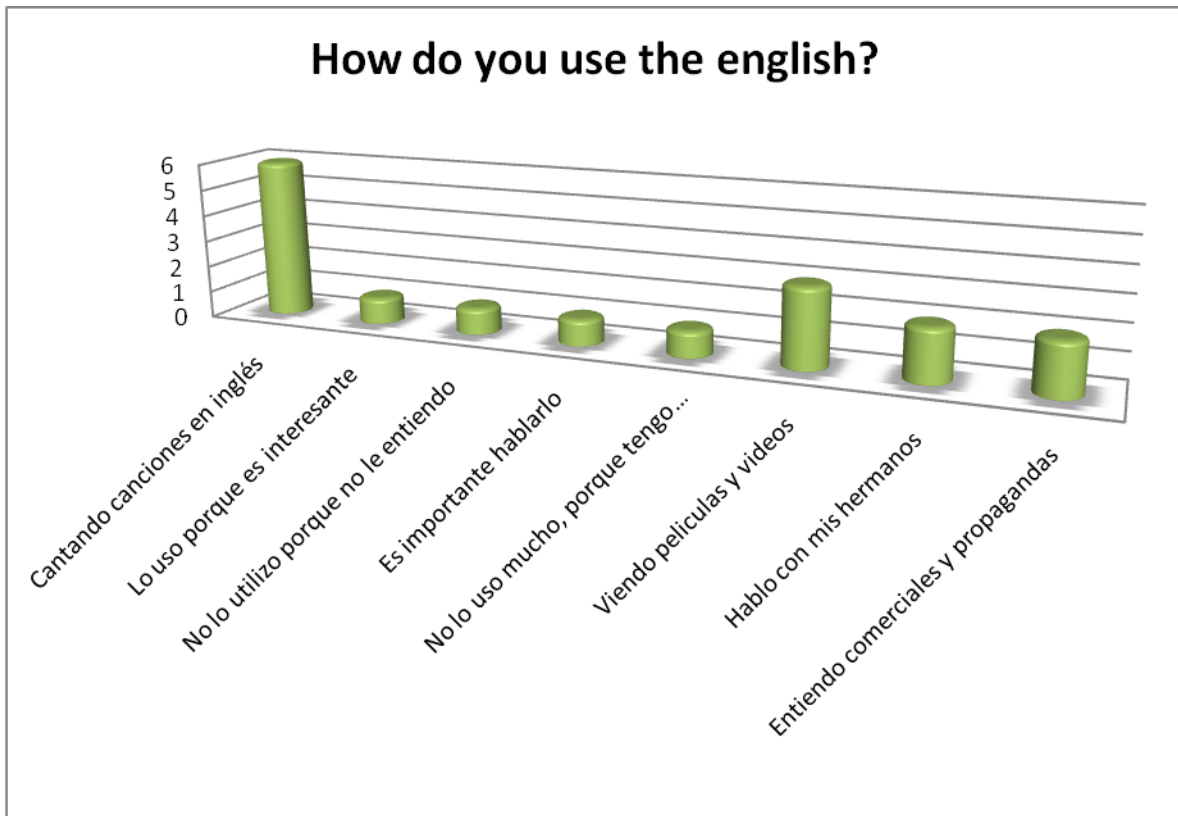
This section shows the benefits that the students mentioned that they had when they used the speaking activities mentioned before.

The graph above shows the benefits that the students mentioned that they had when they used the speaking activities. 17 students participated, 8 mentioned that the benefit of using speaking activities in their English classes was to speak more, five more students mentioned to learn vocabulary, 2 students said the benefit was that they understood songs, words and phrases. One student said he learned to write short texts in English and one student mentioned that these activities had no benefit for him. The questionnaire was administered in Spanish because the students had a low level so that answering in Spanish was for them more comfortable and easier to express their ideas.

According to the rubric I agree with the students' answers since I could observe that at the end of the classes they understood some phrases and words much better. They could answer and keep a

short conversation. They were able to introduce themselves and explain any topic and they started to practice the speaking activities, and they acquired more confidence to stand up and talk or at least say a phrase and they learned more vocabulary. In some cases it was easier for them to understand short dialogues because they had become familiar with the vocabulary. In all the rubrics I noticed that students improved their speaking skill because I compared these rubrics and the change was quite satisfactory. According to the journals I also agree with the students' answers because in journal 4 I wrote the following *"For students it is difficult to speak fluently everyday , and today all of them put into practice the activity of mini-dialogues. They did quite well, there are very few students who do not understand and that they refuse to talk "*. In journal 6 for example I mentioned that, *"Today to get to class a student started talking to me in English, he asked me things and we had a conversation for 5 minutes more or less."* With these observations and my journals I observed that the speaking activities helped students to speak more as well as to increase their vocabulary because according to journal 2 *"All students were very enthusiastic to participate and everyone got involved, they said at least a few words. Today the students learned vocabulary."*

Another important factor that students mentioned in the benefits of using the activities was the importance of using English in everyday life; they stated how they use English. These data are shown in the following graph.



Graph 4.3 Students' opinions about the use of speaking activities.

According to the students' opinions, most of them used English to sing different songs, understand the lyrics and to watch movies and videos. I realized this with the observations and journals because I wrote that in class, they like listening to English songs and watch videos frequently. It is important for them to listen to English all the time because they practice this language and sometimes they made small translations or mentioned some phrases that they understood. According to journal 3 "students were working in an excellent way and when they saw the video they participated with their ideas and discussed the content of the video and said some comments to improve the biodiversity in Mexico." In journal 7 "The exercise of putting the song in the correct order was beneficial for students because they developed the listening and speaking skills. First the students heard the whole song and then they had to put it in order, the students worked in teams and everybody was very excited, they paid attention to the lyrics and then

commented it. According to the rubric 15 and 17 I agree with them because they mentioned that students use English to sing and understand the lyrics. In the development and progress of each student I realized it and I wrote in the journal that the students practiced their language singing and commenting different songs.

#### 4.2.3 How I found out about the benefits of using speaking activities

This table shows the points of view of students about how they noticed that to practice speaking activities helped them to improve their speaking skill. Seventeen participants answered the question. The answers to the question "How I found out about the benefits of using speaking activities?" are the following.

<b>P1.</b> Porque lo estoy aprendiendo.
<b>P2.</b> Pues no lo se.
<b>P3.</b> He aprendido, al leer entiendo lo que dicen algunas partes.
<b>P4.</b> Porque he avanzado más en mi lengua.
<b>P5.</b> Ninguna.
<b>P6.</b> Ninguna.
<b>P7.</b> Porque he avanzado más en mi lengua.
<b>P8.</b> Hablar más.
<b>P9.</b> Entendiendo.
<b>P10.</b> Hablando y escribiendo el inglés
<b>P11.</b> Con la práctica y que ya se más vocabulario
<b>P12.</b> Porque he aprendido nuevas palabras

<b>P13.</b> Que se mas el inglés.
<b>P14.</b> Porque he mejorado, porque hablo más y me entienden.
<b>P15.</b> Porque he aprendido nuevas palabras.
<b>P16.</b> Se más ingles, porque lo entiendo más.
<b>P17.</b> Todas las cosas que hago diario.

**Table 4.1** The benefits when you use speaking activities

According to table 4.1, in general the students mentioned that they noted that the activities helped them because now they know more vocabulary and because they understand more.

### **4.3 Chapter conclusion**

In this chapter, I have written the data obtained from the students' questionnaires, journal and rubric. With this information I presented results and evidences to answer my research questions. I found out that students mentioned that when they and the teacher used speaking activities they learnt more and these activities have benefits; for example, they increased their vocabulary and could speak more than before. It was also found out that the most useful activity was mime. Finally, I could observe the benefits when we use the speaking activities and which was the most useful activity.

## CHAPTER FIVE: CONCLUSION

### 5.0 Chapter Introduction

This thesis project looked at the benefits when using different activities to improve first-grade secondary school students' speaking skill. Also the intention was to know the most useful activities for them. The study shows students' opinions about these speaking activities, too. In this final chapter I will present the general conclusions of this research project. Therefore I will summarize, the main findings of the study in which I will answer each of the research questions and I will give an explanation of how I accomplished my research aims. Finally, limitations of the study, directions for further research and my personal reflection will be presented.

### 5.1 Findings

Some conclusions were drawn after analyzing the instruments. I noticed I could get useful and interesting information for my thesis project. All this research was focused on answering two research questions. Thus, they are shown and answered in this section.

***RQ1. What are the most useful activities that could help to develop first grade students' speaking skill in a private Secondary School?***

In order to know the main speaking activities that I could use, firstly I analyzed the meaning of activity and Byrne (1995) defined activity as a thing that you do for interest or pleasure, or in order to achieve a particular aim. Then I found a lot of activities and I put each of them into practice for 2 months approximately in a small group of a private secondary school; all students did these activities in class. Firstly, all students introduced themselves and I completed a rubric with their

information. They had poor vocabulary and it was very difficult for them to speak fluently. Then I put into practice all the activities for 2 months approximately and finally students presented again a new topic and I noticed that they had more vocabulary and it seemed that the students developed the speaking skill.

I want to show the most useful activities that could help students to develop their speaking skill.

Number 1 indicates the most useful.

1. Mime
2. Language games, simulation
3. Mini-dialogues draw and picture
4. Describe and note, stories, role-play
5. Picture-cards
6. Oral communicative activities, finding differences and similarities, finding connections
7. Basic languages activities, categorizing activities, planning activities

After analyzing the questionnaire, the rubric and the journal, the most useful activities for students to develop their speaking skill were mime, mini-dialogues and language games. These activities are successful in small groups because the majority needs to be monitored all the time or if students have doubts it is necessary to clarify them at the moment (see chapter 3).

***RQ2. How do those speaking activities help students to develop their speaking skill in English as a foreign language?***

In the same way, it was already said that in order to answer this research question, a questionnaire was administered to students. The results showed that, speaking activities helped

students to develop their speaking skill and their comments are the following: to speak more, to learn vocabulary, to understand songs, words and phrases, to learn to write short texts in English.

The questionnaire was administered after they practiced all the activities mentioned before.

I could also note some interesting information in the journals. It was found out that they were able to introduce themselves and they started to practice the speaking activities. In addition, they acquired more confidence to stand up and talk or at least say a phrase and they learned more vocabulary (See chapter 3).

### **5.2 Accomplishment of research aims**

At the beginning I established the following aims for this study:

1. To observe a class from a private secondary school to know some information about the group.
2. To analyze and select the most appropriate speaking activities that could help 12-13-years-old students to develop the speaking skill.
3. To investigate the benefits when using those activities to develop the speaking skill.

My first research aim was to observe three English classes in order to know some information about the students and the teacher. During the observation I could notice the main characteristics of students and their difficulties and problems in the language. To achieve my second research aim, I taught students using the most appropriate speaking activities. The last research aim was accomplished with a students' questionnaire and all students mentioned the benefits of the speaking activities. All observations about these research aims could be seen in chapter 4.



### 5.3 Limitations of the study

The main purpose of this study was to identify the most common activities to help students to improve their speaking skill. Therefore, classroom observations, questionnaires, journals and rubrics were carried out in order to get the results. However time was the main limitation during my thesis project.

Secondly, it was difficult for me to have a specific topic, because I had a lot of ideas. It took me a month to get a specific thesis topic.

Thirdly, to put in practice the speaking activities was another limitation because of the time and some social events that were performed at the school so students and teachers attended them, and also because they had exams.

Fourthly, I had a lot of activities at the same time ; I was working in an elementary school, In the secondary school in which I applied my research I was doing my professional practice, and I was taking 7 subjects in the university. For these reasons it was more difficult to do the thesis.

Finally, I finished the major and I went to the summer camp twice and my priority was the camp and not the thesis, so my research was stopped for almost 2 years approximately and when I noticed that it is very important to finish it to have a better job or to continue with a master's degree or something like that it is when I started to continue in order to finish it.

#### 5.4 Further Research

The main purpose of this research project was to know the most useful activities that could help to develop first grade students' speaking skill in a private secondary school and also how speaking activities help students. Consequently, from all this work some suggestions for further research emerge:

- This research was focused on English basic levels (secondary school) but it could be interesting to know about the other levels: elementary school for example, because I think that in this level students learn faster and also because they pay more attention to the teacher.
- Further research can be done in a public secondary school in order to know the results when there are a lot of students.
- Finally, this research was only focused on speaking activities but it would be interesting to do the same project but with the other skills, listening, reading and writing and find out if students improve all skills at the same time.

## 5.5 Personal reflection

During this thesis project, I have gone through different experiences of which I would like to talk about. Therefore in this section, I will write a personal reflection following four different points. First of all, I will talk about the beginnings of this research project. Next, I will explain the development period of the project and, after that, I will write about the ending of the same. Finally, personal changes that I have experienced as a result of this process will be described.

When I started to study the major I had a big problem because I did not know English, I had few English classes when I studied high school, so I was very nervous and I felt afraid because all my classmates had some knowledge about the language and other classmates spoke very well. I had this trouble and I thought that writing a thesis and doing any research would be very difficult.

When I was already enrolled in the first thesis seminar, I felt more nervous and incompetent with all my classmates because of my English. When the teacher talked about having a thesis' topic my main trouble was that I had a lot of ideas but I just could not get a feasible one. I was hopeless about it but after some time my teacher helped me and I could do it so I was interested in activities to enable private secondary school students' speaking skill. As I said when I entered the university, English was quite difficult for me for this reason I chose this topic. When I had an English class in high school the teachers spoke in Spanish all time and they taught me the verb to be in present all the time and I imagined that if teachers use different activities, strategies or something like that learning is easier and significant. I decided to carry out this research because I want my future students to learn the language meaningfully. Once I had a topic, I had to start writing the thesis. But first I had to go to the library a lot of times a week because I needed to have some information about my topic and I had a little trouble because I do not like reading but I had to do it, I had never read a lot. The first chapter was a little difficult to write because I had a lot of

problems with the grammar and I wrote my general ideas of what I wanted to do. The second chapter was easy for me because my thesis director provided me with a lot of books which had important information about my topic although I had to read and read to discard useless information and organize the appropriate one. I think chapter three was easy because I had to write just my procedure, the data collection and all I did in order to obtain the answers to my research questions. Chapter four was a little bit difficult because I had to organize all my information and to do graphs, charts, etc and I had forgotten how do it. But I investigated in the web and finally I could do it although it was tedious. When I finished these 4 chapters my thesis seminar 2 finished and at the same time I finished the degree so I forgot everything about school and also the thesis. I went to the summer camps twice and my priority was the camp. After 2 years I returned to continue with the thesis project because I lost a lot of opportunities to have a better job. It was when I understood the importance that the thesis has and I promised myself to finish it as soon as possible. Finally, I had to write the conclusion chapter and this one was the easiest for me and I asked myself: why didn't I finish it before? And my answer was because of weakness. When I finally finished it I felt a relief inside me. I could not believe that I was the author of my own thesis.

I have experienced some personal changes while writing my thesis. First I improved my writing skill but principally I learnt how to write and organize a research project. I realized that I will take into account these findings in order to improve my teaching as a future teacher. Also I will have confidence in myself, believe in myself and recognized that I am able to do whatever I decide.

### **5.6 Final Comments**

For final comments I would like to include that when you do a thesis you can be able to do whatever you want. This was an important event in my life and now I am very happy because at last I could finish it, maybe I wasted much time but in this time I learnt a lot of things; for example, that I must not procrastinate projects because I could miss important opportunities.

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**Activities to enable private secondary school student's speaking skill**

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**APPENDIX A**

Oral Presentation Guide

Topic \_\_\_\_\_

Date \_\_\_\_\_

Speaker \_\_\_\_\_

Evaluator \_\_\_\_\_

Organization (3 points)	The student is able to express information.	The student presents difficulty to express information but in logical sequence.	The student presents a lack of information to express.
Content knowledge (3 points)	The student shows full knowledges of subject.	The student is familiar with content, but some times fails to express.	The student does not understand information cannot answer questions about subject.
Mechanics (3 points)	Oral presentation has few grammatical errors.	Oral presentation has several grammatical errors.	Oral presentation has a great number of grammatical errors.
Delivery (3 points)	The student's voice is clear and pronounces words correctly.	The student presents some trouble to pronounce words.	The student incorrectly pronounces words and the information is not clear.

Total:        /12 points                      Grade: \_\_\_\_\_

Strong Points

\_\_\_\_\_

\_\_\_\_\_

Suggestions for improvement

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX B**

**Cuestionario para estudiantes de primer grado de secundaria privada para conocer sus opiniones acerca de la clase de inglés.**

*Lee las preguntas y subraya la mejor opción para ti.*

1. ¿Pensas que es importante aprender a hablar en inglés?  
a) Si.                      b) No.                      c) Mucho.                      d) Un poco.
2. ¿Cual piensas que es la habilidad más difícil de aprender?  
a) Escribir                      b) Hablar.                      c) Leer.                      d) Escuchar.
3. ¿Qué tanto énfasis le da tu maestro de Inglés a la habilidad para hablar?  
a) Mucho.                      b) Un poco.                      c) Regular.                      d) Nada.
4. ¿Tu maestro de inglés te da actividades donde tengas que hablar?  
a) Si.                      b) No.                      c) Algunas veces.                      d) Nunca.
5. Selecciona las actividades que usa tu maestro de inglés en la clase.

Juegos	
Canciones	
Videos	
Conversaciones	
Lecturas	
Presentaciones	
Dinámicas	

Describe como te han ayudado estas actividades dentro y fuera del salón de clases

\_\_\_\_\_

6. ¿Cuales actividades te ayudan a mejorar tu habilidad para hablar?

\_\_\_\_\_

7. En un día, que tiempo (minutos) le dedicas para hablar en inglés? (casa, clase extra, dentro de la clase)

\_\_\_\_\_

8. Qué tipo de actividades sugieres que use tu maestro de inglés para mejorar tu habilidad de hablar en inglés?



**APPENDIX C**

**Cuestionario para estudiantes de primer grado de secundaria privada con el objetivo de conocer sus opiniones acerca de la clase de inglés después de que fueron aplicadas las actividades para mejorar su habilidad de hablar en inglés.**

*Lee las preguntas y subraya la mejor opción para ti.*

1. ¿Ahora piensas que es importante aprender a hablar en inglés?  
 b) Si.                      b) No.                      c) Mucho.                      d) Un poco.
2. ¿Cual piensas que es la habilidad más difícil de aprender?  
 b) Escritura.                      b) Hablar.                      c) Leer.                      d) Escuchar.
3. ¿Qué tanto énfasis le dio tu maestro de Inglés a la habilidad para hablar?  
 b) Mucho.                      b) Un poco.                      c) Regular.                      d) Nada.
4. ¿Tu maestro de inglés te dio suficientes actividades donde tuviste que hablar en inglés?  
 a) Si.                      b) No.                      c) Algunas veces.                      d) Nunca.
5. Selecciona las actividades que tu maestro de inglés uso para desarrollar tu habilidad para hablar.

Finding differences and similarities.		Picture cards		How much can you remember?	
Finding connections		Language games		Draw and picture	
Describe and note		Mime		Basic Language activities (Roll the ball, pass the ball)	
Categorizing activities		Role-play		Creative activities (making puppets, masks)	
Planning activities		Simulations		Oral communicative activities (talking about yourself)	
Mini-dialogues		Stories			

## Activities to enable private secondary school student's speaking skill

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6. ¿Cuales piensas que fueron los beneficios al usar estas actividades?

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7. De las actividades mencionadas anteriormente cuales crees que te ayudaron más a mejorar tu habilidad para hablar?

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8. ¿De que manera o cómo te diste cuenta que estas actividades te han ayudado?

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9. ¿Ahora hablas y utilizas el inglés? ¿Por qué?

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**APPENDIX D**

**Questionnaire applied to teacher of a private secondary school first grade.**

Read the questions and underline the best option for you.

1. How important is the speaking skill in your class?  
a) Much                      b) A little                      c) Regular                      d) Nothing
2. Do you teach Speaking in your class?  
a) Yes                      b) No                      c) Sometimes                      d) Never
3. How much time do your students spend on speaking per class? (Individually, teams, group)  
\_\_\_\_\_
4. Do you use speaking activities to develop this skill?  
a) Yes                      b) No                      c) Sometimes                      d) Never

How do you present this material to your students?  
\_\_\_\_\_

5. Do you maintain students' interest on speaking?  
a) Yes                      b) No                      c) Sometimes                      d) Never

How? \_\_\_\_\_

6. Why do you think students do not speak in class?  
\_\_\_\_\_

## Appendix E

### Some Journals

#### Day 1

Today, the students made a short dialogue to represent a family, using family vocabulary and possessive adjectives.

They worked in teams and all of them did their best effort in order to speak in English. I think that this kind of activities helped them because they reinforce grammar issues and also develop their speaking skill.

#### Day 2

Today students worked in teams, the activity was to choose somebody from each team and that person had to mime an action or any phrase but without saying a word. The rest of the group had to guess what their partner was miming. All students were excited to participate and everyone got involved at least saying a few words. Students learned vocabulary.

All students were very enthusiastic to participate and everyone got involved, they said at least a few words. Today the students learned vocabulary.

#### Day 3

Students were working in an excellent way and when they saw the video they participated with their ideas and discussed the content of the video and said some comments to improve the biodiversity in Mexico.

Day 4

For students it is difficult to speak fluently everyday , and today all of them put into practice the activity of mini-dialogues. They did quite well, there are very few students who do not understand and that they refuse to talk.

Day 5

Mime activity has been successful because they tried to speak English.

Day 6

Today to get to class a student started talking to me in English, he asked me things and we had a conversation for 5 minutes more or less.

Day 7

The exercise of putting the song in the correct order was beneficial for students because they developed the listening and speaking skills. First the students heard the whole song and then they had to put it in order, the students worked in teams and everybody was very excited, they paid attention to the lyrics and then commented it.

Day 9

The students worked with the games roll the ball, hot potato and other basic language games. They had a great time but the most important they learnt this new topic in a fun way.

Day 11

Language game activities, basic activities and mini-languages dialogues were also useful for them.