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**TEMA:**

**A STUDY OF LINGUISTIC BARRIERS ON ORAL COMMUNICATION OF STUDENTS OF SEVENTH TERM B OF ENGLISH MAJOR OF THE FACULTY OF EDUCATION OF CHIMBORAZO NATIONAL UNIVERSITY DURING THE SCHOOL PERIOD 2014-2015**

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**AÑO 2015**

## **CERTIFICATION**

I do certify that this research work previous obtaining the Magister Grade in Linguistics Applied To English Language with the topic: A STUDY OF LINGUISTIC BARRIERS ON ORAL COMMUNICATION OF STUDENTS OF SEVENTH TERM “B” OF ENGLISH MAJOR OF THE FACULTY OF EDUCATION OF CHIMBORAZO NATIONAL UNIVERSITY DURING THE SCHOOL PERIOD 2014-2015. It was completely made by Magdalena Inés Ullauri Moreno. It has also been revised by myself as a tutor.

I do affirm this in the honor of truth.

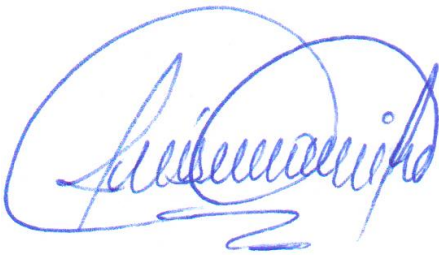
A handwritten signature in blue ink, appearing to read "Luis Machado C.", with a horizontal line underneath the name.

Luis Machado C.

**THESIS DIRECTOR**

## **AUTHORSHIP**

I, Magdalena Inés Ullauri Moreno with identity card number 0602162224, am responsible of the ideas, doctrines, results and proposal done in this research and the research rights belong to Chimborazo National University.

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c.c. **0602162224**

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I also want to thank to Mr. Luis Machado Cevallos for his advice that permitted the conclusion of this thesis project. I am thankful for his guidance, invaluable knowledge, constructive criticism and friendly advice during the project work.

## **DEDICATION**

To God, who has fostered me to improve myself every day.

To my daughter, because she is the reason of my life and the best part of it.

To my granddaughter for her presence in my life has meant many changes in it.

To my mother for believing in me

To my sisters, because they see in me an example to follow.

To my niece in order to give her an example of strength.

To all of them, thank you very much; I hope not to disappoint them and always count with their sincere, valuable and unconditional support.

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## **ABSTRACT**

This work deals with the linguistic barriers that 7th semester students of Language Career have for communicating orally. The problem was found through a test and by observation. When speaking, they had problems in understanding listening. When talking they had trouble in pronouncing some sounds, lack of vocabulary and used basic words, and in grammar they tried to use a correct structure which made difficult to convey in a fluent and accurate message. A book guide, “Defeating some English Linguistic Barriers,” was elaborated specifically to be applied to the students, which covered the aspects that they had a linguistic problem. After the application, it proved that students improved their oral communication and could talk more fluently with a good command of vocabulary and spoken grammar.

## INTRODUCTION

English is considered a world language. There are approximately 320 – 380 million native speakers of English. The educational goal of learning an international language is to enable learners to communicate their ideas and culture to others. This thesis departs from the fact that learners of an international language do not need to internalize the cultural norms of native speakers of that language.

Through diagnose and systematization the research problem was clearly identified on linguistic barriers. These barriers consisted in listening, speaking, vocabulary and grammar, which are part of oral communication.

The universe of the research was students of the seventh semester of Language Career at Unach. It is important to highlight that this research work covered the school period October 2014-February2015 when the students were in 7<sup>th</sup> semester and April-July 2015 when these students finished their career in 8<sup>th</sup> semester.

As a result of the diagnosis, the book guide “Defeating Some English Linguistic Barriers” was elaborated, which faced pronunciation, vocabulary and grammar. This product was applied to the students of the last term of the English career.

Three aspects were researched: oral communication, vocabulary use and grammar structure. For oral communication, listening and speaking were considered. The indicator for listening was comprehension; for speaking the sub variables were talking frequency, even participation, acceptable levels of fluency and accuracy. For vocabulary the indicator was words that are most commonly used in speaking. For grammar, the indicator was oral grammar specifically, being this a new feature to be considered when teaching.

The methodology used for gathering the information included a pre and a post test for listening comprehension. For the rest of indicators a discussion panel was used and the data was gathered in tally sheets. The main criteria was the information gathered before and contrasted with the information after the application of the book guide.

The present report has the chapters according to the guide that, as a regulation, has the Postgraduate Institute at Chimborazo National University, UNACH. It is expected that this graduation work contributes to the generation of research experiences on language teaching, if it is so, this work will be a contribution to the generation of knowledge that the Ecuadorian university pursues.

# **CHAPTER I**

## **1. THEORETICAL FRAMEWORK**

### **1.1 BACKGROUND**

The effective oral communication skills, it means listening and speaking, are very important in every day's life since help students to improve their academic performance, increase their employment options, consequently expand their subsequent professional competence, and improve their personal effectiveness. In school and life, students face different situations that require communication skills; for being successful, these must be effective, both receiving and producing. Unfortunately, while communicating orally in English, students usually face some linguistic problems that make communication difficult.

Linguistic problems are the object of study of this graduation project. The human group that it is been considered belongs to the Language Career of Faculty of Educational Sciences, Human, and Technologies of Chimborazo National University. Language Career, majoring in language teaching prepares the labor force for teaching English whether basic education as high school education. The students who graduate can also work in elementary schools and higher education as well.

It is well known that students who register in the Language career enter without presenting any proof of their language proficiency to continue the teaching career with the big constraint of receiving the teaching knowledge in English. Even more, most students enter the career with the sole objective of learning just the English language. It is important to consider that students, once they graduate from university, will become English teachers, so they must master not only the language but the skills for teaching a foreign language like English as well.

Most of the language practice students have in class is with their peers and teachers about the subject matters of different subjects, 85% of which are delivered in English; general subjects are delivered in Spanish. Students also have the opportunity to be in



contact with real language through the use of language laboratory by accessing to internet listening and grammar sites.

From the teaching practice in the high school and in the university it can be noticed that students have difficulties to understand oral messages. It can be inferred that this difficulty would be greater if they try to understand oral messages pronounced by native speakers than by Spanish speakers.

Reviewing test results of listening skill it is noticeable that students face difficulty. Generally to test this skill, students listen to native speakers recordings conversations about different topics. A written multiple choice test was administrated to assess listening comprehension. The result was 20% and 30% understanding of the recording. To contrast with this result, the skills teacher reads twice the tape scripts from the same recording, students understand better; a multiple choice written test was administrated for assessing listening comprehension, the result was 60%.

**Table N° 1 Listening comprehension results**

Listening comprehension (reproduced twice)	
From a recording (native speakers)	From a script read by the teacher (Spanish speaker)
25%	60%

Source: Written Listening Test  
Prepared by: The Author

On the survey applied to students of seventh class “B” the following results were obtained.

71% of students are learning English between 10 and 20 years. According to the level of oral communication to speak and to understand English fluency, 58% thinks that understands between 30 and 60 % of oral messages. When students listen to a conversation in English, they say that they know very little vocabulary, the speed of the speaker is very fast and the use of contractions limits understanding.

67 % of students have had communication experience with native speakers, 75 % of students have difficulty to understand oral messages from a native speaker. 95 % of students say that they do understand oral messages from a Latin speaker. 54 % say that the difficulty they face is the speed of the speaker and 46 % say that the main difficulty is the speaker pronunciation. Students (33 %) have difficulty to communicate especially when the interlocutor uses idiomatic expressions.

In an interview to the skills teacher, he says that students face this difficulty when they are exposed to a recording conversation spoken by native speakers, specifically English from United States. Students request to be repeated the recording to four times to have an idea of the recording content. When the teacher (Latin Spanish speaker) reads the same dialogue trying to give emphasis to his pronunciation, students request repetition for a second time to understand the content. When the teacher invites to do a dialogue about the topic of the conversation that is heard by the students, he says that students use basic structures and make grammatical mistakes. Students were given a short story to read which included these sounds; these are the pronunciation problems they had:

**Table N° 2 Results obtained from the pronunciation test**

Sound	Fair	%	Not fair	%	Total
[dʒ]	4	19	17	81	21
[tʃ]	6	29	15	71	21
[ŋ]	12	57	9	43	21
[ʃ]	12	57	9	43	21
[ʒ]	5	24	16	76	21
[θ]	11	52	10	48	21
[ð]	14	67	7	33	21
[t]	21	100	0	0	21
[d]	4	19	17	81	21
[v]	3	14	18	86	21

Source: Pronunciation test  
 Done by: The Author

Since the tested sounds are not present in Spanish, students evidenced failure in producing those sounds. The sound /t/ is present in our language that is why they pronounced it fairly. Students have difficulties in distinguishing phonemes such as /d/, in final position, /v/, sometimes producing a bad linguistic transference.

Grammar problems were identified in the speaking skill. Students were given a topic to speak for two minutes. They were allowed five minutes to prepare just notes for presenting their speech. Their production was recorded and transcribed. These are the results, which correspond to 23 students:

**Table N° 3 Mistakes in grammar**

	Nº
Possessives adjectives	51
Possessives pronouns	92
Adverbs of Manner	45
Verb + ___ er = Noun	77
Present Perfect Tense	94
Present Perfect Continuous Tense	93
Demonstrative Adjectives	32
Passive Voice	97
Modal Verbs	77
Comparatives and Superlatives	101

Source: Speaking presentation  
Done by: The Author

The 23 students demonstrated 51 mistakes using possessive adjectives, while the same 23 students made 92 mistakes with possessive pronouns. The least amount of mistakes were found in adverbs of manner (45) and demonstrative adjectives (32). Hi number of mistakes were found in the use of comparative and superlatives (101), following the use of passive voice (97), the present perfect tense (94), there were 93 mistakes in the use of perfect present continuous tense. In the use of the use of verb + \_\_\_ er to form nouns, there were 77 mistakes and modal verbs as well.

In addition, based on the survey applied to students and in the informal conversations maintained with the Language Skills teacher, it can be noticed difficulties in the development of oral communication in the listening and speaking skills.

## **1.2 SCIENTIFIC FOUNDATION.**

### **1.2.1 Philosophical Framework**

This research is based on the philosophical theory of Carl Marx who says that the theory must be conjugated with the praxis and that is evidenced in the relationship of both variables presented in this research work.

### **1.2.2 Epistemological Framework**

This research is supported in the complexity theory of Edgar Morín who says that people, institutions all of us must develop the thought; he says that education has taught to separate, share, isolate not the knowledge, the set of these constitutes an unintelligible puzzle.

### **1.2.3 Sociological Framework**

This work will help to the development of the society as it has been said by Emile Durkheim, French sociologist.

### **1.2.4 Pedagogical Framework**

The student is the most important; he/she is given importance because he/she is who has to learn to build his/her own knowledge, teachers are teaching while the environment or the society corrupts teaching. This work is based on Lev Semionovich Vigotsky who says in order to there is learning, there must be interactive strategies that let the effort and comprehension of the students by means of ZDP (zone of proximal development)

### **1.2.5 Axiological Framework**

The research is centered in the values where respect must prevail in the educative sphere of the students of class 7 “B” of the English Major as it is established in the PNBV (Plan Nacional del Buen Vivir)

### **1.2.6 Legal Framework**

This research work answers to what is established in the Constitución General de la República del Ecuador, to some articles from LOES in the relevant part and also in the postgraduate institute regulations.

## **1.3. THEORETICAL FOUNDATION**

### **1.3.1. COMMUNICATION**

Communication is present everywhere. It cannot be considered a society in which communication is absent. So, communication is deeply rooted in every human environment. Indeed, communication implies to share things, behaviors.

Oral communication can be either Formal or Informal. Examples of informal oral communication include:

- Face-to-face conversations
- Telephone conversations
- Discussions that take place at business meetings

More formal types of oral communication include:

- Presentations at business meetings
- Classroom lectures

- Commencement speech given at a graduation ceremony

With advances in technology, new forms of oral communication continue to develop. Video Phones and Video Conferences combine audio and video so that workers in distant locations can both see and speak with each other. Other modern forms of oral communication include Podcasts (audio clips that you can access on the Internet) and Voiceover Internet Protocol (VoIP), which allows callers to communicate over the Internet and avoid telephone charges. Skype is an example of VoIP.

### **1.3.1.1. What is communication?**

There are many definitions of this term, herein lies some concepts given by some linguists:

Scholars view communication as the process by which people interactively create, sustain, and manage meaning (Conrad & Poole, 1998).

Communication is not a simple thing that happens in both personal and professional life; it is the means by which we build our personal and professional experiences —it is *how* we plan, interact, control, manage, persuade, understand, lead, love, and so on. On the other hand, in other contexts, communication is seen as the flow of information from one person to another (Deetz, 1994).

Communication has traditionally been seen as verbal or non-verbal. However, nowadays is important to consider other ways to communicating based in the rapid evolving field that incorporates many different domains. These domains include face-to-face interaction, digital literacy, and virtual environments. For each one of these there are certain protocols to be followed.

Oral Communication is the ability to talk with others to give and exchange information & ideas, such as: ask questions, give directions, coordinate work tasks, explain & persuade.

Oral communication is the process of verbally transmitting information and ideas from one individual or group to another

Oral communication is the process of expressing information or ideas by word of mouth. Learn more about the types and benefits of oral communication, and find out how you can improve your own oral communication abilities. (Donna Swarhout, 2014).

### 1.3.1.2. Defining Communication and Describing the Process.

Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). This definition results from the exchange of information; if the exchange of information is not present neither understanding, it cannot be said there is communication. There is a figure that better represents what has been said:

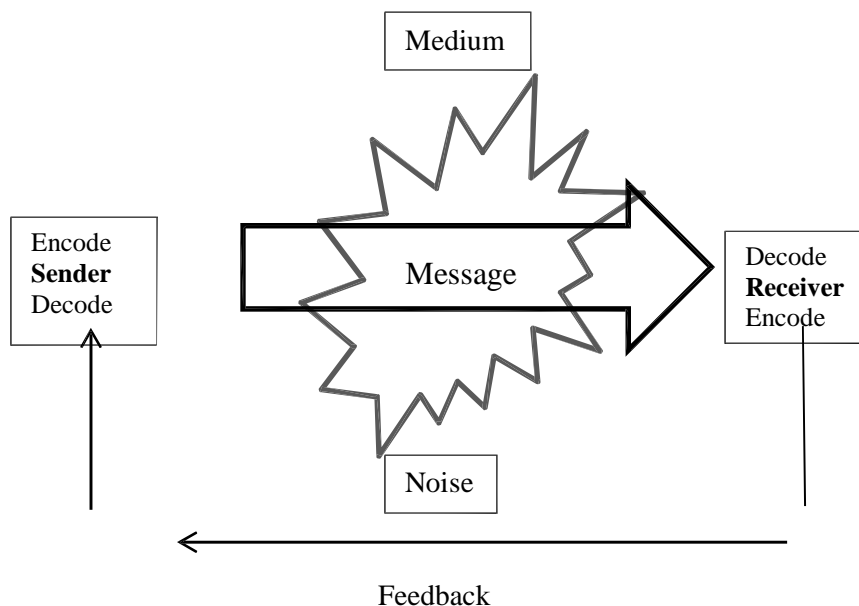


Figure 1 The Communication Process  
Done by: The Author

There are two basic elements in this figure: the *sender* and the *receiver*. The sender is who initiates the process of communication. The sender encodes the ideas, looks for words to convey the meaning, and send the message to the receiver. This, on the other hand, decodes the message, understands it and encodes his message back. The *message* is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language. The message is sent through a *medium* or channel, which is the carrier of the communication. The medium can be a face-to-face conversation, telephone call, e-mail, or written report. The receiver *decodes* the received message into meaningful information. *Noise* is anything that distorts the message.

Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of noise. Finally, *feedback* occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood (Larson, 2011).

For communication to exist, it is necessary the occurrence of sender, receiver, message, medium, and feedback. It is not necessary noise to occur, although it is present in real communication. A problem in any of these elements can reduce the quality of the communication (Yate, 2009). For example, the sender intends to give some information to be understood; he must encode the message as the sender intended. He or she has to choose a particular medium for transmitting the message. This is critical because there are many choices for transmitting an encoded message.

For written media, a sender may choose memos, letters, reports, bulletin boards, handbooks, newsletters, and the like. For verbal media, choices include face-to-face conversations, telephone, computer, public address systems, closed-circuit television, tape-recorded messages, sound/slide shows, e-mail, and so on.

Nonverbal gestures, facial expressions, body position, and even clothing can transmit messages. People decode information selectively. Individuals are more likely to perceive information favorably when it conforms to their own beliefs, values, and needs (Keyton, et al). When feedback does not occur, the communication process is referred to as



one-way communication. Two-way communication occurs with feedback and is more desirable.

### **1.3.2. BARRIERS TO EFFECTIVE COMMUNICATION**

All persons try to establish effective communication when they interact each other. Most of the time, it does not happen so. Why then does communication break down? On the surface, the answer is relatively simple. The elements of communication have been identified as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback. If noise exists in these elements in any way, complete clarity of meaning and understanding does not occur.

Four types of barriers (called “noise”, see Figure 1) are process barriers, physical barriers, semantic barriers, and psychosocial barriers. (Eisenberg,2010).

#### **1.3.2.1. Process Barriers**

Every step in the communication process is necessary for effective and good communication. Blocked steps become barriers. There are barriers in each one of the communication steps:

Sender barrier. Somebody has a good idea to express and he fails in speaking for fear to criticism.

Encoding barrier. Language, for instance.

Medium barrier. Somebody uses a written a message instead of transmitting it face-to-face.

Decoding barrier. The use of a colloquial term that is not known by the receiver lacks the communication.

Receiver barrier. A misunderstanding occurs because of lack of attention.

Feedback barrier. Somebody does not ask questions for understanding the message.

### **1.3.3. COMMUNICATION BARRIERS**

#### a) Physical Barriers

Any number of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop-in visitors, distances between people, walls. These interferences can be overcome and usually people give them for granted to happen.

#### b) Semantic Barriers

The words we choose, how we use them, and the meaning we attach to them cause many communication barriers. The problem is semantic, or the meaning of the words we use. The same word may mean different things to different people.

#### c) Psychosocial Barriers

Three important concepts are associated with psychological and social barriers: fields of experience, filtering, and psychological distance (Antos, 2011)). *Fields of experience* include people's backgrounds, perceptions, values, biases, needs, and expectations. Senders can encode and receivers decode messages only in the context of their fields of experience. When the sender's field of experience overlaps very little with the receiver's, communication becomes difficult. *Filtering* means that more often than not we see and hear what we are emotionally tuned in to see and hear.

### **1.3.3.1. Barriers to good communication**

The following barriers are taken from Stakeholder Communication and Relationship Management Handouts (1)

1. Perceptual barriers: our perception (awareness) of an issue is determined by many factors. Even people from the same family can have different perceptions about the same issue depending on their age, gender, level of education, etc. Therefore, people in the conservancy community (members and non-members) can have different perceptions, knowledge, beliefs and opinions regarding issues relevant to the conservancy and its management and activities.

2. Language barriers: barriers that are presented in the aspects of vocabulary, when the person does not know all the words to do simple phrases. On the other hand, there are phonetic symbols that do not exist in the mother tongue and therefore, they are difficult to pronounce them. It also appears the difference between written and spoken grammar.

3. Cultural barriers: different ethnic groups have different cultural/traditional practices and these may affect the way that the conservancy can communicate effectively with all members of one sub-sector of the community, or another.

4. Emotional barriers: we need to be especially sensitive in the language that we use when we are dealing with controversial, contentious, or sensitive issues (such as HIV/AIDS, or poaching for bush meat, to give two examples) that can be the cause of disagreement or even open conflict among conservancy members. It is critical to maintain confidentiality at all times when dealing with personal details, yet balance this against the need to bring particular challenges to the attention of a wider audience.

5. Inappropriate body language: a communicator needs to be aware of his/her body language and should strive to use it effectively. It is important to use body language to enhance a message, rather than undermine it. It is fine to use body language to emphasize a

point, but not to the extent that the audience feels that they are being alienated or judged in some way (don't point at an individual, for example, or single out a particular group – even if you are not actually criticizing them at the time).

6. Organizational barriers: a simple conservancy organizational structure will make communication easier; an overly complex structure, on the other hand, it will create the potential for communication breakdown. The number of hierarchical levels should be as few as possible.

7. Gender barriers: there are many interconnecting historical, cultural, social and education-based reasons why women may be prevented from communicating freely, or accessing means of communication equitably. We should, as a conservancy, encourage the equal participation and representation of both men and women in all conservancy activities.

8. Poor listening skills: there is a difference between 'listening' and 'hearing'. Active listening means hearing with a proper understanding of the message that is being conveyed. By asking questions, the speaker can find out whether his/her message is understood or not by the receiver in the manner that was intended by the speaker.

9. Information overload: communicators should know how to prioritize the information they want to communicate. It is critical not to overload any audience with unnecessary information. For example, having a meeting agenda that has too many points that need to be covered in a couple of hours will not contribute towards good communication as no single issue will be dealt with in any detail due to time constraints. It is advisable to be precise and accurate in the speech.

10. Improper feedback: feedback delivered in a negative manner is neither helpful nor constructive. A good communicator can deliver negative feedback in such a manner that it is received constructively. Constructive feedback will lead to effective and productive communication between a superior and subordinate. It is therefore important to convey bad

news or details of a problem in a way that opens up a dialogue about resolving a situation and controlling its effects.

11. Inappropriate communication methods: it should exercise care in choosing its medium of communication. Simple messages can be conveyed verbally (informally as a face-to-face interaction, or formally at meetings, for example) Use of written means of communication should be encouraged for delivering complex messages, or instructions that require someone to act upon them. For significant messages, reminders can be given issued in writing.

12. Literacy levels: not every communicator is able to read or write, or do so in the same language as other members. This will have an influence on the strategies we use to communicate. For example, wherever possible key documents should be subsequently summarized into a poster format, using icons/illustrations instead of names/words, for display in the conservancy office.

13. Disabilities: It is possible that appear communicators who are disabled (e.g., hearing impaired, visually or verbally challenged, etc.). It is important that efforts are made to accommodate these individuals wherever it is practicable to do so (i.e., using sign-language interpreters, or making sure that lip readers are placed close to a speaker).

#### **1.3.4. LISTENING**

##### **1.3.4.1. Academic Listening Comprehension**

The listening that enables most learning in university lectures, tutorials, and seminars is academic listening, a form of listening substantially different from ordinary conversational listening. Academic lectures require the listener to distinguish relevant information and draw on background knowledge of the topic to a much greater extent than ordinary conversation, and involve comparatively little turn-taking and few indirect speech acts. One of the first scholars to formalize the distinction between general and academic

listening, proposed a list of academic listening micro-skills, some of which include: the ability to identify a lecture's purpose and scope; to identify relationships among units within discourse (such as major and supporting ideas, generalizations, and examples); and to infer relationships such as cause, effect, and conclusion.

Weir (1990) developed a list of micro-structures in academic language comprehension, and proposed a listening assessment method that assessed both extensive and intensive listening skills. Weir further proposed that these skills be evaluated by different item formats, such as multiple choice and open-ended questions.

Powers's (1986) survey of 144 university lecturers identified nine academic listening micro-skills thought to be especially important to learning, some drawn from general listening theory (such as understanding vocabulary and identifying major points and themes), some addressing lecture structure (such as inferring relationships between information), and some relating to specific student skills (such as note taking and retrieving information from notes).

More recently, Jordan (1997, p. 180) described a similar taxonomy of academic listening micro-skills, some of which follow:

- a) ability to identify purpose and scope of lecture
- b) ability to identify topic of lecture and follow topic development
- c) ability to identify relationships among units within discourse

Although academic listening is sometimes treated as a single global latent trait, a number of research studies suggest that it is actually multi divisible, composed of a number of separate but interrelated sub-skills. The taxonomies mentioned above appear to support the latter view.

#### **1.3.4.2. Student's language proficiency**

Student performance in academic listening is most obviously affected by their own ability level. Since students' internal psychological processes cannot be measured directly, much research on academic listening comprehension examines students' written notes as a concrete record of those processes. Note-taking itself is an important facet of academic comprehension: It "facilitates encoding or the impression of information in the memory", and it engages and thereby improves students' ability to memorize discourse. Partly for these reasons, effective note taking is strongly correlated with academic performance. (Olmos & Lusung-Oyzon, 2008, p. 71).

According to Olsen and Huckin (1990), students' note-taking strategies appear to reveal two major systems of recognizing lecture intent: "information-driven," employed by students who intend simply to identify and learn facts; and "point-driven," which is more hierarchical in that students attempt to distinguish major points from supporting ideas.

#### **1.3.4.3. Phonology**

The best way to learn a new a sound is to practice it as many times as possible. The secret to speaking English clearly and quickly is practicing slowly and accurately. Learning to speak English with a standard American accent is a gradual process, but if people work at it regularly and practice as often as then can, they are going to improve!

There are some sounds that do not exist in Spanish language; their pronunciation is a little bit difficult for Spanish speakers especially with the sounds: [dʒ] [tʃ] [ŋ] [ʃ] [ʒ] [θ] [ð] and that is one reason for which the pronunciation of these sounds is considered as a Language Barrier in the communicative process of the students.

##### **1. The sound [dʒ]**

This sound is voiced. To pronounce this sound it is necessary to press the tip of the tongue against the gum ridge.

## 2. The sound [tʃ]

To pronounce the consonant /tʃ/ it is necessary to press the front part of the tongue against the front part of the roof of the mouth. This is a voiceless sound.

## 3. Distinguishing between /tʃ/ and /dʒ/:

The position of the tongue for these two sounds is very similar that is why some people have mistakes when pronouncing any of these two sounds. The most common mistake students make is substituting /tʃ/ for /dʒ/. It depends on the overgeneralization based on the mother tongue.

## 4. The sound [ŋ]

It is a nasal consonant. To pronounce this sound, the back part of the tongue reaches up and touches the soft palate. The mouth and the teeth are opened.

## 5. The sound [ʃ]

To pronounce this sound it is necessary to point the tip of the tongue forward to the gum ridge. Do not touch the ridge

## 6. The sound [ʒ]

To pronounce this sound you have to point the tip of your tongue forward to the gum ridge. Do not touch the ridge.

## 7. The sound [θ]

This is a voiceless sound. To pronounce this sound it is necessary to place the tip of the tongue between the teeth and then you have to blow air.



## 8. The sound [ ð ]

This is a voiced sound. To pronounce this sound it is necessary to place the tip of the tongue between the teeth similar to the pronunciation of the sound [ θ ] and then it is necessary to blow air.

### **1.3.5. GRAMMAR**

Grammatical structures are not so simple to build from the point of view of the students. This is a very important aspect for communication and when a learner does not know the structure sometimes he/she stops his/her speech and use fillers; then, comprehension is not so clear.

Grammar may be used in spoken and written form. The most difficult one is written grammar because in here the writer has to take into account all the structural elements that are necessary in the construction of sentences or phrases or paragraphs. Formal descriptions of English Grammar are typically based on standards of written English.

#### **1.3.5.1. Spoken Grammar**

Recently, as a result of analysis of large corpora of spoken data and an emphasis on spoken communication, researches and linguists have begun to focus on describing features of spoken grammar. Actually, due to the importance of communication, the use of spoken grammar is more important than ever before.

Learning about characteristics of spoken grammar and ways to teach them empowers you to improve your students overall fluency and face to face conversation, increases the authenticity of speaking lessons and prevent students from speaking English like a textbook.

Even though spoken grammar has not been known by most of teachers and students; however, it is most used in communication. Students, teachers and all people that speak English use spoken grammar.

It is important to take into account that unlike written English, spoken English is usually spontaneous and unplanned and produced in real time with no opportunity for editing. This spontaneity produces some features, as speakers deal with and adapt to the pressures of “real time processing”, resulting in a “step by step assembly” of speech. In addition, speech usually occurs face to face, resulting in a highly interactive situation with a “shared context” (McCarthy, M. 2006).

### **1.3.5.2. Features of Spoken Grammar**

#### Feature 1. Ellipsis.

Ellipsis is the omission of elements normally part of a certain structure and is found in both written and spoken English. For example: “Do you have any questions?” “Any questions?” It is observed that in ellipsis the subject and the verb are omitted. Ellipsis is divided in situational and textual. Situational ellipsis is when they are omitting items that are apparent, given the immediate situation; it is much more common in spoken English. On the other hand, textual ellipsis is when there is omission of items in the text. Situational ellipsis often results in the omission of subjects and verbs. It arises from a combination of informality and shared context and allows speakers to reduce the length of complexity of their comments. (McCarthy, M. 2006).

#### Feature 2. Heads.

Heads, also known as left dislocation, are a way to introduce and orient listeners to a topic before giving information on the topic. For example: “The soccer game last night, it was really exciting” (with head), “The soccer game last night was really exciting” (no

head). Heads allow speakers to highlight the topic they want to talk about before commenting on it, giving both the speaker and the listener more processing time in real time communication. (McCarthy, et al)

### Feature 3. Tails.

Tails are also known as right dislocation, are comments that are added to the end of a phrase. Tails can be a whole phrase or they can consist on only one word. Tails enable speakers to deal with the real time processing and interactiveness of speech by allowing speakers to both edit their comments and give evaluative statements of topics.

### Feature 4. Fillers.

Fillers are words and utterances like “er”, “um”, “well” that do not have a specific meaning but rather fill time and allow the speaker to gather his or her thoughts. It also occurs in the native language when the speaker does not know the word that continues the speech, it is necessary to use fillers to maintain the speech and the attention of the auditory. The use of fillers is very important in a conversation that is why it is very difficult to have a conversation without it.

### Feature 5. Backchannels

Back channels are words and utterances that are used to acknowledge what the speaker is saying and encourage him or her to continue. Example: “uh-huh”, “oh”, “yeah” and “I see”. Backchannels are used by listeners and they are motivating to the speaker. Sometimes also nodding is a way of motivation; however, the use of backchannels demonstrates that the listener is paying all the attention and this fact is always motivating to the speaker. The use of backchannels is very important in a conversation that is why it is very difficult to have a conversation without it.

## Feature 6. Phrasal Chunks

Chunks are fixed words or phrases that can combine with other elements but act as ready-made lexical units of language, just as words do. Because of the pressures of real-time processing, speakers rely on a relatively small number of fixed words and phrases to fill particular grammar functions. There are different functions for different phrasal chunks, including terms to (1) create vagueness (e.g., “sort of,” “kind of,” and “stuff like that”), (2) modify and show politeness (e.g., “a bit” and “a little bit”), and (3) mark discourse structures (e.g., “you know” and “I mean”). (McCarthy, M. 2006). These phrases can also act as conversation fillers, allowing the speaker time to pause and think about what to say under the constraints of real-time conversation.

### **1.3.5.3. Spoken English Activities for Ellipsis and Fillers**

#### a) Spoken English activities for Ellipsis

A number of activities and games can be utilized to introduce and practice situational ellipsis.

#### Activity 1: Ellipsis in videos

First, the teacher selects a short, authentic video where two or more people are talking. The teacher gives students a script that includes all the omitted subjects and verbs and asks them to cross out words that they do not hear in the video clip. Once students have listened and crossed out the words, the class discusses which words were omitted and why. Students also discuss which words can and cannot be omitted. It is sometimes difficult to find an appropriate, short clip with clear examples of ellipsis, so look for informal and authentic conversations in TV sitcoms, talk shows, and interviews, or on popular websites like YouTube.

## Activity 2: Long and short versions of conversations

In this activity teachers can both start with a short conversation that includes ellipsis and ask students to write a long version of the conversation by filling in the missing words, or give students a long conversation and ask them to omit words to make it shorter. The activity illustrated in Table 2 will lead to a discussion about which words can be omitted and why.

Teachers can also ask students to write out two “identical” conversations with a partner: a long version and a short version. Students then perform both versions for the class, followed by a discussion. This activity helps students incorporate ellipsis into their spoken production.

## Spoken English activities for Fillers

While common in everyday speech, fillers are often missing in students’ conversations and in textbook dialogues. A variety of classroom activities with discussion, authentic materials, and dialogues can highlight the ubiquity and usefulness of these features and encourage students to add fillers to their own conversations.

### b) Spoken English Activities for Fillers

#### Activity 1: Add fillers to student dialogues

To raise students’ awareness of fillers, the teacher first has students work with a partner to write a short dialogue or conversation. Next, the teacher introduces the concept of fillers, explains their function, and then asks students to categorize a group of words as fillers.

After discussing the results, the teacher asks students to revise their original written conversation by adding in appropriate fillers. Students then act out both conversations for the class, highlighting the difference between a more artificial dialogue versus a natural one containing fillers. Alternatively, students can have two conversations with a partner on a given topic: one using fillers, and one without using fillers. After the conversations are over, students discuss how including fillers in their conversations affected their conversation skills, their relationship with their partner, and their feelings while speaking.

#### Activity 2: Fillers in video clips

To highlight the pervasiveness of fillers in everyday English, the teacher can play a short video clip and ask students to count the number of fillers they hear in the clip.

Alternatively, the teacher could give students a script in which the fillers have been omitted and ask them to fill in the missing words as they watch the video. These video activities show students how common these words are in conversational English. However, as with the ellipsis video activity, it is important to choose authentic video clips so that students are exposed to natural conversations containing fillers and backchannels.

#### **1.3.5.4. Multiple spoken grammar features**

The previous activities and suggestions isolate specific characteristics of spoken grammar in order to introduce the features, raise students' awareness, and provide controlled practice. However, the fact is that natural, authentic conversation usually includes multiple features of spoken grammar. Accordingly, many of the activities can be adapted to include a focus on multiple characteristics of spoken grammar at the same time. For example, students could add multiple characteristics of spoken grammar to written conversations over the course of the semester, giving continuity to the instruction and allowing them to clearly see how their conversation changes with each new addition. At the end of the course, students could act out both the original and the final conversation for the

class, followed by a discussion of the role of spoken grammar in face-to-face conversation. Similarly, after introducing a number of features of spoken grammar, teachers could ask students to watch a video and count several features of spoken grammar at once or fill in blanks in a script for multiple characteristics of spoken grammar. Focusing on multiple features highlights how these characteristics work together to create smooth, natural speech and help speakers cope with the pressures of real-time conversation.

### Interview project

Another way to raise students' awareness of the role of spoken grammar in authentic speech is to ask them to complete a project where they interview and record an advanced or native speaker of English and then transcribe the conversation. After identifying the elements of spoken grammar that were taught in class, students give a presentation in which they play the recording, highlight the characteristics of spoken grammar in their transcript, and discuss with the class. Again, this type of project helps students apply what they learned in class to real, authentic speech and highlights the role of spoken grammar in everyday conversation.

To transcribe their interview, students must listen carefully to their recording many times and analyze the authentic data, increasing their understanding of spoken grammar, its function in conversation, and its frequency in authentic speech. To prepare students for this project, the teacher could have students first transcribe and analyze texts in class before attempting the project on their own. Luke's English Podcast is a useful resource for this activity, as it contains interviews of native speakers with transcripts already prepared. After watching the videos and analyzing the transcripts, students will feel empowered and motivated to make and share their own videos with their own interview questions. (Basturkmen, H. 2001)

### **1.3.5.5. Grammar Structures**

Some grammar rules are also considered as language barriers that block the oral communication in students, that is why it is convenient to review them briefly. Topics such as possessives, perfect tenses and passive voice are more relevant and demand more emphasis.

#### **1. Possessives**

- a) Personal Pronouns. The personal pronouns are used like subject in a sentence; they can replace any proper noun or any noun.
- b) Possessive Adjectives. They are used before nouns in the subject or in the complement of the sentence, in singular or in plural form, each possessive adjective has relation with the personal pronouns
- c) Objective Pronouns. These pronouns are used after verbs or prepositions, they do not have exactly translations into Spanish, their meaning or their translation is used in context.
- d) Possessive Pronouns. Generally these pronouns are used at the end of the sentence, in some cases they can be used alone, especially when it is necessary to answer questions with whose.

#### **2. Adverbs of Manner**

In general, adverbs of manner have an –ly- ending. Some common exceptions are: good, fast, hard, and loud. The adverbs are formed by adding the suffix –ly to the adjectives. And adverb of manner is generally used at the end of the sentence. The meaning of the ending –ly- is –mente- in Spanish.



### **3. Verb + \_\_\_ er = Noun**

In English language it is possible to form nouns from verbs, not from all of them but from some. The rule is to add the suffix –er to the verb by following some easy rules; one of them is to add only an “r” if the verb ends in “e” like in “write”.

### **4. Present Perfect Tense**

The present perfect tense is a structure that is presented with the auxiliary verb “to have” plus a principal verb in past participle tense, this is also known as a compound sentence in Spanish because it has two verbs, one auxiliary and one principal verb. The meaning of the auxiliary verb is “haber” and the past participle of the principal verb corresponds to the ending “ado \_ ido” in Spanish. This tense is used when an action begins in the past and has relevance in the present.

### **5. Present Perfect Continuous Tense**

In this case the present perfect progressive or continuous is a tense that shows that the action began in the past and continues in the present, the structure to do an affirmative sentence is Subject + Auxiliary verb (to have) + the verb to be in past participle (been) and the other verb in gerund, with the ending \_\_\_ING + the complement.

### **6. Demonstrative Adjectives**

Demonstratives like articles, adjectives and other noun modifiers have the same form whether the noun they modify is in subject position or in the object position. The demonstrative adjectives are used for singular and plural, for masculine or feminine gender. They are: this, that, these and those.

### **7. Passive Voice**

The passive voice is used in formal English more than in informal one, the passive voice has two important elements: the verb to be and the principal verb in past participle.

The passive is constructed when the object of an active sentence is the subject of the corresponding passive sentence, in this kind of sentence it is necessary the use of the verb TO BE. In the active form, the tense is shown by the main verb (present attend, past attended). In the passive form, the tense is shown by the form of TO BE: present am, is are; past was, were.

It is necessary to notice that the main verb of a passive sentence is always in the past participle form; the verb “to be” is that one that changes according to the structure.

## 8. Modal Verbs

Verbs may be defined as important part of the speech, even if they are not overtly present in our messages their meaning remains latent. So, for instance it is considered that the verb is the most important part of the speech in the great majority of the sentences.

We can consider a verb according to the traditional definitions as:

- A word that expresses something about a person, an animal or thing.
- A part of the speech by which we are able to say what a person, animal or thing is or does, or what is done to that person, animal or thing.

Modals are special verbs which behave very irregularly in English. They are verbs which 'help' other verbs to express a meaning: it is important to realize that "modal verbs" have no meaning by themselves. A modal verb such as *would* has several varying functions; it can be used, for example, to help verbs express ideas about the past, the present and the future.

Modal verbs are never used with other auxiliary verbs such as *do*, *does*, *did* etc. The negative is formed simply by adding "not" after the verb; questions are formed by inversion of the verb and subject. Modal verbs never change form in third person of singular or to form the past tense. Modal verbs are never followed by *to*, with the exception of *ought to*. Structurally it is possible to form the same sentence with different modals but the connotation is completely different.

## **9. Comparatives and Superlatives**

### Comparatives

Comparative is the name for the grammar used when comparing two persons, animals or things. The two basic ways to compare are using as ... as or than. When “as...as” is used, it is necessary to write an adjective or a noun in it. The word “than” is always used in comparatives, it means “que” in Spanish. The other way is to use the suffix “-er” at the end of the adjective but when this has only one syllable. On the other hand, when the adjective has two or more syllables it must be used the word “more” and in both cases the word “than” is obligatory.

### Superlatives

Generally the superlatives are used to show superiority. Similar to the comparatives, in this case it is used the suffix “-est” followed to the definite article “the”, this rule will be used with adjectives and adverbs with just one syllable or with adjectives and adverbs with two syllables that end in “y”. On the other hand, with adjectives and adverbs with two or more syllables it is used the words “the most”

### **1.3.6. VOCABULARY**

Vocabulary can be defined as an essential element in learning a foreign or second language, without it, the learners cannot convey what they want. It cannot be taught or learned in complete isolation from the rest of the linguistic components such as: grammar, phonetics, phonology, notions and functions.

Based on the previous definition, vocabulary becomes an essential part of the English learning process that allows a learner to communicate with others without any problem.

#### **1.3.6.1. Importance of Vocabulary**

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary of useful words. In every lesson, a teacher has to introduce new words and practice them, making clear the meanings and the ways in which each can be used.

There are main ways to present (introduce) vocabulary. You can either show the meaning in some way or you can use language that the students already know in order to make clear the meaning of the new lexical item. There is a third way, too, but one is that little used. You can present meanings through sounds. This third way is also described, as it offers yet another approach to the problem of introducing difficult words.

Words have form. The form is a word's shape, when written, and its sound, when spoken. Some teachers believe that learners should always hear a new word before they say it and say it before they read it.

#### **1.3.6.2. The word**

According to Thornbury (2002), all languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any

subsequent languages. The coining of new words never stops. Even in our first language we are continually learning new words, and learning new meanings for old words.

Learners of a second language experience a similar bewilderment even with much simpler texts. They may be confronted by words that are totally unfamiliar, or are being used in ways that for them are novel and possibly obscure. They may even be meeting concepts that are simply not represented by words in their first language.

At the most basic level, knowing a word involves knowing: its form, and its meaning. So, part of knowing a word is knowing its grammatical function. In other words knowing the meaning of a word is not just knowing its dictionary meaning (or meanings) – it also means knowing the words commonly associated with (its collocations) as well as its connotation, including its register and its cultural accretions. Finally, it is important to distinguish between receptive knowledge and productive knowledge. (Thornbury S, 2002, pg. 15)

There are several assumptions of knowing a word:

- Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.
- Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.
- Knowing a word means knowing the syntactic behavior associated with the words.
- Knowing a word entails knowledge of the network of associations between that words and other words in the language.
- Knowing a word means knowing the semantic value of a word.
- Knowing a word means knowing many of the different meanings associated with a word.

### **1.3.6.2.1. The amount of words that a learner needs to know**

A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20.000 words. This is the result of adding about a thousand words a year to the 5.000 he or she had acquired by the age of five. This relatively slow progress has less to do with aptitude than with exposure. The average classroom L2 learner will experience nothing like frequency nor the quality of exposure that the L1 learner receives. It has been calculated that a classroom learner would need more than eighteen years of classroom exposure to supply the same amount of vocabulary input that occurs in just one year in natural settings.

For Thornbory (2002), to achieve really good outcomes, the learner needs not only to learn a lot of words, but to remember them. In fact, learning is remembering. Unlike the learning of grammar, which is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items. There are few short cuts in the form of generative rules; it is essentially a question of memory. How, then, does memory work? And what are the implications for teaching vocabulary? Researchers into the workings of memory customarily distinguish between the following systems: the short-term store, working memory, and long-term memory.

The short-term store (STS) is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in holding in your head a telephone number for as long as it takes to be able to dial it. But successful vocabulary learning clearly involves more than simply holding in your mind for a few seconds. For words to be integrated into long-term memory they need to be subjected to different kinds of operations.

Focusing on words long enough to perform operations on them is the function of working memory. Many cognitive tasks such as reasoning, learning and understanding depend on working memory. It can be thought of as a kind of work bench, where information is first placed, studied and moved about before being filed away for later retrieval. Here is a brief summary of some of the research findings that are relevant to the subject of word learning:

**Repetition:** The time – honoured way of “memorizing” new material is through repeated rehearsal of the materials while it is still in working memory.

**Retrieval:** Another kind to distribute memory that is crucial is what is called the retrieval practice effect. This means, simply, that the act of retrieving a word form from memory makes it more likely that the learner will be able to recall it again later.

**Spacing:** It is better to distribute memory work across a period of time than to mass it together in a single block. This is known as the principle of distributed practice. This applies in both the short term and the long term memory. When teaching students have a new set of words, for example it is the best to represent the first two or three items, then go back and test them.

**Pacing:** Learners have different learning styles, and process data at different rates, so ideally they should be given the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work – such as organizing or reviewing their vocabulary, silently and individually.

**Use:** Putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long – term memory. It is the principle popularly known as Use it or lose it. (Thornbury S, 2002).

### **1.3.6.3. Presenting new vocabulary**

Each language teacher should bear in mind two basic principles: to adapt your presentation and choice of vocabulary to the level of the learners and to teach new words in groups.

When teaching new vocabulary items, each teacher should bear in mind the level of his or her learners. Teaching beginners would be different than teaching advanced learners and teaching nine year olds would require different ways of presentation and aids than at fifteen year olds.

These aspects are very important when choosing the technique for the presentation. For instance, teaching the word “love” should need quite different ways for different level of the learners. When presenting this word to nine years olds, the best way would be to draw two young people smiling at each other, or kissing each other, and to put them in a heart. This technique can be used among fifteen years olds but the appropriate definition can be used as well. Love is „a very strong emotional and sexual feeling for someone“ (Macmillan English Dictionary, 2002, p 851). If possible, new words should be taught in relations to each other.

Young learners have highly developed the ability to be able to understand what is being said to them even they do not understand the individual words. Intonation, gesture, facial expressions and actions all help to tell them what the message probably mean. By understanding the message in this way they learn new words, concepts, expressions and they start to understand the language. This skill should be support and developed through classroom language. We can do this by making sure we make full use of intonation, gesture, actions, demonstration and facial expressions to convey meaning parallel to what we are saying.

Even at beginner’s stage, if learners get used to hearing mostly English during their lessons, they will very soon understand the words they have not directly been taught. Learners are being taught many words and expressions unconsciously through classroom



language. This way of learning is called indirect method. We do not need to teach words like a book, an exercise book, a pen, a pencil, open, close. When the teacher says: “Open your books, please.” And he or she takes his or her own book and opens it, learners are able to understand what they are supposed to do. (Frost, 2004).

Knowing a word is one thing – but how is that knowledge acquired? On learning their first language the first words that children learn are typically those used for labeling – that is, mapping words on to the concepts – so that the concept, for example, of dog has a name *dog*. Or *doggie*. But not all four-legged animals are dogs; some may be cats, so the child then has to learn how far to extend the concept of *dog* so as not to include cats, but to include other people’s dogs, toy dogs and even pictures of dogs. In other words, acquiring a vocabulary requires not only labeling but categorizing skills.

Finally, the learner needs to realize that common words like *apple* and *dog* can be replaced by superordinate other lower order words such as cat, horse and elephant. That involves a process of networking building – constructing a complex web of words that serve to link all the label packages and lays the groundwork for a process that continues for as long as we are exposed to new words (and new meanings of old words) – that is for the rest of our lives. (Thornbury S, 2002, pg. 18)

#### **1.3.6.4. Important Aspects of Vocabulary**

It is necessary to take into account some aspects to enhance the knowledge of vocabulary and to improve the speaking and listening skill. The most important aspects are: lexical sets, false friends or cognates, antonyms, word stress, collocation, phrasal verbs, appropriateness and grammatical information. There is an explanation of each one of the aspects and also some exercises to do.

## 1. Lexical Sets

A lexical set is a group of words with the same topic, by means of the lexical set it is possible to enhance the knowledge of vocabulary because there is a wide opportunity to use the words. Lexical sets may be done about different topics and it is possible to use as many words as the learner know.

In the classroom, lexical sets are a way of looking at new vocabulary that some learners find useful. Activities include asking learners to sort words into groups, word games such as the chaining game ‘I went to the market and bought...’, and so on.

## 2. False Friends or Cognates

Students might have problems understanding the meaning of false friends or cognates. These terms are used to describe words that even have similar spelling in two languages; however, their meaning from L1 to L2 is completely different. Some teachers are fearful of using cognates extensively because they think this approach is widely used with beginner class, but its potential with mature learners should not be neglected

## 3. Antonyms

The antonyms are words that are opposite in meaning. There is a great variety of words to be used as opposites. There are also thesaurus books with a lot of information about this. It is possible to form antonyms from nouns, adjectives, verbs or adverbs. Knowing many different antonyms can help to diversify writing.

## 4. Word Stress

The stress may change the meaning of a word, even though English language does not have accent like Spanish language, but the stress emphasizes the sound and determines the meaning.

## 5. Collocation

Collocation means a natural combination of words; it refers to the way English words are closely associated with each other. The learning of collocations is very important because it helps to speak and write English in a more natural and accurate way. There are words that necessarily go together.

## 6. Phrasal Verbs

Phrasal verbs are verbs that consist of a verb and a particle (a preposition or adverb) or a verb and two particles (an adverb and a preposition, as in *look forward to*). Phrasal verbs are more common in less formal English than in formal English. They are found in a wide variety of contexts. Phrasal verbs can have 2 meanings: a literal meaning and a metaphorical meaning.

## 7. Prefixes

Prefixes are syllables placed before words and that change the meaning of them. Prefixes are part of affixes. There are a lot of prefixes in English. The main function of prefixes is to increase the knowledge of vocabulary.

## 8. Homophones

Homophones are words that have the same sound but different spelling and different meaning. Their main objective is to enhance the vocabulary in the language.

## 9. Homographs

Homographs are words that have the same spelling but different pronunciation and meaning. Their main objective is to enhance the vocabulary in the language.

Some homographs are nouns or adjectives when the accent is on the first syllable and verbs when it is on the second. When the prefix “re-“ is added to a monosyllabic word, the word gains currency both as a noun and as a verb. Homographs are words that are spelled the same, and in most instances, sound the same but have different meanings.

## 10. Polysemy

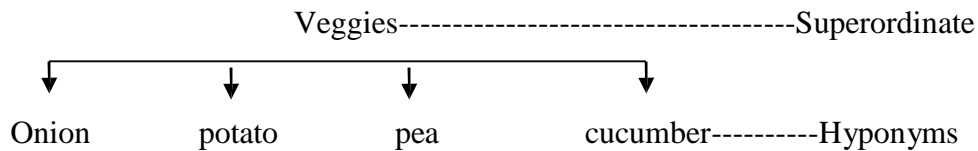
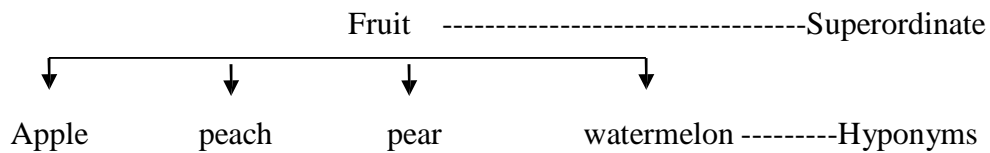
Polysemy represents words that have multiple but related meanings. Some polysemy words may have 30 or 40 meanings.

## 11. Synonyms

The synonyms are words that are similar in meaning. There is a great variety of words to be used as similar. There are also thesaurus books with a lot of information about these. It is possible to form synonyms from nouns, adjectives, verbs or adverbs. Synonyms are words that mean more or less the same thing.

## 12. Hyponyms and Superordinate

A hyponym is a word that is included in another word, it means that it forms part of a group or it is superordinate. The words in the chart below have similar semantic properties and it is easy to identify what a hyponym is. There is a relation between the pairs of words matched. They are items that serve as specific examples of a general concept.



### **1.3.7. SPEAKING**

#### **1.3.7.1. Introduction**

The language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. When we speak we do not mean merely uttering words through mouth or the utterance itself letter by letter. It means conveying the message through the words of mouth. Moreover; the learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows.

Speech plays a great role in our daily lives. Through speech we can express our feelings, ideas and points of view to others. In classrooms especially where second or foreign languages are taught the main thing for most of the students are to speak fluently with the target language. (Wallace, 1992) states that for many students who are learning a foreign language the prime goal is to be able to speak it. In this chapter, we are going to deal with general issues about speaking; definition of speaking, characteristic of speaking performance in addition to some types of speaking activities. Also, we are going to mention some students' problems in speaking.

#### **1.3.7.2. Definition of Speaking Skill**

Speaking skill is an interactive process of constricting meaning that involves producing and processing information. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort. (Atma , 2010). In Oxford Advance d Dictionary states that the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological articulator and physical acoustic stage. According to (Nazara, 2011) Speaking is a multifaceted construct.

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions. (Hedge, 2000) defines speaking as “a skill by which they people are judged while first impressions are being formed”. That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

### **1.3.7.3. Elements of Speaking**

(Harmer et al, 2001) mentions the elements of speaking which refer to the language features that learners should have knowledge about. In addition to the language processes and information in the same time when an interlocutor interacts with them.

#### **1. Language features:**

For speak effectively there are some features which is very necessary to both learner and teacher in order to speak fluently. From that language feature the students could connected other speech by recognizing phonemes in addition to understand the nature of native speaker then their phonological rules. The following features are necessary for an effective speaking:

#### **2. Connected speech:**

This ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

#### **3. Expressive devices:**

English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of nonverbal means. These devices help them to convey

their intended meaning. Students then need to have this ability to employing such devices if they want to be effective communicators.

4. Lexis and grammar:

When learners produce same language function, they often use the same lexical structure. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

5. Negotiation language

Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others' talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see the other interlocutors did not understand them.

**1.3.7.4. Mental - Social Processing:**

The necessary processing skills speaking are the following:

a) Language processing:

This refers to the ability of the learners or speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

b) Interacting with others:

Most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker need to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so.

c) Information processing:

This relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to respond to the others' talk.

#### **1.3.7.5. The Importance of Speaking**

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, (Richards and Rodgers, 2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers talk will be reduced; that is to say learners are supported to talk more in the classroom. (Ur, 2000) declares also that: "Of all the four skill (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing." Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" Or "do you speak French?" but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. (Celce-Murcia, 2001) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication."

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and



discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. (Baker and Westrup, 2003) support that a student who can speak English well can have greater chance for further education, or finding employment and gaining promotion.

#### **1.3.7.6. Integration between Listening and Speaking**

In discussing aural skills, speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. A speaker has necessity to a listener because speaking is rarely carried in isolation, as put by (Redmond and Vrchota, 2007) “speakers are at the mercy of listeners”. Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers. Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries process these output effectively.

#### **1.3.7.7. Teaching Speaking**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communication skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each

communicative circumstance (Susanti, 2007). As it was noted from what Susanti has said; the teaching of speaking has been developed from using only the repetition of drills and memorization to using other techniques as video techniques that lead students' to express their selves freely and use the language they are learning without any shyness or fear to make mistakes. The use of techniques helps students to improve their speaking skill as well as their communicating abilities.

### What is teaching Speaking?

What is meant by teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns. In the same time to use words and sentence stress, intonation patterns and the rhythm of the second language. And to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter. Also teaching speaking is to organize their thoughts in a meaningful and logical sequence. (Nunan, 2003) said that teaching speaking means to use language as a means of expressing values and judgments and teaching speaking to use the language quickly and confidently with few unnatural pauses, which is called fluency.

### How to Teach Speaking?

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level , knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (Klancar, 2006).

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling.

With the help of mixed activities, such as dialogues, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying video techniques in classroom it may help the learner to develop their speaking skill and we have keep in mind that interaction and dissection is importance way in learning. Therefore, (Klancar et al, 2006) declared that increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

#### **1.3.7.8. Characteristics of Speaking Performance:**

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

##### **1. Fluency**

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. (Hughes, 2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. (Hedge et al, 2000) adds also that: “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation.” So, we can say that fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. (Hughes et al, 2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link

the ideas together in a coherent way. Speech rate and speech continuity are the key indicator of coherence.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. (Thornbury, 2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problem of speaking. In such cases (Thornbury et al, 2005) suggest what is called “tricks” or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as “short of and “I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

## 2. Accuracy

Nowadays; most second language teachers emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency.

Skehan, (1996) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language”. Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

## 3. Grammar

According to IELTS, (2001) cited in Hughes 2002, the grammatical accuracy refers to the range and the appropriate use of the learners’ grammatical structure that involves the

length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. (Thornbury et al, 2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeating, false starts, incompleteness, syntactic blends).

#### 4. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expiration accurately. According to Harmer et al, (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

#### 5. Pronunciation

English language has been long considered by either native speakers or nonnative speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of

spoken English. Redmond and Vrchota, (2007) argue that: “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved and broken down the conversation.

#### **1.3.7.9. Speaking Difficulties:**

According to River, the main goal of teaching speaking is to develop the communicative efficiency. When learners try to express themselves there is a hesitation; cliché expressions which fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning.

These difficulties are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and fear of making mistakes.

#### **Lack of Interest in the Subject:**

Most of the students in foreign language classrooms stay silent because they have "nothing to say". This may be because the teacher has chosen a topic about which students know very little. Moreover; the common expiration second language learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. (Rivers, 1968) says that: “the teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”. Backer and Westrup et al, (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical

correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

### **Poor Listening Practice:**

Listening plays a major role in the interactions that occurs between two or more people. Student may have an experience in expressing himself in the foreign language in a conversation. Therefore, the student does not comprehend sufficient elements in the message to be able to make further contribution to the discussion.

### **Deficient Vocabulary:**

Most of the students find difficulties in using the appropriate words when expressing their thoughts so they use the simple form of language. The teacher must be aware of this psychological factor and help his/her students to feel at ease while using the foreign language.

### **Mother Tongue Use:**

Second language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup et al, (2003) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

### **Lack of Self Confidence and Fear of Making Mistakes:**

In many classes, some students prefer to keep their ideas to themselves because they are afraid of being corrected by the teacher. However, students' mistakes must be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood, (1999) argued that "it is too easy for a foreign language classroom to create inhibition and anxiety." Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur et al, (2000) states that: "learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts".

This view is supported also by Bowman, (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

### **Low Uneven Participation:**

This problem refers to the amount of each student's time of talking Rivers, (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer et al, (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create



problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman, (1989) support the idea by saying that “traditional classroom seating arrangement often work against you in your interactive teaching”. Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities.

#### **1.3.7.10. The Role of the Teacher**

The teacher has to play different roles in the classroom at the same time. Harmer et al, (2001) suggests three roles if the teacher is trying to get students to speak fluently:

a) Prompter:

The teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.

b) Participant:

Teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information this will help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.

c) Feedback provider:

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of

difficult misunderstanding. Everything depends upon teacher tact and the appropriacy of the feedback provided.

## **CHAPTER II**

### **2. METHODOLOGICAL FRAMEWORK**

#### **2.1 RESEARCH DESIGN**

Through various techniques such as observation, surveys, tests and interview guides the research problem was established in the seventh semester “B”.

Based on the problem diagnosis, the book guide “Defeating some English Linguistic Barriers” was elaborated and applied to the students of seventh semester “B”.

The independent variable is the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS. This variable was measured through two intervening variables that are: vocabulary and grammar structure. For these two variables, a discussion panel was administrated.

The intervening variable, Vocabulary, has one dimension: frequency. The indicator is words more frequently used. For measuring this indicator, during the discussion panel, the whole oral participation was recorded for further analysis.

The other intervening variable, Grammar structure, the Spoken Grammar dimension was considered with two indicators: situational ellipsis and fillers.

The dependent variable is ORAL COMMUNICATION which is measured from two dimensions: listening and speaking. To do this, a pretest and a post test were administrated.

The indicator for listening is oral comprehension. For gathering the information for analyzing the data a listening test was administrated. Before the application of the book guide, a listening test was also administrated to get the previous data. After applying the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS, a listening post test was administrated to the students. They were exposed to a common conversation played in a CD.

In the speaking dimension there are four indicators: talking frequency, even participation, acceptable level of accuracy and acceptable level of fluency. For gathering information, a discussion panel was carried out. Four groups were organized with six students in each. Previously, two topics were assigned for each group. They had to prepare ideas, take notes and at random the topics were chosen. Students had 15 minutes to discuss.

For talking frequency, each group had the teacher as the moderator. The objective was to measure students' talking frequency versus teacher's talking frequency. For the indicator even participation, a student with fair fluency was assigned in each group while discussing the topic. The objective was to measure how many times the fluent student speaks versus each of the members of the group.

The indicator accuracy was measured through the number of errors students had while speaking in the discussion panel.

The indicator fluency was measured registering the presence or absence of hesitation while speaking.

## **2.2 RESEARCH TYPE**

This is a quantitative research because the variables are set through figures and a system of hypotheses was established.

The type of question set in the research problem indicates that this investigation is predictive, for it explains what occurs with oral communication once the book guide *DEFEATING SOME ENGLISH LINGUISTIC BARRIERS* was applied. From the purpose stand point, this is an applied research because the problem was found by means of certain techniques, the book guide was then elaborated and applied in the seventh semester during April through June 2015.

From the reach scope, this is a correlational research, for there exists relation between variables. This is a field research because the book guide was applied in situ, with direct contact with the 7th semester students.

### **2.3 INVESTIGATION METHODS**

To follow a time line, this research is historic – deductive because particular details were searched in class with each student to determine the improvement of their oral proficiency after the application of the book guide.

According to the previous knowledge this research is scientific because it uses theoretical framework derived from science.

This work is factual or empirical because language barriers are observable. It is based in the epistemological current of positivism.

It is predictive because the figures on vocabulary, listening, speaking and grammar showed improvement and these aspects are considered that got a good standard.

While working with two variables, this research is bivariate.

Because of the environment where the book guide was applied, this work is bibliographic and field work.

According to the nature of the gathered data, this work is primary because the data were obtained from a primary source.

For the time of application of the two variables this work is diachronic.

It is hypothetic – deductive because it describes the phases of the method, and the research fundamental stages.

It is applied because a problem was solved through the application of the book guide “Defeating Some Language Barriers.”

It is methodological because it searches on theoretical and applied aspects; data were gathered on tools designed by the Author, these data were analyzed by means of excel statistical program.

## **2.4. TECHNIQUES AND INSTRUMENTS OF COLLECTION DATA**

### **2.4.1. Techniques**

The techniques were the observation, polls, audio texts, tally sheets and the questionnaires.

### **2.4.2. Instruments**

At the beginning it was used a poll in order to determine the central problem of the investigation, then it was necessary to use some tally sheets in order to get a pre and post information about the listening skill. It was also used an audio CD in order to record the speech of the students. Finally it was used some observation guides to determine the difficulties or barriers that students present in the oral communication in English language.

## **2.5. POPULATION AND SAMPLE**

To the development of this investigation it was necessary to work with all the students of class 7 “B” of the English Major of the Faculty of Education of Chimborazo National University and because of the population is very short, it is not necessary to take a sample.

**Chart 1**  
Research Strata

Strata	f	%
Students	24	100 %

Source: Secretary of the Faculty of Education  
Elaborated by: The Author

## **2.6. PROCEDURES TO ANALYSIS RESULT**

The data of the present study was gotten by means of some audio texts with an activity sheet pre and post listening and also oral presentations.

First, students had to listen to a text. Then, they were asked if they understood or not completely the audio text, if not, they had to say their reasons. They were also given a list of possible factors that block the text comprehension to establish only those factors that probably cause the problem of text comprehension.

On the other hand, to identify the linguistic barriers to speak, participants were asked to do an oral presentation. Each student was given a topic to talk for about five minutes. They had to speak immediately after the topic was given to them, it means with no time to prepare about it. While the presentation was being observed, the researcher marked the factors that block the oral fluency by means a tally sheet that was done for that.

## **2.7. HYPOTHESIS**

### **2.7.1. General Hypothesis**

The elaboration and application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS reduce linguistic barriers that lack oral communication in the students of seventh class “B” of the English Major.

### **2.7.2. Specific Hypothesis**

- The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS improves the oral communication (listening & speaking) of the students of class seventh “B” of the English Major.
  
- The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS improves the vocabulary load for oral communication of the students of class seventh class “B” of the English Major.
  
- The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS improves the use of grammatical constructions as procedural knowledge of the students of seventh class “B” of the English Major.

## **2.8. VARIABLES**

### **2.8.1. Independent Variable**

Book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS.

### **2.8.2. Dependent Variable**

Oral Communication in English



### **2.8.3. Intervening Variables:**

Vocabulary

Grammar Structure

## **2.9. HYPOTHESIS OPERATIONALIZATION**

### 2.9.1. OPERATIONALIZATION OF INDEPENDENT VARIABLE

General Hypothesis	Independent Variable	Definition	Dimension	Indicators	Item	Technique	Tools
The elaboration and application of the book guide DEFEATING LANGUAGE BARRIERS reduce linguistic barriers that lack oral communication in the students of 7 class “B” of the English Major	The book guide DEFEATING LANGUAGE BARRIERS	Supporting cognitive tool formed by a set of secuential procedures that allows a logical development of activities in the teaching-learning process.	Content	Phonology	[dʒ]	Evaluation	Evaluation Sheet
					[tʃ]		
					[ŋ]		
					[ʃ]		
					[ʒ]		
					[θ]		
					[ð]		
					[t]		
				[d]			
				Vocabulary	Lexical Sets		
					Cognates		
					Antonyms		
					Word Stress		
					Collocation		
Phrasal Verbs							
Prefixes							

					Homophones
					Homographs
					Polysemy
					Synonyms
					Hyponyms and Superordinates
				Grammar	Possessives
					Adverbs of Manner
					Verb + _er = Noun
					Present Perfect Tense
					Present Perfect Continuous Tense
					Demonstrative Adjectives
					Passive Voice
					Modal Verbs

					Comparatives And Superlatives		
--	--	--	--	--	----------------------------------	--	--

Done By: The author

### 2.9.2. OPERATIONALIZATION OF DEPENDENT VARIABLE

Specific Hypothesis	Dependent Variable	Definition	Dimension	Indicators	Item	Scale	Technique	Tools
The application of the book guide DEFEATING LANGUAGE BARRIERS improves the oral communication (listening & speaking) of the students of class 7 “B” of the English Major.	Oral communication	Process for communicating encoded (speaking) and decoded (listening) messages produced by the oral tract and received by the ear through a media.	Listening	Comprehension	Good answers	Grade	Evaluation	Test
			Speaking	Talking frequency	Ss talk vs T talk	Number	Observation	Tally sheet
				Even participation	Talkative Ss do not participate too much			
				Acceptable level of accuracy	Errors			
Acceptable level of fluency	Hesitation	Presence	Absence					

Done By: The author

### 2.9.3. OPERATIONALIZATION OF INTERVENING VARIABLE

Specific Hypothesis	Intervening Variable	Definition	Dimension	Indicators	Item	Scale	Technique	Tools
How the application of the guide DEFEATING LANGUAGE BARRIERS improves the vocabulary load for oral communication of the students of class 7 “B” of the English Major.	Vocabulary	Many different words used in an average spoken or written text.	Frequency	Words most frequently used	Lexical set	Always, sometimes	Observation	Tally sheet
					False Friends			
					Antonyms			
					Collocations			
					Phrasal Verbs			

Done By: The author

#### 2.9.4. OPERACIONALIZATION OF INTERVENING VARIABLE

Specific Hypothesis	Intervening Variable	Definition	Dimension	Indicators	Item	Scale	Technique	Tools
To what extent, the application of the guide DEFEATING LANGUAGE BARRIERS improves the use of grammatical constructions as procedural knowledge of the students of class 7 “B” of the English Major.	Grammar Structure	Part of language used for communicative goals	Oral or Spoken grammar	Situational Ellipsis	Subjects and verbs	Number	Observation	Tally sheet
				Fillers	Ehh, well, Hmm			

Done By: The author

## **CAPÍTULO III**

### **3. ALTERNATIVE LINES.- BOOK GUIDE**

This whole chapter includes the guidelines on which the Book Guide *Defeating Some English Linguistic Barriers* is based.

#### **3.1. THEME: DEFEATING SOME ENGLISH LANGUAGE BARRIERS**

#### **3.2. PRESENTATION**

The presentation contains a brief description of the main aspects of the language: Pronunciation, Vocabulary and Grammar that the students will have to face in order to overcome some language barriers and to better their oral communication.

The book guide contains important topics inside each aspect of the language; thus, in Pronunciation there are seven phonemes with the way to be pronounced them, photographs and examples of the phoneme in a word, in a phrase and also in a sentence. In Vocabulary it is explained the study of some parts of it; such as: synonyms, antonyms, word stress, collocation, hyponyms and so on with exercises for each one of them. Finally, in Grammar there is the explanation of some structures that the students needed to feedback; topics such as: possessives, adverbs, present perfect tense and present perfect continuous tense, etc.

#### **3.3. OBJECTIVES**

It refers to the scope that the investigator wants to achieve during the research development. It is drafted with the verb in infinitive and answers to the questions: What, how and for what.

In this book guide they are taken into account one main objective and three specific objectives because of the context, these are:



### **3.3.1. General Objective:**

To overcome some language barriers presented in oral communication in the students of English Major at Chimborazo National University

### **3.3.2. Specific Objectives:**

- To reduce the language barriers presented in pronunciation by means of exercises to enhance the oral communication in the students of 7<sup>th</sup> class “B” of the English Major.
- To reduce the language barriers presented in vocabulary by means of exercises to enhance the oral communication in the students of 7<sup>th</sup> class “B” of the English Major.
- To reduce the language barriers presented in Grammar by means of exercises to enhance the oral communication in the students of 7<sup>th</sup> class “B” of the English Major.

## **3.4. FOUNDATION**

This book guide is based on the psychological cognitive theory because it tries to achieve the integral formation of the learner using their previous knowledge to achieve the new one; so, it is taken into account the learner’s language barriers in pronunciation, vocabulary and grammar as a starting point to do the contents, to propose the activities and to propose the book guide.

The book guide tries to find the meaningful learning because it is taken into account the learner’s personal life, their intrinsic and extrinsic motivation to learn and to communicate orally, and allow the learners to practice the language by DEFEATING SOME ENGLISH LINGUISTIC BARRIERS that make their oral communication difficult and not understood.

As it was detected three problems in the research Project, the book guide was done taking into account phonology because listening and speaking are part of this; that is why it is established “Difficulties to speak clearly and to develop and sustain ideas in a talk.

(Speaking)". It is also considered the Difficulty in recalling or "retrieving" a word. (Vocabulary). Finally it is noticed that Grammar is seen as a declarative knowledge (to know about grammar) rather than procedural knowledge. (use of grammar)

As a guide, the book guide shows its methodology developed in a physical document as a support to the learner because it contains the three main aspects of the language such as Pronunciation, Vocabulary and Grammar. The objectives are detailed in the same way that the contents and activities.

### **3.5. BOOK GUIDE**

The book guide has the following parts:

#### **3.5.1 University Seal**

As the educative institution on which the research work has been done, it is convenient to take into account to Chimborazo National University. This institution has been established since 1995. Due to the copyrights belong to this institution, it is imperative the use of the seal in the front and back cover of the book guide.

#### **3.5.2. Official Name of the Educational Institution.**

The name of the organization is Chimborazo National University

#### **3.5.3. Name and Extension**

The scope of the investigation aims to demonstrate that the elaboration and application of the Book Guide *Defeating Some English Linguistic Barriers* contribute to reduce linguistic barriers in the students of seventh semester class B of the English Major to effectively communicate orally in English

#### **3.5.4. Place and Date of Elaboration**

On October 30<sup>th</sup>, 2014 the line of research was approved, the research project was exposed and approved on January 19<sup>th</sup>, 2015; and the study and elaboration of the Book Guide were done in three months.

The Book Guide *Defeating Some English Linguistic Barriers* was elaborated in the months of January, February and March 2015 and its application was effective in the months of April, May and June 2015.

### **3.5.5. Number of Reviews**

Being a research project parallel to a thesis, the Book Guide corresponds to the first edition and therefore, the first revision. Chimborazo National University is free to modify, edit or divulge this material for the purposes it deems necessary without The Authorization of the author.

### **3.5.6. Responsible people to the elaboration, revision and/or The Authorization.**

The Book Guide *Defeating Some Linguistic Barriers* has been elaborated by the author of this thesis but it has been revised by the tutor Mr. Luis Machado.

### **3.5.7 Structure of the Book Guide**

The following elements are presented in the book guide *Defeating Some English Linguistic Barriers*:

1. Page on which it is the title of the book guide
2. Front page
3. Presentation of the book guide
4. Index of Contents
5. General Objective
6. Specific Objectives
7. Foundation
8. Contents
9. Bibliography

### **3.5.8. Contents**

The relevant headings that will facilitate the handling of pronunciation, vocabulary and grammar presented in the Book Guide are the following:

Presentation

Objective

## PRONUNCIATION

1. The sound [dʒ]

2 The sound [tʃ]

2.1. Distinguishing between /tʃ/ and /dʒ/:

3. The sound [ŋ]

4. The sound [ʃ]

5. The sound [ʒ]

6. The sound [θ]

7. The sound [ð]

## VOCABULARY

1. Lexical Sets

2. False Friends

3. Antonyms

4. Word Stress

5. Collocation

6. Phrasal Verbs

7. Prefixes

8. Homophones

9. Homographs

10. Polysemy

11. Synonyms

12. Hyponyms and Superordinates

## GRAMMAR

1. Possessives

2. Adverbs of Manner

3. Verb + \_\_\_ er = Noun
4. Present Perfect Tense
5. Present Perfect Continuous Tense
6. Demonstrative Adjectives
7. Passive Voice
8. Modal Verbs
9. Comparatives And Superlatives
10. Spoken Grammar

### **3.6. AREAS OF APPLICATION AND SCOPE OF PROCEDURES**

The book guide *Defeating Some Linguistic Barriers* is oriented to the students of 7th Semester Class “B” of the English Major of the Faculty of Education at Chimborazo National University, due to it has a great impact it may also be used by all the students of the English Major from First Semester to the Eight Semester.

This book guide has very important aspects to be learned by all people who want to learn English, by all people who want to improve it or at least to defeat some language barriers this is the reason by which it is recommended to be used by all the English teachers in the English Major and by English teachers in general because the guide is designed in the way to be interiorized with the Ecuadorian culture.

The procedures used in this book guide are systematic and must be studied so mandatorily because it is in this way in which it was listened and analyzed the language barriers in oral communication of the students of 7<sup>th</sup> semester Class “B”.

### **3.7. RESPONSIBLE**

The base study of implementation and application of this book guide was in charge of the author, Magdalena Ullauri as thesist of the Posgraduate Institute in the Chimborazo National University. The supervision of it was in charge of the co-Author Mr. Luis Machado as research work tutor.

### **3.8. DEFINITIONS**

Specific terms that are used for explaining and understanding the theory which require a major information to make the book guide more accessible for the user.

Most of terms are included in the theoretical framework of this document and they are explained in Chapter I. The most important are: Vocal tract, phoneme, lexical set, word stress, collocation, homophones, homographs, polysemy, hyponyms, etc.

### **3.9. PROCEDURE**

The presentation begins with a conceptualization of the topics; there is a brief explanation about each one of the topics presented in the book guide. In pronunciation, there is a very small guide about the position of the tongue to the pronunciation of each phoneme with a picture of the vocal tract in order to identify the position of the tongue, teeth, lips and mouth. There are also examples isolated and with pictures included in order to work with the visual learning. There is also a table of three columns with 20 examples of words that contain the phoneme to be practiced with the word, the sound and the meaning into Spanish. After that, there is another table with phrases in order to use the phoneme not only in isolated way but in phrases, that is why there are 20 phrases. Finally, there is the last table with 20 sentences that include words with the sound to be studied.

In Vocabulary, at the beginning there is a brief description about what vocabulary is and the important aspects of vocabulary which are 12. Each aspect of vocabulary has a small concept that describes what it is, it has also examples that better describe it; and finally it has an activity to be done aimed to enhance the knowledge of the particular aspect of vocabulary. There is one activity in each aspect that has the answers at the end of the book guide with the objective that learners make the activity and then compare its answers. There are 10 activities as a whole.

Grammar is another important point that is studied in the book guide; it also has a small concept about it at the beginning. The grammar topics are presented with tables because the The Author considers that it is an easier way to retain the structures. Thus, the

first topic “possessives” includes the personal pronouns, the possessive adjectives, the objective pronouns and the possessive pronouns. The second topic “adverbs” shows the way in which these are formed with some examples that are included. It is necessary to emphasize that the explanation is only about adverbs in one way of construction. It was not possible to set other ways because of the requirements of learners according to the diagnostic speech. The rest of the topics are presented in the same way because the book guide is done by means of a systematic process.

The procedure to the book guide is the following:

1. Concept
2. Drawings or pictures
3. Tables
4. Exercises done by the The Author
5. Exercises to be done by the learners.

### **3.10. OPERABILITY**

#### **3.10.1. Internal and External Information.**

The scope of this book guide involves learners of seventh term “B” of English Major of the Faculty of Education of Chimborazo National University during the school period. However, the information set in the book guide may be shared to all the students and teachers of the English Major, and to all people who consider this one as a very important tool to enhance the oral communication.

### 3.10.2 OPERABILITY

CHART No. 3.1.

ACTIVITIES	OBJECTIVES	METHODOLOGY	DATE	RESPONSIBLE	BENEFICIARY
Meeting with the headmaster of the English Major	To get The Authorization to apply the book guide	Dialogue with The Authorities of the Faculty of Education	October 2014	Magdalena Ullauri	The Authorities of the Faculty of Education Teachers of the English Major Students of the English Major
Socialization of the course and its activities	To request English teachers of the English Major to approve the book guide.	To focus the importance of the book guide	October 2014	Magdalena Ullauri	The Authorities of the Faculty of Education Teachers of the English Major
Diagnostic Evaluation to the students	To evaluate students in their oral communication	To record students speeches	November 2014	Magdalena Ullauri	Students of seventh term “B” the English Major
Elaboration of the book guide	To do the book guide <i>Defeating some</i>	To develop the contents with which	January, February	Magdalena Ullauri	Students of seventh term “B” the English Major



	<i>English Linguistic barriers</i>	students face linguistic barriers	and March 2015		
Course Application	To overcome some language barriers presented in oral communication in the students of English Major	To motivate students To socialize the objectives To do tasks in class and at home	April, May and June 2015	Magdalena Ullauri	Students of eighth term “B” the English Major

Done by: The Author

### **3.10.3. Training**

The contents of the book guide have been applied to the students of eighth term “B” of English Major of the Faculty of Education of Chimborazo National University during the months April, May and June 2015. It is very important to consider that even though this investigation began with the students of seventh term “B” in the year 2014, the book guide was applied to the same students but in the next term, it means to the students of eighth term “B” because of the time of execution of the research work.

### **3.11. BIBLIOGRAPHY**

The bibliography is described in the book guide and its references.

# CAPÍTULO IV

## 4. PRESENTATION AND DISCUSION OF RESULTS

### 4.1. DEPENDENT VARIABLE: ORAL COMMUNICATION

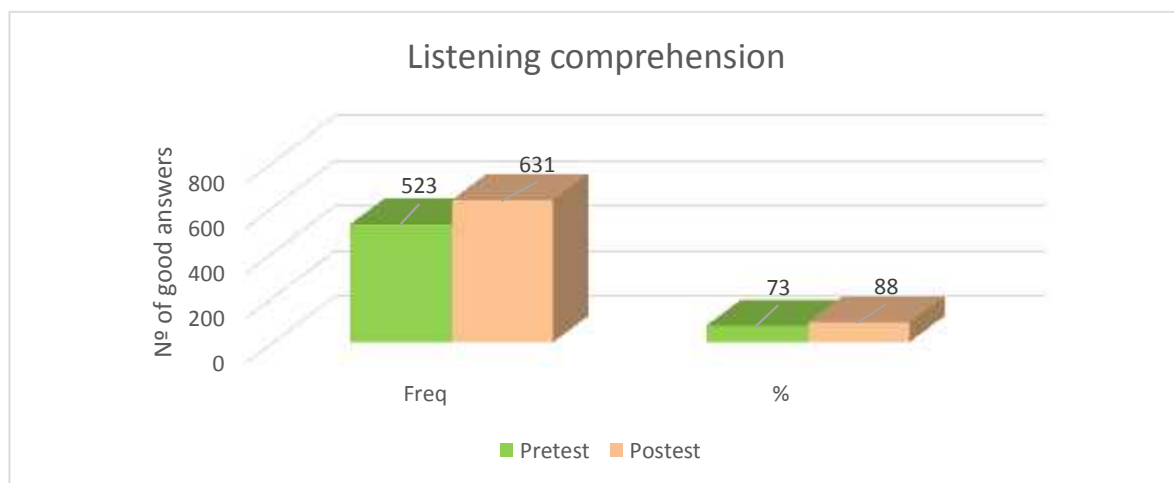
#### 4.1.1 LISTENING COMPREHENSION

**Table N° 4.1**

Listening: grading over /30																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Pre-test	18	20	16	21	23	24	26	24	23	21	20	23	24	23	21	20	21	23	22	21	22	23	21	23	523
Pos-test	25	26	27	25	26	27	25	28	27	26	27	25	26	26	27	26	27	27	26	26	26	27	27	26	631

Source: Comprehension Test-Listening  
Done by: The Author

**Graphic N° 4.1**



Source: Table N° 4.1

Done by: The Author

**ANALYSIS:** In the pre-test, the 24 students got 523 good questions out of 720 good answers that were expected to be answered. That means the 73%. In the posttest, 631 good answers were registered out of the 720, that corresponds to the 88%

**INTERPRETATION:** The book guide helped to develop 15% of improvement of listening comprehension after the application of the book guide.

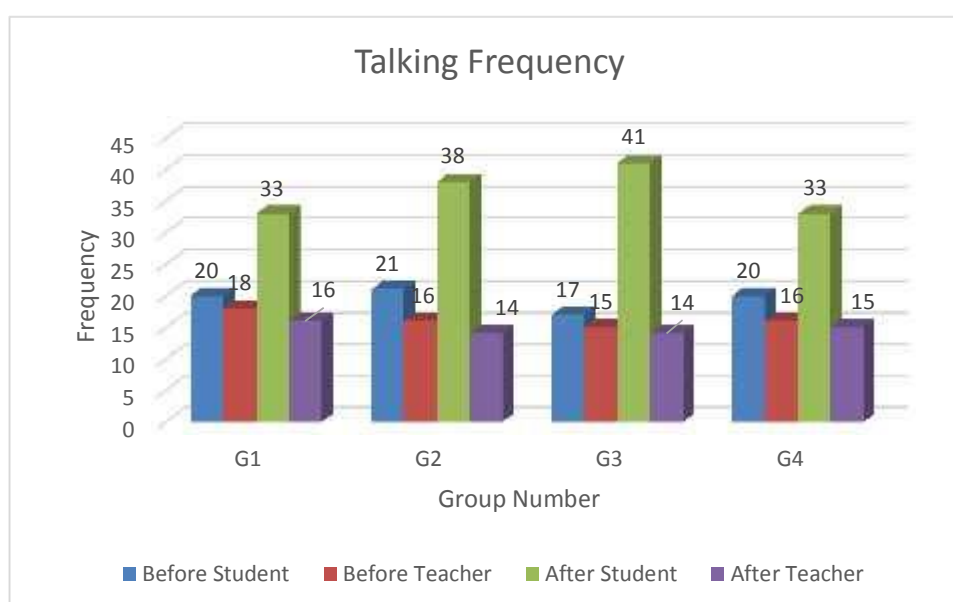
## 4.1.2 SPEAKING

**Table N° 4.2 Talking Frequency**

		Talking frequency			
		G1	G2	G3	G4
Before	Student	20	21	17	20
	Teacher	18	16	15	16
After	Student	33	38	41	33
	Teacher	16	14	14	15

Source: Tally Sheet-speaking  
Done by: The Author

**Graphic N° 4.2 Talking Frequency**



Source: Table N° 4.2

Done by: The Author

**ANALYSIS:** Before the application of the book guide there was an even participation between students and teacher in each of the working groups. There was a difference between two and five. After the application, it is noticeable that students participated more than the teacher. Students doubled their talking frequency, while the teacher remained as much as before the intervention.

**INTERPRETATION:** Students talked twice more than the teacher, as a group, and improved their frequency of speaking.

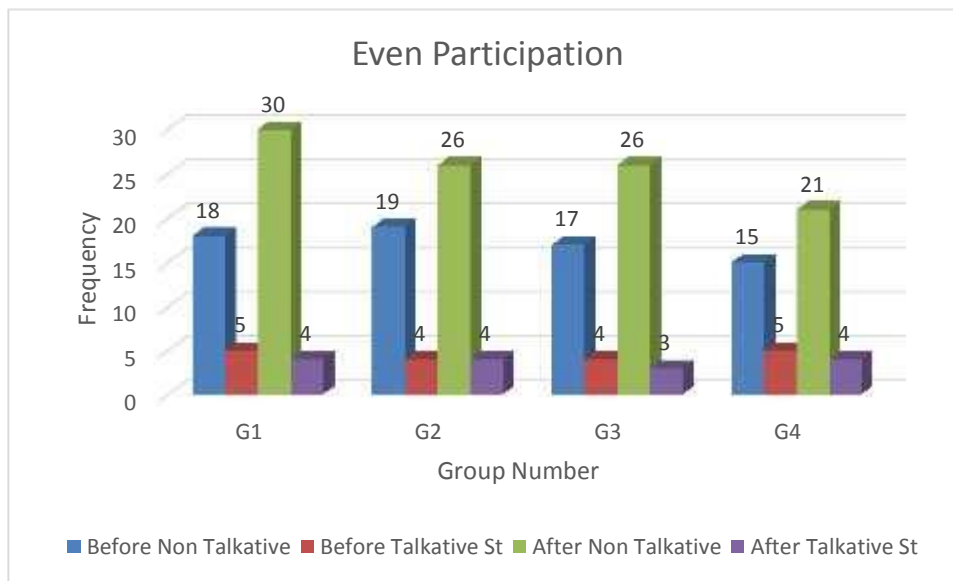
**Table N° 4.3 Even Participation**

		Even Participation			
		G1	G2	G3	G4
Before	Non Talkative	18	19	17	15
	Talkative St	5	4	4	5
After	Non Talkative	30	26	26	21
	Talkative St	4	4	3	4

Source: Tally Sheet - Speaking

Done by: The Author

**Graphic N° 4.3 Even Participation**



Source: Table N° 4.3

Done by: The Author

**ANALYSIS:** In group 1, the six students talked 18 times as a whole. One student, who is talkative, had the chance to talk five times. In group 2, the five students talked 19 times as a whole; the talkative student in this group talked just four. In group 3, the five students, members of this group, talked 17 times; while the talkative student spoke four times. In group 4, the five students talked 15 times against the five times that the talkative student did.

After the application of the book guide, the non-talkative students increased their rate of participation in the group, while the talkative student kept her rate steady.

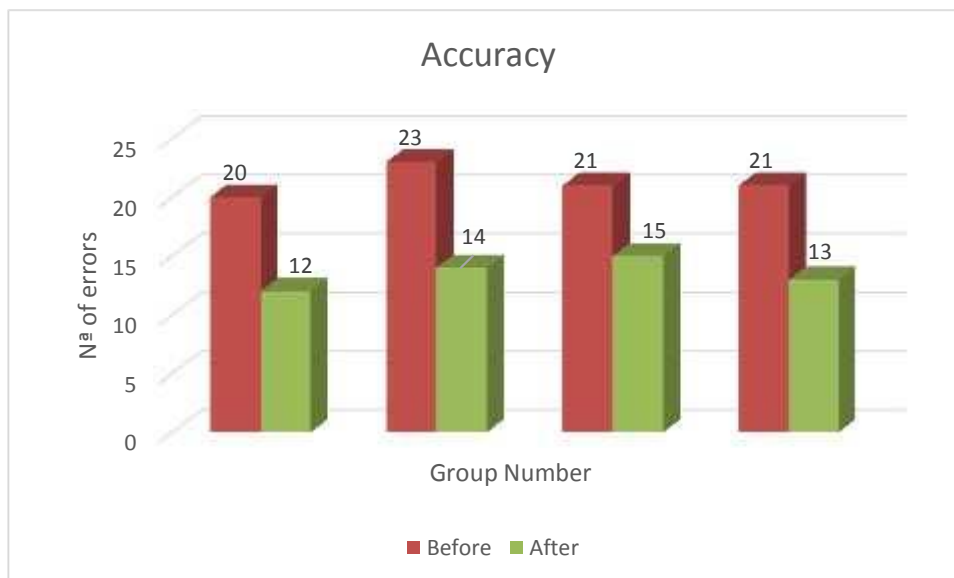
**INTERPRETATION:** the five students in each group increased their talking rate and had no fear of doing it so. There was an increase of 20% in the non-talkative students in their rate of speaking after the application of the book guide.

**Table N° 4.4 Acceptable level of accuracy**

N° of errors	Accuracy			
	G1	G2	G3	G4
Before	20	23	21	21
After	12	14	15	13

Source: Tally Sheet - Speaking  
Done by: The Author

**Graphic N° 4.4 Acceptable level of accuracy**



Source: Table N° 4.4  
Done by: The Author

**ANALYSIS:** The figures in each group is the number of errors as a whole. Before the application of the guide book, group 1 has 20 errors. The average of errors in group 2 is 2.5 and as a whole this group has 23 errors. The average of errors in group 3 is two; as a whole this group has 21 errors. Group 4 has the same number of errors as group 3. After the application, the number of errors decreased.

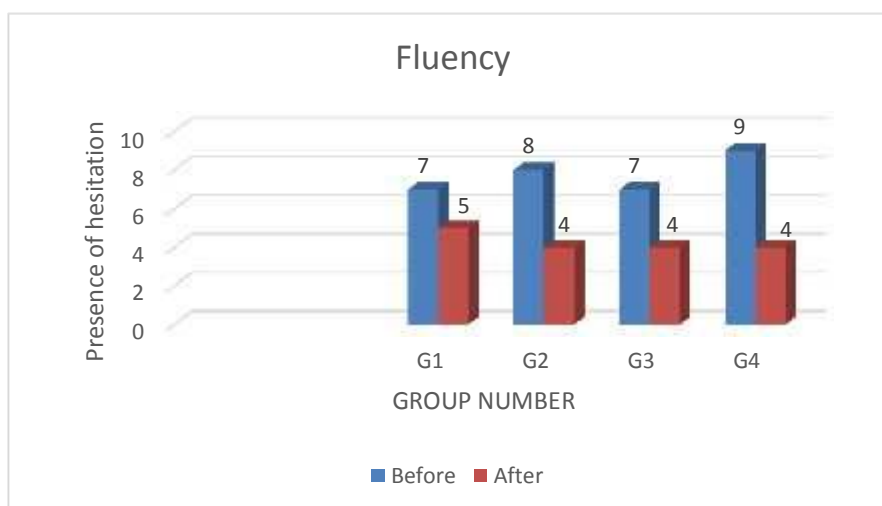
**INTERPRETATION:** The level of accuracy increased since the number of errors is lower with the application of the book guide. The number of errors in the four groups was reduced in 22%.

**Table N° 4.5 Acceptable level of fluency**

Hesitation	Fluency			
	G1	G2	G3	G4
Before	7	8	7	9
After	5	4	4	4

Source: Tally Sheet - Speaking  
Done by: The Author

**Graphic N° 4.5 Acceptable level of Fluency**



Source: Table N° 4.5  
Done by: The Author

**ANALYSIS:** In the four groups the presence and absence of hesitation was even, before and after the application of the book guide.

**INTERPRETATION:** Hesitation is always present when speaking. However, hesitation was reduced in 29%. Fluency increased.



## 4.2. INTERVENING VARIABLE: VOCABULARY

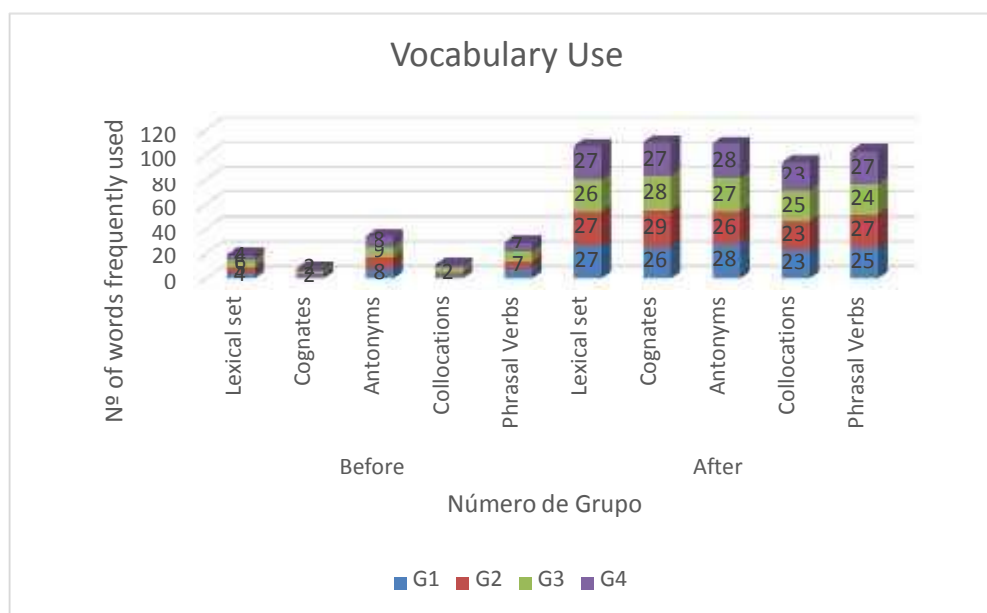
### 4.2.1 FREQUENCY OF USE

Table N° 4.6 Frequency of Use

		G1	G2	G3	G4
Before	Lexical set	4	5	6	4
	Cognates	2	2	2	2
	Antonyms	8	9	9	8
	Collocations	3	2	4	2
	Phrasal Verbs	7	7	8	7
After	Lexical set	27	27	26	27
	Cognates	26	29	28	27
	Antonyms	28	26	27	28
	Collocations	23	23	25	23
	Phrasal Verbs	25	27	24	27

Source: Tally Sheet - Vocabulary  
Done by: The Author

Graphic N° 4.6 Frequency of Use



Source: Table N° 4.6  
Done by: The Author

**ANALYSIS:** The aspects of vocabulary, antonyms and phrasal verbs, were most used by students before the application of the book guide, while lexical sets, cognates and collocations were not known and were very few used. After the application, there was an increase in the use of these aspects of vocabulary. The reason is the use of these words in groups, not isolated.

**INTERPRETATION:** Comparing the figures before and after, in the lexical sets there was an increase of 70%, cognates 87%, antonyms 53%, collocations 79% and phrasal verbs 56%.

### 4.3. INTERVENING VARIABLE: GRAMMAR STRUCTURE

#### 4.3.1 SPOKEN GRAMMAR

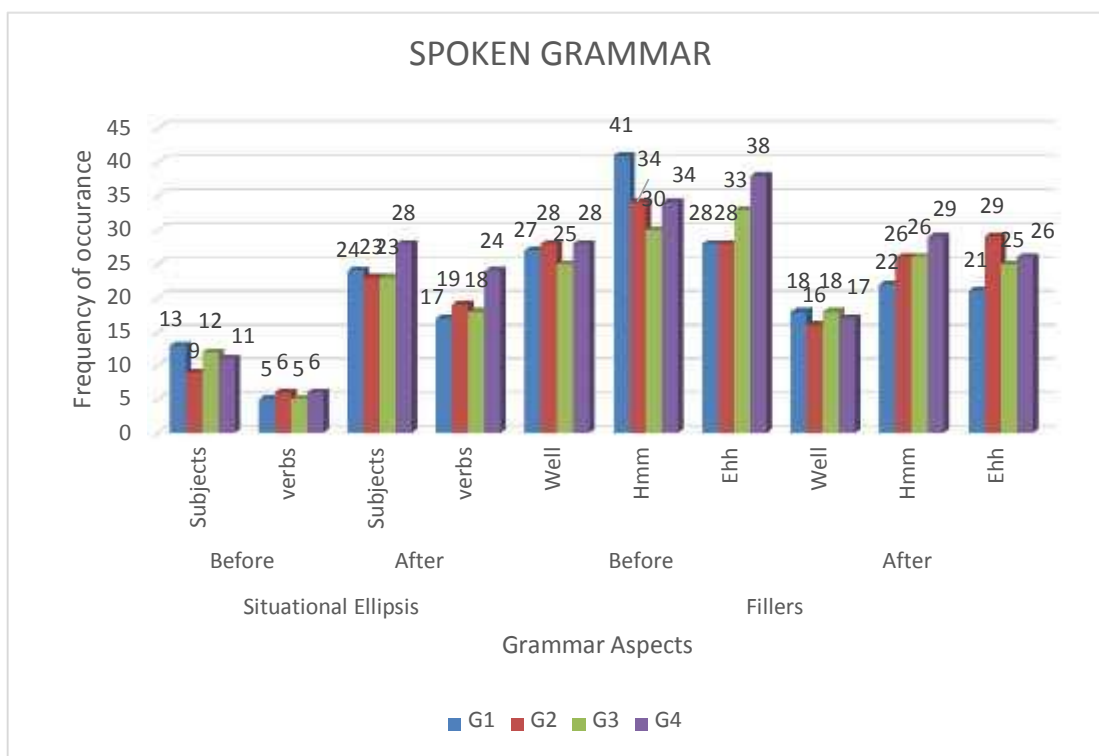
Table N° 4.7

			G1	G2	G3	G4
Situational Ellipsis	Before	Subjects	13	9	12	11
		verbs	5	6	5	6
	After	Subjects	24	23	23	28
		verbs	17	19	18	24
Fillers	Before	Well	27	28	25	28
		Hmm	41	34	30	34
		Ehh	28	28	33	38
	After	Well	18	16	18	17
		Hmm	22	26	26	29
		Ehh	21	29	25	26

Source: Tally Sheet – Spoken Grammar

Done by: The Author

Graphic N° 4.7



Source: Table N° 4.7

Done by: The Author

**ANALYSIS:** The four groups omit subjects more frequently than verbs when speaking. Prior to the application of the book guide, students were applying the written grammar, that is to say, they cared too much in applying the general rules that are taught in grammar. After the application of the book guide, they were aware that written grammar is different than spoken grammar.

That occurs in any language when speaking. In the case of fillers, these were used many times before the application of the book guide, which is normal when speaking. After the application, they still continued using fillers, although in less quantity.

**INTERPRETATION:** Being aware of spoken grammar, students were able to commit “grammar mistakes” when speaking and felt free of doing so. Since they improved their fluency and accuracy, they also used situational ellipsis. In the case of fillers, students continued using them, although in less quantity because they got more confidence in speaking.

## 4.4 HYPOTHESIS TESTING

### 4.4.1 Dependent Variable (Listening)

The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS improves the oral communication (listening & speaking) of the students of class 7 “B” of the English Major.

#### A. Observed Data Table (fo) LISTENING

Table N° 4.8 OBSERVED DATA (dependent variable 1)

		LISTENING grading																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Pretest		18	20	16	21	23	24	26	24	23	21	20	23	24	23	21	20	21	23	22	21	22	23	21	23	523
Posttest		25	26	27	25	26	27	25	28	27	26	27	25	26	26	27	26	27	27	26	26	26	27	27	26	631
Total		43	46	43	46	49	51	51	52	50	47	47	48	50	49	48	46	48	50	48	47	48	50	48	49	1154

Source: grading sheet

Done by: The Author

#### B. Hypothesis Statement

**H1:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES improve** the oral communication (listening) of the students of class 7 “B” of the English Major.

**H0:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES NOT improve** the oral communication (listening) of the students of class 7 “B” of the English Major.

### C. Theoretical Frequency Calculation (ft)

**Table N° 4.9 Theoretical Frequencies (dependent variable 1)**

Pretest		Posttest	
fo	ft	fo	ft
18	8,16	25	11,33
20	9,06	26	11,78
16	7,25	27	12,24
21	9,52	25	11,33
23	10,42	26	11,78
24	10,88	27	12,24
26	11,78	25	11,33
24	10,88	28	12,69
23	10,42	27	12,24
21	9,52	26	11,78
20	9,06	27	12,24
23	10,42	25	11,33
24	10,88	26	11,78
23	10,42	26	11,78
21	9,52	27	12,24
20	9,06	26	11,78
21	9,52	27	12,24
23	10,42	27	12,24
22	9,97	26	11,78
21	9,52	26	11,78
22	9,97	26	11,78
23	10,42	27	12,24
21	9,52	27	12,24
23	10,42	26	11,78

Source: Table N° 4.8

Done by: The Author

### D. Degree of Freedom calculation from observed data table.

$$v = (\text{Columns} - 1) \times (\text{Rows} - 1); (c-1)(f-1)$$

From table N° 4.8

$$v = (24-1)(2-1) = 23$$

**E. Chi Square calculation,  $\chi^2$**

$$\chi^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

**Table N° 4.10  $\chi^2$  CALCULATION (dependent variable 1)**

fo	ft	fo-ft	$(f_o - f_t)^2$	$(f_o - f_t)^2/f_t$
18	8,16	9,84	96,87	11,87
20	9,06	10,94	119,59	13,19
16	7,25	8,75	76,54	10,56
21	9,52	11,48	131,85	13,85
23	10,42	12,58	158,16	15,17
24	10,88	13,12	172,21	15,83
26	11,78	14,22	202,11	17,15
24	10,88	13,12	172,21	15,83
23	10,42	12,58	158,16	15,17
21	9,52	11,48	131,85	13,85
20	9,06	10,94	119,59	13,19
23	10,42	12,58	158,16	15,17
24	10,88	13,12	172,21	15,83
23	10,42	12,58	158,16	15,17
21	9,52	11,48	131,85	13,85
20	9,06	10,94	119,59	13,19
21	9,52	11,48	131,85	13,85
23	10,42	12,58	158,16	15,17
22	9,97	12,03	144,71	14,51
21	9,52	11,48	131,85	13,85
22	9,97	12,03	144,71	14,51
23	10,42	12,58	158,16	15,17
21	9,52	11,48	131,85	13,85
23	10,42	12,58	158,16	15,17

25	11,33	13,67	186,86	16,49
26	11,78	14,22	202,11	17,15
27	12,24	14,76	217,96	17,81
25	11,33	13,67	186,86	16,49
26	11,78	14,22	202,11	17,15
27	12,24	14,76	217,96	17,81
25	11,33	13,67	186,86	16,49
28	12,69	15,31	234,40	18,47
27	12,24	14,76	217,96	17,81
26	11,78	14,22	202,11	17,15
27	12,24	14,76	217,96	17,81
25	11,33	13,67	186,86	16,49
26	11,78	14,22	202,11	17,15
26	11,78	14,22	202,11	17,15
27	12,24	14,76	217,96	17,81
26	11,78	14,22	202,11	17,15
27	12,24	14,76	217,96	17,81
27	12,24	14,76	217,96	17,81
26	11,78	14,22	202,11	17,15
26	11,78	14,22	202,11	17,15
26	11,78	14,22	202,11	17,15
27	12,24	14,76	217,96	17,81
27	12,24	14,76	217,96	17,81
26	11,78	14,22	202,11	17,15
26	11,78	14,22	202,11	17,15
27	12,24	14,76	217,96	17,81
27	12,24	14,76	217,96	17,81
26	11,78	14,22	202,11	17,15
Calculated			731,60	

**F. Comparison with the table at the level of significance and degree of freedom.**

p = probability to find a value bigger or equal than chi square.

p = 0,05

v = 23 (degree of freedom)

To search in the X<sup>2</sup> square table in the 00,5 column and degree of freedom 23.

$$X^2 = 16,91$$



**G. Decision: if calculated  $X^2 >$  tabulated  $X^2$ , then working hypothesis is accepted.**

$$731.60 > 16,91$$

The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES improve** the oral communication (listening) of the students of class 7 “B” of the English Major.

#### 4.4.2 Dependent Variable (Speaking)

The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS improves the oral communication (speaking) of the students of class 7 “B” of the English Major.

##### A. Observed Data Table (fo) SPEAKING

Table N° 4.11  $\chi^2$  CALCULATION (dependent variable 1)

	G1		G2		G3		G4		
	B	A	B	A	B	A	B	A	
Talking frequency	20	33	21	38	17	41	20	33	223
Even Participation	18	30	19	26	17	26	15	21	172
Accuracy	20	12	23	14	21	15	21	13	139
Fluency	7	5	8	4	7	4	9	4	48
Total	65	80	71	82	62	86	65	71	582

Source: Tally sheet - Speaking

Done by: The Author

B = Before A = After

##### B. Hypothesis Statement

**H1:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES improve** the oral communication (speaking) of the students of class 7 “B” of the English Major.

**H0:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES NOT improve** the oral communication (speaking) of the students of class 7 “B” of the English Major.

### C. Theoretical Frequency Calculation (ft)

**Table N° 4.12 Theoretical Frequencies (dependent variable 1 )**

Before		After	
fo	ft	fo	ft
20	24,91	33	30,65
18	19,21	30	23,64
20	15,52	12	19,11
7	5,36	5	6,60
21	27,20	38	31,42
19	20,98	26	24,23
23	16,96	14	19,58
8	5,86	4	6,76
17	23,76	41	32,95
17	18,32	26	25,42
21	14,81	15	20,54
7	5,11	4	7,09
20	24,91	33	27,20
15	19,21	21	20,98
21	15,52	13	16,96
9	5,36	4	5,86

Source: Table N° 4-11

Done by: The Author

### D. Degree of Freedom calculation from observed data table.

$$v = (\text{Columns} - 1) \times (\text{Rows} - 1); (c-1)(f-1)$$

$$v = (8-1)(4-1) = 21$$

From table N° 4.11

**E. Chi Square calculation,  $\chi^2$**

$$\chi^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

**Table N° 4.13  $\chi^2$  CALCULATION (dependent variable 1)**

fo	ft	fo-ft	$(f_o - f_t)^2$	$(f_o - f_t)^2/f_t$
20	24,91	-5	25	1
18	19,21	-1	1	0
20	15,52	4	16	1
7	5,36	2	4	1
21	27,20	-6	36	1
19	20,98	-2	4	0
23	16,96	6	36	2
8	5,86	2	4	1
17	23,76	-7	49	2
17	18,32	-1	1	0
21	14,81	6	36	2
7	5,11	2	4	1
20	24,91	-5	25	1
15	19,21	-4	16	1
21	15,52	5	25	2
9	5,36	4	16	3
33	30,65	2	4	0
30	23,64	6	36	2
12	19,11	-7	49	3
5	6,60	-2	4	1
38	31,42	7	49	2
26	24,23	2	4	0
14	19,58	-6	36	2
4	6,76	-3	9	1
41	32,95	8	64	2
26	25,42	1	1	0
15	20,54	-6	36	2

4	7,09	-3	9	1
33	27,20	6	36	1
21	20,98	0	0	0
13	16,96	-4	16	1
4	5,86	-2	4	1
			calculado	$\Sigma = 37$
			tabulado	32.67

Source: Table N° 4.12  
Done by: The Author

#### **F. Comparison with the table at the level of significance and degree of freedom.**

p = probability to find a value bigger or equal than chi square.

p = 0,05

v = 9 (degree of freedom)

To search in the  $X^2$  square in the 00,5 column and degree of freedom 21.

$$X^2_{\text{tab}} = 32,67$$

**G. Decision: if calculated  $X^2 >$  tabulated  $X^2$ , then null hypothesis is rejected.**

$$37 > 32,67$$

The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES improve** the oral communication (speaking) of the students of class 7 “B” of the English Major.

### 4.4.3 Intervening Variable (Vocabulary)

The application of book the guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS improves the vocabulary load for oral communication of the students of class 7 “B” of the English Major.

#### A. Observed Data Table (fo) VOCABULARY

Table N° 4.14  $\chi^2$  CALCULATION (Intervening variable)

		G1	G2	G3	G4	
Before	Lexical set	4	5	6	4	19
	Cognates	2	2	2	2	8
	Antonyms	8	9	9	8	34
	Collocations	3	2	4	2	11
	Phrasal Verbs	7	7	8	7	29
After	Lexical set	27	27	26	27	107
	Cognates	26	29	28	27	110
	Antonyms	28	26	27	28	109
	Collocations	23	23	25	23	94
	Phrasal Verbs	25	27	24	27	103
		153	157	159	155	624

Source: Tally sheet – Vocabulary  
Done by: The Author

#### B. Hypothesis Statement

**H1:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES improve** the vocabulary of the students of class 7 “B” of the English Major.

**H0:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS DOES NOT improve the vocabulary of the students of class 7 “B” of the English Major.

**C. Theoretical Frequency Calculation (ft)**

**Table N° 4.15 Theoretical Frequencies (Intervening variable)**

Before		After	
fo	ft	fo	ft
4	5	27	5
2	2	26	2
8	8	28	8
3	3	23	3
7	7	25	7
5	5	27	5
2	2	29	2
9	9	26	9
2	3	23	3
7	7	27	7
6	5	26	5
2	2	28	2
9	9	27	9
4	3	25	3
8	7	24	7
4	5	27	5
2	2	27	2
8	8	28	8
2	3	23	3
7	7	27	7

Source: Table N° 4-14  
Done by: The Author

**D. Degree of Freedom calculation from observed data table.**

$$v = (\text{Columns} - 1) \times (\text{Rows} - 1); (c-1)(f-1)$$

From table N° 4.14

$$v = (4-1)(10-1) = 27$$

**E. Chi Square calculation,  $\chi^2$**

$$\chi^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

**Table N° 4.16  $\chi^2$  CALCULATION (Intervening variable)**

$f_o$	$f_t$	$f_o - f_t$	$(f_o - f_t)^2$	$(f_o - f_t)^2 / f_t$
4	5	-1		
2	2	0		
8	8	0		
3	3	0	1	0,37
7	7	0		
5	5	0		
2	2	0		
9	9	0		
2	3	-1	1	0,36
7	7	0		
6	5	1	1	0,21
2	2	0		
9	9	0		
4	3	1	1	0,36
8	7	1	1	0,14
4	5	-1		
2	2	0		
8	8	0	1	0,12
2	3	-1	1	0,37
7	7	0		
27	5	22	45	9,59
26	2	24	48	24,51



28	8	20	39	4,72
23	3	20	41	15,06
25	7	18	36	
27	5	22	44	
29	2	27	54	26,82
26	9	17	35	4,08
23	3	20	40	14,62
27	7	20	39	5,40
26	5	21	42	
28	2	26	52	
27	9	18	37	4,23
25	3	22	44	15,84
24	7	17	33	4,50
27	5	22	45	9,44
27	2	25	50	
28	8	20	39	
23	3	20	41	14,84
27	7	20	40	5,50
calculated				161
tabulate				40.11

Source: Table N° 4.15  
Done by: The Author

### F. Comparison with the table at the level of significance and degree of freedom.

p = probability to find a value bigger or equal than chi square.

p = 0,05

v = 9 (degree of freedom)

To search in the X<sup>2</sup> square in the 00,5 column and degree of freedom 27.

$$\chi^2 = 40,11$$

**G. Decision: if calculated  $X^2 >$  tabulated  $X^2$ , then null hypothesis is rejected.**

$$161 > 40,11$$

The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES improve** the vocabulary of the students of class 7 “B” of the English Major

#### 4.4.4 Intervening Variable (Spoken Grammar)

The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS improves the use of grammatical constructions as procedural knowledge of the students of class 7 “B” of the English Major.

#### A. Observed Data Table (fo) Spoken Grammar

Table N° 4.17  $\chi^2$  CALCULATION (Intervening variable)

			G1	G2	G3	G4	
Situational Ellipsis	Before	Subjects	13	9	12	11	45
		verbs	5	6	5	6	22
	After	Subjects	24	23	23	28	98
		verbs	17	19	18	24	78
Fillers	Before	Well	27	28	25	28	108
		Hmm	41	34	30	34	139
		Ehh	28	28	33	38	127
	After	Well	18	16	18	17	69
		Hmm	22	26	26	29	103
		Ehh	21	29	25	26	101
			216	218	215	241	890

Source: Tally sheet – Grammar

Done by: The Author

#### B. Hypothesis Statement

**H1:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES improve** the use of grammatical constructions as procedural knowledge of the students of class 7<sup>th</sup> “B” of the English Major.

**H0:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES NOT improve** the use of grammatical constructions as procedural knowledge of the students of class 7<sup>th</sup> “B” of the English Major.

**C. Theoretical Frequency Calculation (ft)**

**Table N° 4.18 Theoretical Frequencies (Intervening variable)**

fo	ft	fo	ft
13	11	12	11
5	5	5	5
24	24	23	24
17	19	18	19
27	26	25	26
41	34	30	34
28	31	33	31
18	17	18	17
22	25	26	25
21	25	25	24
9	11	11	12
6	5	6	6
23	24	28	27
19	19	24	21
28	26	28	29
34	34	34	38
28	31	38	34
16	17	17	19
26	25	29	28
29	25	26	27

Source: Table N° 4-17

Done by: The Author

**D. Degree of Freedom calculation from observed data table.**

$$v = (\text{Columns} - 1) \times (\text{Rows} - 1); (c-1)(f-1)$$

From table N° 4.17

$$v = (10-1)(4-1) = 27$$

**E. Chi Square calculation,  $\chi^2$**

$$\chi^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

**Table N° 4.19  $\chi^2$  CALCULATION (Intervening variable)**

$f_o$	$f_t$	$f_o - f_t$	$(f_o - f_t)^2$	$(f_o - f_t)^2 / f_t$
13	11	2	4	0,40
5	5	0	0	0,00
24	24	0	0	0,00
17	19	-2	4	0,20
27	26	1	1	0,02
41	34	7	49	1,45
28	31	-3	9	0,29
18	17	1	1	0,06
22	25	-3	9	0,36
21	25	-4	16	0,65
9	11	-2	4	0,37
6	5	1	1	0,19
23	24	-1	1	0,04
19	19	0	0	0,00
28	26	2	4	0,15
34	34	0	0	0,00
28	31	-3	9	0,29
16	17	-1	1	0,05
26	25	1	1	0,02
29	25	4	16	0,65
12	11	1	1	0,12
5	5	0	0	0,00
23	24	-1	1	0,04
18	19	-1	1	0,04
25	26	-1	1	0,05
30	34	-4	16	0,48

33	31	2	4	0,13	
18	17	1	1	0,06	
26	25	1	1	0,05	
25	24	1	1	0,04	
11	12	-1	1	0,12	
6	6	0	0	0,00	
28	27	1	1	0,04	
24	21	3	9	0,43	
28	29	-1	1	0,03	
34	38	-4	16	0,43	
38	34	4	16	0,47	
17	19	-2	4	0,21	
29	28	1	1	0,04	
26	27	-1	1	0,04	
				calculated	$\Sigma = 7,99$
				tabulate	7,81

Source: Table N° 4.18

Done by: The Author

### F. Comparison with the table at the level of significance and degree of freedom.

$p$  = probability to find a value bigger or equal than chi square.

$p = 0,05$

$v = 21$  (degree of freedom)

To search in the  $X^2$  square in the 00,5 column and degree of freedom 6.

$$X^2_{\alpha} = 7.81$$

**G. Decision: if calculated  $X^2 >$  tabulated  $X^2$ , then null hypothesis is rejected.**

$$7.99 > 7.81$$

**H1:** The application of the book guide DEFEATING SOME ENGLISH LINGUISTIC BARRIERS **DOES improve** the use of grammatical constructions as procedural knowledge of the students of class 7 “B” of the English Major.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Conclusions**

- The book guide “Defeating Some English Linguistic Barriers” proved to be effective for correcting some aspects in phonology, increase the use of vocabulary and to improve speaking through the elimination of some grammatical features that are understood when speaking.
- Oral communication was improved.
- The book guide “Defeating Some English Linguistic Barriers” is effective for small groups and with a difference of more than the 15% between previous and post knowledge.
- The application of the book guide “Defeating Some English Linguistic Barriers” permitted that students have more self-confidence when speaking.



## **5.2. Recommendations**

- To adapt the book guide contents to be applied as part of the syllabus content in grammar contents.
- To adapt the book guide contents to be applied as part of the syllabus content in phonetics and phonology contents.
- To socialize the results among grammar and language skills teachers.

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# ANNEXES

## **Attachment 1. Topics that were given as a speech in English**

1. The economic situation in Ecuador
2. Miss Universe Contest
3. Pregnancy in teenagers
4. Drugs, poisonous for life
5. Single mothers
6. To be an English teacher
7. Ecuadorian culture
8. American culture
9. Presence education vs distance education
10. Poverty
11. Richness
12. Extreme Sports
13. Facebook
14. The Equity of Gender
15. English Language and its influence around the world
16. The environment pollution
17. Woman violence
18. The Depression
19. Social Networks
20. The University
21. Prostitution
22. Old People
23. Human rights
24. Sex in teenagers

## **Attachment 2. Listening Tests**



### **Attachment 3. Data Collection Tools**

## **Attachment 4. Project**