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TITLE OF THE RESEARCH WORK

**"ANALYSIS OF THE ENGLISH LANGUAGE USAGE OUTSIDE THE
ACADEMIC CONTEXT AND ITS INCIDENCE IN THE DEVELOPMENT OF
SPEAKING SKILL IN STUDENTS OF SIXTH SEMESTER FROM UNACH
LANGUAGES CAREER PERIOD APRIL-AUGUST 2019"**

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FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS
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COMMITTEE MEMBERS CERTIFICATE

TITLE OF RESEARCH WORK: "ANALYSIS OF THE USAGE OF THE ENGLISH LANGUAGE OUTSIDE THE ACADEMIC CONTEXT AND ITS INCIDENCE IN THE DEVELOPMENT OF SPEAKING SKILL IN STUDENTS OF SIXTH SEMESTER FROM UNACH LANGUAGES CAREER PERIOD APRIL-AUGUST 2019."

Work presented as requirement for obtaining the Bachelor's degree of "licenciatura en Ciencias de la Educación, profesor de Idiomas Inglés" It has been approved by the committee members at Universidad Nacional de Chimborazo. In constancy with all exposed sign

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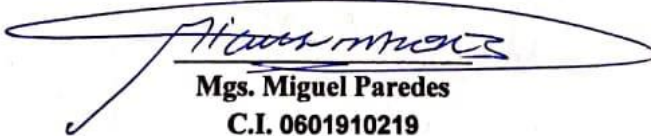
Mgs. Miguel Fernando Paredes Amoroso, professor of Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, in my capacity of thesis director of this research work presented by Jhon Jairo Inca Guerrero, prior to obtain the degree of “Licenciado en Ciencias de la Educación, Profesor de Idiomas; inglés” whose theme is:

ANALYSIS OF THE ENGLISH LANGUAGE USAGE OUTSIDE THE ACADEMIC CONTEXT AND ITS INCIDENCE IN THE DEVELOPMENT OF SPEAKING SKILL IN STUDENTS OF SIXTH SEMESTER FROM UNIVERSIDAD NACIONAL DE CHIMBORAZO LANGUAGES CAREER PERIOD APRIL-AUGUST 2019

Certify that this research project has been completed to 100%. It fulfilled with all stablished parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 21 de agosto de 2019



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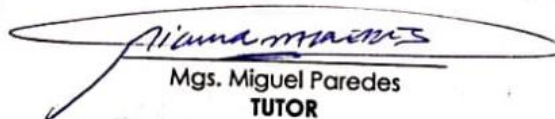
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The ideas, commentaries, specified in this document are responsibility of this author

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I am thankful with Universidad Nacional de Chimborazo and all my teachers who taught me all about the language and being a teacher. Specially to my tutor Mgs. Miguel Paredes who guided me to develop this research.

Jhon Inca

DEDICATORY

*I'd like to dedicate this work to God because He
guided me in all the time along this process.
To my parents and siblings, to my girlfriend and friends
they are mi support for facing the world*

Jhon Inca

INDEX

COVER	I
COMMITTEE MEMBERS CERTIFICATE.....	II
CERTIFICATE OF THESIS TUTOR	III
URKUND CERTIFICATE.....	IV
AUTHORSHIP.....	V
ACKNOWLEDGMENTS	VI
DEDICATORY	VII
INDEX	VIII
RESUMEN.....	X
ABSTRACT.....	XI
CHAPTER I.....	1
REFERENTIAL FRAMEWORK	1
1.1 INTRODUCTION	1
1.2. RESEARCH PROBLEM	3
1.3. PROBLEM STATEMENT.....	3
1.4 FORMULATION OF THE PROBLEM	4
1.4.1 GUIDING QUESTIONS	4
1.5. OBJECTIVES:	5
1.5.1. GENERAL OBJECTIVE	5
1.5.2. SPECIFIC OBJECTIVES	5
1.5.3. OBJETIVES OPERACIONALIZATION	6
1.6 JUSTIFICATION	7
CHAPTER II	8
THEORETICAL FRAMEWORK.....	8
2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED	8
2.2 THEORETICAL FOUNDATIONS BASIS	8
2.2.1 The use of the English Language outside the academic context	8
2.2.2. Benefits for practicing speaking	9
2.2.3 Activities to encourage the development of speaking skill	12
2.3 SPEAKING DEFINITION.....	13
2.3.1 Speaking characteristics	13
2.3.2 Types of spoken language	14
2.4. BASIC TERM DEFINITIONS	15
CHAPTER III.....	16
METHODOLOGICAL FRAMEWORK.....	16
3.1. RESEARCH DESIGN.....	16
3.2. TYPE OF INVESTIGATION	16

3.3. LEVELS OF RESEARCH	16
3.4 METHODS OF RESEARCH.....	16
3.5 POPULATION AND SAMPLE.....	16
3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA	17
3.7 PROCEDURE	17
CHAPTER IV	19
ANALYSIS AND INTERPRETATION OF THE RESOULTS.....	19
CHAPTER V	28
CONCLUSIONS AND RECOMENDATIONS	28
5.1 Conclusions	28
5.2 Recommendations	28
BIBLIOGRAPHY	29
ANNEXES	30

RESUMEN

El idioma inglés se ha convertido en uno de los idiomas más hablados alrededor del mundo. Es considerado como el idioma oficial para la comunicación global. Este hace posible la comunicación entre personas que no hablan el mismo idioma. Por este motivo la destreza oral es una de las habilidades comunicativas más importantes para ser dominadas. Además, la comunicación oral es el acto de compartir información de uno a otro, entonces la comunicación puede ocurrir. En este proyecto el investigador ha analizado el uso del inglés fuera del contexto académico y su incidencia en el desarrollo de la destreza oral en estudiantes de Sexto Semestre de la Carrera de Idiomas de la Universidad Nacional de Chimborazo en el periodo académico abril-agosto del 2019. El propósito de esta investigación es de analizar como el uso del idioma ingles fuera del aula de clase afecta el desempeño de la destreza oral. El principal problema encontrado en la investigación fue que los estudiantes tienen problemas para comunicarse de manera oral debido a la falta de práctica del idioma fuera del salón de clases, además fueron identificados otros factores como la falta de confianza para hablar en frente de personas, el miedo a ser juzgados cuando cometen un error. Estos factores han influido en la personalidad de los estudiantes para evitar hablar en inglés. Además, factores motivacionales han fallado en el momento de alentar a los estudiantes para usar el inglés fuera del salón de clases. Talvez las personalidades de los estudiantes no encajan con la técnica motivacional aplicada, retrasando el proceso de aprendizaje de la destreza oral. Esta investigación busca analizar las técnicas apropiadas para motivar a los estudiantes de manera que pierdan el miedo a hablar inglés, motivarlos con alguna recompensa por su esfuerzo, haciendo uso de Realia en la clase para prepararlos para lo que puedan encontrar fuera del salón y creando grupos extracurriculares para incentivar a que los estudiantes con intereses en común hablen en inglés.


ABSTRACT

English language has turned into one of the most spoken languages around the world. It is considered as the official language for global communication. It makes possible the communication among people that do not speak the same language. Thus speaking is one of the most important skills for communicating. Moreover, Spoken communication, is the act of transferring information from one to another, so the communication happens. In this project the researcher has analyzed the usage of English outside the academic context and its incidence in the development of speaking skill at Sixth Semester from Universidad Nacional de Chimborazo Languages career academic term April-August 2019. The purpose of this research is to analyze how the usage of language English affects the performance of speaking skill. The main problem found on this research was that students have problems to speak meaningfully because of the lack of practice of the language outside the classroom. Different factors have been identified for instance the lack of confidence for speaking in front of people, the fear to being judge when they make a mistake influence students' behavior to avoid the usage of spoken language. Moreover, Motivational factors has failed at the moment of encouraging the learner to speak outside the academic context perhaps student's personalities needs are not according to the motivational technique applied delaying the learning process of the Spoken Language. This research is seeking to analyze the properly techniques to encourage students to avoid the fear of speaking the English as motivate them through Rewards for their effort. bringing realia into the classroom to prepare students for what they will find outside the classroom, create extracurricular groups to foster the Spoken language among students with common interest.

Key words: Speaking outside the classroom, Motivational techniques.


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PEDAGOGÍA DE LOS
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EXTRANJEROS

CHAPTER I

REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

English is considered as one of the most important languages around the world due to its use as the universal language to establish communication among countries that do not speak the same language. For this reason, English today is believed to be the most influential medium in bridging global communication. A large proportion of learners in the world study this language hard in order to communicate with native speakers or speakers of other languages. Learning a new language involves skills of listening, speaking, reading and writing (Hughes, 2002). Speaking as one of the four language skills is an act of pure communication. It plays an important role for learners' language development. Learners' oral skills are considered crucial in the process of learning a language growth in that communicative competence develops shifting from oral to written mode, spoken language comes first. The reason is that the natural way of acquiring the language is initiated through spoken language.

For this reason, a good English proficiency is very important for spreading the good dominance of this language in order to prepare the students for being able to face the different professional requirements that the globalized community is looking for, including Speaking English, because it is one of the most basic ones. According to Anderson (2001) a second language teacher focuses on the interface between what teachers know, or need to know, about language and their pedagogical practice to boost the cognition process. However, teaching students a foreign language might be very challenging task, since the process of learning a new code for communicating (language) could be frustrating for the students. Moreover, many of them are not aware about the importance of enhancing the performance of the language. Besides, the students have to master different elements of language in order to say what they want to communicate. However, there are some factors that probably do not permit the students use the language for instance, they could feel silly speaking a language in which they know they are making mistakes. They might think that it is useless to communicate with their classmates in a foreign language.

Therefore, to enhance the speaking skill is very important that the learner practices the language in different context, not only in the academic, Using the second language continuously can ameliorate the proficiency on it (Fisher, 2013) .Thus, it could be understood that as much they practice speaking skill better results can be obtained. Based on these points it could be notice that most of students at sixth semester of language career may not practice English outside the classroom. Thus, their English level performance is not the appropriate for the requirements that is supposed they should have.

This study has been organized into three chapters that are then exposed:

- ❖ **Chapter I:** The referential framework, research problem, problem statement, formulation of the problem and objectives are presented.
- ❖ **Chapter II:** The theoretical framework is included, theoretical background regarding to the problem to be investigated, theoretical foundation basis and basic terms definitions.
- ❖ **Chapter III:** The Methodological framework contains, research design, type of investigation, level of research, methods of research, population and sample, techniques and instruments for collecting data, operationalization of specific objectives, schedule, bibliography and annexes.

1.2. RESEARCH PROBLEM

Students at 6th semester of languages career do not use the English Language outside the academic context. Therefore, they have a low level of speaking skill.

1.3. PROBLEM STATEMENT

The Ecuadorian educative system has tried to enhance the English learning process in order to fill the professional and global needs. Thus, according to the curriculum from Ecuador's ministry of education students who have finished the high school have to get a B1 level in the four skills of the language (Anna, 2016). It means that learners have to be able to communicate fluently and accurately to establish an effective communication among them. Qureshi (2016) states "Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech." But, in our country The English Language has been focused on teaching grammatical rules and learn vocabulary without using it in real situations, as a result, a deficit in the usage of speaking skill arises since the students do not feel the need to use the language with a communicative purpose.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). It is one of the most relevant skills that allows learners to communicate immediately. Nevertheless, speaking is one of the most difficult skill to enhance since it requires a special effort due learners must practice as much as they can for getting good results in their oral performance.

It is important to remark that according to an EF EPI (English Proficiency Index) research, Riobamba ranks number seventh from eight cities from Ecuador with a low level of English proficiency. Based on this data it is possible to state that the language skills have not been honed in the academic environment. Nonetheless, according to some interviews to English learners and teachers one of the less-developed skill is speaking since students rarely use the language inside the classroom even less outside of it.

Students from sixth semester of Language career at Universidad Nacional de Chimborazo seldom use the language outside the academic context. According to the

experience of the researcher as student from the languages career this problem is related with different factors like: the lack of confidence to use the language because they become afraid about being judge if they make a mistake. Another factor is that students use the language in a closed academic context owing to they use the English for get grades on the university. Therefore, their English is getting fossilized due to the lack of usage. The last factor is the limited vocabulary for real situations since it has negative results to stablish a conversation non-related with academic contents.

1.4 FORMULATION OF THE PROBLEM

How English language usage outside the academic context affects the development of speaking skill to sixth semester students Languages career, at period April-August 2019?

1.4.1 GUIDING QUESTIONS

- Reasons why English is not spoken outside the classroom?
- How speaking outside the academic context affects the development of English in their academic performance?
- How to encourage students to speak English outside the classroom?

1.5. OBJECTIVES:

1.5.1. GENERAL OBJECTIVE

To analyze the usage of the English Language outside the academic context and its incidence in the development of speaking skill in students of sixth semester from Universidad Nacional de Chimborazo, Languages career period April-August 2019

1.5.2. SPECÍFIC OBJECTIVES

- To identify how the lack of spoken language outside the classroom affects students' performance
- To recognize the reasons why the students do not speak English outside the classroom
- To analyze the motivational techniques applied to help students to speak outside the classroom

1.5.3. OBJETIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Linguistic	How Language usage outside the academic context affect in the development of speaking skills in students of sixth semester from Universidad Nacional de Chimborazo Languages career period April-August 2019?	How the lack of spoken language outside the classroom affects students' performance?	To analyze the English Language outside the academic context and its incidence in the development of speaking skills in students of sixth semester from	To identify how the usage of English outside the classroom affects student's performance.
		Reasons why the students do not speak English outside the classroom?		To recognize the reasons why the students do not speak English outside the classroom
		How encourage students to speak English outside the classroom?	Universidad Nacional de Chimborazo Languages career period April-August 2019	To analyze the motivational techniques applied to help students to speak outside the classroom

Done by: Jhon Inca

1.6 JUSTIFICATION

The researcher has realized that some students are not able to perform an appropriated usage of speaking skill bringing problems in their academic performance. The research is oriented in the analysis of the usage of English outside the academic Students at 6th Semester of Languages Career due the learners cannot speak English Language outside the academic context. The lack of confidence for speaking the language makes them become afraid of being judge when they make a mistake, another factor is that English is spoken in closed contexts. Furthermore, the learners are not being encouraged in an effective way. These problems cause some issues like fossilization of speaking skill. It refers to a barrier produced for the lack of learning of the spoken language, besides it is related to the learning process in which incorrect language becomes a habit and cannot easily be corrected. In speaking performance that could produce a communicative gap between the speaker and the listener since the communication can be misunderstood or broken, a limited vocabulary is a problem that some students would face bearing situations where it is needed to use different expressions that have not been learned. This research is important since it is going to help to identify the correct motivational techniques to help students to feel encouraged to speak outside the academic context. Moreover, it is going to help the students in the academic performance to get better results in the learning process because they are going to be able to communicate properly. It is going to help the student to overcome their shyness to speak in front of many people.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

There is a research related with this topic called **“Use of English beyond the Classroom Wall: A Study of Undergraduate Students’ Out-of-Class English Learning Activities”** done by Tanjila Ferdous. The general objective of this research was to identify activities for learning outside the class which will benefit the students’ benefits and make them aware of getting involved in those activities in conscious way. The conclusion of this research was that the use of out-of-class learning may vary from individual to individual. However, studies of successful language learners from a variety of contexts and language learning backgrounds demonstrate, the determination to apply their developing language skills outside the classroom can play a crucial role for learners in terms of their second language development. The author’s recommendation was that the usage of social networks is an activity that engage and encourage learners to use the language outside the English classroom (Ferdous, 2013)

After investigating researches in the UNACH library, is important to remark that there are not similar researches in Universidad Nacional de Chimborazo as the research already proposed.

2.2 THEORETICAL FOUNDATIONS BASIS

2.2.1 The use of the English Language outside the academic context

Out-of-classroom learning offers fantastic opportunities and rewards to both learners and teachers alike. It makes learning more engaging and relevant. By taking learning beyond the classroom learners will find a lot of opportunities to make learning concepts, real and relevant by putting them into a more realistic context owing to the knowledge is acquired in a meaningful way.

Many concepts which seem too difficult to get a grasp of in the classroom are a lot easier to understand in the big wide world when they are set in context, and when the

learner are more engaged and motivated to understand and learn. It can improve its creativity and imagination. Moreover, their minds are free to explore different steps for getting the concept.

Out of class English learning is based on activities that have done outside the academic context and those are defined as students' activities in listening, speaking reading, writing, vocabulary learning, and grammar learning to improve their English outside of the classroom. Benson (2001)

2.2.2. Benefits for practicing speaking

Develop language through play and experimentation, expose them to new opportunities and they will get the chance to enjoy almost limitless resources for this reason according to Ferdous (2013), there are many benefits for practicing speaking outside the academic context.

Improve fluency

Speaking a language helps to enhance the knowledge of grammar, vocabulary, and pronunciation from the back of the mind to the front of it, from slow memory to the quick memory. Given time, this will improve the fluency and memory as well.

Motivation

The most exciting part about learning a new language is communicating since we want to have the ability to talk to anyone, from anywhere in the world. When people have enough skills under their control to open up the mouth and talk to the people, really using the language, it is genuinely exciting. Talking to people in their own language is challenging trying to keep up with the speed of the words. Offering a reward to students to speak English could be sometime attractive for new learners due they feel like their effort is being appreciated. (Duzer, 1997)

Intrinsic motivation

Is a drive that comes from within a person. People are intrinsically motivated when they enjoy doing an activity.

Extrinsic motivation

Is a drive that comes from outside of a person. People are extrinsically motivated when they want to gain a reward like a prize or a good grade or avoid a punishment. Generally, when someone already has intrinsic motivation, rewarding them can actually decrease their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance. However, when someone is not interested in a subject meaning they have no intrinsic motivation to learn about it giving rewards can get them to participate in the activity, which might then spark some intrinsic motivation within them. Extrinsic motivation can lead to intrinsic motivation. Though this is not always the case, most ESL students already have intrinsic motivation to learn English. They have a goal in mind, whether it is related to business, academics or something else, and English is necessary for them to reach their goal. So they want to engage in learning the language (Gillis, 2013).

Make class communicative

Part of the joy of language is using it to communicate. Language learners get a rush when they can successfully translate their thoughts into words and get their points across.

Learners want to know that there's a purpose behind what they do even if the activity is as simple as digging a hole.

Bringing realia into the classroom will make the students more prepared for what they will find outside your classroom walls

Project-based learning is a great way to keep things focused on reality, since it starts with a true-to-life problem and asks students to solve it.

Make class fun

Making class fun is a surefire way to up intrinsic motivation levels. When students are having a good time, they'll be more engaged in learning. Their motivation will come from them rather than from the teacher. It means teacher has to find the best ways to help the students have a good time while they learn. Use social media in class. You can have great conversations with friends and strangers alike when you put yourself out there on social media. Invite pop culture into class. People love movies, magazines and contemporary music. Use them in class for listening activities, reading activities or to learn new vocabulary.

Learning from their mistakes

Speaking English out loud helps to expose any gaps in the vocabulary and grammar. When someone is talking to another person and struggling whether it is to finish a sentence or understand what they are saying.

Speakers can learn from their mistakes, when they realize that they are making a mistake they must learn the correct way to avoid use the mistake again. However, it is important to speak with someone skillful to get a good feedback about the oral performance. Speaking with a native English speaker is the quickest way to correct their mistakes, they can point out where it is going wrong.

Define the importance of Language skills.

Speaking and listening correctly a foreign language will boost those practical communication skills in a way that textbook learning never will (Rivers, 1999) . Thus, is important to offer several activities to enhance the usage of communicative skills to get involved with the English language to be able to face real situations. The speaker must be able to know that the usage of English only in school is not enough to master the skill.

2.2.3 Activities to encourage the development of speaking skill

One of the most effective ways for English second language teachers to assist their students in developing English fluency is to encourage them to speak English outside the classroom (Lewis, 1997) . This is not always an easy task, as many EFL students live in non-English speaking households and often socialize with friends who also speak the same native language. However, when teachers provide opportunities to use English in an engaging and meaningful way, ESL learners will naturally be more motivated to take risks and explore the language because it is relevant to their personal experience.

Groups and Clubs

Often, the less-structured environment of extracurricular activities such as clubs and sports teams are a great arena in which to motivate ESL students to use the language. The low-pressure environment lets youngsters practice communicating in English in a hands-on, interactive way. They don't have to worry about being graded or tested and their motivation levels may be higher because they are engaged in an activity they enjoy. In interacting with English-speaking peers, ESL students can find common ground on which to share stories through the use of language.

Social Media

Social media networks can help teachers and students to interact in English outside the classroom. If appropriate in terms of students' maturity levels, the use of Facebook, Twitter and other social networks allows teachers and students to engage in discussion about assignments, events and other topics pertaining to English. Social media sites and their accompanying networking tools can broaden students' awareness and knowledge of English, as well as build their confidence and boost their motivation to become more fluent. For today's youngsters the called "digital generation", social media is in many ways their "real world," and its use can help them build their vocabulary. Of course, there are caveats when it comes to social media. Parental permission must be obtained before embarking on lessons using social media, and students' social network activities must be continuously monitored and reviewed.

2.3 SPEAKING DEFINITION

Speaking is an interactive process of constructing meaning which consists of producing and receiving, and processing information (Brown, 1994). The form and meaning of spoken language depend on the context in which it occurs and the context itself includes the participants, their collective experiences, the physical environment, and the purposes for speaking. It means one of the most influential factors that affects how and why students learn to speak English are the place where they are acquiring the language owing to they learn the language from their teachers. Moreover, students are exposed to the vocabulary from the teacher and pronunciation as well. On the other hand, the purpose of the language (language functions) has a relevant importance in the use of the spoken language, because the student knows what is the focus of their speech for instance asking questions, describing people, etc.

It is important to highlight that the correct use of spoken language is very useful for the professional development of students that are been training for becoming English teachers since their futures students will learn the use of the language from them and depends on the teacher give to the students the correct input for getting the right output. Moreover, speaking is helpful not only for oral communication due to is considered as the most effective means of gaining a fluent reading knowledge and correct speech as the foundation for good writing owing to the most direct way to communicate is the oral production, for this reason the acquisition of new knowledge it is succeed because the person who receives the message it does at the moment when the information is transmitted.

2.3.1 Speaking characteristics

Fluency

Fluency is the flow and efficiency with which speaker express their ideas, particularly when speaking (Council, 2019). It is an important characteristic to ensure an effective conversation among people since it allows the speaker been engaged with the topic of discussion. Moreover, it facilitates a faster speech creating a good environment between the speaker and the listener. Thus, in the academic context, it is one of the most

important factors in an oral presentation or debate due to the speaker looks for persuade the audience about what it is trying to communicate.

It is remarkable that the way how the topic is explained by the speaker is as important as the content of their presentation. Therefore, outside of the classroom, fluency can help learners to socialize with native English speakers. Besides, it helps to avoid misunderstandings when they are facing this kind of circumstances.

Accuracy

Another characteristic of a good speaking skill is accuracy, it demonstrates the ability to use the necessary vocabulary, grammar and punctuation correctly (Council, 2019). It is important that the speaker expresses its ideas by means of accurate structures with coherence and cohesion. For instance, the correct choice of verb forms, articles and prepositions.

Accuracy permits that the message does not being misunderstood, consequently the communication will not be broken. owing to the message is received without being distorted.

This characteristic allows the speaker to adapt its vocabulary based on the situation that it is happening, it means the speaker is going to be able to use correct words for a determined situation which could be formal or informal. For instance, a good speaker can talk using appropriate lexicon according to the audience. It minds the speaker could use technical words for an academic context, on the other hand, the speaker is going to be able to use colloquial words as slangs, idioms and contractions to talk with friends, family, or classmates.

2.3.2 Types of spoken language

According to Nunan there are two types of spoken language in which Monologue is when the speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, etc., the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends. There are two types of monologue, planned or unplanned.

Planned monologues such as speeches and other prewritten material usually express little redundancy and are therefore relatively difficult to comprehend what the speaker

tries to communicate. While unplanned monologues for example spontaneous lectures and stories in conversations, it is characterized because it shows redundancy, which makes for ease in comprehension, however the presence of more variables in the performance can either help or hinder comprehension of the message. (Nunan, 1999)

It is important to highlight that a monologue does not have any feedback verbally from the audience. Moreover, a monologue usually makes it difficult for English second language learners to follow and comprehend the information. If the audience is non-experienced on the related topic they need to hear the content several times to better understand what is being discussed.

Dialogues is more active than monologue due involve two or more speakers and it can be subdivided into those exchanges that promote social relationships and those for whose purpose is to convey factual information. In both cases, participants may have a good deal of shared knowledge. Therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. This type of spoken language is helpful to enhance the ability to face suddenly situations where the speaker should argue something.

Generally, a dialogue is not planned and the speaker must be able to choose the correct phrases to start a conversation, to join it, to confirm, to argue, to reject, to invite, to comment and so on. It is important for the speaker know about the different types of spoken language since they can use both when it is required.

2.4. BASIC TERM DEFINITIONS

Speaking: Speaking is what we do when we talk to each other, either out loud or through sign language

Performance: The action or process of performing a task or function.

Language skills: are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

These skills are Listening, Speaking, Reading, and Writing.

Techniques: A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is focused on analyzing the influence of the usage of English Language outside classroom and how it influences in the development of speaking skill at students of sixth semester from UNACH languages career period April-August 2019. To get the results it was delivered a questionnaire in order to analyze and interpret the results in order to highlight the influences of the use of the English language outside the classroom in their speaking skill.

3.2. TYPE OF INVESTIGATION

Qualitative. - The research is a primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations about the lack of usage of English outside the classroom.

3.3. LEVELS OF RESEARCH

Descriptive research. Owing to it shows a description about how the usage of the English language outside the academic context is very important to improve the speaking skill.

3.4 METHODS OF RESEARCH

Ethnographic method. Because it will be suited for the educational field; ethnographic is a qualitative design in which the researcher analyzes how the usage of English language outside the academic context affects in the developing of the speaking skill in students at sixth semester of languages career in UNACH.

3.5 POPULATION AND SAMPLE

Population: It was considered sixth semester from UNACH languages career. It consists in 12 students since it is a small population, it was not necessary to take a sample.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For data collection the following technique and instrument will be used:

Survey

This technique will be used to determine how influences the usage of English outside the academic context due we can obtain information in an effective way which will give relevant results for the topic that is being researched

Instrument:

A questionnaire will be used as instrument to collect the data. It will contain 8 closed-questions about the usage of English outside the academic context. The questionnaire will be delivered to 12 students of sixth semester from UNACH languages career period April-August 2019. to choose the option according to their own reality.

3.7 PROCEDURE

In this research was required to get a work field, data collection, analysis of the information. It is important to highlight that the research is located in the Linguistic frame because of the analysis of the usage of English Language and its incidence in the development of speaking skill in students of sixth semester from Universidad Nacional de Chimborazo.

In order to develop the research some steps were followed. Therefore, before starting with the application of the survey was necessary to obtain the permission in order to proceed with the delivery of the questionnaire in Universidad Nacional de Chimborazo's La Dolorosa Campus located in Riobamba city in the Chimborazo province. The population for this research was chosen to analyze how the usage of English outside the classroom influences the dominance of speaking skill in order to enhance their academic performance.

A questionnaire guide was done in order to collect the necessary information for the research. It is important to remark that the questionnaire was checked and accepted by the thesis tutor previous the application. The application of the survey was developed in 1 class in which the researcher explained to the students that the questionnaire is

going to be used for academic purposes and it will not have negative results in their academic performance.

3.8 WORK FIELD

During the research process was necessary be in touch with students of Sixth Semester Languages Career owing to was important to analyses their spoken language performance inside the classroom and how it was performed outside the academic context. The delivery of the questionnaire was done on 1st of august of 2019 to the group of students in a classroom without the presence of a teacher to avoid pressure in the students.

**CHAPTER IV
ANALYSIS AND INTERPRETATION OF THE RESULTS**

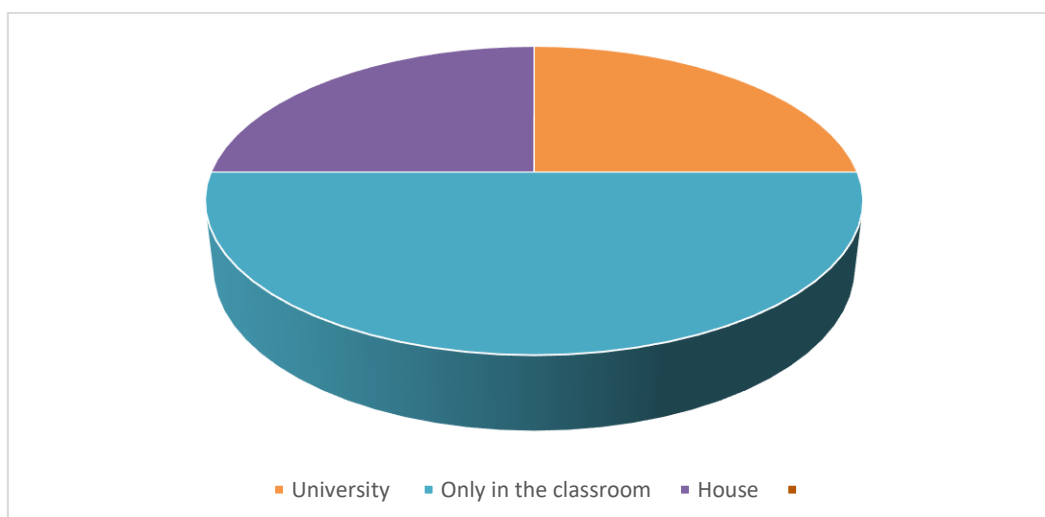
Options	Participants	Percentage
University	3	25%
Only Classroom	7	50%
Home	2	25%
TOTAL	12	100%

Table 1. Where do you usually speak English?

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career

Graphic1 Where do you usually speak English?



Source: table 1

Done by: Jhon Inca

Analysis

Six answered that they speak English only in the classroom it represents 50%, 3 students said that they speak English in the university representing 25%, Finally the last 2 students told that they speak English at home.

Interpretation

Most students speak English only in the classroom while only a few speak English at House for this reason several students have problems to communicate consequently the limited usage of English affects negatively in the students' academic performance

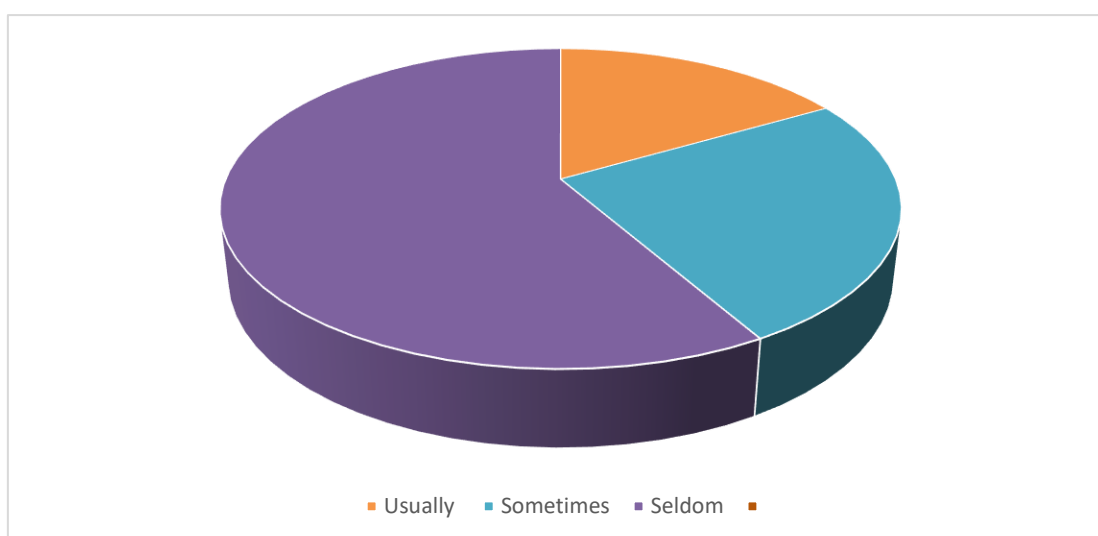
Table 2. How often do you usually speak English outside the classroom?

Options	Participants	Percentage
Usually	2	17%
Sometimes	3	25%
Seldom	7	58%
TOTAL	12	100%

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career.

Graphic 2 How often do you usually speak English outside the classroom?



Source: Table 2

Done by: Jhon Inca

Analysis

7 students seldom speak outside the classroom which represents 58%, 25% of the students sometimes speak outside the classroom and 2 students which is the 17% usually speak outside the classroom.

interpretation

According to the information obtained in the graphic 2, there are few students speaking English outside the classroom. However most of the students speaks rarely, and it is reflected in their low performance of English Language skills.

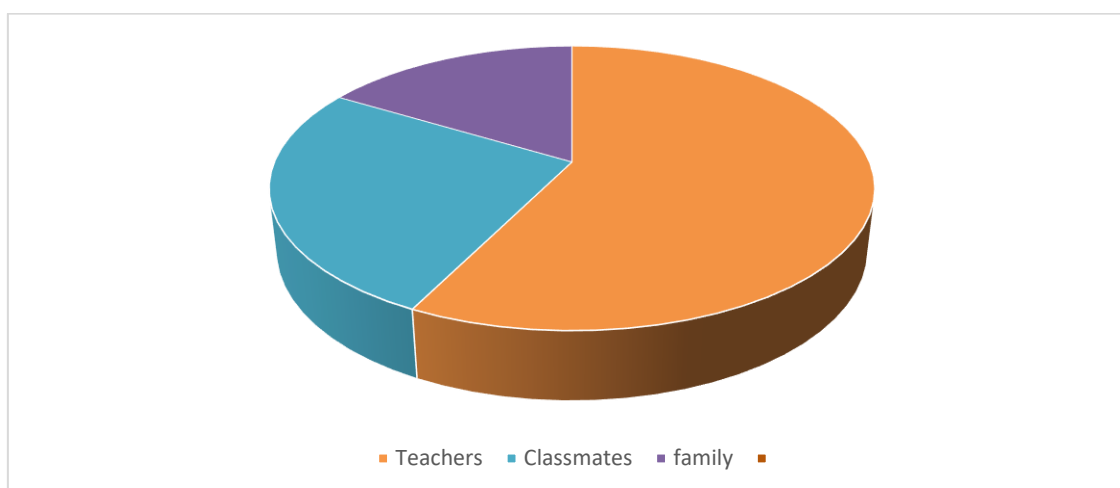
Table 3. Whom do you usually speak in English with?

Options	Participants	Percentage
Teachers	7	58%
Classmates	3	25%
Family	2	17%
TOTAL	12	100%

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career

Graphic 3. Whom do you usually speak in English with?



Source: Table 3

Done by: Jhon Inca

Analysis

58% of the students speak to the teacher, 3 students that represents 25% usually speak English with classmates only 2 students speak in English among their family, it is 17% of the population.

Interpretation

The graphic N3 shows that the student speaks mainly with a teacher, it is deduced that most of the students use the spoken language academically it means they use the language only to get academic grades instead of communicating among them to enhance their language dominance.

Table 4. How often does the teacher encourage you to use English outside the

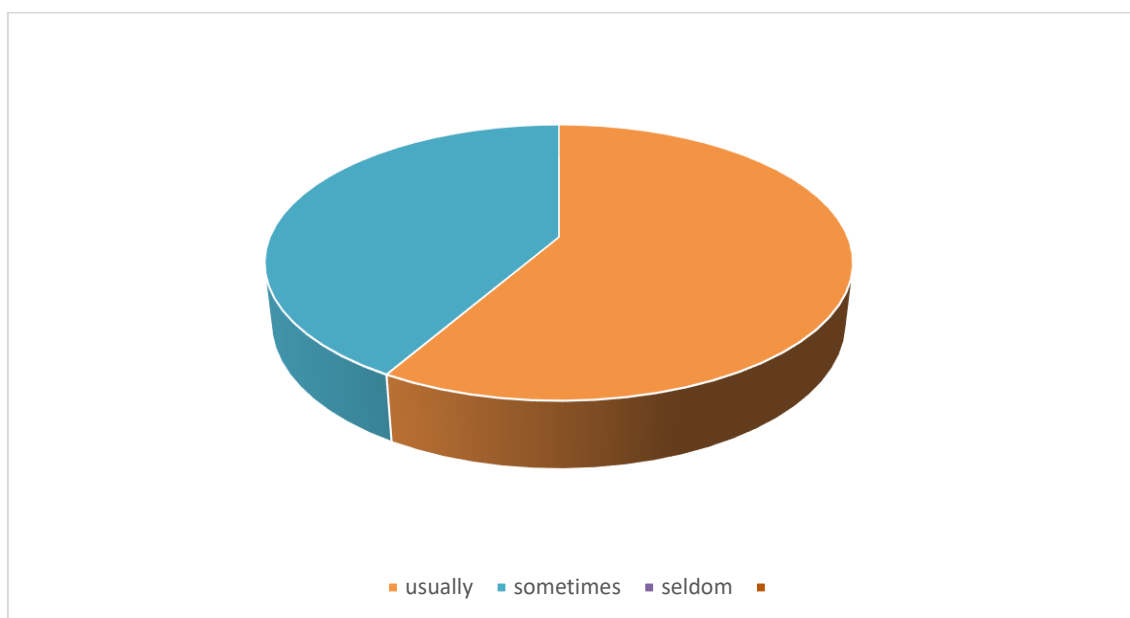
Options	Participants	Percentage
Usually	7	58%
Sometimes	5	42%
Seldom	0	0%
TOTAL	12	100%

classroom?

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career

Graphic 4. How often does the teacher encourage you to use English Outside the classroom?



Source: Table 4

Done by: Jhon Inca

Analysis

7 students answered that they are usually encouraged by the teacher, it represents 58% and 5 students that represents 42% said that teacher sometimes encourage them to speak English outside the classroom. Nobody answered seldom.

Interpretation

Based in the graphic N4 students argue that teachers have been encouraging them to speak outside the classroom. However, the students are not speaking outside the classroom because they do not feel interested in the improvement of their Language proficiency

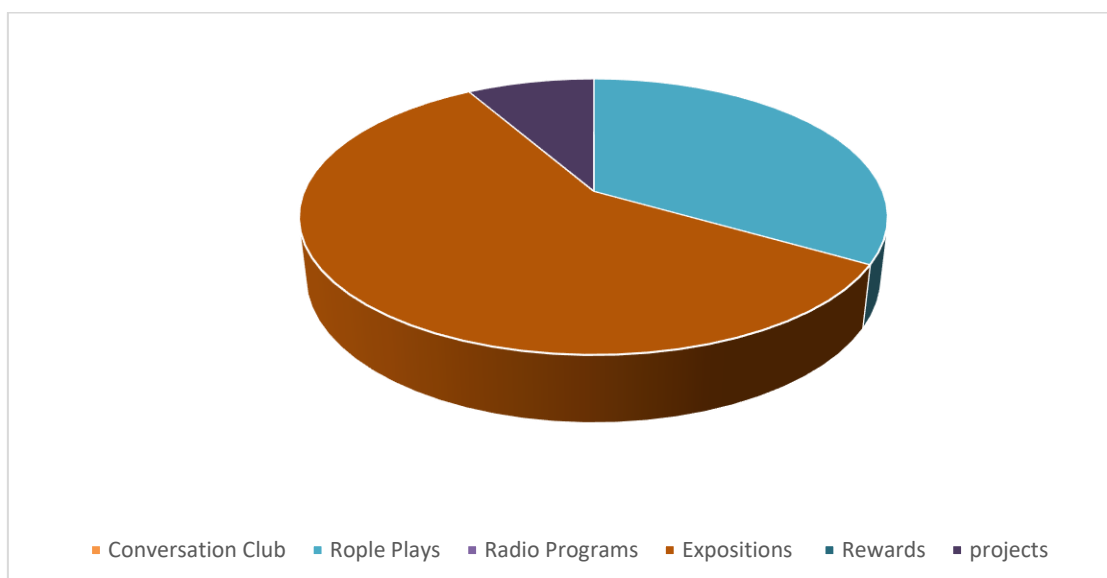
Table 5. Which of these strategies is the most used by your teacher to encourage students to speak English?

Option	Participants	Percentage
Conversation Club	0	0%
Role Plays	4	33%
Radio Programs	0	0%
Expositions	7	58%
Rewards	0	0%
Projects	1	9%
Total	12	100%

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career

Graphic 5. Which of these strategies is the most used by your teacher to encourage students to speak English?



Source: Table 5

Done by: Jhon Inca

Analysis.

7 students answered Expositions it means 58% 4 answered role plays and it represents 33% only 1 that represents 1%, none answered the other strategies

Interpretation

Based on the graphic 5 Some strategies have never been applied as motivation to speak English. It is remarkable that based on Students' language proficiency the strategies used for motivating students to speak English are not being success to hook students' attention in the learning process as a result the students do not improve the speaking skill.

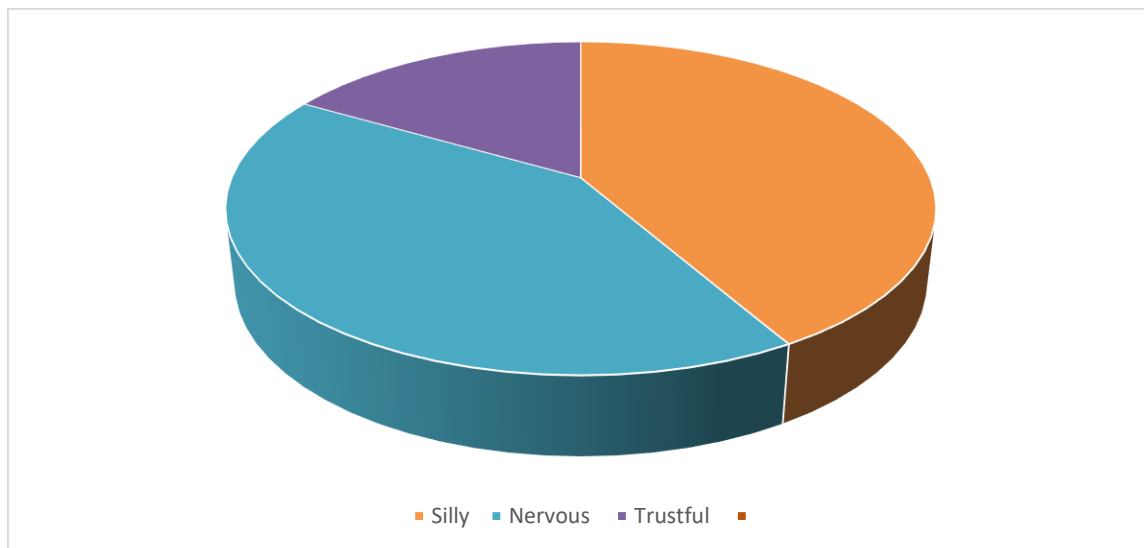
Table 6. How do you feel when you speak English with your friends?

Options	Participants	Percentage
Silly	5	42%
Nervous	5	42%
Trustful	2	16%
TOTAL	12	100%

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career

Graphic 6. How do you feel when you speak English with your friends?



Source: Table 6

Done by: Jhon Inca

Analysis

5 students that represent 42% of the sample answered that they feel silly when speaking English with their friends, another 5 students marked that they feel nervous when they have to speak with friends and 2 students told that they feel trustful speaking English, it represents 16%.

Interpretation

The information obtained in the graphic N5 shows that students feel lack of confidence to speak, while other group thinks that is useless to speak English with their friends since they can communicate better in their mother tongue at least.

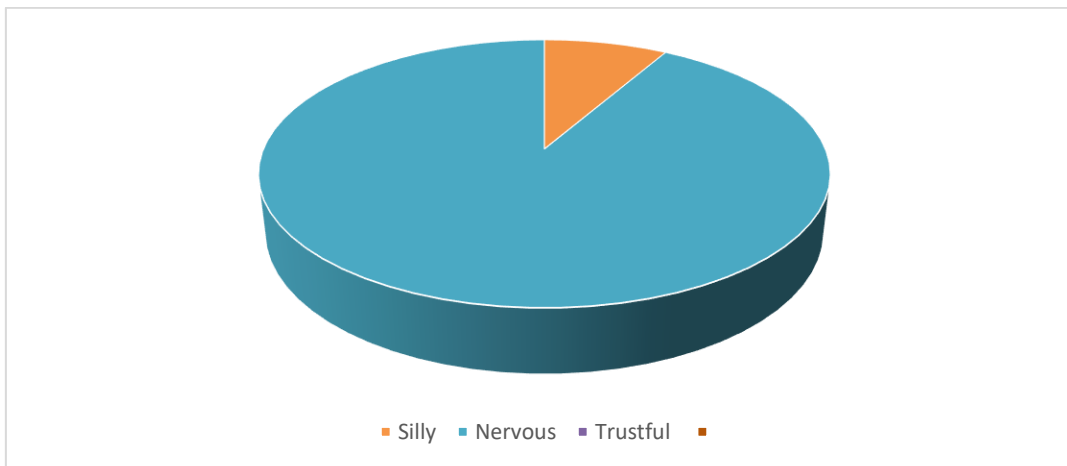
Table 7. How do you feel when you speak English with your teachers?

Options	Participants	Percentage
Silly	1	8%
Nervous	11	92%
Trustful	0	0
TOTAL	12	100%

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career

Graphic 7. How do you feel when you speak English with your teachers?



Source: Table 7

Done by: Jhon Inca

Analysis

11 students feel nervous at the moment of speak with a teacher it represents 92% while 1 student answered that he feels silly when talking to a teacher, nobody answered feeling trustful talking with a teacher.

Interpretation

The results obtained in the graphic N6 demonstrates that students do not have enough confidence consequently they do not trust in the teacher at the moment of speaking thus they feel nervousness and doubt when they try to speak delaying the communicative purpose of the language.

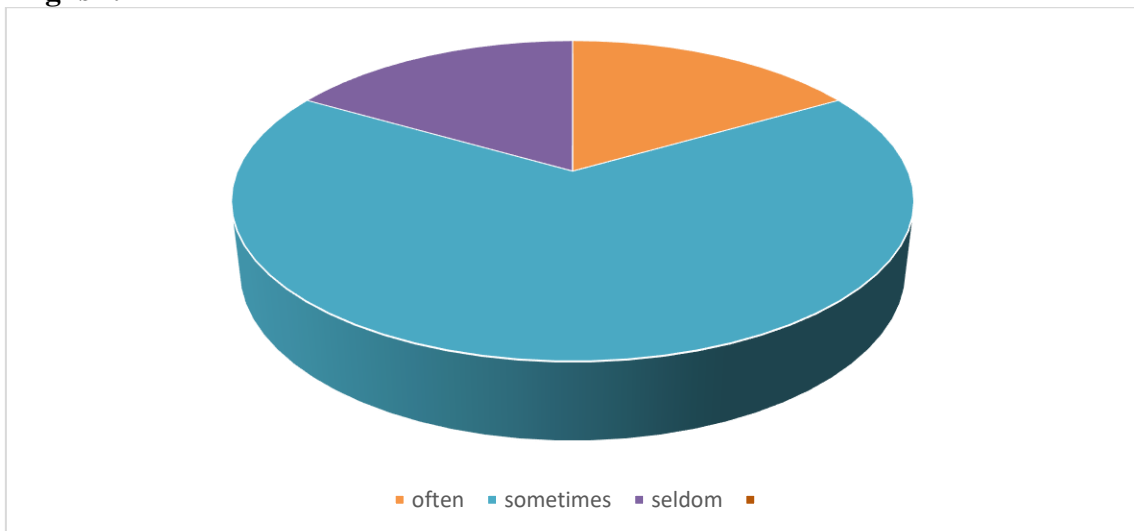
Table 8. How often do you watch media content (Music, Videos, Movies) in English?

Options	Participants	Percentage
Often	2	17%
Sometimes	2	17%
Seldom	8	66%
TOTAL	12	100%

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career

Graphic 8. How often do you watch media content (Music, Videos, Movies) in English?



Source: Table 8

Done by: Jhon Inca

Analysis

8 students seldom watch media content in English it represents 66%, 2 students sometimes represent 17% and the last 2 students often watch content in English.

Interpretation

The graphic N7 indicates that most of students rarely watch media content in English, it could be deduced that this lack of interest in the English Language influence their fluency meaningfully. Besides, due to this lack of exposure to the foreign language the students do not learn expressions as slangs, collocations, phrasal verbs that would help them to communicate them properly.

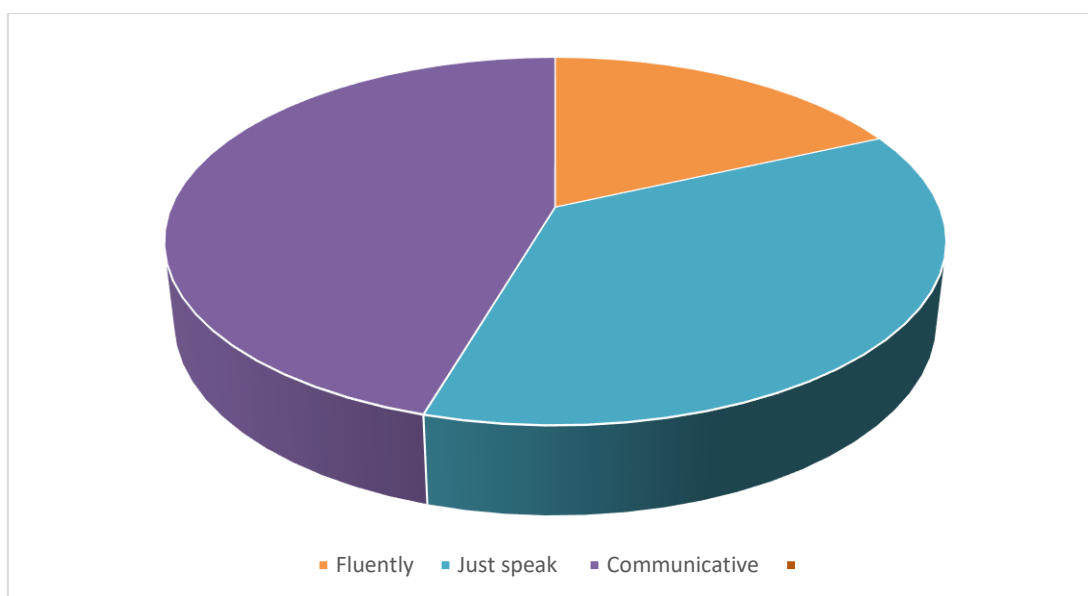
Table 9 How do you Evaluate your speaking skill?

Options	Participants	Percentage
Fluently	2	18%
Just speak	4	37%
Communicative	5	45%
TOTAL	12	100%

Done by: Jhon Inca

Source: Survey applied to students of 6th semester Languages career

Graphic 9. How do you Evaluate your speaking skill?



Source: Table 9

Done by: Jhon Inca

Analysis

5 students answered that they speak meaningfully, it is the 45%, 4 students just speak without coherence and cohesion, and only 2 students answered that they speak fluently.

Interpretation

The optimal performance for them must be Fluent. However, according to the graphic N8 a big quantity of students defines their own performance as communicative and it is useful to share their ideas. Nevertheless, it is noticeable that their self-perception is too high since the results of their performance show problems at the moment of speaking, for this reason it is deduced that students do not try to reach the fluency because they feel satisfied with their current level.

CHAPTER V CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

- It could be evidenced that the lack of spoken language usage has negative effects in the academic performance since they are not familiarized with the Language features.
- It is concluded that several factors as lack of confidence, lack of interest to speak, shyness, and fear for being judge are the barriers that students cannot overcome at the moment of speaking.
- The procedure used as motivational techniques presented failures in the effectiveness, so the interest to internalize the language was delayed.

5.2 Recommendations

- English must be spoken when activities happen to involve students to communicate properly.
- Students had better learn to break the barriers of communication in order to enhance their spoken performance.
- Motivational techniques must be applied as an alternative to fit with student's personalities and requirements in order to encourage them to be confident at speaking in front of people.

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGÍAS

The present survey is designed for an investigation about the usage of English outside the academic context and its incidence in the development of speaking skill.

The following survey is personal, please choose the answer according to your personal experience.

1.-Where do you usually speak English?

- a)University
- b)Only in the classroom
- c)House

2.-How often do you speak English outside the classroom?

- a) Usually
- b)Sometimes
- c) seldom

3.-Whom do you usually speak in English with?

- a)Teachers
- b)Classmates
- c)Family

4.-How often does the teacher encourage you to use English outside the classroom?

- a)Usually

- b) Sometimes
- c) Seldom

5.-How do you feel when you speak English with your friends?

- a) Silly
- b) Nervous
- c) Trustful

6.-How do you feel when you speak English with your teachers?

- a) Silly
- b) Nervous
- c) Trustful

7.-How often do you watch media content (music, videos, movies) in English?

- a) Often
- b) Sometimes
- c) Seldom

8.-How do you evaluate your speaking skill as?

- a) Fluently
- b) Just Speak
- c) Communicative