



University of the Autonomous Regions of the Nicaraguan Caribbean Coast

Bilwi Campus

Monograph

Third Year Computer Science Female versus Male Students' Speaking Performance in English Courses at URACCAN February – July, 2017

To obtain the diploma of Bachelor's Degree in English Language Teaching

Authors: Jesús Alexis Amador Díaz

Nilson Eliel Dumas Gudiel

Tutor: Lic. Doris Bush

Puerto Cabeza; December, 2017

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From the bottom of my heart, I dedicate this work in the first place to God and to my mother Rosa Gudiel because she is the person that I really love. She was the person that helped me in all moments giving me money to pay my studies and everything that I needed during the long period of time when I was studying.

I also dedicate this research to my oldest brother because he was the person that always was giving me advice to go ahead in my studies and I am very proud of him. I really appreciate my brother for his support that he gave me in the good and bad moments.

Nilson Dumas

Teaching is a privilege in the hands of a human being. The fact of being a teacher takes a lot of responsibility and dedication. However, the sensation of satisfaction that produces a final result of realizing that many students have learned because of your teaching is an emotional sensation of reward.

I dedicate this research to God in the first place because he is above all a great support. I also dedicate this work to my mother because she has believed in me, she supported me during trying situations and when I was about to give up and quit my dreams she said, “No, yo estoy aqui y te voy apoyar cueste lo que cueste” whenever I think of it, my eyes feel like crying, but my heart feels happy and there’s always a smile that makes me come to say this words, “I love you mom, you are my great inspiration”.

Finally, I dedicate this research to two important beings to me. The first of them is one of my sisters (Alba Luz Amador) who at first, was my greatest support emotionally and economically. And at last, I dedicate this work to a kind lady who lodged me in her house while I was studying in the city since I had no relatives and no friends at the beginning of my studies.

Alexis Amador

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Likewise, we express gratitude to our parents for supporting us economically and emotionally through the process of preparing ourselves for being English professors. Now we take the responsibility of being effective teachers and make other people learn a foreign language to the benefit of those who have the wish to learn.

Sincerely thanks to all of those who had assisted us throughout this learning journey. May God bless every, and last one of them and keep them sound to enjoy life.

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Summary

English is a nice and useful language in the world, it is one of the reasons for which we got in love of learning this language to be English professors and teach others in whatever place or levels according to our capacity to teach ESL. Now that we are English professors we are very proud of us for having chosen the right way to walk doing something we like to do.

We started this piece of research with the assumption of finding out good results from what students express and think about studying compulsory English courses at this university. As well as discovering what is affecting their performance in the class and eventually we will make sure to provide some useful techniques and suggestions to use in the classroom.

The aim of this research is to explore factors that influence in the speaking skill of students. However, we did this process separating genders female and male to discover if the factors affecting both were the same. In our findings we found the following factors:

For men

- Lack of the appropriate tools to learn the language in a better way.
- Class absences.
- Insecurity when speaking.
- Lack of vocabulary to maintain a conversation.

For women

- ❖ Poor background knowledge
- ❖ Lack of confidence
- ❖ Shyness
- ❖ Fear to make mistakes and be the spotlight of laughter.
- ❖ Class absences.

- ❖ Unmotivated by personal interest in the subject.
- ❖ Poor attention during classes.
- ❖ Lack of vocabulary.

As researchers, we picked out a group of twelve students to develop our research. We studied this group deeply and observed their behavior during lessons to get to know them a bit since they have been the target for the investigation process. In this process we designed an interview to test students orally, and also a critical thinking test where they expressed their opinions about some events that we as humans are exposed to experience in life. Students were asked to order the events from a first place on and support their decisions with a valuable explanation about their arguments.

The interviewed group was divided in two groups from which six were male and six female. The group was split in this way because we wanted to compare male versus female performance. As a result, we found that the male group has slightly better performance.

I. Introduction

The learning of English as a foreign language has become an essential process due to its importance. English is not only one of the most spoken languages around the world but, nowadays, it is relevant to speak a foreign language in order to widen opportunities for personal development in life. Indeed, many jobs have as a requirement to speak a second language.

The University URACCAN began teaching the compulsory English courses since 2014 with the purpose to open more opportunities for students of different majors who at the end of the course are able to communicate in English.

Therefore, being able to handle a second language can help people get hired easily in a job position that requires speaking a second language, but specifically English. Furthermore, English has become the essential language in the business world. For that reason, a lot of people are interested in learning how to speak English as a functional element of communication. The authors of this research aim to provide evidence of issues of Third Year Computer Science Female versus Male Students' Speaking Performance in English Courses at URACCAN February-July, 2017.

Conducting this study is important because with the found findings several people will be benefited. That is to say, with strategies provided by the researchers based on the analysis of results teachers can develop more engaging classes in which students can participate more actively.

This study was located at the University of the Autonomous Regions of the Nicaraguan Caribbean coast (Bilwi Puerto Cabezas). The population in this classroom was 12 students. There were 6 female and 6 male students, there was a teacher

teaching classes to them on Wednesdays and Fridays from 8.AM to 12 PM.

Certainly, in the City of Bilwi, Puerto Cabezas, English is as quite important as in other cities, because it is a city near the sea which makes the city a target for tourism and a beautiful place with a strong sense of attractiveness for tourists. However, there are other important aspects for people and universities or college students to learn English. For instance, some organizations offer scholarship programs to universities or college students that have certain dominium of the English language so that they can be able to apply and take the chances of preparing themselves in a higher level of education.

This piece of research describes the main reasons for which it was developed, in order to know the main troubles that are happening in the English learning process in female and male computer science students of the third year at URACCAN Bilwi campus. Furthermore, it was pretended to compare the female and male's abilities to assimilate the oral communication, it also aims to describe the performance of students and in this way provide recommendations to overcome the problems those students are having.

The finding factors that are influencing in the English speaking skill in female and male computer science students were classified after researching very carefully for those factors. Some instruments such as interviews or surveys were applied in order to realize all of the possible factors that at the end our monograph revealed students' greatest weaknesses in the English learning process and help teachers overcome difficulties in the English classrooms. Likewise, come up with suggestions and strategies to improve those weaknesses.

II. Objectives

2.1 General

- To analyze the factors that influence in the speaking skill in female and male third year computer science students taking complementary English courses at the University of the Autonomous Regions of the Nicaraguan Caribbean Coast, in the first semester of the 2017.

2.2. Specific

- To determine the factors that influence in the speaking skill in female and male third year computer science students.
- To compare the performance of the speaking skill between female and male third year students.
- To describe the results of the performance of the speaking skill of female and male third year science students.
- To recommend strategies to improve the speaking skill in female and male students taking complementary English courses at URACCAN.

III. Conceptual Framework

The learning process of a new language is a hard road to English learners and English teachers, because they both need to adapt themselves to that language, and it is difficult because of the lack of motivation students demonstrate towards the language. Moreover, there is not direct contact with native English speakers, so real interaction is not possible. As a result of the limited contact, when students try to speak English more naturally, there is noticeable difficulties. In addition to that, classes are too short, and practice is not enough to develop fluency. Therefore, it is not easy when there is not enough time with English teachers contact or classmates to interact being exposed to the target language.

3.1 Concepts

The Merrian Webster Dictionary (2017, P.1) defines the term concept as: “an abstract or generic idea generalized from particular instances the basic concepts of psychology the concept of gravity” With the purpose to know more about what it is going to be covered in this study the following definitions are going to be conceptualized in the section below:

3.2 Education

The term of education has a lot of meanings; the online Encyclopedia Wikipedia (2007) defines Education as: The multidirectional process by which knowledge, values, customs and behaviors are transmitted, Education not only occurs through the word, as it is present in all our actions, feelings and attitudes (p.2)

Education is how people are identified because their customs, knowledge, values and behavior that they transmit in front of the society.

3.3 Influence

The online Encyclopedia Wikipedia (2008) describes it as:

The influence is the quality that gives ability to exercise control over the power given by someone or something. The influence of society can contribute to the development of intelligence, affection, assertiveness, behavior and, in general, the formation of personality. (p. 2)

The influence in English students probably depends on what they have, want, and need because having a higher mastering of a language demands to be well involved in it. Certainly, the influence about English Learning needs to be pointed in deep to get to a meaningful analysis. In fact, the influence depends on our perception as human being towards education and point of view about how to face life. Therefore, depending on the needs that people have, individuals are going to communicate according to their background and keep enriching knowledge over time.

3.4 Skill

The online Encyclopedia Wikipedia (2010) defines the word skill as: “A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses”. (P. 1)

In English the skills are divided in four categories which are Speaking Skill; this one consists of the ability of the oral communication, Listening Skill; it is related to the sounds and the good interpretation of a language, Reading Skill; comprises the analysis of everything which contain something written, and

finally Writing Skill includes all the way of expression through script forms.

3.5 Classify

According to the online Encyclopedia Wikipedia (2007, P.1) describes the Word Classify as “The process in which ideas and objects are recognized, differentiated, and understood”. In other words, classifying in English involves a lot of things to learn to be able to build a background in which they can recognize the meaning of the different words, differentiate the pronunciation of English words that are similar in sound. Also, understand different expressions that other speakers use when they are communicating in English as a second language.

Therefore, this research is focused on classifying the different factors which are influencing in third year computer science students.

3.6 Recommend

Referring to the Dictionary.com (2014) recommend is: “To advice, as an alternative; suggest (a choice, course of action, etc.) as appropriate, beneficial” (p1). This research is going to be focused in providing suggestions about how to improve the English Speaking skill, and advice students to implement the possible recommendations. Recommending is providing strategies that support those students who are not really involved in the speaking skill.

3.7 Improve

In the Dictionary.com (2014) improve is: “To make (land) more useful, profitable, or valuable by enclosure, cultivation, etc.” Improve means to do something better (p1). That is, becoming something different, someone or ourselves being more efficient. In other words, improving has to do with the growth of our abilities to move to a new level of proficiency. Although focused on this research, improvement is the aptitude to enhance

fluency when speaking English taking in account that the speaking skill is a really important element when somebody is studying in order to be able to communicate skillfully, that is why all students of the university must speak fluent English or at least being able to communicate in several environments and contexts.

3.8 Factors that influence in the speaking skill.

An article prepared by: Joalex Casili Nillo (2008) States that,

Speaking is one of the most important and essential skills that must be practiced to communicate orally. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal or nonverbal symbols in various contexts.
(P. 1)

In the same article prepared by: Joalex Casili Nillo (2008) he states that: Speaking a second or foreign language in public, especially in front on native speakers often leave on anxiety. Sometimes extreme anxiety result in the learners being tongue-tied or lost for word in unexpected situation leading to discouragement and the general sense of failure in the learners. And like children, adults are very cautious about making errors and whatever they say. For adults making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak English. (P. 4)

There are factors related to this field of research to discover that are probably limiting comprehension of target English learners. For that reason, it is intended to examine negative factors that are affecting the educational field; factors that are the target of this research.

3.9 Negative Factors

Quyen Thi Thuc Bui (2013) states that: “the most common negative factors in speaking a second language are students’ attitudes toward speaking English and students’ exposure to oral communication in English” Negative factors are handicaps that make learning efficient difficult for students. It can affect students in different ways. For instance, frustration, self-esteem, shyness are clear factors that are presented in daily life. (p.5)

Negative factors are those influencing in the Speaking Skill of female and male third year computer science students taking compulsory complementary English courses at the university URACCAN, in the first semester of 2017.

3. 10 Nerves

According to Psychology Glossary (2014):

Nerves are the smallest cells in the body and are responsible for carrying information around your body - the information they carry is in the form of electrical impulses. Information comes into one end of the cell (the Dendrites) and then goes out the other end (the Axon) so that it can be passed on to another cell. This process happens over and over to carry the information all around the body. (p.1)

This is a possible individual factor of each student; this can cause deficiency when students try to communicate in English, this does not let students develop speaking Skill because they feel afraid of committing mistakes when they are talking. In the other hand, this factor probably happens because students have

no confidence with the teacher and even among themselves. But also it is important to focus on the possibility that students have some problems to establish rapport with other students who are studying English as well.

3.11 Demotivation

Cambridge Dictionary (2014) defines demotivation as: “lack of interest in and enthusiasm about your work” Demotivation is the decrease of motivation of a person or group, in fact, demotivation happens when someone do not enjoy what he or she does.(p.1)

Some students probably are not certainly engaged in what they really want even when they are in a high level at the university. It might be that students feel demotivation because some of them are not able to communicate in the English language or some others that are in the classroom just want to while away the time because taking a compulsory class turns out to be a boring subject for them. It also affects teacher’s motivation in the room due to students’ attitudes toward the teaching learning process and toward teachers’ strategies as well.

3.12 Insufficient resources

Nicola Amato (2015) states that:

Too often conversations about school funding are associated with demands to raise teachers’ salaries, but the situation is far more complex. Many teachers, especially in urban schools, are working with at-risk students with very few of the necessary resources to support them. (P. 1)

Insufficient resources is the lack of resources such as; Material, dictionaries, audios, English books, internet, library material related to English, classroom condition, and even time because

many students have work responsibilities to attend apart of class.

In a certain way the University also influence in the lack of resources because it limits students and teachers to accomplish an effective teaching process; it limits students for the reason that the University does not have a good budget to support students with workbooks, good internet access and enough English material in the library as many other educational organizations do. For example, referring to our country, there is in Nicaragua an educational organization called INATEC that offers English courses for free and supports students with the whole set of materials for the course. Moreover, the university limits English teachers to develop engaging lessons, for it does not support teachers with some essential material such printing press machines to print visual material that is elementary in every class when it comes to teaching a second language.

So, it is important to mention that all the students who study different majors at URACCAN are not from the urban area of the city. It is to say, that some of them are from rural sectors, but the students who are living in urban areas work or study regularly and for that reason they do not have time to practice and do not have time to read an English book. In the other hand, urban students have useful materials but they are not interested in using them. However, the students who are living in the rural sector do not have enough tools like technological devices to be more engaged with the English Language. Moreover, in those rural areas is difficult to find people who speak English.

3.13 Behavioral Problems

Scolartic Association (2012) in a research found that behavioral problems are:

Behavior issues that interfere with teaching and learning have notably worsened, according to an astonishing 62 percent of

teachers who have been teaching in the same school for five or more years. The results were reported in *Primary Sources: America's Teachers on the Teaching Profession*. The report, recently released by Scholastic and the Bill & Melinda Gates Foundation, shows that the increased level of behavior problems has been seen across grade levels: 68 percent of elementary teachers, 64 percent of middle school teachers, and 53 percent of high school teachers say the same.

Scholastic Association (2012) restates that:

The problem affects the whole classroom. Behavior problems distract other students from learning and require teachers to spend precious instruction time on discipline and behavior management. Over half of teachers wish they could spend fewer school day minutes on discipline. (P.1)

Behavioral Problems are misbehaviors which have to be with students attitudes. That is to say students' negative attitudes toward English.

Behavioral issues depend also on whether students are well interested in their classes or not. In fact, the Behavioral Problems could be the main reason why students do not acquire the knowledge expected from teachers. As a result, teachers should implement strategies to help improve students' behavior; this might help the learning process to get better results.

3.14 Limitations:

Gary R. Pike (1996) in one research defines limitations as:

An important issue in national assessment efforts is how best to measure the outcomes of college. While initial discussions about a national collegiate assessment focused on the reliability, validity, and feasibility of using achievement tests to measure

student learning, subsequent discussions have raised the possibility of using students' self-reports of academic development as proxies for achievement test scores. The present study examines the stability of the relationships among self-reports and test scores across samples of two- and four-year colleges and universities. Multitrait-multimethod analyses indicated that self-reports and test scores developed from the same set of test specifications do measure the same constructs, although the scores from one type of measurement may not be “substitutable” for scores from the other type of measurement. In addition, the analyses produced ambiguous results concerning the stability of relationships across different types of institutions. (P. 1)

Focusing on the Educational Field limitations are all the restrictions that students and teachers have. To mention, one of them could be the fear to make mistakes, probably students have a strong background but they do not take advantage of it. It is because they are bashful most of the time. In addition to it, they do not have necessary tools such as workbooks, dictionaries, computers, audios of the books available which might help them to better learn the language,(and possibly they tend to feel confused with the English learning rather than stressed out because they feel bound using English communicatively as a second language.

3.15 Limited Time

Dr. Sarah Elaine Eaton in a recent article (2012) claims that: “for a learner to develop fluency in speaking, a learner may well invest 10, 000 hours in their language studies.” Limited time is the spaces of opportunity dedicated to study and do many tasks in the classroom and outside. These spaces involve both

teachers and students because teachers only have classroom time to interact with students and when students leave the classroom they forget about English.(p.2)

Limited time is considered as a negative factor because when students do not have enough time to study they lose the chance to become more knowledgeable students and efficient English speakers. However, learning a language depends highly on how often this is practiced. For example, an individual who dedicates little time but does it every day for two or three months could learn the same that another individual who studies double of time but practice is not consecutive.

3.16 Positive Factors

The Livio dictionary (2013) defines positive factor as: “elements, circumstances or influences which contribute to produce a result characterized by constructiveness or influence for the better” (p.1)

This stage describes the possible positive factors that are influencing the Speaking Skill in female and male third year computer science students taking compulsory English courses at URACCAN in the first semester of the 2017. These factors are an advantage for students to succeed as good English speakers when they finish their degrees to speak English as a second Language well and use the language communicatively or grammatically efficient if they have opportunities to use English somewhere in the world in the future.

3.17 Good Performance

The Livio dictionary (2013) defines good performance as: “the amount of useful work accomplished estimated in terms of time needed, resources used, etc.” (p.1)

Good performance is the good result of an assigned task that someone has done, it is a quality that a person has gotten, and this is related to the perception of someone when an amazing result is shown from another individual. Shall English students show a good performance when they are well interested for what they are doing? Good performance is a great factor that favors potentially to students, not only to them but also to teachers because if students have accomplishments in the tasks, so teachers will feel more motivated to continue with a teaching of quality and encourage students to do the best. On top of that, Good performance can cause a sense of harmony and a comfortable environment where it is possible to perceive the wish for learning.

3.18 Comprehension

The dictionary.com (2012) defines the word comprehension as: The capacity of the mind to perceive and understand; power to grasp ideas; ability to know. (p.1)

Comprehension is the ability of each person; it is the well understanding from clear explanation about something. Good comprehension is the key to be ready to get new information which is around us. In this case, English Language as a second language is. It is important to say that comprehension depends on motivation and has a result a good performance, and stronger self-esteem.

3.19 Motivation

According to the Online Encyclopedia Wikipedia (2014) Motivation: "In psychology and philosophy, motivation involves internal states that direct the body towards certain goals or purposes; are the impulses that drive a person to perform certain actions and persist in them for completion" (P. 3)

Certainly, English students who are well-motivated for learning are more likely to achieve goals in their lives. Motivation has to do with the inspiration and positive emotions for someone to do something; it is the enthusiasm to learn, discover or find out one's vocation for stuff or activities that can easily be completed passionately, and therefore it will result in greater satisfaction when completing a task.

3.20 Performance

The Oxford dictionary (2017, P.2) defines performance as: "The action or process of performing a task or function". Performance is something that students already have done and in a bad, fair, incredible or amazing way. It is the art that shows knowledge, ability and capacity to complete an activity. In this research, performance refers to the ability that students have when speaking English. It is pretended to come to the conclusion of which gender (female or male) has better performance. In fact, it is the way students express what they have learnt using their ability of oral expression to communicate.

3.21 Compare

In the Online Dictionary (2014) compare is: "To assess the similarities and differences between two or more things".(p.1) Therefore, this research pretends to analyze the different similarities between female and male students. The information of whom, concerning to gender, is more capable to express clear thoughts or ideas using English Language will be revealed through this research. Also, it pretends to identify the different

attitudes when students are facing some complications in their English speaking skill.

3.22 Comparative

The Online Encyclopedia Wikipedia (2012) defines Comparative as: “Comparative research is a research methodology in the social sciences that aims to make comparison across different countries or cultures”. (p.1)

In this way, this research is focused on comparing the students’ abilities; specifically the speaking skill, doing comparisons between female and male target English students and identifying the capacity of students to master the speaking skill concerning female and male students.

3.23 Explore

In the Livio dictionary (2015) “explore is the process of examining or investigating something systematically” (P. 1)

The fact of exploring in this research consists of exploring the factors that are influencing in female and male students to get a real understanding through analysis of the speaking skill problems and obstacles. The exploring stage is divided into categories such as observation, interviews, tests applied and teaching. At the end, this exploring stage will provide a recognition to know which group is certainly more engaged in the learning process of oral communication, and it will provide necessary information that reveal what factors are stopping students from being fluent speakers of English.

3.24 Describe

The oxford dictionary (2017) defines the words describe as:
Give a detailed account in words of. (P. 1)

Describe means to represent in words by drawings a plan of something; to delineate; to trace or stand out relevant information. In other words, provide more detailed information about the characteristics of a certain product, object or subject.

3.25 Importance of English

According to history English has its origin in England. It was first spoken in the British Isles and it is now spoken in almost every part of the world. Although, in most countries English is not the official language of people, but it is used as a second language and it is known as Standard English worldwide.

An article written and published (2013) by Jose San Juan Iglesias from the investigation and exterior commerce area states that:

Currently, English is the most used language as first or second language, being the first case of some 400 million of people all over the world, while the estimation of the British Council aim for 2015, a 2,000 million people will be learning English as second language. Thus, in less than a decade, English will be spoken by 3,000 million people, practically half of the total population on earth. (P. 2.)

Nowadays, English is so important that it is no longer considered as an alternative and complement for the personal development, but it is now a formative requirement related to the personal growth either professional or academic of people. English is not just one of the most spoken languages in the world, but it is also the business language used in the trading field.

Today speaking English is so relevant. Here is why:

In the first place, speaking English is relevant because it is the tool that allows people to communicate with people from other countries within the globalized world we live in. In addition, Speaking English is so important because there are so many people that speak it around the world. So for example, travelling abroad will make the world be seen in a different way because people from other countries would be there to interact, but most of them speak the native language that could be any language of a variety around the world and also speak English as an alternative or second language, which leads us to the idea that speaking English as a second language will create more opportunities to socialize and meet new people. Therefore, being able to speak the English language helps everyone interact with people from other many countries and know about them and their culture.

On the other hand, internet, television and the possibility of people enjoying the advantages of learning English in an upcoming future are evident factors that are influencing for people to be a little bit more interested in learning the English language.

3.26 Classroom Environment

According to an essay published by Hansen, R, S 2009:

A classroom environment is different from most social environments that a student may encounter in his academic life. "WHAT IS EXPECTED OF ME?" is a question most commonly asked by every student. Students who differ in personality, interests, learning styles, and levels of thinking can be seen in any class. In such a situation and for the smooth running of a class, certain rules, regulations, moral standards, and

procedures are created and have to be strictly followed by students in classrooms. The guidelines that have to be followed by students to maintain acceptable classroom environment are known as “Classroom Etiquettes” (p.1)

Classroom environment involves both students and teacher because of the fact that they both create the atmosphere in the classroom. The behavior of students depends on the rapport between teacher and students. That is, the relationship of respect, friendship and good communication between teacher and students can impact negatively or positively in the classroom atmosphere. Moreover, Rapport can bring a sense of comfort in the classroom which would help the flow of the class and the effective learning of what is been taught.

The conditions of a place (classroom) can also play a very important role in the class environment for some reasons such as: in an agreeable environment, students can learn much easier, feel more motivated to learn, and engaged with the learning process. However, the environment in the classroom is not only set by facilities condition, but it is also transmitted by the positive energy of the people being in the place. Consequently, the teaching style of the professor and the perception of students from him/her can also help to create the best environment in the classroom.

Keeping students involved is the biggest step toward a positive classroom environment. Teacher supervision is meaningful. Do not give students an assignment and then sit at your desk to look over student's grades on the computer or your Facebook. As a facilitator, move around the room to make sure students are working on their tasks, helping and providing cues for your students so that they know what to do next. Assure everyone has the materials they need to complete the work; some

students will engage in an idle activity simply because they do not have something that draws their attention.

Another way to increase their involvement is to make them curious about the subject. Attach their previous knowledge to the concept you are about to teach. Whenever you can, relate your content to things that they will need to be able to do in the real world such as sports, shopping, dating and much more.

3.27 Didactic materials

Julian Perez Porto (2008) defines didactic materials as:

Didactic materials are the different elements that can be group up in a conjunct, assembled according to their usage in some specific goal. The element could be real, physical, virtual, or abstracts. Didactic material is the one that meet the media and resources to facilitate the teaching and learning process. They are commonly used within the educative environment to make easier the acquisition of concepts, abilities, attitudes, and skills. (p.1)

Some common materials used in the teaching of English are: postcards, printed material, videos, books, dictionaries, audios, tape recorder, boom box, speakers, TV, internet, computers, computer software, whiteboards, cellphones etc. All of these materials are useful for teachers and students to accomplish the goal of acquiring the language. However, some universities might not have the elements necessary to provide teachers with the best tools for enhancing the quality of education, or there might also be teachers who misuse this important tools.

3.28 Communicative competence

Vesna Bagaric (2007) states that the term: “communicative competence” is comprised of two words the combination of which means “competence to communicate”. This simple lexicon- semantical analysis uncovers the fact that the central word in the syntagm “communicative competence” is the word “competence”. (p. 94)

According to Hymes (1972):“communicative competence”

Refers to the develop language learning that enables language users to convey their messages to others and to understand others’ messages within specific context. It also implies the language learners’ ability to relate what is learnt in the classroom to the outside world. From this perspective, Hymes (1972) described the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structures. (p. 97)

Communicative competence is defined as the ability to express phrases, understandable ideas, convey and understand messages creating the ease to communicate between people from different countries and cultures all over the world.

3.29 Classroom speaking activities

Ms. Salima Mazouzi in her reseach (2013) states that:

SL learners need to practice the language regularly inside the classroom through performing different activities. Thus, effective teacher should vary the oral activities to encourage and involve the learners in the classroom interaction. Scrievener makes an important point that this idea, he said that: “The aim of

communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges of information or opinion”

There are many different activities that can be done inside the classroom and help the learners develop their speaking skill. Those below are some of the common one: discussions, role-plays, communicative tasks, find the difference, chain story. Etc. (p. 25)

IV. Methodology

4.1 Type of study

The type of research is Descriptive-comparative with a qualitative approach because it has revealed: what the performance in the speaking skill of female versus male computer science students of the third year at the University of the Autonomous Regions of the Nicaraguan Caribbean coast is. Furthermore, some graphics will be used to support the description through visual aids and make results easier to be inferred.

This piece of research was conducted from February-July in the first semester, 2017.

4.2 Study Area

URACCAN University is an intercultural higher education college which has as its mission the goal of preparing professional with technical-scientific knowledge to support indigenous and afro-descendent people. This University is spread in four cities of the Nicaraguan Caribbean Coast. It has four campuses and some

other extensions. This great study was carried out in Bilwi campus, Kamlah community.

4.3 Universe

The total population of the study are Computer Science students taking compulsory English courses at URACCAN University Bilwi campus, which is equal to thirty-eight students.

4.4 Sample Framework

From the total population of thirty-eight Computer Science students taking compulsory English courses the sample was twelve students, six females and six males which represents a 31.5 % of the total population.

4.5 Unit of Analysis

This study was located at the University of the Autonomous Regions of the Nicaraguan Caribbean coast (Bilwi Puerto Cabezas). The population in this classroom is 12 students. There are 6 female and 6 male students. Classes take place on Wednesdays and Fridays from 8.AM to 12 PM.

4.6 Observation Unit

In order to be aware of students' performance some observations were done during the classes to realize the students' speaking ability performance and select criteria to base the research comparison.

4.7 Variables

1. Education
2. Influence

3. Skill
4. Classify
5. Recommend
6. Factors that Influence in the Speaking Skill
7. Improve
8. Demotivation
9. Communicative Competence
10. Negative Factors
11. Didactic Materials

4.8 Exclusion and Selection Criteria

To develop this study, female and male third year computer science students taking the complementary English Courses at the University of the Autonomous Regions of the Nicaraguan Caribbean coast are the target group. This study does not take other students majoring in computer science because these students are out of the target group and this research pretends to be focused on the third level of complementary English courses.

4.9 Selection Criteria

The selecting process for this research was done by convenience because the whole group of third year Computer Science students was chosen. This group matched the features this research demands, since this group is divided into six females and six males which facilitated the type of Descriptive-comparative research that is being developed.

It means that this research has provided which of both genders were dominant and why. In this way, it was more flexible to figure out the phenomena that are affecting this field.

4.10 Exclusion Criteria

It did not take the teachers because this research is focused on English students.

Referring to do a comparative research it could have some differences if it takes more than one year in a slow level of English with other students in a higher level. For that reason, it was chosen only one group to do the most accurate comparison between female and male students.

In this research the other three English skills; Listening, Reading, and Writing Skill are not highlighted.

4.11 Sources and Obtaining Information

Allowing to the web page (2014) Virginia Teach Libraries:

Information can come from virtually anywhere — media, blogs, personal experiences, books, journal and magazine articles, expert opinions, encyclopedias, and web pages — and the type of information you need will change depending on the question you are trying to answer. Look at the following sources of information. Notice the similarities between them. (p.1)

The following piece of reading contains the main elements that were used to provide the useful information to create this monograph.

In this stage it is going to be described the sources used to develop this research and the information obtained, the sources were: Computer, Internet Access, Monograph samples, Qualitative structure to realize the best order in this investigation, virtual library, library staff and others.

4.12 Primary Sources.

The primary sources used in this research were the students of the third year of a computer science class. They provided most of the information required to get to conclusions in this research.

4. 13 Secondary Sources

Secondary sources used in this research included: The computer to access internet. As well as research samples as a support to guide the whole investigating process, the Library facilities to look for bibliography needed. The American Psychological Association digital book (APA) this one was useful for citations in the whole process of research development and finally, the teacher who was guiding the researchers into the steps to follow in the procedure of drawing up this investigation.

4.14 Techniques

1) A Semi-structured interview was implemented to third year computer science students at University of the Autonomous Regions of the Nicaraguan Caribbean Coast. It drained pertinent information about how students were involved in developing their English speaking skill. Moreover, this interview aimed to find out how students were feeling when studying compulsory English courses.

4.15 Procedure and Analysis of Information

All this information was processed using Microsoft Word and also with the support of the instruments used. In the analysis, findings between both genders were compared. Implementing this technique has answered one of the specific objectives related to this investigation.

4.16 Delimitation and Limitations of the Study

This research was hundred percent focused on third year computer science students at the University of the Autonomous Regions of the Nicaraguan Caribbean Coast, concerning female and male students' speaking skill.

This study did not involve analyzing students' difficulties with listening skills because it was thought that time could be prolonged and turns out difficult for the researches to develop the investigation on time. Although it would have been meaningful to include other abilities, it was not possible.

4.17 Ethical Aspect

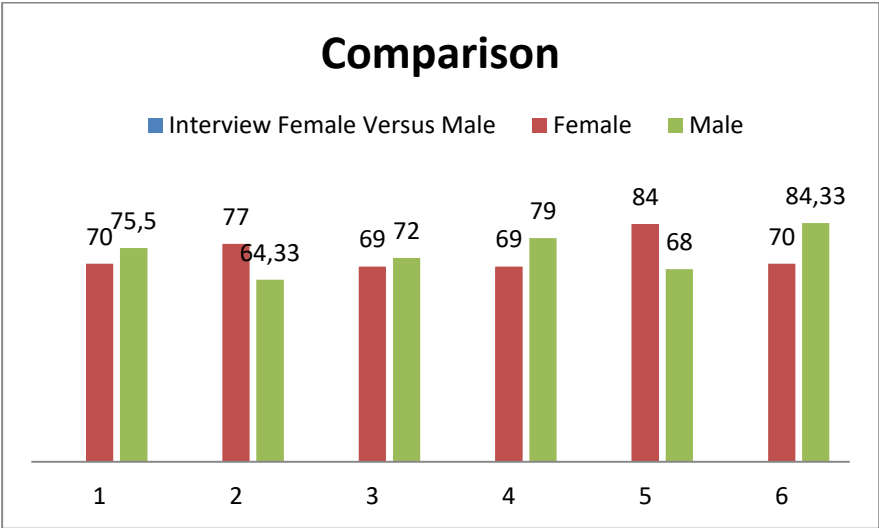
In this research was respected the anonymousness of each student in the way that no name was mentioned during the interview stage or in the final results. Also, in this investigation we respected authors when it comes to citation of books, articles and other researches consulted. At the end, information was left available to the student population.

V. Discussion of Results

With the purpose to achieve the established objectives in this research, an interview and an oral test were applied to get the results of this work. Results that will be explained in details according to the instruments applied with the target group. The research was based on a population of 12 students six male and

six female selected in that equitable way due to the need of comparison between women's and men's performance to speak.

The results are shown through the analysis of the answers given by the group studied in an interview conducted by researchers and the refutation of researchers based on students' truthful answers. Afterwards, results regarding knowledge and interest toward the target subject will be presented.



5.1 Analysis of results for each question from the interview

Do you like English?

The twelve students interviewed agreed “we like English because it is a useful and important language in our society.”

Establishing a relationship between what interviewees said and what has been stated in the theoretical framework. It has been drawn the following: according to Jose San Juan Iglesias (2013):

Currently, English is the most used language as first or second language, being the first case of some 400 million of people all

over the world, while the estimation of the British Council aim for 2015, a 2,000 million people will be learning English as second language. Thus, in less than a decade, English will be spoken by 3,000 million people, practically half of the total population on earth. (P. 2)

According to our point of view there is a controversial between what students said and what researchers found. That is to say, most students answered that they like English because English is an important language. However, we noticed that there is a lack of interest by the students in learning English. For example, they do not want to buy handouts, they complain in the class because they say that there is too much homework to do, they are not being responsible for their own learning and they do not take time to study the language. As a result, we think that they said that really like the language only because they want to be seen as interested in the subject.

Do you consider English as an important subject?

The students replied “of course English is an important subject because English gives more job opportunities, travel opportunities, chances to do business, and it allows us to meet new people around the world.”

As researchers we think that, nowadays, English is so important that it is no longer considered as an alternative and complement for the personal development, but it is now a formative requirement related to the personal growth either professional or academic of people. English is not just one of the most spoken languages in the world, but it is also the business language used in the trading field.

We can conclude that the students are aware of the importance of English but they are not really inspired to get a job related to English because of the difficulties in the country to travel abroad.

How do you feel studying this compulsory English course?

Eight students said “the compulsory English course is important because it helps us learn even though it is obligatory.” However, four students said that they did not like the course because they have to wake up in the morning and also they have so much assignment to do.

According to Cambridge Dictionary (2014, P.1) defines demotivation as:” lack of interest in and enthusiasm about your work” Therefore the four students that said that they do not like the compulsory English course are being affected by demotivation. In the other hand, the eight students that said that the compulsory English course is important are a bit more motivated.

What are the disadvantages of studying compulsory English courses?

According to the students the disadvantage of taking this compulsory course is that it takes away the time to do other assignment related to the other classes.

Quyen Thi Thuc Bui (2013) states that:” the most common negative factors in speaking a second language are students’ attitudes toward speaking English and students’ exposure to oral communication in English” (P. 5)

Relating what students said and the theory from the author we conclude that in certain part both are related because the expressed by students is the attitude that they have to the compulsory course.

What is the advantage of learning English?

Students responded that, “learning English has many advantages because English opens an entire world of new opportunities for work, scholarships, meeting people, being able to talk to native English speakers and it is a very important part of knowledge in the journey of future professionals.”

Relating this point to our variables stated, this quotation can be added. According to Hymes (1972)

“Communicative competence” refers to the develop language learning that enables language users to convey their messages to others and to understand others’ messages within specific context. It also implies the language learners’ ability to relate what is learnt in the classroom to the outside world (P. 94)

From the point of view of authors can be drawn the following: Students are aware of the great advantages of learning English, for having better options and better opportunities to succeed in life. However, it seems that students have a narrow worldview and they are always seeing themselves as people who will not get to have those opportunities and prefer to feel satisfied with only having a limited knowledge. So this way of perceiving the world and the conformism of accepting to live in a world to just survive day by day is affecting students’ attitudes towards learning a new language successfully.

What is the most important role of English in your future?

Students answered that, “the most important role of learning a language that is spoken worldwide is that they will have more job opportunities, or opportunities to travel to international countries, in addition to meet new people and new cultures.”

From the researchers’ analysis we can state that students do know about the important role that English can play in their lives. However, it has been observed that students experience some kind of demotivation in the process of learning it. Some of them have manifested that English is like having on shoulders a heavy cargo because their classes demand a series of homework and assignments that limits them to dedicate more time to English. Moreover, English is considered an extracurricular subject and there is also the down side that

English subject started as a compulsory subject. All of these perceptions, necessary activities and events are probably factors causing demotivation, even though students do know that English plays a very important role for the future.

What is the difficult of speaking English for you?

The answers in this question by students were: difficulties to create a conversation, pronunciation, understand when someone speaks, to form sentences in the past and in the future tense, and to understand the meaning of some English words.

Quyen Thi Thuc Bui (2013, P.5) states that:” the most common negative factors in speaking a second language are students’ attitudes toward speaking English and students’ exposure to oral communication in English” Negative factors are handicaps that make learning efficiently difficult for students. It can affect students in different ways. For instance, frustration, self-esteem, and shyness are clear factors that are presented and are affecting students learning process at the University URACCAN.

Are you able to communicate in English with a native English speaker?

Most students expressed “speaking with a native speaker is something we can do, but of course there are some difficulties because our vocabulary is limited.” A few students said, “We are not able to speak with a native speaker because our level is too low yet and it is very difficult for us to keep a conversation.”

According to Hymes (1972) “communicative competence”

Refers to the develop language learning that enables language users to convey their messages to others and to understand others’ messages within specific context. It also implies the language learners’ ability to relate what is learnt in the

classroom to the outside world. From this perspective, Hymes (1972) described the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structures. (P. 97)

As assessors of students' performance we can state that students who respond confidently saying that they have the ability, positive attitudes to communicate effectively in English with a native speaker, have the desire to communicate more than others, consequently, we must take advantage of it. Also, it is crucial to maintain the positivism in students in order to draw the best of them, and push them on to keep practicing the language whenever there is an opportunity. On the other hand, there were some students who behaved a bit negatively saying that they didn't feel confident to speak with a native English speaker.

Do you practice English with someone? If the answer is yes, explain how you feel when it happens, and if the answer is no, so explain why.

All students answered this question as follows: "there are different ways we practice English with some family members, classmates, teachers, friends, watching videos, and we feel nervous, happy, and very good, but others do not practice because they do not have someone in their family to practice."

Ms. Salima Mazouzi in her research (2013) states that:

SL learners need to practice the language regularly inside the classroom through performing different activities. Thus, effective teacher should vary the oral activities to encourage and involve the learners in the classroom interaction. Scriverener makes an important point that this idea, he said that: "The aim of

communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges information or opinion”

There are many different activities that can be done inside the classroom and help the learners to develop their speaking skill. Those below are some of the common one: discussion, role-play, communicative tasks, find the difference, and chain story.(P.25)

Making a comparison with the expressed by students and the theory of the author we can see that the information has a good relation because the fundamental part of practice any language is speaking it lets to acquire a good practice and confidence with the target language.

What are the tools that you use to improve your English speaking Skill?

Students answered “the tools we use to improve the English speaking skill are: translators, dictionaries, books, audios, tutorials, and documents.”

Julian Perez Porto (2008) defines didactic materials as:

Didactic materials are the different elements that can be group up in a conjunct, assembled according to their usage in some specific goal. The element could be real, physical, virtual, or abstracts. Didactic material is the one that meet the media and resources to facilitate the teaching and learning process. They are commonly used within the educative environment to make easier the acquisition of concepts, abilities, attitudes, and skills. (P.1)

Some common materials used in the teaching of English are: postcards, printed material, videos, books, dictionaries, audios,

tape recorder, boom box, speakers, TV, internet, computers, computer software, whiteboards, cellphones etc. all of these materials are useful for teachers and students to accomplish the goal of acquiring the language. However, some universities might not have the elements necessary to provide teachers with the best tools for enhancing the quality of education.

According to the information provided by students we can see that students are using some of the material that is recommended by the experts but not in one hundred percent.

How do you consider your English learning process? Slow or fast?

Students split their responses. Some 70 percent of students said “our learning process is fast because we feel skillful to learn the language”. However, some 30 percent said “we consider that we are going through a slow process because it is difficult for us to learn.”

The online Encyclopedia Wikipedia (2010) defines the word skill as: “A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses”. (p.2)

It is relevant to point out that every student has different skills and that all of them are important since these have a big impact on their learning process. However, in learning languages there are students that are more skillful than others. Therefore, skillful students learn a little faster than others.

We as researchers have perceived that as students expressed, some of them learn faster than others. Indeed, this is a real fact and it has a valuable explanation. Students who learn fast are less timid, more outgoing, determined to succeed, and have a stronger background regarding English. For instance, some

students that have a creole family background feel a lot more comfortable speaking English than students that have a Miskitu or even a mix-race background.

Teachers can analyze teaching methods by observing the effect of methods on students. As Oxford (2001) stated, teaching English as a second or foreign language (ESL/EFL) is a tapestry. The teaching tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages (i.e., English and the native language of the learners and the teacher). All parts are related to each other and teachers cannot ignore the one part or pay more attention to another part. Teachers should not separate the teaching skills, for example teaching grammar in isolation and without context. Students should learn all skills to improve their language learning.(P.3)

What do you consider that your classmates should do to improve their English speaking skill?

Students were very open minded with this question and responded in a varied way. Some students said “classmates should pay more attention during classes. A second group said that they should practice more to develop confidence when speaking, a third part said that they should research on their own and make use of the materials they have at hand currently, and the last part expressed that classmates should ask the professor whenever they have doubts.”

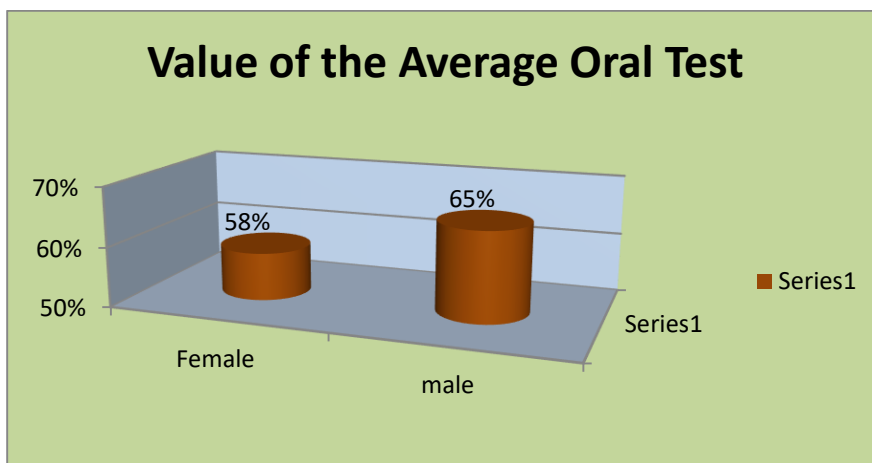
In the Dictionary.com (2014) improve is: “To make (land) more useful, profitable, or valuable by enclosure, cultivation, etc.” (P. 1)

Improve means to do something better. Relating this word to people, people improve things by making them more efficient, stronger, more powerful and helpful to others. In other words, improve is the growth of human abilities from simple to more developed. Although focused on this research, improve is the attitude to enhance fluency when speaking English taking into account that the speaking skill is a really important element when somebody is studying languages in order to be able to communicate skillfully, that is why all students of the university URACCAN must speak fluent English or at least being able to communicate in several environments and contexts.

According to our point of view students reacted in a different way answering the questions due to the way the question was addressed. We think that asking indirectly was a good point because they were conscious of many things others should do to improve their speaking skill. At last, we recommend every student to follow the tips that this group has mentioned in order to improve speaking skill.

5.2 Analysis of results of the test applied comparing a female versus a male performance.

For doing this analysis we used a rubric to evaluate each student's performance. The rubric will be shown below and a graphic with every students' performance.



Criteria	Score	Excellent	Very good	Fair	Student's name
	100	25%	15%	10%	
Pronunciation	25				
Fluency	25				
Coherence	25				
Clarity	25				
Total	100				

The online Encyclopedia Wikipedia (2010) defines the word skill as: “A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words, the abilities that one possesses”. (P.2)

Vesna Bagaric (2007) states that the term: “communicative competence” is comprised of two words the combination of which means “competence to communicate”. This simple lexicon- semantical analysis uncovers the fact that the central

word in the syntagm “communicative competence” is the word “competence”. (p. 94)

According to Hymes (1972) “communicative competence” Refers to the develop language learning that enables language users to convey their messages to others and to understand others’ messages within specific context. It also implies the language learners’ ability to relate what is learnt in the classroom to the outside world. From this perspective, Hymes (1972) described the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structures. (P. 97)

In the two following charts we made a comparison of the performance between a female versus a male student. As we analyzed the comparison between both students we can see the dominion of the female over the male. Is obvious that the female got 20% over the male, this is due to several reasons such as: a better pronunciation, fluency and coherence.

Student 3 (female) average in performance

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	25%		0	
2	Fluency	25%	25%		0	
3	Coherency	25%	25%		0	
4	Clarity	25%	0	15%	0	
5	Total	100%	75%	15%	0%	A.P 90%

Symbols

A= average P= performance

Student one (Male)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	25%			
2	Fluency	25%	0	15%		
3	Coherency	25%	0	15%		
4	Clarity	25%	0	15%		
5	Total	100%	25%	45%		A.P 70%

Symbols A= average P= performance

Comparison two

In the chart below another couple of students was compared. As a result, it can be noticed a clear difference in the mastery of the area that we were focused on. The male stands out from the female getting a 30 percent higher score than the female. The main point of that was the difference in the average of three categories pronunciation, fluency, and coherence

Student two average in performance (female 2)

Sketch 2

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	0	15%	0	
2	Fluency	25%	0	15%	0	
3	Coherency	25%	0	15%	0	
4	Clarity	25%	0	15%	0	
5	Total	100%	0%	60%	0%	A.P 60%

Symbols

**A= average P= performance
(Male)**

	Criteria	Score	Categories			
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	25%			
2	Fluency	25%	25%			
3	Coherency	25%	25%			
4	Clarity	25%	0	15%		Total
5	Total	100%	75%	15%		A.P 90%

Symbols A= average P= performance

Symbols

A= average P= performance

In the two charts that follow the performance of two students is detailed. After the test was done we got these results. As you may see in the charts the man shows fifteen percent more than the woman. This fact can be supported with the categories that the man controlled the most.

Student 3 (female)

	Criteria	Score	Categories			
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%	0	
2	Fluency	25%			10%	
3	Coherency	25%			10%	
4	Clarity	25%			10%	Total
5	Total	100%		15%	30%	A.P 45%

Symbols A= average P= performance

Sketch 9

Student 3 (Male)

	Criteria	Score	Categories			
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%		Total
2	Fluency	25%		15%		
3	Coherency	25%		15%		
4	Clarity	25%		15%		
5	Total	100%	0%	60%		A.P 60%

Symbols A= average P= performance

In the next charts data to prove the results are displayed through the examination of four categories related to speaking. As you may see, the male student has an upper hand of ten percent in the average of his performance. The female student lowered her average in the categories of fluency, coherence, and clarity which means that in those criteria she was weaker than the male student.

Student 4 (female)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%	0	
2	Fluency	25%			10%	
3	Coherence	25%			10%	
4	Clarity	25%			10%	
5	Total	100%		15%	30%	A.P 45%

Student four (Male)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%		
2	Fluency	25%		15%		
3	Coherency	25%		15%		
4	Clarity	25%			10%	
5	Total	100%	0%	45%		A.P 55%

Symbols A= average P= performance

Comparison 5

The two charts below have the information related to the performance of two students, male versus female. The first chart describes the percent that got the female in the oral test applied evaluating four categories; she got a very good performance getting 60 percent. The second chart shows the result of the man, he got a slow result 55% it is obvious that the woman got 5 percent more than the man.

Student 5 (female)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	0	15%	0	
2	Fluency	25%	0	15%		
3	Coherency	25%	0	15%		
4	Clarity	25%	0	15%		
5	Total	100%		60%		A.P 60%

Symbols A= average P= performance

Students 5 (Male)

Criteria		Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%		
2	Fluency	25%		15%		
3	Coherency	25%		15%		
4	Clarity	25%			10%	
5	Total	100%	0%	45%		A.P 55%

Symbols A= average P= performance

The two charts below show the percentage in numbers obtained by both female and male students. It is clear to see that there is a higher dominium of the language of the male student. Therefore, in this comparison (see charts) is reflected the result for each of the four categories being evaluated so that you can have a better image of the process.

(Male)

	Criteria	Score	Categories			
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	25%			
2	Fluency	25%		15%		
3	Coherency	25%		15%		
4	Clarity	25%			10%	Total
5	Total	100%	25%	30%	10%	A.P 65%

Symbols A= average P= performance

Student 11 (Female)

	Criteria	Score	Categories			
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%		
2	Fluency	25%		15%		
3	Coherency	25%			10%	
4	Clarity	25%			10%	Total
5	Total	100%	25%	30%	10%	A.P 50%

Symbols A= average P= performance

VI. Conclusion

This research addressed to third year computer science students with the purpose of empower students' weaknesses, but departing from a comparison between female versus male students' performance was a process of exploring different factors, attitudes and perceptions that students have towards learning a second language communicatively through an exposition of those students to certain types of practical exercises to realize their behavior, and finally be able to describe their performance in speaking, separating female from male students.

As we obtained meaningful data which reveals the performance of students, an interview that contained twelve questions was conducted to every student which they had to respond orally in order to do both discover perceptions about the learning of English and start proving the level of performance they have in speaking.

Once the interview stage had happened, the results had to be analyzed, so interviews were submitted to discussion. However, before discussing the interviews a long process of writing was

carried out. In this process every interview was transcribed. That is, remarks of every student were written down on paper to have a wider view of all the answers given by them. Afterwards, the process of analysis could be developed.

This process of analysis was developed on a question-comparative mode. But why is it question-comparative? Since one of our goals was to find out which of the two genders had stronger performance, so it was necessary to do it in this way. Each woman was paired up with a man to be compared in performance. The assessment was based on four categories evaluated by a rubric system that comprised four categories, pronunciation, fluency, coherence and clarity. The rubric showed the average for the performance in each category. Therefore, each result at the end of every pair compared have a based and something we can rely on as an evidence of the final results.

This comparisons not only revealed that both groups can handle a speaking situation, but it also revealed that some of them are stronger than others in speaking to a real person and trying to hold a real conversation.

The results obtained show that male have a better percentage of dominance than female due to that some students had a previous background before beginning to study the compulsory English course. Some students speak Creole and this language has a similarity with English, being an advantage over the female. On the other hand, male are more outgoing in speaking English which makes their participation more noticeable.

Some other students have an obvious lack of interest to learn English because this course is obligatory and they do not feel motivated to do the best to show a real progress using the language communicatively. In addition to this group of not interested students, there is another group who experience

negativism and strong insecurity when participating. Moreover, there are some students with a Miskito background who have disadvantage because English in the classroom is translated into Spanish and Spanish is not their native language so they have a very challenging situation to face.

A third part of individuals are being affected because they come from communities and have never taken a previous course in English or their high school classes were so simple that they were not able to learn. Nevertheless, these people do not have much access to technological devices from which to have contact with the language or enhance their learning. Perhaps, they have ever seen another person who talks English and even worst, they have never interacted with one. In contrast, people on the city have had more opportunities to access technology and interact with English native speakers since many foreigners visit the urban area. As a result, they have had more contact and chances to learn and experiment the language.

Finally, was figured out that students get frustrated because they would like to learn the language quickly, in short time but without effort. However, they must understand that one cannot learn a language if there is no effort. So teachers also play a very important role encouraging students to effort themselves and feel self-motivated and most important telling them every day through small lectures that English is a very important language for several of reasons such us: English is one of the most spoken languages worldwide, it is the language of business, best books are only available in English, movies are original filmed in English, English is the language you communicate throughout the world among others.

Negative factors

For men

- Lack of the appropriate tools to learn the language in a better way.
- Class absences.
- Lack of vocabulary to maintain a conversation.
- Some of them are unmotivated by personal interest in the subject.

For women

- ❖ Lack of the appropriate tools to learn the language in a better way.
- ❖ Poor background knowledge
- ❖ Lack of confidence.
- ❖ Shyness
- ❖ Insecurity when speaking.
- ❖ Fear to make mistakes and be the spotlight of laughter.
- ❖ Class absences.
- ❖ Some of them are unmotivated by personal interest in the subject.
- ❖ Some of them pay poor attention during classes.
- ❖ Lack of vocabulary.

For both

- Lack of the appropriate tools to learn the language in a better way.
- Class absences.
- Lack of vocabulary to maintain a conversation.
- Some of them are unmotivated by personal interest in the subject.
- Resistance to buy handouts and materials for the class

Positive factors

For men

1. Men are aware of the importance of English for professionals.
2. Students have a slightly good performance in speaking.
3. Participation during classes is noticeable.
4. Students' availability to work with technology devices such as cellphones, computers, software and the virtual platform of the campus.
5. Women are willing to work in teams.

For women

1. Women are aware of the importance of English for professionals.
2. Disposition to do assignments when being in the classroom.
3. Students' availability to work with technology devices such as cellphones, computers, software and the virtual platform of the campus.
4. Women are willing to work in teams.

VII. Recommendation

For URACCAN authorities, we suggest to:

- Organize students exchange from at least the four main campuses of URACCAN to share knowledge and motivate more students to study the language.
- Train teachers who teach the English language more often through workshops or trainings in modern methodologies and ways of developing more engaging lessons.
- Classify students according to their level of English knowledge that each student has in order to have a balance in the group.
- Support English teachers with enough materials necessary to develop a more active-communicative lesson.

For students, we recommend to:

- Value the opportunity of taking an English course of more than nine-hundred hours for free.
- Be responsible in the learning process and fulfillment of assignments.
- Cooperate as a team when working in groups.
- Practice on their own independently so that they can improve their knowledge and at the same time help URACCAN to stand out from other universities with higher students' average.

For teachers, we recommend to:

- Cultivate responsibility in students so that they can be responsible for their own learning.

- Reinforce the ability of speaking by providing students more chances to use the language more often in real life events.
- Encourage students to stop being afraid to use their English but being more active in the classroom.
- Promote activities that carry out active engagement in the classroom.
- Give extra classes to students that have problems to understand the class, and make students aware of the importance of taking extra classes with responsibility.
- Teach the class as much as possible in English and choose students that are more capable than others to help them translating what the professor says instead of being the professor who translates always everything.
- Encourage students to feel more confident in order to be able to develop a better performance in the learning of a new language such as English.
- Invite students who have learned English for giving advice, encouraging and telling students who are taking compulsory English courses the way they learned English.
- Use during classes the following activities and teaching strategies:
- Visual aids to convey meaning such as flash cards or images displayable on screen.
- Incorporate aural elements with previous preparation.

- Use technological devices at hand to incorporate them into the lessons with learning purposes (computers and cellphones).
- Use more of a variety of useful materials. E.g. software related to English, digital dictionaries, audios, color papers to design active activities, computers with access to internet, flash cards, visual objects etc.

Warm-up Activities

Around the World

1. Make flash cards with pictures of the new vocabulary on them. Do not include the written word in English.
2. Have the first two students of a row stand up.
3. Show them a flash card.
4. The first student to correctly pronounce the vocabulary advances to the next. The other student sits down.
5. Repeat again between the winner of the first round and the next student with a new flash card.
6. When a student loses around, they take the place or desk of their competitor, and the student that wins advances.
7. The winner is the student who can go all the way around the classroom winning every round until they get back to their original desk.

Uses: vocabulary, numbers, parts of the body(point to your parts instead of using flash cards), ABCs Variation: when appropriate, use mimics for action verb vocabulary, instead of flash cards.

Bingo

1. Tell the students to fold a piece of paper 4 times to create 16 small squares. This is the bingo board

Orange	Lemon	Bread	Eggs
--------	-------	-------	------

Meat	Milk	tomato	Beans
Rice	Juice	Cheese	Mango
Oil	Onion	Chicken	Avocado

2. Choose 16 or more different vocabulary words or images to put in the squares. Students should mix the order of the words.
3. Say different vocabulary words. if the student has that word in his or her board, he or she marks the square that corresponds to each word.
4. The goal is for students to yell (BINGO!) when they form a line of 4 squares (horizontal, vertical or diagonal).
5. Tell the students to read the vocabulary in the squares aloud in order to verify that the student wins.

Uses: vocabulary (numbers, clothing, or food), present and past verbs forms.

Categories: Speaking

1. One student thinks of a category, such as fruits or family members.
2. Every must take a turn saying a fruit or a family member.
3. If someone takes too long to give an answer, then that person is out and a new category begins.
4. To decide how long is "too long," the lead students should count to five.
5. If someone gives an answer that is incorrect, the she or he is also out. For example, if the category is fruits, and someone says "potato" then that person is out.
6. The game continues until only one person is left.

Uses: vocabulary, (numbers, clothing, or food)

Variation: Divide the class into smaller groups.

Change seats

Best for a small class. If you have a large class, divide the class into smaller groups to play.

1. Tell the students to sit in a circle with their chairs, with one person standing in the middle ex: for 20 people, use 19 chairs.
2. Start in the middle of the circle and say “change seats if...” and continue with a sentence related to them. Ex: If the theme is clothing, a person who is wearing blue jeans says, change seats if you are wearing blue jeans.
3. Everyone who is wearing blue jeans stands up and change seat.
4. Students cannot move to the seat immediately next they were sitting.
5. The person who does not find a chair stays in the middle and says the next sentence.

Uses: Vocabulary (clothing, family members, personal characteristics) present progressive, HAVE.

Hangman

Good for the last minutes of class if you have time left over after finishing the lesson. Play in small groups or as a whole class.

Rules

1. Choose a word /phrase and write one blank for each letter. Ex: for “apple,” _ _ _ _ _.
2. Students say a letter.
3. If the letter appears in the word or phrase, write it in the correct space. If not, add a body part to the hangman.
4. Students must guess all the letters in the word to complete the word before the drawing of the hangman is complete.

Uses: vocabulary, spelling, pronunciation, of the alphabet.

Hot Cabbage/ Potato

To prepare a “cabbage”, write questions/ phrases/ vocabulary on pieces of paper. Ex: Papers could read “My name ____ Paul” or a question “What is your name?”

1. Wrap the papers around each other into a ball.
2. Make a sound (hit a marker on the white board, play music, sing or clap) while the students pass the ball around the class.
3. When the noisy stops, the student with the cabbage removes the top layer and completes the activity on the paper.

Uses: Singular/ plural, possessive adjective, prepositions of time, comparative/ superlatives, reading comprehension.

King/ Queen of the Mountain

1. Tell the students to form a semi-circle.
2. Choose one student as the “king/queen of the mountain” and tell him/ her to stand in the middle.
3. One by one students think of a sentence/question and the king/ queen has to say the opposite. Ex: classmate: “tonight I will do my homework. King/queen: “ tonight I will not do my homework,”
4. If the king/queen responds incorrectly, the student who said the sentence is the new king/queen. If a king/queen answers 10 questions correctly, he/she wins and chooses a new king/queen.

Uses: Affirmative/negative, verbs tenses (present to present progressive, past to present, etc.)

Musical chairs

1. Organize the students’ chairs in a circle, facing outwards. There should be one less chair than there are students. (ex: if there are 24 students, there should be 23 chairs.)
2. Tape a picture to each chair.

3. Tell the students to dance around the chairs while you play music.
4. When the music stops, every student must race to find a seat.
5. The one student who is left standing faces elimination. He/she will be “out” unless they can save themselves.
6. The student can save himself or herself by asking a question to a classmate using the grammar of the day. If she/he ask the question correctly, and their classmate answer incorrectly, he/she stays in and the other student is out.
7. Start the music again. Student must move and dance while the music plays.
8. Take out a chair, so again there is one less chair than students.
9. When you stop the music, students must find a seat.
10. Again, the student facing elimination can save himself/herself by asking a classmate a question.
11. Play the music again, remove another chair, etc.
12. Continue until there is only one, (the winner)

Uses: personal information, physical descriptions (use questions about the students instead of pictures), occupations any content with a focus on questions.

Run to the board/fly swatter

1. Form two teams.
2. Say a vocabulary word and one student from each team runs to the board and writes the correct word, the first to write the correct word earn a point for his/her team.

Uses: time, numbers, count/non-count nouns, vocabulary (clothing, food, traffic signs, classroom objects), etc.

Variation: fly swatter: write the words or take pictures on the board at the beginning of the game. Say a vocabulary word and the students touch the correct word or picture with a fly swatter or hand to earn the point.

Simon says

1. Choose one student to be "Simon". He/she stands facing the class.
2. Simon gives instructions. Ex: "Simon says touch your nose" and the other students touch their noses.
3. Simon can also say, "Touch your nose" but this command is not valid because it doesn't include Simon says".
4. Anyone who 1) performs an action that doesn't begin with "Simon says", 2) performs an incorrect action at all is "out" and must sit down.
5. Play until one student remain.
Uses: vocabulary, (parts of the body, clothing, classroom objects) or commands.
Variation: the last person standing becomes the new "Simon" and gives commands.

Star of... rules

1. Tell the students to stand in the middle of the room.
2. Tell that when you say "north" they must walk north. When you say "south, east or west" students must walk in that direction.
3. While students are walking, say "star of + a number. Ex: "star of 3"
4. Students quickly form groups of that number.
5. Any student without a group must give a definition of a vocabulary word. Uses: review any vocabulary, any grammar point or numbers.

Telephone

1. Write 10 vocabulary words on the board.
2. Tell students to sit in equal rows.
3. Whisper a word from the board to the first student in each row.

4. Those students return to their row and whisper the same word to the student behind them. This continues until the end of the row.
5. The last student in each row runs to the board to touch the correct vocabulary word.

Uses: vocabulary, verbs, or short phrases.

Variation 1: play with short sentences or word pairs. Give the students one word and they have to touch the word on the board that matches it. Ex: give the word “ate” and students touch the verb “eat” on the board.

Variation 2: to practice writing, the last student in the row comes to the board and writes the word.

Tic-tac-toe

Best for beginners

1. Draw the tic-tac-toe board on the board, with a different word or activity in each square. Ex: personal information (see sample on the right)
2. Divide the classroom in two teams, X’s and O’s.
3. One student from each team takes a turn to choose a square. He/she must correctly say/perform the activity in that square to place an X or O in it.
4. To win, form a horizontal, vertical or diagonal line.

Uses: demonstrative pronouns/colors, descriptions, how much/how many, vowel pronunciation, prepositions of place, present/ past tense, irregular verbs.

Variation: play as a class or in small groups.

Think, pair, share

Best for advanced students

1. Think: ask the students a question related to the theme. The students should not answer out loud: they should think about their answers. Ex: if the theme is human rights, a question might be, what are some basic human rights?"
2. Pair: divide the students into pairs. In pairs, students must talk about their answers to the question.
3. Share: pairs share answers with the rest of the class.
Uses: warm-up for new contents, expressing opinions, accessing prior knowledge.
Variation: if the class is very large, divide the students into groups of three pairs (six students) to share their ideas.

Two truths and a lie

1. Tell the students to write two things that are true about themselves and one thing that is untrue. Ex: " I have eaten turtle eggs. I have been to Chinandega. I have met Enrique Iglesias."
2. The students pass in front of the class and read their three sentences. The other students must guess which one is the lie.
Uses: present perfect tense, past tense, use of "can".

Variation 1: students draw pictures that corresponds with their statements.

Variation 2: after the game students try to remember the truths about the other students.

Venn Diagram

1. Draw two converging circles on the board.

2. Tell the students that the circle on the left represents one group of ideas, and the circle on the right represents another group. The space where the circle meet is where the two ideas converge. Ex: if the theme is rules, the circle on the left could be, rules at home and the circle on the right could.

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IX. Glossary

- ☞ **Average** (noun) symbol (A) any measure of central tendency, especially any mean, the median, or the mode.
- ☞ **A. P.** Average Performance
- ☞ **Comparison** (noun) the act of comparing or the state or process of being compared
- ☞ **Dominance** (noun) being in a position of power authority or ascendance over others.
- ☞ **ESL.** English as Second Language
- ☞ **EFL.** English as a Foreign Language
- ☞ **Performance** (noun) symbol (P) the act of performing carrying into execution or action; achievement; accomplishment; representation by action
- ☞ **Speaking** (noun) one's ability to communicate vocally in a given language

X. Appendix



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

URACCAN

INTERVIEW

Nº. Interview_____

Dear students, we are English teachers of the University of the Autonomous Regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students' speaking skill performance in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

- 1) Do you like English?
- 2) Do you consider English as an important subject?
- 3) How do you feel studying this compulsory English course?
- 4) What are the disadvantages of studying compulsory English courses?
- 5) What is the advantage of learning English?
- 6) What is the most important role of English in your future?
- 7) What is the most difficult of speaking English for you?

- 8) Are you able to communicate in English with a native English speaker?

- 9) Do you practice English with someone? If the answer is yes, explain how you feel when it happens, and if the answer is no, so explain why.
- 10) What are the tools that you use to improve your English speaking Skill?
- 11) How do you consider your English learning process, slow or fast?
- 12) What do you consider that your classmates should do to improve their speaking skill?



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

URACCAN

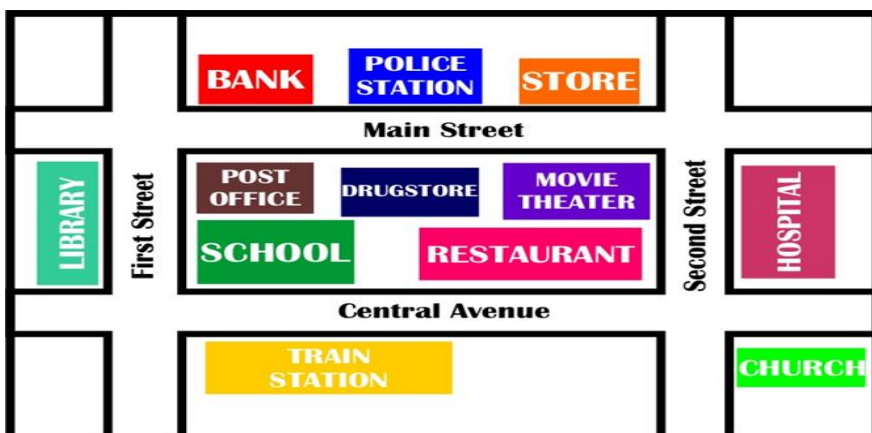
Test to measure student's knowledge

1. What is your opinion about the following statements? You need to read the general question in the middle, and then you can share your personal opinion about the other statements.



2. Dear student, in this section you will use this picture to give directions. Some questions will be asked in order to make your description easier.

1. How do I get from the church to the bank?
2. How do I get from the hospital to the post office?
3. How do I get from the school to the store?
4. How do I get from the drugstore to the train station?



Rubric to assess the oral test

Criteria	Score	Excellent	Very good	Not good	Students' names
	100	25 pts	15 points	10 points	
Pronunciation	25				
Fluency	25				
Coherence	25				
Clarity	25				
Total					

Students three (female) average in performance

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	25%		0	
2	Fluency	25%	25%		0	
3	Coherency	25%	25%		0	
4	Clarity	25%	0	15%	0	
5	Total	100%	75%	15%	0%	A.P 90%

Symbols

A= average P= performance

Student one (Male)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	25%			
2	Fluency	25%	0	15%		
3	Coherency	25%	0	15%		
4	Clarity	25%	0	15%		
5	Total	100%	25%	45%		A.P 70%

Symbols A= average P= performance

Comparison two

Student two average in performance (female 2)

Sketch 2

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	0	15%	0	
2	Fluency	25%	0	15%	0	
3	Coherency	25%	0	15%	0	
4	Clarity	25%	0	15%	0	
5	Total	100%	0%	60%	0%	A.P 60%

Symbols

A= average P= performance

(Male)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	25%			
2	Fluency	25%	25%			
3	Coherency	25%	25%			
4	Clarity	25%	0	15%		
5	Total	100%	75%	15%		A.P 90%

Symbols A= average P= performance

Student three (female)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%	0	
2	Fluency	25%			10%	
3	Coherency	25%			10%	
4	Clarity	25%			10%	
5	Total	100%		15%	30%	A.P 45%

Symbols A= average P= performance

Sketch 9

Students three (Male)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%		
2	Fluency	25%		15%		
3	Coherency	25%		15%		
4	Clarity	25%		15%		
5	Total	100%	0%	60%		A.P 60%

Symbols A= average P= performance

Student four (female)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%	0	
2	Fluency	25%			10%	
3	Coherence	25%			10%	
4	Clarity	25%			10%	
5	Total	100%		15%	30%	A.P 45%

Student four (Male)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%		
2	Fluency	25%		15%		
3	Coherency	25%		15%		
4	Clarity	25%			10%	
5	Total	100%	0%	45%		A.P 55%

Symbols A= average P= performance

Comparison 5 Student five (female)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	0	15%	0	
2	Fluency	25%	0	15%		
3	Coherency	25%	0	15%		
4	Clarity	25%	0	15%		
5	Total	100%		60%		A.P 60%

Symbols A= average P= performance

Students five (Male)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%		
2	Fluency	25%		15%		
3	Coherency	25%		15%		
4	Clarity	25%			10%	
5	Total	100%	0%	45%		A.P 55%

Symbols A= average P= performance

(Male)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%	25%			
2	Fluency	25%		15%		
3	Coherency	25%		15%		
4	Clarity	25%			10%	
5	Total	100%	25%	30%	10%	A.P 65%

Symbols A= average P= performance

Students eleven (Female)

	Criteria	Score	Categories			Total
		100	Excellent 25%	Very good 15%	Fair 10%	
1	Pronunciation	25%		15%		
2	Fluency	25%		15%		
3	Coherency	25%			10%	
4	Clarity	25%			10%	
5	Total	100%	25%	30%	10%	A.P 50%

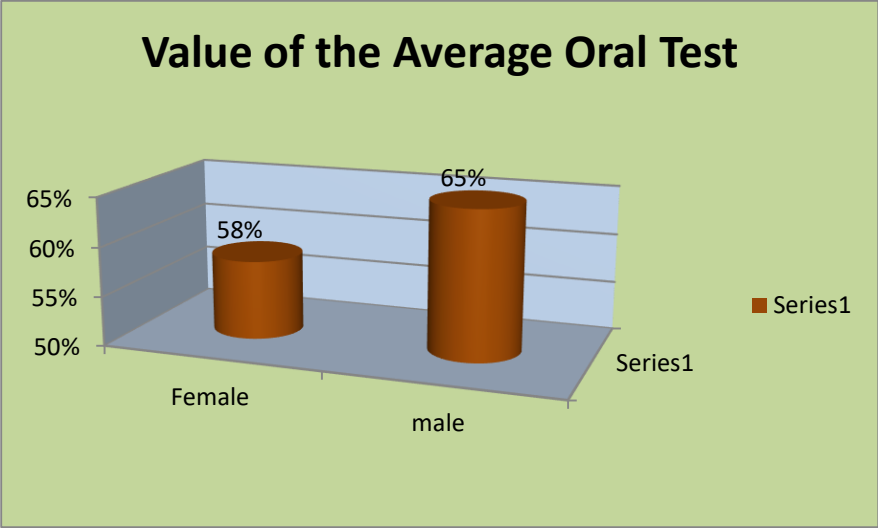


Table one

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ST	Q 1. 8.33		Q 2. 8.33		Q 3. 8.33		Q 4. 8.33		Q 5. 8.33		Q 6. 8.33		Q7. 8.33		Q 8. 8.33		Q.9. 8.33		Q 10. 8.33		Q 11. 8.33		Q 12. 8.33		100	
ST. 1, 2	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
	5	6	4	6	6	7	4	5	8	6	8	5	8.3	8	7	6	6	7	6	6	7	7	7	6	F vs. M	
																									70	75. 5

Table two

	Weight		W		W		W		W		W		W		W		W		W		W		W		Total	
	Q 1. 8.33		Q 2. 8.33		Q 3. 8.33		Q 4. 8.33		Q 5. 8.33		Q 6. 8.33		Q 7. 8.33		Q 8. 8.33		Q 9 8.33		Q 10. 8.33		Q 11. 8.33		Q 12. 8.33		100	
S T 2	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
	8.3	8	6	7	7	7	0	8	6	6	5	6	6	5	5	6	4	5	5	6	6	7	6	6	M VS. F	
																									64. 33	77

Table three

	Weig ht		W		W		W		W		W		W		W		W		W		W		W		Total	
	Q. 1. 8.33		Q. 2. 8.33		Q. 3. 8.33		Q. 4. 8.33		Q. 5. 8.33		Q. 6. 8.33		Q. 7. 8.33		Q. 8. 8.33		Q. 9 8.33		Q. 10. 8.33		Q. 11. 8.33		Q. 12. 8.33		100	
S T 3	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
	6	7	8	6	7	7	6	7	5	5	5	6	6	5	5	5	5	6	7	4	7	6	5	5		
																									M VS F	
																									72	69

Table four

	Weig ht		W		W		W		W		W		W		W		W		W		W		W		Total	
	Q. 1. 8.33		Q.2. 8.33		Q.3. 8.33		Q.4. 8.33		Q.5. 8.33		Q.6. 8.33		Q.7. 8.33		Q.8. 8.33		Q. 9 8.33		Q.10. 8.33		Q.11. 8.33		Q.12. 8.33		100	
ST 4	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
	7	5	7	5	7	6	6	6	6	5	6	7	8	5	7	6	7	7	5	6	6	6	7	5		
																									M VS F	
																									79	69

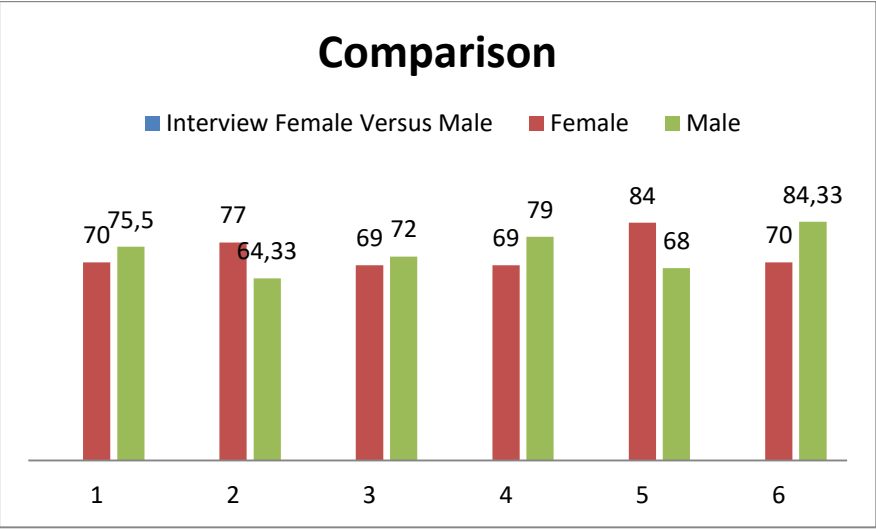
Table five

	Weig ht		W		W		W		W		W		W		W		W		W		W		W		Total		
	Q. 1. 8.33		Q. 2. 8.33		Q. 3. 8.33		Q. 4. 8.33		Q. 5. 8.33		Q. 6. 8.33		Q. 7. 8.33		Q. 8. 8.33		Q. 9 8.33		Q. 10. 8.33		Q. 11. 8.33		Q. 12. 8.33		100		
ST 5	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
	6	7	6	8	7	8	6	7	5	7	5	7	6	6	5	7	5	6	6	7	5	7	6	7			M VS F
																										68	84

Table six

	Weig ht		W		W		W		W		W		W		W		W		W		W		Total			
	Q. 1. 8.33		Q. 2. 8.33		Q. 3. 8.33		Q. 4. 8.33		Q. 5. 8.33		Q. 6. 8.33		Q. 7. 8.33		Q. 8. 8.33		Q. 9 8.33		Q. 10. 8.33		Q. 11. 8.33		Q. 12. 8.33		100	
S T 6	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
	7	6	7	6	8	7	7	6	7	7	7	6	8	5	6	4	6	6	8.3 3	6	7	5	6	6	M V S F	
																									84. 33	70

Graphic to represent the average of the oral interview



Transcripts oral interview

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N. Interview (1) male

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

“Yes, like it because it is a useful language for us”.

2. Do you consider English as an important subject?

“It’s very important because we learn more from her”

3. How do you feel studying this compulsory English courses?

“At times it is very complicated but in another occasion it is very fun to study English”.

4. What are the disadvantages of studying compulsory English courses?

“The disadvantages is learning from it and being able to speak English”.

5. What is the advantage of learning English?

“One of the advantages is that you can communicate with the other person and be able to go in another country”.

6. What is the most important role of English in your future?

“If because in the future we can open doors to communicate with the other person either foreign or other type of person”.

7. What is the most difficult of speaking English for you?

“For me, the most difficult is to communicate with the other person speaking English”.

8. Are you able to communicate in English with a native English speaker?

“I will not be able to communicate because I feel that I still lack in speaking in the pronunciation”.

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

“I do not practice how I can say, I cannot speak very well because it's simply not my language”.

10. What are the tools that you use to improve your English speaking skill?

“Well, what I do is translate a dictionary and practice English and watch video in English”.

11. How do you consider your English learning process, slow or fast?

“For me it is very slow because I cannot communicate and my learning is very slow”.

12. What do you consider that your classmates should do to improve their speaking skill?

I consider that we have to put more of our part to be able to speak and communicate with ourselves.

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N. Interview 2 female

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

“Yes, because it is a very interesting language in the whole country and in our life”

2. Do you consider English as an important subject?

“of course is more ease to communicate with other people and is the language most used when making international communications specially in the important world of business transactions and finance”

3. How do you feel studying this compulsory English course?

“I feel very happy and lucky therefore I have to take advantage”

4. What are the disadvantages of studying compulsory English courses?

“We may not reach a satisfactory level with either pronunciation problems and grammatic”

5. What is the advantage of learning English?

2Have a good ability to move from one language to another and also master without any difficulty”

6. What is the most important role of English in your future?

“Well for me have ability to communicate with other people. And to have new opportunity to work”

7. What is the most difficult of speaking English for you?

“In my pronunciation”

8. Are you able to communicate in English with a native English speaker?

“Well, sometimes when it is clear what they tell me”

- 9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.**

“Yes, I am happy to have the happiness in communicating with others”

- 10. What are the tools that you use to improve your English speaking skill?**

“Used translator, dictionary documents to read and videos”

- 11. How do you consider your English learning process, slow or fast?**

“Fast, because I feel that my knowledge acquires quick information”

- 12. What do you consider that your classmates should do to improve their speaking skill?**

“Putting more of its part and also feel confident about yourself”

UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST, URACCAN

N. Interview 3 (male)

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

- 1. Do you like English?**

“Yes I like English because is very nice and is one language very important today in our society”

- 2. Do you consider English as an important subject?**

“English is very important that allows us to communication and turn, master a languages more is something is not our language”

- 3. How do you feel studying this compulsory English course?**

“For me is someone very important that course because give us the opportunity to learn a language more to help us for the day our society and to be a professional quality at the time to find a job”

4. What are the disadvantages of studying compulsory English courses?

5. What is the advantage of learning English?

“The first disadvantage we can give the that English is learn one language more in our life, learning to talk and communicate with other people”

6. What is the most important role of English in your future?

“My role most important in my future is learn to speak that language and master the language”

7. What is the most difficult of speaking English for you?

“My most difficult of speak English is pronounce the meaning of the words in English.”

8. Are you able to communicate in English with a native English speaker?

“I feel that I can although I don’t this talking to perfection your language by sorry I can answer your something”

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

“As in that question when I speaking with something I feel happy because I know that can learn more quick that language”

10. What are the tools that you use to improve your English speaking skill?

“As I use something dictionary, and video tutorial that help me y dominicate the language”

11. How do you consider your English learning process, slow or fast?

“As I consider that for learning English is one process slow because teaches us step by step metologia so you can learn”

12. What do you consider that your classmates should do to improve their speaking skill?

“I think you have to interest to their classes and if possible is together with persons talking English to can learn faster”

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N. Interview 4 (female)

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

Yes. Because the English class is very important since it helps us to have new knowledge

2. Do you consider English as an important subject?

I consider that the internet class is very important because it gives us the possibility to travel in other places it allows us to have better and good work.

3. How do you feel studying this compulsory English course?

Well, because by forcing us to see this class rather they are helping us to have a better future.

4. What are the disadvantages of studying compulsory English courses?

The disadvantage of studying this class is that it is holding us back in other classes and it does not give us time to do our work on other subjects.

5. What is the advantage of learning English?

The advantage is that it helps us learn new words and will help us in the future.

6. What is the most important role of English in your future?

English is important in the future because it allows us to have more knowledge and will serve us in many things.

7. What is the most difficult of speaking English for you?

“The difficulty I have in the class is to understand more when a person is speaking and writing”

8. Are you able to communicate in English with a native English speaker?

“Yes because I think I can try to do it because I use more or less the English spoken”

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

“If sometimes I practice with my classmate and my teacher and I feel calm because this way I can learn more.”

10. What are the tools that you use to improve your English speaking skill?

Dictionary

Translator

11. How do you consider your English learning process, slow or fast?

“It does not matter if I go fast or slow the question is to learn”

12. What do you consider that your classmates should do to improve their speaking skill?

“Because my partner and I have to make the effort to learn more because it will solve us in the future.”

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N. Interview 5 (male)

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

"If I love the English because it is a language very elegant and much importance in the world."

2. Do you consider English as an important subject?

"I consider it more than a subject if not as very important subject because it opens the world of opportunities and business"

3. How do you feel studying this compulsory English course?

"I am excited that through the obligatory I have loved the course and I feel that I learn much more when it is mandatory."

4. What are the disadvantages of studying compulsory English courses?

"The disadvantage of studying the English course is that course is that we find out we are tired all day does not allow us to do our homework"

5. What is the advantage of learning English?

"The advantage is that is very important opens doors of work allows us to communicate those who speak English"

6. What is the most important role of English in your future?

"The role that English plays the future is that we have opportunities to work and achieve many successes"

7. What is the most difficult of speaking English for you?

"What is more difficult for me is the pronunciation of the words but overtime I have improved and it is no longer a difficulty for me."

8. Are you able to communicate in English with a native English speaker?

"Of course I can thanks to the performance and learning you archieve thorough the course"

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

"I feel nervous but in spite of everything I try to do things well"

10. What are the tools that you use to improve your English speaking skill?

"Tools that I use are dictionaries, traslators, audios, video and many tutorials."

11. How do you consider your English learning process, slow or fast?

"I consider that my learning is half because every day I learn more and I become fast"

12. What do you consider that your classmates should do to improve their speaking skill?

“My advice to my classmate to learn English is to have a lot of time and dedication and about practice.”

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N. Interview 6 (male)

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

“Yes, because in my opinion is more important in my life because it is a language that for us is a new language”

2. Do you consider English as an important subject?

“If it is important because it is a language that works on the world level, if you learn you have more opportunity, so it is important”

3. How do you feel studying this compulsory English course?

“Sometimes I do not like why we have a lot work to do”

4. What are the disadvantages of studying compulsory English courses?

“The one of the disadvantage is getting early and going to class, we suffer of hunger all day”

5. What is the advantage of learning English?

“The advantage is if you learn English you have more opportunity to find a work”

6. What is the most important role of English in your future?

“In my opinion the role in my future is maybe at work, work as a teacher of English and others”

7. What is the most difficult of speaking English for you?

“For me the difficulty is in the terms of a conversation in an interview that is why I need the practice”

8. Are you able to communicate in English with a native English speaker?

“It could be that if I am driving a little and I can communicate”

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

“Not because I do not have not talked to a person who has a lot of speaking skill”

10. What are the tools that you use to improve your English speaking skill?

“Yes the tools we have is dictionary, translator and read books of the English”

11. How do you consider your English learning process, slow or fast?

“I consider my process is fast because I feel learn something”

12. What do you consider that your classmates should do to improve their speaking skill?

“Yes I am consider that my classmates is need improve the speaking skill”

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N.7 Interview female

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

“Yes, I like because I would like to speak with people in English and it is a very important language in every day”

2. Do you consider English as an important subject?

“Is very important because in the time search a job the English is going to facilitate work”

3. **How do you feel studying this compulsory English course?**
 "I feel good because thanks to this obligatory course I am learning English a lot"
4. **What are the disadvantages of studying compulsory English courses?**
 "Get up early to come to class"
5. **What is the advantage of learning English?**
 "To find a job.
 Communicate with people.
 Understand what people speak in English"
6. **What is the most important role of English in your future?**
 "I will give the opportunity to work in a company and a school can send me to another country"
7. **What is the most difficult of speaking English for you?**
 "To listen and speaking"
8. **Are you able to communicate in English with a native English speaker?**
 "No, speaker because I will not be communication to understand"
9. **Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.**
 "No, but sometimes when I talk to somebody I feel nervous and happy at the same time"
10. **What are the tools that you use to improve your English speaking skill?**
 "I can learn more with dictionary, translator, speaks with people who speak"
11. **How do you consider your English learning process, slow or fast?**
 "It's a slow learning because there are things I cannot"
What do you consider that your classmates should do to improve their speaking skill?
 "They have to put in mind in the hour that is developing the class the professor and also they have to investigate in dictionary, translation, speaking people who English"

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
 CARIBBEAN COAST, URACCAN**

N.8 Interview female

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

“Yes, because in my opinion is more important in my life because it is a language that for us is a new language”

2. Do you consider English as an important subject?

“Yes, it is important because it is a language that works in the world level. If you learn you have more opportunity, so it is important”

3. How do you feel studying this compulsory English courses?

“Sometimes I do not like because we have a lot work to do”

4. What are the disadvantages of studying compulsory English courses?

“One of the disadvantages is getting up early and going to class and we suffer from hunger all day”

5. What is the advantage of learning English?

“Is to have more opportunities in the field of work”

6. What is the most important role of English in your future?

“It is very important for a future we can work for the basic knowledge that we have”

7. What is the most difficult of speaking English for you?

“For me the difficulty is to pronounce”

8. Are you able to communicate in English with a native English speaker?

“A little because I have not learned everything”

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

“If I have communicated with people who have skill when they ask me something, I do not understand I do not answer”

10. What are the tools that you use to improve your English speaking skill?

“Yes, the tools we have is dictionaries, translator and read books of English”

11. How do you consider your English learning process, slow or fast?

“I consider my process fast because I feel learn something”

12. What do you consider that your classmates should do to improve their speaking skill?

“Yes, I consider that my classmates need to improve the speaking skill”

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N.9 Interview female

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

“Yes, because English is a very important tool in life since it is considered as a second language in the world and that is why most of the people practice English”

2. Do you consider English as an important subject?

“Yes, because that way we can progress and improve our learning in all parts that we go since in the majority of the countries English is spoken”

3. How do you feel studying this compulsory English courses?

“It is very suffocating since there are times that you don’t want to come to the course but as it is obligatory you have no choice but come and receive the class and it is very stressful since with the other classes it does not give you time for anything”

4. What are the disadvantages of studying compulsory English courses?

“The disadvantages would be that depending if the courses are in the morning and we have some work to do in another class you cannot do them because you cannot be in the course schedule and you have to stay all day”

5. What is the advantage of learning English?

“The advantage is that one learns every day something new since the compulsory courses it is not like in the English classes that they give to you in the primary or secondary”

6. What is the most important role of English in your future?

“English will play a very important role in my life since depending on whether in learn it wil help me in several things in the future”

7. What is the most difficult of speaking English for you?

“Pronunciation and the writing since if you confuse in a word that you did not want to say and you for the way to fix it but you cannot because you already said it”

8. Are you able to communicate in English with a native English speaker?

“The truth is not because once you see a man spoke to me in English and I only understand him but I could not answer him in English so I answer him in Spanish”

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

“Not because in my house nobody speaks English and in the neighborhood I do not practice reading or listening to music in English”

10. What are the tools that you use to improve your English speaking skill?

“The tools are dictionaries I have in the house and in the same way listening to music and watching videos in English”

11. How do you consider your English learning process, slow or fast?

“In these moments I feel is faster than before as this unit is easier to learn since is only the pronunciation of words”

12. What do you consider that your classmates should do to improve their speaking skill?

“I consider that we should all lose that fear to make fun of us since we do not all speak well and then the other students make fun of us that causes the fear of not speaking in class”

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N. 10 Interview male

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

“Yes, of course I like the English because this language is better in the world”

2. Do you consider English as an important subject?

“For me I consider important the English language because people speak English is more opportunity get a job other country and traveling different”

3. How do you feel studying this compulsory English courses?

“I feel good because our region is multicultural have to speak English. However, is an opportunity in the university and students”

4. What are the disadvantages of studying compulsory English courses?

“One of the disadvantages I see we do not concentrate because other classes leave us too much work, not learn more for this problem”

5. What is the advantage of learning English?

“One of the advantages is that I am learning little by little for my future which I defend for other people who speak and communicate other friend in different country”

6. What is the most important role of English in your future?

“When for me most important in my future I think speak better, leave other country to look for a job”

7. What is the most difficult of speaking English for you?

“For me have difficult for listen and pronunciation. I speak so so, but sometimes I like speak to other people”

8. Are you able to communicate in English with a native English speaker?

"I think to communicate with a native to learn more for him to correct my mistakes"

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

"Yes, I practice with my friend, because learn better this option English language"

10. What are the tools that you use to improve your English speaking skill?

"Many tools: dictionary, book, traductor, internet, phone etc."

11. How do you consider your English learning process, slow or fast?

"I consider is fast because learn fast and well. I sometimes speak a lot in English language"

12. What do you consider that your classmates should do to improve their speaking skill?

"I consider my classmates speaking I feel good, but we are learning in the classroom for communication"

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N. 11 Interview female

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

"Yes, like it because it is a useful language for us".

2. Do you consider English as an important subject?

"It's very important because we learn more from her"

3. How do you feel studying this compulsory English courses?

“At times it is very complicated but in another occasion it is very fun to study English”.

4. What are the disadvantages of studying compulsory English courses?

“The disadvantages is learning from it and being able to speak English”.

5. What is the advantage of learning English?

“One of the advantages is that you can communicate with the other person and be able to go in another country”.

6. What is the most important role of English in your future?

“If because in the future we can open doors to communicate with the other person either foreign or other type of person”.

7. What is the most difficult of speaking English for you?

“For me, the most difficult is to communicate with the other person speaking English”.

8. Are you able to communicate in English with a native English speaker?

“I will not be able to communicate because I feel that I still lack in speaking in the pronunciation”.

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

“I do not practice how I can say, I cannot speak very well because it's simply not my language”.

10. What are the tools that you use to improve your English speaking skill?

“Well, what I do is translate a dictionary and practice English and watch video in English”.

11. How do you consider your English learning process, slow or fast?

“For me it is very slow because I cannot communicate and my learning is very slow”.

12. What do you consider that your classmates should do to improve their speaking skill?

I consider that we have to put more of our part to be able to speak and communicate with ourselves.

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN
CARIBBEAN COAST, URACCAN**

N.12 Interview male

Dear students, we are English teachers of the university of the autonomous regions of the Nicaraguan Caribbean Coast. The main objective of this written interview is to know how is the development of the English speaking skill in female and male third year computer science students in the third level of communicative English courses at URACCAN.

We appreciate your collaboration.

1. Do you like English?

"Yes, I like because I would like to speak with people in English and it is a very important language in every day"

2. Do you consider English as an important subject?

"Is very important because in the time search a job the English is going to facilitate work"

3. How do you feel studying this compulsory English courses?

"I feel good because thanks to this obligatory course I am learning English a lot"

4. What are the disadvantages of studying compulsory English courses?

"Get up early to come to class"

5. What is the advantage of learning English?

"To find a job.

Communicate with people.

Understand what people speak in English"

6. What is the most important role of English in your future?

"I will give the opportunity to work in a company and a school can send me to another country"

7. What is the most difficult of speaking English for you?

"To listen and speaking"

8. Are you able to communicate in English with a native English speaker?

"No, speaker because I will not be communication to understand"

9. Do you practice with someone the speaking skill of English? If yes, explain how you feel when it happens, and if the answer is no, then explain why.

"No, but sometimes when I talk to somebody I feel nervous and happy at the same time"

10. What are the tools that you use to improve your English speaking skill?

“I can learn more with dictionary, translator, speaks with people who speak”

11. How do you consider your English learning process, slow or fast?

“It’s a slow learning because there are things I cannot”

12. What do you consider that your classmates should do to improve their speaking skill?

“They have to put in mind in the hour that is developing the class the professor and also they have to investigate in dictionary, translation, speaking people who English”