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**English Department**



**Research Topic:**

**Teaching strategies that influence in the development of speaking ability of students of third year "B" in the afternoon shift at UNAN MANAGUA during the period from March to October 2014.**

**Problem**

**Teaching and Learning strategies that affect the communication process in the English Language as a second language of students of third year "B" in the afternoon shift, regular courses at UNAN-MANAGUA.**

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## **Dedicatory**

We address this research to all students and teachers of the English Department at UNAN-Managua. They have been our inspiration for the realization of this research; to our families for their sacrifice in order to help us.

Epecially, we dedicate this research to our dear professor Msc Manuel Rivera who taught us with patience and who has transmitted us all his knowledge having a huge patience with each of us teaching and correcting us with his huge endurance.

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**TO GATHER THE FOLLOWING INFORMATION IT WAS NESCESSARY TO USE DIFFERENTS INSTRUMENTS SUCH AS: SURVEY APPLIED TO THE STUDENTS AND AN INTERVIEW APPLIED TO THE TEACHER. ON THE OTHER HAND, TO PROCCES THE DATA WAS USED THE MICROSOFT EXCEL IN ORDER TO CALCULATE THE DIFFERENT OBTAINED OVERAGES AND ALSO TO HAVE A MORE SPECIFIC AND VALID INFORMATION IN EVERY VARIABLE. IT WAS ALSO TAKEN INTO ACCOUNT THE DIFFERENT TECHNICAL PROCEDURES TO VALIDATE THE RESULTS OF THE DATA ANALYZIS**.....24

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## 1. Abstract

This research is based on very specific problem of the students of third year “B” in the afternoon shift at UNAN –Managua. They have faced this by several reasons in which both students and teacher are involved. It occurs when the students have speaking and oral interaction in the classroom. Their oral communication it is affected from several reasons, one of them is the learning strategies that the teachers use to develop speaking interactive. When the students do not have currently speaking interaction and do not develop communication strategies and negotiation of meaning, both of which were considered essential to the development of oral skills, then the efficient communicative competence and proficiency is seriously affected.

Besides this, it have to add the lack of participation to the students and insufficient confident while interacting in different activities in the classroom. In addition, the lack of didactical resources and insufficient feedback in the process of teaching speaking.

This research allowed to find out some advise to give to the teacher, expecting that te theacher take it into account in future classes.

Finally, it is spected that this research will help to improve the teaching speaking process and ths students interaction.

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## **2. Introduction**

English Teachers may experience the same situation in which the students are unwilling to speak. There are, of course, many factors causing this problem. Students feel that they do not have confidence because they feel fear or shyness of making mistakes. Moreover, some others might state that they are short of words to hold a conversation. The rest might say that the teacher's topics are not interesting for a good conversation.

Therefore, the students in class also experienced the poorest condition of speaking. This result is from a lack of speaking practice. This is because of the language learning strategies that were taught to teach English as a second language (ESL). The outcomes of the observation revealed that language learning strategies are primarily a benefit for the speaking task.

Moreover, this research is conducted to find an alternate way to motivate the students to be more active in speaking class, the students will perform tasks and carry out activities such as socializing, doing meeting, negotiating, and giving presentation. It is expected that the students will be motivated to perform the tasks and activities as they are rooted from real life events. It is believed that the more authentic the material is the more motivated the students will be. Beside, this research is attempted to provide teachers, students, and university, tools and strategies which help to improve speaking skill in the classroom.

### **3. Setting of the problem**

This research is pointing out to determine how the teaching strategies influence in the development of speaking ability in the communication in the English language as a second language. This research refers to students of third year "B" in the afternoon shift at UNAN-Managua during de period from March to October 2014.

The learners have their own difficulties in learning the language particularly in improving speaking skill. So that it is not easy for the students to handle its accuracy. Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. One of the main problems that affect the communication in the English language is that the learners are often inhibited about trying to say thing in the foreign language in the classroom. They worried about mistakes or simply shyness of the attention that their speech attracts. While teaching strategies plays an important role in the communication process in the classroom, the teacher may want to consider narrowing his or her focus to determine what, exactly, he or she needs to know about learning strategies regarding speaking interacting among students. This research is based in to analyzing the teaching strategies that influences in the development regarding speaking skill. This research was developed at the UNAN – Managua.



### 3.1. Problem

Teaching and Learning strategies that affect the communication process in the English Language as a second language of students of third year “**B**” in the afternoon shift, regular courses at **UNAN-MANAGUA**.

### 3.2. Sub-problems

1. Type of strategies that the teacher use to develop speaking interacting.
2. Insufficient confident while interacting in different activities in the classroom
3. Lack of Didactical Resources to improve the communication process.
4. Lack feedback in the process of teaching-speaking

#### **4. Justification**

In this research proposal determine the teaching strategies that influence in the low development of speaking ability of the students of third year "B" in the afternoon shift at UNAN–Managua during the period from March to October 2014. This research is about the lack of speaking interaction among students because those students have the main problem of communication development on the learning process.

Therefore, the decision to do this research is proposed to be useful for English senior students who will take their speaking ability for an effective communication. Beside this research will give teachers the opportunity to know how to apply new methodologies and strategies when they are teaching speaking class.

Furthermore this research will help the students to understand the real issue that affect their speaking skill in the learning process. In addition it will help them to take some advices to improve in speaking.

## **5. Research questions**

1. What kind of teaching strategies does the teacher use?
2. How frequently are the students exposed to use the target language?
3. How interfere their insufficient confident in their communicative process?
4. What kind of teaching materials does the teacher use to improve speaking interaction?
5. How does the teacher provide feedback with their students to develop speaking skill?

## **6. Objectives**

### **6.1. General Objective**

To analyze teaching and learning strategies that influence in the low development of speaking skills among the English students of third year “B” in the afternoon shift of the regular courses at UNAN-Managua.

### **6.2. Specific Objectives**

1. To analyze the strategies used to teach speaking activities in the classroom.
2. To determine the impact of didactic materials used to develop speaking in the classroom.
3. To identify the causes that influence in the low student's participation in the speaking process
4. To evaluate the impact on the feedback provided by the teacher in the teaching learning process.

## **7. Historical Background**

It is important to mention that it was not found any other research related to the teaching and learning strategies that had been influencing in the low development of speaking skills among the English students of the regular courses and the Saturday at UNAN-Managua. It was found other type of research that covers basics concepts about the speaking ability. This research was conducted the school Gaspar García Laviana at Tipitapa in the 2010.

This is why it is the first research about teaching and learning strategies of speaking in the communication process among students at UNAN-Managua.

## 8. Variables Matrix

Objectives	Variables	Techniques and Instruments
To determine the teaching strategies that the teacher uses to teach speaking activities in the classroom.	Teaching Strategies used to teach speaking inside the classroom	Survey Interview
To determine the impact of didactic materials used to develop speaking activities	Impact of the didactic materials used to develop speaking.	Survey Interview
To identify the causes that influence in the low participation in the speaking process.	Causes that influence the low student's participation in the speaking process.	Survey Interview
To evaluate the impact on the feedback provided by the teacher in the teaching learning process.	Impact on the Feedback in the teaching learning process	Survey Interview



## 9. Theoretical Framework

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies that they can use to help themselves expand their knowledge of the language and their confidence in using it. Then “Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts” exclaimed (Kayi). Also, speaking is a productive skill of communication art and the action of generating words, ideas, point of view, etc that can be understood by listeners anywhere around the world. Speaking is an interactive process of ideas constructions and meaning that involves producing, receiving and processing information claimed (PHÚC, 2010). Speaking requires that learners not only know how to produce grammatical points but also, that they understand when, why, and in what way they produce language in the different types of speaking activities such as interviews, conversations or speech. So, introduce a conversation would keep students’ attention focused on the situation and oral language and with this practice students will be able to listen and to express opinions in a conversation easily and without prompting. English is a challenge for any student, especially when they are not well equipped with new vocabulary words and the grammar structures. However, it is necessary to take into account the factors of poor English performance because these obstacles could affect this important skill during the learning process. Also, (englishleap.com, 2013) it is expressed “Speaking English is a challenge for any learner of the language, especially when they are not well equipped with the



vocabulary and the grammar” according to this the students have to make a big effort to learn the language.

### **10. How to teach speaking in the classroom**

The way how to teach speaking in the classroom is important for students. This article says that many linguists and language teachers agree that students should learn speaking skills best through “interacting”, so teachers should try to use “real” situations that require communication and collaboration (working together) among students explained (Kayi). When the teachers prepare a speaking skills lesson, he or she should focus on form (grammar) and meaning (expressing ideas clearly) or fluency to express the language with ease. (British Council, 2012) Suggested that the speaking has to be both interactional and transactional, but the teacher needs to be focused in the class. However, according with (Mora, 2010) “The goal of teaching speaking skill is to communicate efficiently”; it means that the student needs to be self-taught understanding by themselves observing and avoiding confusion or mistakes. (Richards, 2008) points “Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction”; furthermore, this article says that the casual speech is the most appropriate for beginner speakers, so successful speech management would create a good social environment in the person; also, it provides an explanation of Teaching talk as interaction, “Talk as interaction is perhaps the most difficult skill to teach” ; it means that the teacher needs to observe the level and then determines the kind of speaking that will focus on the class. According with (Latha, 2012) claim the teacher should ensure to get proper teaching aids to facilitates the learning which include proper space, books, or teaching aid , so teachers will create a proper environment

in the class which will facilitate and give an effective learning to the students. Although, (Rose, 2010) exposed in the article that there are many factors that affect the effective teaching learning process in the classroom.

### **10.1. Factors that affects the speaking development of English student**

The importance of speaking skill development in students is vital and necessary skill to develop and establish a good communication express (sonmai, 2013). However teachers are basing on Grammar and sometimes in vocabulary which students do not have enough encouragement to practice English outside the class in order to get familiar with English exposed (Nguyen, 2005). Then the principal factors that affect the speaking development of English students is the main problem that make the students to have difficulty to communicate in English; these are the environment and grammar. However,(Oliveira, 2013)expressed some factors that could affect our English speaking skill such as confidence,listening, grammar accuracy and pronunciation.

#### **10.1.1. Confidence**

English has become a serious problem in students because of the lack of confidence that they have, so shyness is very common that occur when students do not speak English anywhere. It discourages them to share ideas or opinions in a simple conversation. Learning the English language is to learn from mistakes until you finally got it right. It is necessary to practice and not be afraid to make errors because it is part of the learning, so it could be a crucial factor that affects the good development of this skill.(Oliveira, 2013)It is necessary to have a positive attitude, communicate frequently, practice a lot and focus on what you already know and not get frustrated about what you do not know. Based on (Latha, 2012) explains how

anxiety affects the speaking development in a person; as a result of this, people who lack confidence tend to think their English speaking is very bad.

### **10.1.2. Vocabulary**

The vocabulary is another important tool in communication. It is very required to get involved with a person in any conversation. "One of the most important aspects of improving spoken English is to have an extensive vocabulary so that you could express your thoughts clearly and easily. Having a good stock of words would help you to be more precise"expressed (englishleap.com, 2013). Also,(PUTRI, 2010)says "vocabulary is important for students who are learning English as a second language"; in this article he explains the kind of vocabulary used in a conversation such as passive and active vocabulary; moreover, he suggests that learning literal meaning of word becomes very boring at the end, so it is much better to make word associations to learn new vocabulary; on the contrary, students will have unfamiliar vocabulary which would be a factor that affects in their performance skill.

### **10.1.3. Listening**

Listening is an important skill in a person because "it has the major impact on having an effective relationship with others during a conversation"(Mind Tools, 2013)explained. Also, the article expressed the importance of listening and gave some advises to improve listening skill. According with this article (Templatize, 2012)it says that ""listening comprehension is a very basic skill to be a good speaker by practicing listening comprehension several times through listening to English videos, listening to English reports, watching movies without subtitles, etc". So, through imitation and repetition a student can improve the skill, but is important to understand the meaning and catch the main idea of any word or phrase by listening

carefully. Moreover, (Mind Tools, 2013) expressed “The way to become a better listener is to practice "active listening"; it means that a person need to be focused and very concentrated in each word in order to get involved in a conversation and what the other person is saying

#### **10.1.4. Grammar**

Grammar rules are another aspect that could affect the speaking skill. Grammar conducts us to express clearly and easily to others which is related with the content of any speech or with the right construction of sentences or ideas. According with (Nguyen, 2005) the students get confused and make mistake using correctly the grammar rules to make or create sentences using nouns, adjectives and verbs, so they are not good producing sentences orally and grammatically. Also, (British Council, 2012) expressed the importance of the grammar use to carry out a good speaking conversation with the use of the correct rules; also, this article expresses the disagreement of the unnecessary grammar use in any context of conversation with a native or nonnative English speakers that set any kind of jargons, sayings, slang or colloquial terms that are often not seen in written English like *agro* instead of *aggravation*. The Free Dictionary defines colloquial term as a “word, phrase, or expression characteristic of ordinary or familiar conversation rather than formal speech or writing” oxford dictionaries language matter describes slangs like “A type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing and are typically restricted to a particular context or group of people.

#### **10.1.5. Pronunciation**

English pronunciation in some cases turns difficult to emit especially the properly sound, rhythm and intonation that is a little confusing. Pronunciation is important because with the use of the correct sound, articulation is possible to send the message to other person understandably and fluently. According with (Fun Easy English, 2013) claim the importance to gain good pronunciation and the relationship between grammar and vocabulary to develop a good pronunciation; furthermore, it adds that any person will be understood if the sounds of each word are correctly pronounced. Beside, (Knopp, 2013) pointed that pronunciation “covered pronunciation such as individual sounds, strong and weak forms, word, phrase and sentence stress, linking in fast speech, and intonation”, so English pronunciation would increase. Communications in seminars or in classrooms make students express clear and understandable.

### **11. Kind of speaking techniques and methodology that the teacher use**

The kind of teaching techniques that each teacher uses are very important during the learning process because those methods taken by students help them to enhance and achieve their own learning. Moreover, using interactive activities such as jigsaw, game or discussion and solutions of a problem could help the students to build and perceive the language. According to (Latha, 2012) says that the teacher needs to use numerous methods of teaching language like audio-lingual method, translation method, direct method etc. to suit the diverse needs of the learners. It must be a catchy and interesting method which would keep the learners involved, motivated and related with their real-life situations. This article explains the benefit of these techniques in which the learners are active, performing the task and learning better. Furthermore, (Iruio, 1993) explains how to use different and effective

techniques into the classroom; it also shows us how to give the instruction to the students. Moreover, (Haugen, 2011) pointed that the kind of techniques are formative methods which might be served for two purposes: “They can help you to assess the degree in which your students understand the course content and they can provide you with information about the effectiveness of your teaching methods.” Besides, (Nation, 1997) explains in the article different kind of techniques to apply in the classroom, an explanation for each one and the type of error to prevent in the learners progress. Furthermore, (WPWeaver, 2013) add in the article that outdated techniques could damage the students learning. So it is importance to find a new technique for a positive and successful learning environment and also how beneficial it would be for students when the teacher uses these into the classroom.

### **11.1. Sitting arrangement that the teacher use in the classroom**

Classroom management and management of student conduct are skills that teachers need to acquire and be able to hold a class. According to (eHow, 2013)claimed “Classroom management is a very important aspect of teaching. Once you get your classroom management strategies together, you will find that teaching is a pleasure and your students will excel at learning”. In this document it is explained different kind of strategies to make a good teaching arrangement in the classroom. Furthermore, these skills also require that teachers understand that teaching not only requires consistency, fairness and courage, but also practice, feedback, and a willingness to learn from mistakes; also, be prepared, have an attractive classroom, design classroom rules, teach with enthusiasm, be fair and keep good student record” are the most important things that the article says, so a teacher needs to keep in mind all the time to get a good classroom environment.

Moreover, (Steele, 2013) says “Teachers establish norms, expectations, and procedures that form the classroom culture for their students”; it means that the job of the teacher is to create a good environment with the students to achieve the appropriate learning process; furthermore, this article claims that teachers have to be able to overcome the obstacles and encourage the learning growth created into the classrooms. Also, it explains what a teacher should avoid and should do to create a right classroom arrangement for students. Classroom arrangement is one of the key decisions that teachers need to make when they are teaching, so the teacher needs to make sure his/her classroom is arranged in a good manner for the students to be productive ; with the help of a good arrangement, students will learn and interact with their classmates and their teacher. The arrangement of the classroom depends on the topics and activities that the teacher has for the students. V style is less formal than the U style. It is for presentation and to students participates once the speaker is in front. It helps the teacher to have visibility with students. Horse shoe style for small group’s discussion. It is great for getting around the classroom and among your pupils. Café style basically is for the teacher arranges student in pairs or in group of three. It encourage student to participate in group’s discussion and it easy to circulate. Lecture style is the traditional one. This, basically is used when the teacher want to talk, to all students.

## **12. Kind of teaching strategies that the teachers use to help the students to develop their speaking skill**

Strategies are significant in second language acquisition; this takes an important place in students learning process. With the proper use of these students could obtain knowledge for gaining achieving, progress or advance in the language. Also, it

is important that the teacher uses learning strategies according to the level of the students to encourage successful participation on them. (ESOL Teaching Skills T) exposed "The teaching of speaking involves more than just providing students with speaking fluency practice. Teachers need to focus on skills and strategies that will help students negotiate meaning and communicate effectively with other people". So, through this way on how teachers apply different strategies in the class, the students will be able to communicate easily and better. Moreover, (Teaching ELL: Speaking Strategies, 2013) expressed "These strategies help all students improve their language development in a supportive, encouraging way"; it means that students overcome the shyness to speak in front of others and could develop the language correctly with the use of strategies. Therefore, according with (Abdul Malik Abbasi, 2011) says that English language mistakes are the cause of teacher methodologies whose focus are on other skill such as reading or writing, so it is the reason why students do not perform, acquire and encourage properly the speaking competence. According to (Judie\_Haynes, 2013) explained that there are seven ways to apply a proper strategies into the classroom which are: Provide comprehensible input for ELLs, Make lessons visual, Link new information to prior knowledge, Determine key concepts for the unit and define language and content objects for each lesson, Modify vocabulary instruction for ELLs., Use cooperative learning strategies, Modify testing and homework for ELLs.

### **13. The teacher's influence in the learning process of the students**

The role of the teacher influences in a big way into the students learning process. Sometimes the problem is the kind of resources that the teachers use in the classroom and the way how English is taught; it can affect the academic



achievement of the second language learners. According with(Soto, 2009) says the role of the teacher is very important because he or she has to start the lesson with previous activities in order to motivate the students and get involved in the class. The teacher provides effective instructions that contribute to the poor academic level and behavioral outcomes; moreover, the teacher must have a good behavior that contributes to the relationship between learning and behavior problems of the students into the classroom. In the article (Olson) says that “The way teachers used the materials control over the uncertainties of classroom life functional life alignment of goals, techniques and social relationships”; meanwhile, Bekleyen explain that the teachers attitudes needs to be quite positive towards the students and student should react positively even if the students made mistakes, so the positive and negative aspect of the teacher influences and causes lack of knowledge, acquisition, retention and production of the new language, shyness and lack of self-confidence or good relationship between teacher and student, good academic quality in student and motivation. According to this article the teacher’s personality is very important because they provide a relaxing environment where the students can participate without stress and anxiety, but if the teacher transmits a negative attitude into the classroom, the result of this will affect the students contribution during the learning process.

#### **14. How frequently are the students exposed to use the target language**

The speaking of frequency of practice in students into the speaking class is an element that involves all the classroom into the speaking to the students have a good learning process, so no practicing the strategic competence could cause the lack of fluency and wake conversation skills in learners. According to Explicitly

Teaching high frequency words explain “that students must use a specific time to practice several times during the class section to the students know what time they to do their job in the classroom, so with the use of frequency practice, the students will progress in spelling, intonation, and fluency as long as the teacher works on that. Moreover, (Bui, 2013) express the term ‘communication strategies it is exposure to oral communication in English giving the opportunities for students to be able to use English to communicate verbally with others. Also, another opportunity for students to speak English is the different attitudes towards speaking that different learners take to develop the skill. Besides, this article adds that frequency speaking English outside the classroom was strongly related to students’ use of oral communication which will help them to develop oral communication levels with non-limited exposure; high frequency of use are self-reliant achieve strategies to overcome communication difficulties; meanwhile, The students with non-limited exposure to oral communication in English, when compared with those who have limited exposure. High frequency of using English is self reliant to achieve strategies to overcome communication difficulties; meanwhile the student with non-limited exposure to oral communication in English. When it compared with those who have limited exposure, have more opportunities to communicate in the language. So it means that each student should practice inside and outside the classroom as may time as possible. Moreover, students’ improvement becomes when they have the opportunity to refine the oral communication several times between them, and with the use of speech, oral presentation or reports will help to develop the speaking skill naturally.

## **15. Methodological design**

### **15.1. Population and Sample**

This research was developed at UNAN-Managua, taking students of third year B in the afternoon shift of regular courses. Moreover, the universe was 16 students. However, nine students were taken as sample. Also, it was taken into account the teacher's opinion through an interview that was made according to the general and specific objectives.

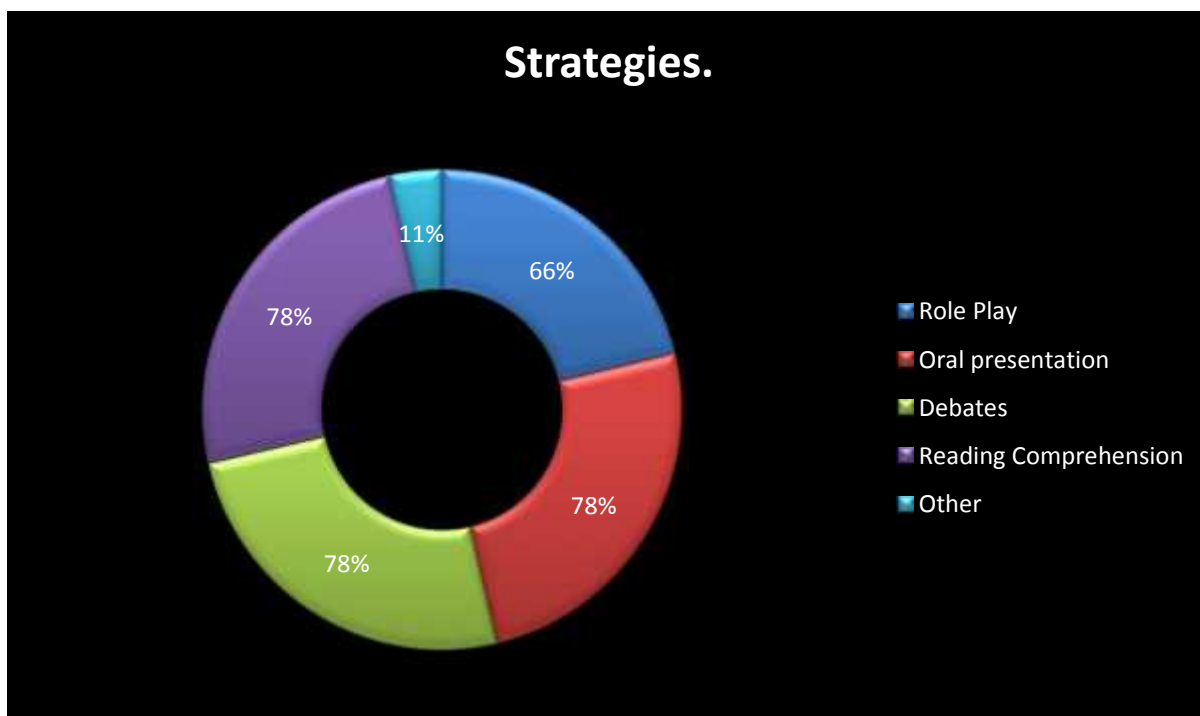
### **15.2. Techniques to Gather Information**

Furthermore, was necessary to carry out a survey to students, face to face and to know their opinion about the different questions asked in the survey. Those question were based on the objectives, so their answer were useful for the research. Besides, it was applied a personal interview to the teacher to have a clear idea about the problem. Also, it was compared the teacher's and student's answer. In terms of time this research is considered transversal and mixed because was developed in the the period from March to October 2014.

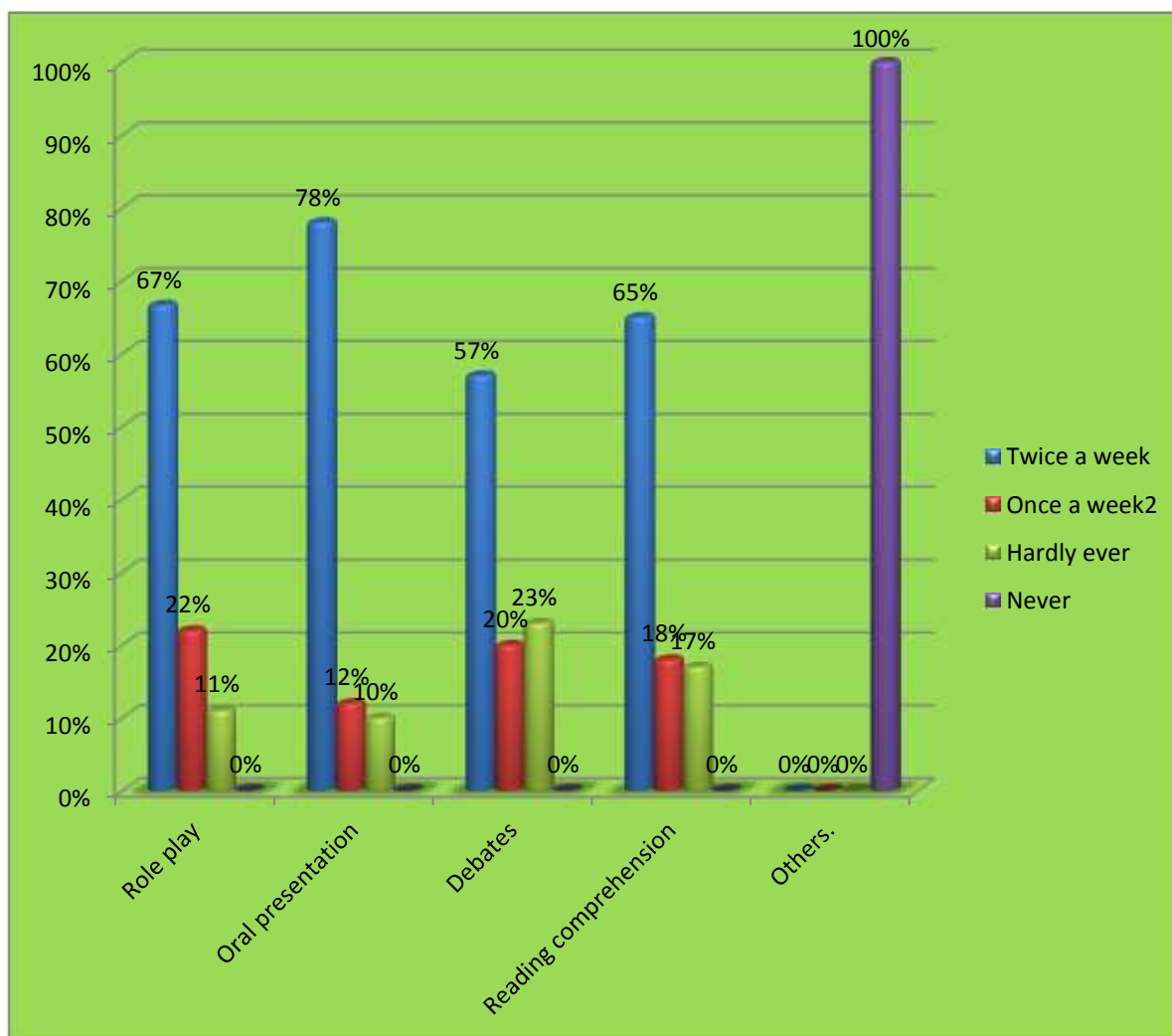
**16. Procedures and techniques to gather information.**

To gather the following information it was necessary to use different instruments such as: survey applied to the students and an interview applied to the teacher. On the other hand, to process the data was used the Microsoft Excel in order to calculate the different obtained averages and also to have a more specific and valid information in every variable. It was also taken into account the different technical procedures to validate the results of the data analysis.

Teaching Strategies used to teach speaking inside the classroom.

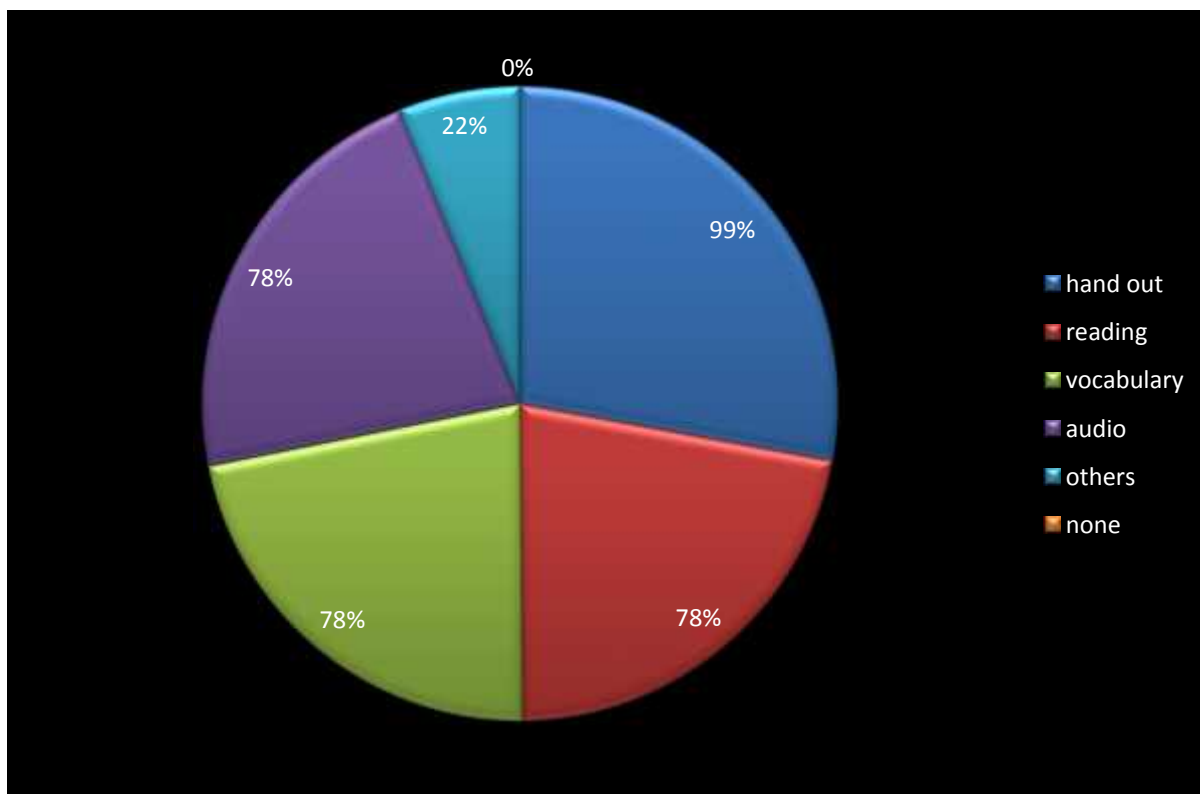


**Frequency of using teaching strategies to develop speaking skill.**

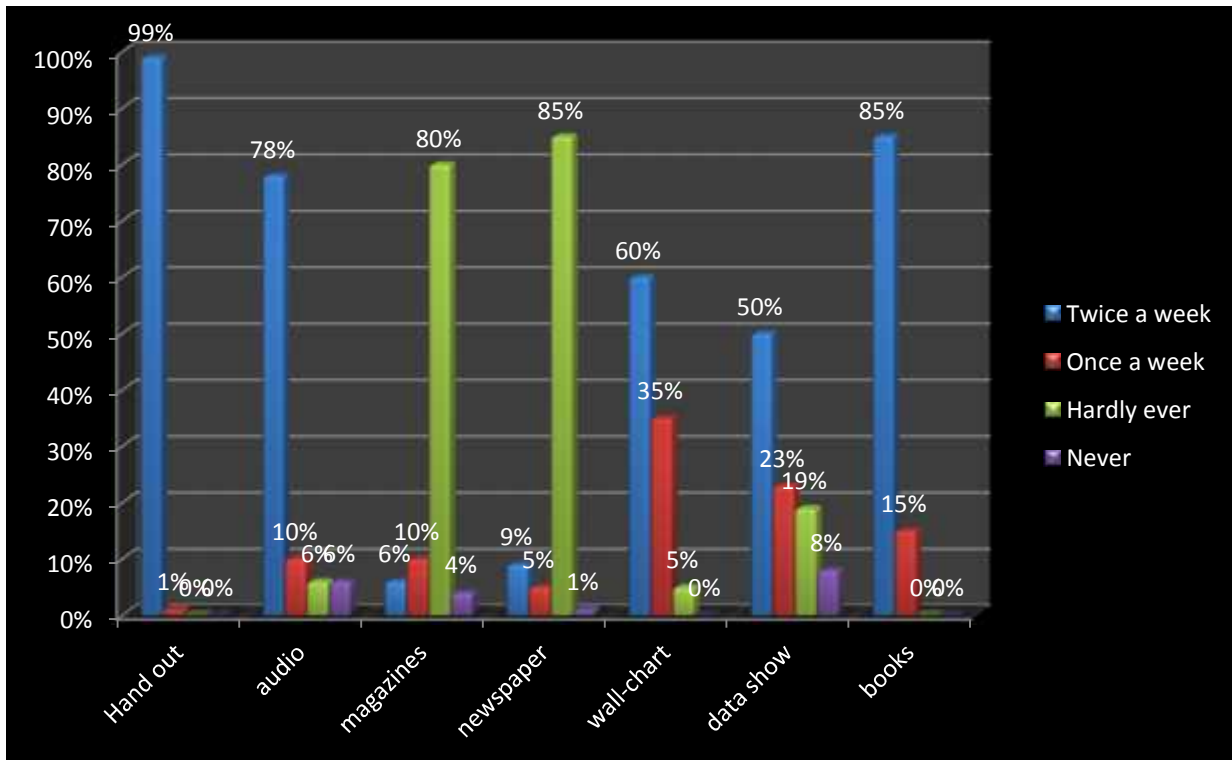


In the first variable about teaching strategies used to develop speaking, it is found that the teacher is regularly using and properly applying different strategies such as: oral presentation, debates, role play and reading comprehension to improve the speaking skill. However, it is very important to use other new techniques and strategies that create a better interest in students such as songs, dialogues, and videos that they can use to help themselves expand their knowledge of the language and their confidence in using the language.

**Didactic materials used to develop speaking activities.**



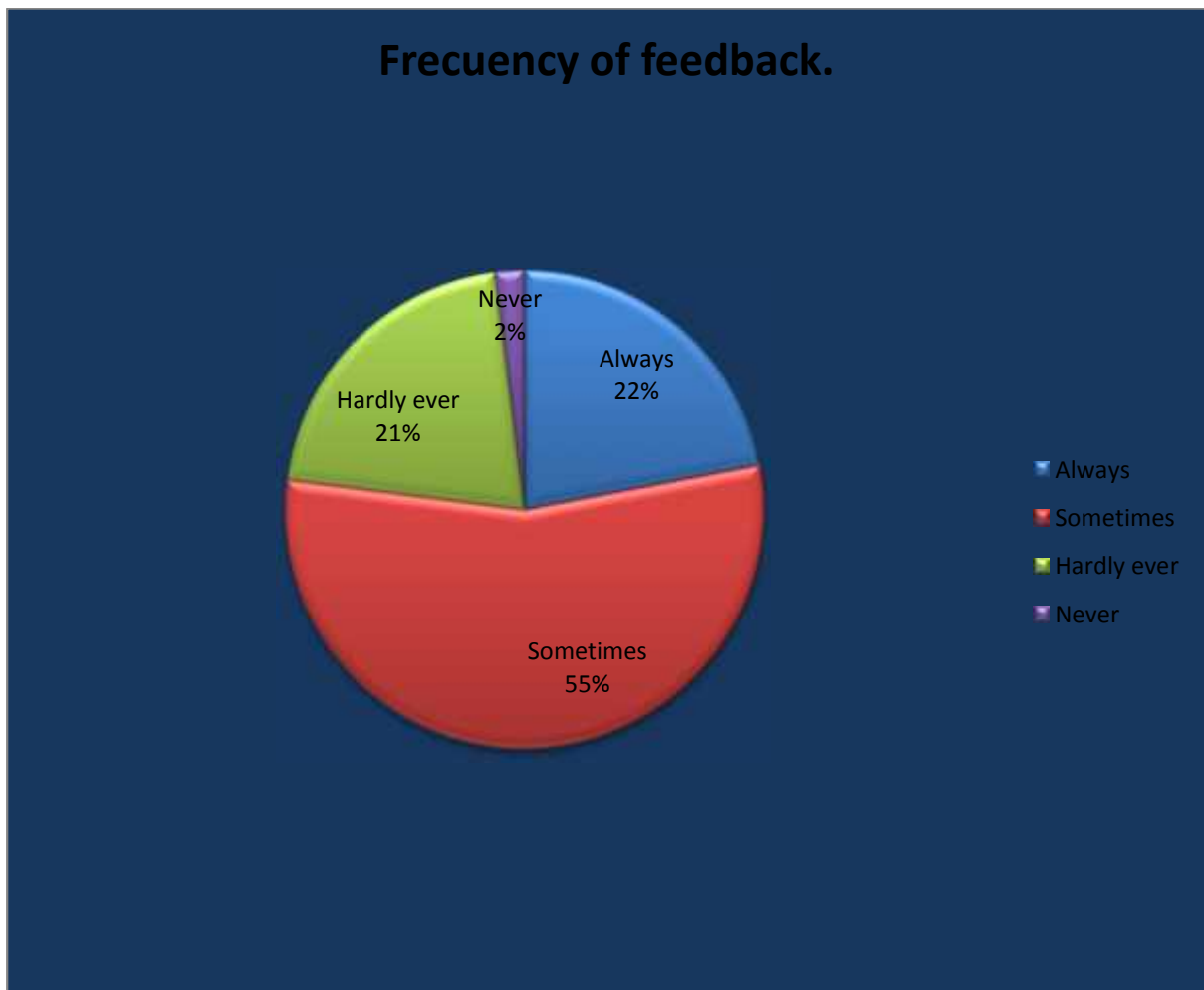
Frequency of didactic materials.



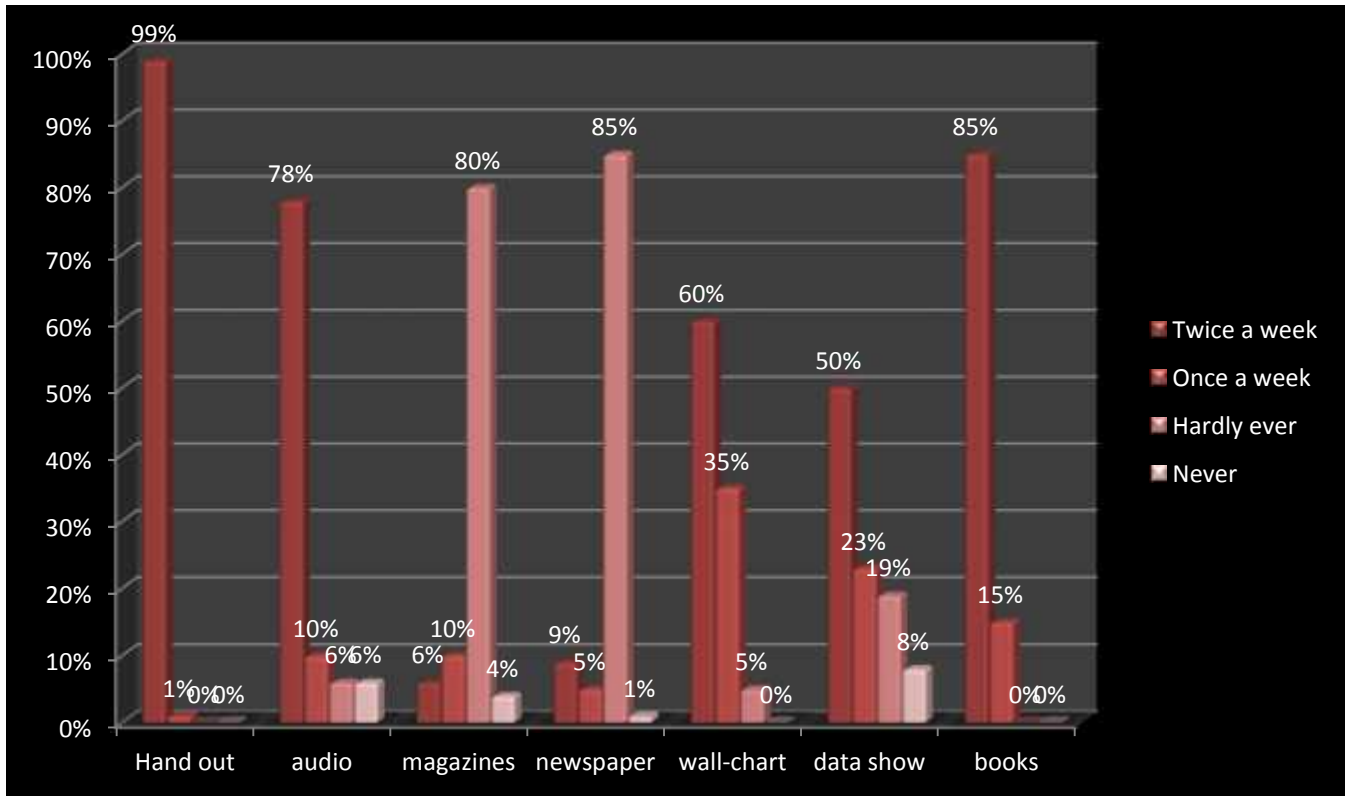
It is clearly shown that the teacher is using only traditional didactic materials. Most of the time the professor is using hand outs and audio to improve the speaking ability. Also it is important that the teacher uses other materials to complement the process. Magazines, newspaper, wall-chart, and books could be good tools to improve not only the speaking skill, but the other abilities that contribute to develop a better speaking performance.



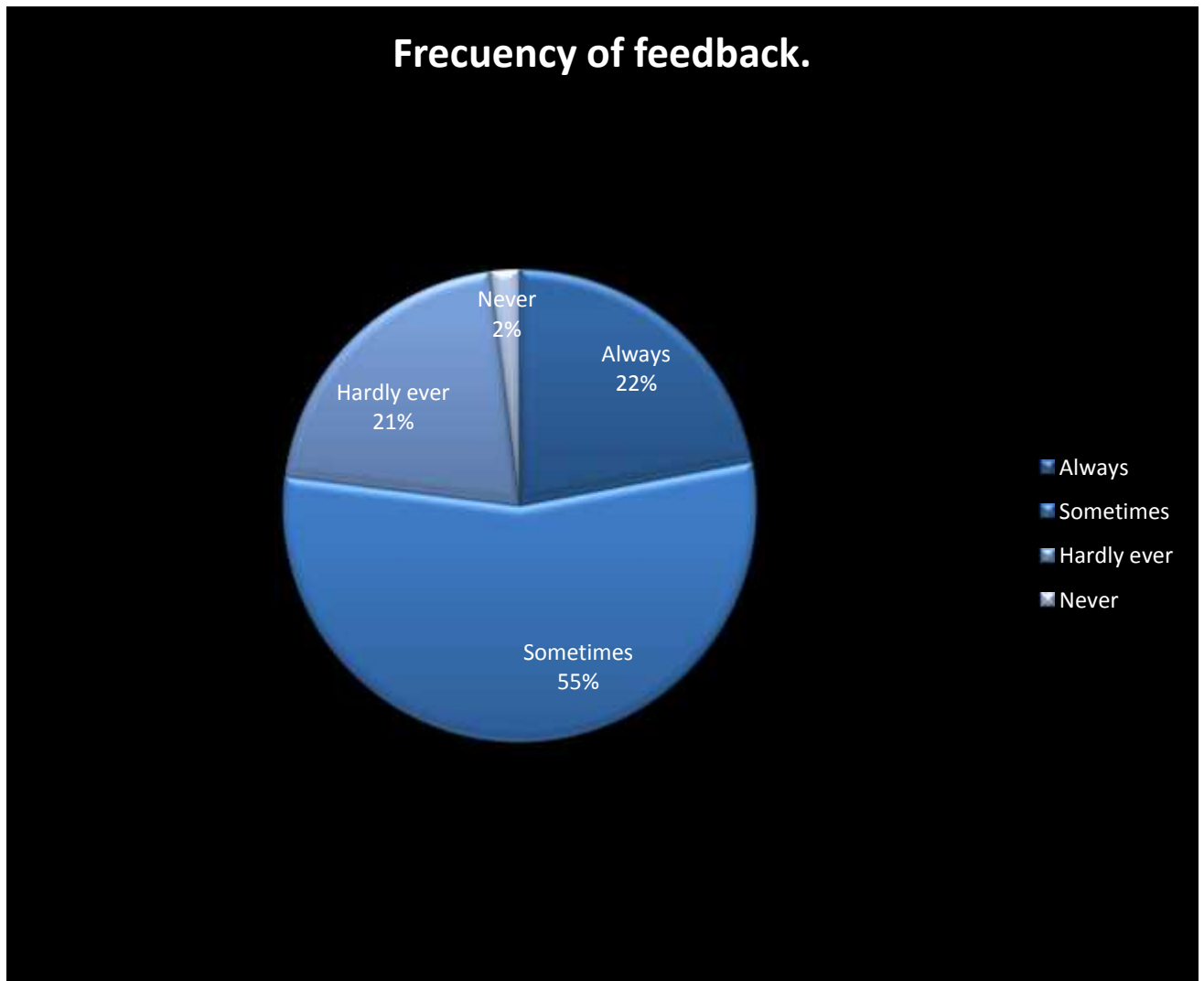
Frequency of the feedbacks.



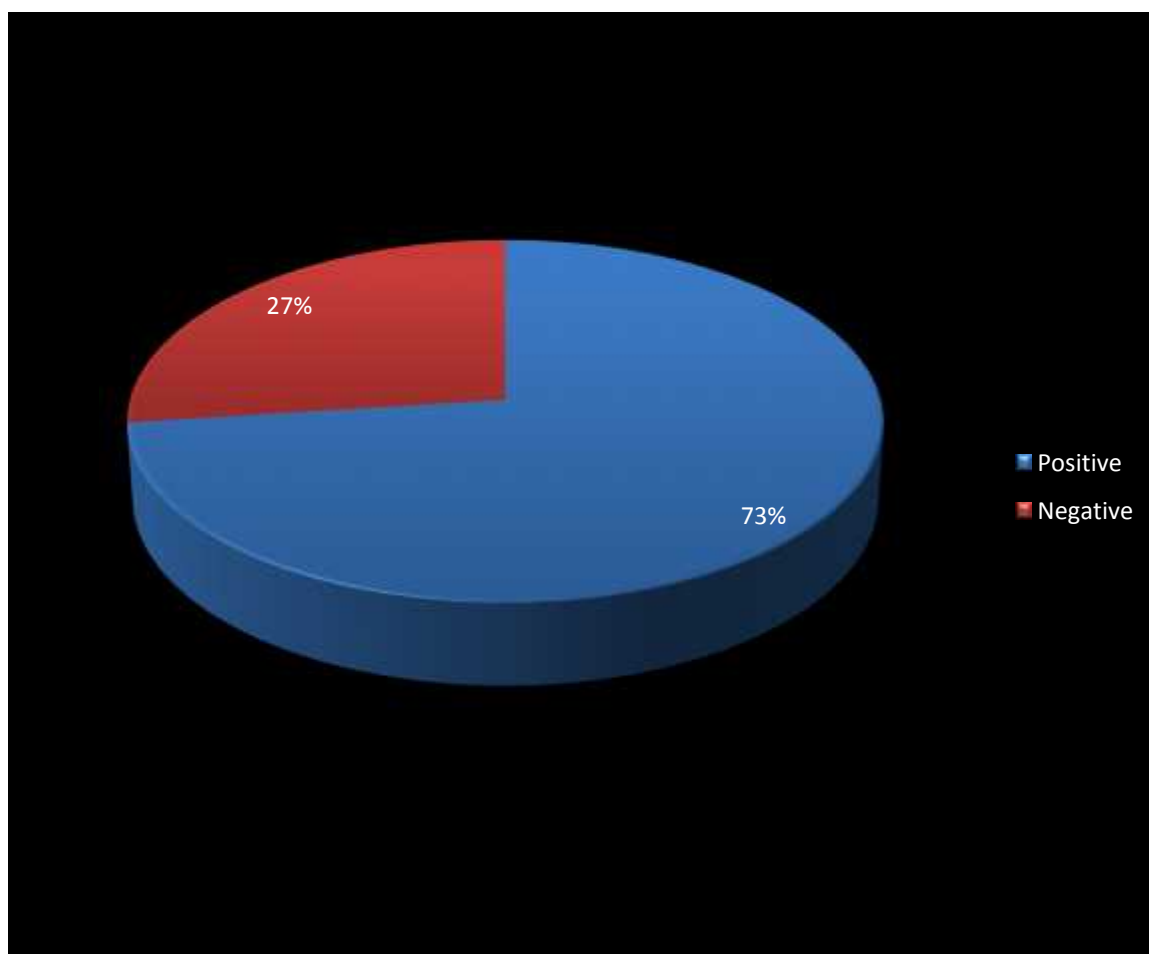
Impact of Didactic Materials versus frequency.



Frequency of the feedbacks.



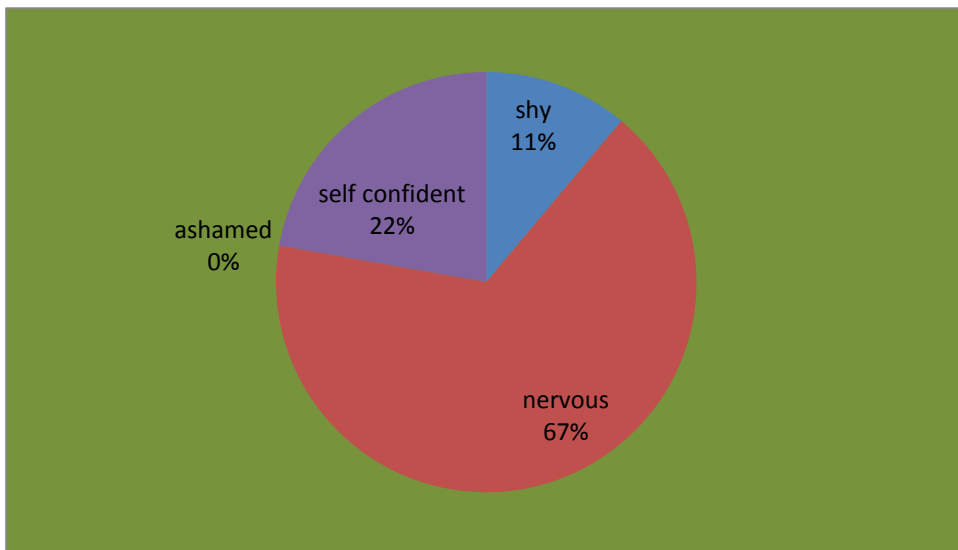
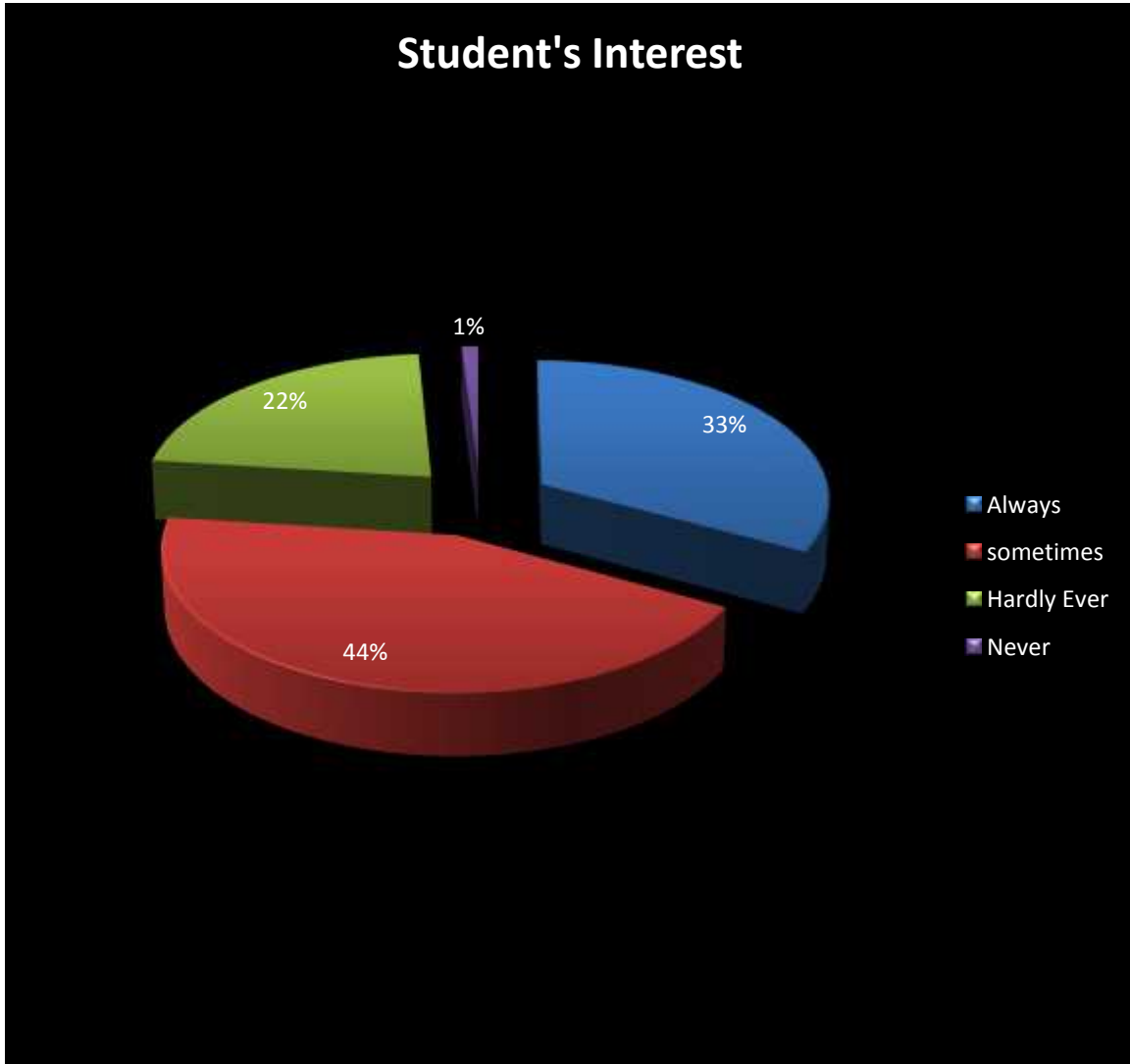
**Impact of the feedbacks.**

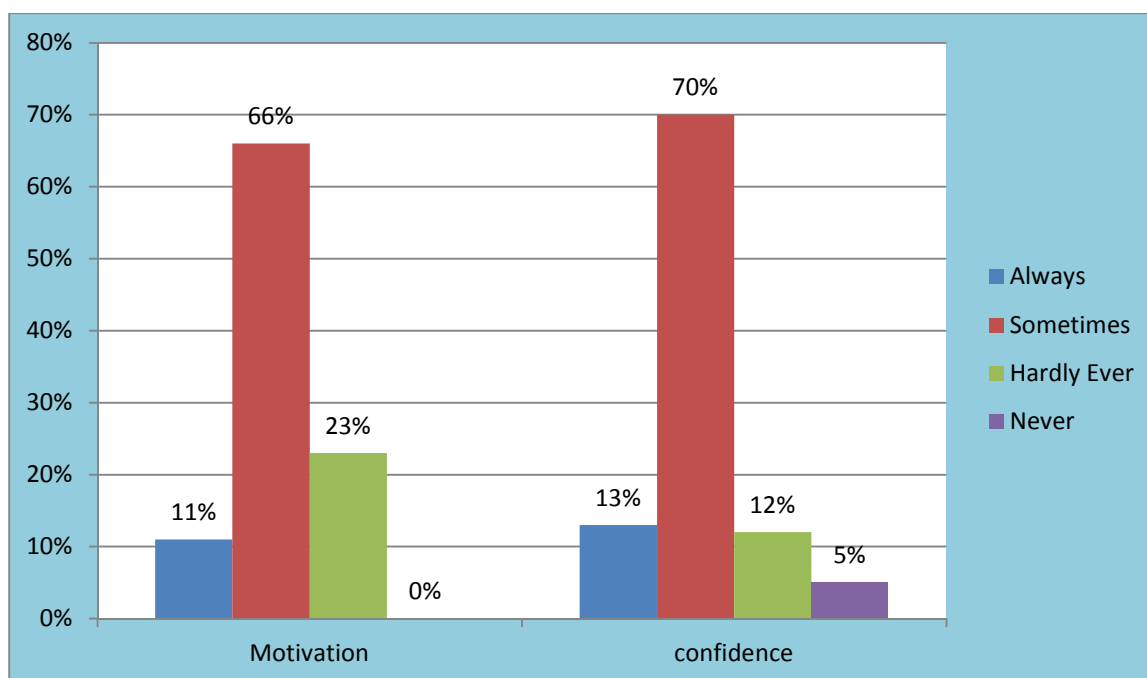


The impact of the feedbacks in every students is very important to create confidence and security when speaking the language. In this case it is really interesting to mention that most of the students are not usually getting any feedback from the teacher. It could be because the majority of the students are not constantly participating in class or because even when they participate the teacher never corrects them. However, 73% of them agree that getting feedbacks creates a positive impact on them, because that is a good way to learn.

On the other hand, the teacher has to find the way to motivate students to speak even when they mispronounce the words. This would lead to have a more participatory class and will involve all the students in the learning process.

Causes that influence in the low participation in the speaking process.



**Student's motivation versus Student's self confidence.**

The variable about the causes that influence in the low student's participation reveals that effectively there is a problem because 67% of the students always feel nervous when speak the target language, so it is not helping at all to create a more effective participation in the class and improving the speaking ability either. Thus if students do not participate and do not speak the language They wont be able to communicate using the target language.

On the other hand,70% of the students do not feel neither confident nor motivated to speak the target language. The teacher has to find the way to make students feel self confident to feel free to talk and not to be scared about making mistakes. This would lead to have a very interesting class, and students will be able to interact each other practicing and developing a new skill. It also important to mention that motivation and self-confidence increase student's effort and energy.While motivation determines whether a student will pursue a task with enthusiasm,self-confidence increases the initiation and persistence of different activities and specially the improvement of the speaking ability.

### **17. Conclusion**

Regarding the variable about the teaching strategies use to teach speaking inside the classroom, it was found that teacher is using diverse strategies and techniques in the classroom to develop a better speaking ability. However it is very important to implement new techniques such as: songs and dialogues to lead students to a different level and to obtain a better performance when speak the language. Furthermore, the didactic materials used to develop speaking activities are not effective in the classroom, because the teacher is commonly using traditional didactic materials to develop the class. Most of the time he uses hand outs and audio but he almost never uses wall-charts, magazines or newspaper. The use of new didactic materials could strengthen the student's knowledge by developing not only speaking, but vocabulary and better pronunciation when speak English. On the other hand, the impact of the feedbacks provided by the teacher revealed something very interesting and controversial because most of the time the students do not get any feedback from the teacher, so they do not know if they are mispronouncing or do it properly. However the majority of them think that getting feedback continuously produces a positive impact on them and motivates them to learn and acquire the new language. Also, it was found that the main problem that influences in the low participation is the motivation. When the teacher uses old and traditional techniques, it does not create any interest to participate in the class. If teacher uses the same didactic materials every day the different activities developed would turn into a boring situation that prevent the student's participation. This is clearly happening on these students. This is why students are not regularly participating in the different activities. In order to have a successful class, students must be motivated. When students feel motivated they feel confident to speak, to interact and to participate. These two aspects will increase their energies to learn.

### **18. Recommendations**

1. Apply in the classroom different games, dynamics activities, songs and others to keep motivated
2. Give individual attention to students that have a little motivation in speaking
3. Look for new techniques to develop encourage the speaking skill in the students
4. Provide more didactic materials such as movies, videos, tape recording to get vocabulary and help them to develop speaking
5. Look for new strategies to improve the dynamics speaking activities in the classroom



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# ANNEXES



**Universidad Nacional Autónoma de Nicaragua**  
**Facultad de Educación e Idiomas**  
**Departamento de Inglés**  
**Applied Research**

We are English students Saturday shift course. This survey is for 16 students of third year in the afternoon shift from Unan-Managua University. The purpose of this survey is to know how the students learning speaking in the classroom and the teaching strategies that the teacher use in the development of speaking skills in the classroom.

**Read the questions and check in the box.**

**STUDENT'S SURVEY**

1. What kind of activities does the teacher use to develop speaking in the classroom?

Role play	<input type="checkbox"/>
Oral presentation	<input type="checkbox"/>
Debates	<input type="checkbox"/>
Reading comprehension	<input type="checkbox"/>
Others	<input type="checkbox"/>

2. How often does the teacher conduct speaking activities in the classroom?

Once a week     Twice a week     Hardly ever     Never

3. Are the speaking activities in the classroom interesting for you?

Always     Sometimes     Hardly ever     Never

4. Put a check in the didactic materials that teacher provides you.

Hand Out	<input type="checkbox"/>
Reading	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>
Audio	<input type="checkbox"/>
Others	<input type="checkbox"/>
No one	<input type="checkbox"/>

5. What importance does have the materials didactic for you?

Few       Much       Very Much       Nothing

6. How frequently does the teacher give you didactic materials?

Once a week       Twice a week       Hardly ever       Never

7. Does the teacher help you to improve you fluency when you speak

Always       Sometimes       Hardly ever       Never

8. Do you think that the teacher give you feedback when you mispronounce something wrong?

Always       Sometimes       Hardly ever       Never

9. How often are you exposed to develop speaking skill a week?

Always       Sometimes       Hardly ever       Never

10. Have you been motivate to speak English during the course?

Always       Sometimes       Hardly ever       Never

11. How do you feel when you speak English in front of the class?

Shy       Nervous       Ashamed       Self confidence

12. Do you speak English in class?

Always       Sometimes       Hardly ever       Never

13. Does the teacher use speaking strategies to teach?

Good       Very good       Excellent       Poor

14. How do you rate the teacher speaking strategies?

No so good       Good       Excellent       Very excellent



**Universidad Nacional Autónoma de Nicaragua**  
**Facultad de Educación e Idiomas**  
**Departamento de Inglés**  
**Investigación Aplicada**

Somos estudiantes de inglés del curso sabatino. Esta entrevista es para 16 estudiantes de 3er año del curso de la tarde de la Unan-Managua. El propósito de esta entrevista es conocer cómo los estudiantes aprenden a hablar en el aula de clases y las estrategias de enseñanza que el profesor usa en el desarrollo de la habilidad del habla en el salón de clases.

**Lea las preguntas y marque con una X**

**ENTREVISTA A LOS ESTUDIANTES**

1. ¿Qué tipo de actividades usa el profesor para desarrollar el habla en el salón de clases?

- |                     |                          |
|---------------------|--------------------------|
| Juego de Roles      | <input type="checkbox"/> |
| Presentación Oral   | <input type="checkbox"/> |
| Debates             | <input type="checkbox"/> |
| Lectura Comprensiva | <input type="checkbox"/> |
| Otros               | <input type="checkbox"/> |

2. ¿Con qué frecuencia el profesor realiza actividades de disertación en el salón de clases?

- |  |  |                                     |                                |
|--|--|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Una vez a la semana | <input type="checkbox"/> Dos veces a la semana | <input type="checkbox"/> Casi nunca | <input type="checkbox"/> Nunca |
|--|--|-------------------------------------|--------------------------------|

3. ¿Son interesantes las actividades del habla para usted?

- |                                  |                                  |                                     |                                |
|----------------------------------|----------------------------------|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Siempre | <input type="checkbox"/> A veces | <input type="checkbox"/> Casi nunca | <input type="checkbox"/> Nunca |
|----------------------------------|----------------------------------|-------------------------------------|--------------------------------|

4. ¿Qué tipo de materiales didácticos el profesor le provee?.

- |             |                          |
|-------------|--------------------------|
| Folleto     | <input type="checkbox"/> |
| Lectura     | <input type="checkbox"/> |
| Vocabulario | <input type="checkbox"/> |
| Audio       | <input type="checkbox"/> |

Otro   
 Ninguno

5. ¿Qué importancia tienen los materiales didácticos para usted?

Poco  Mucho  Bastante  Nada

6. Con que frecuencia el profesor le entrega materiales didácticos?

Una vez a la semana  Dos veces a la semana  Casi nunca  Nunca

7. ¿Cuándo hablas ingles el profesor le ayuda a mejorar su fluidez?

Siempre  A veces  Casi nunca  Nunca

8. Cree usted que el profesor le hace observaciones cuando tiene errores en la pronunciación?

Siempre  A veces  Casi nunca  Nunca

9. ¿Cuántas veces se ven expuestos desarrollar habilidades del habla en la semana?

Siempre  A veces  Casi nunca  Nunca

10. ¿Cómo te sientes cuando hablas ingles frente a la clase?

Tímido  Nervioso  avergonzado  Seguro

11. ¿Usted habla ingles en clases?

Siempre  A veces  Casi nunca  Nunca

12. Considera que el profesor usa estrategias para enseñar a hablar el idioma?

Bueno  Muy bueno  Excelente  Poco

13. ¿Como podría calificar las estrategias de enseñanza del habla inglesa?

No tan buena  Buena  Muy bueno  Excelente



**Universidad Nacional Autónoma de Nicaragua  
Facultad de Educación e Idiomas  
Departamento de Inglés,  
Applied Research**

We are English students Saturday shift course. Dear teacher: The purpose of this interview is to know your opinion about the importance of teaching strategies in the speaking skill in third year in the afternoon shift at Unan- Managua University. Your answers will be a big help to this study about the teaching strategies in the speaking ability.

**English teacher's Interview**

I. General Data:

a) Age: \_\_\_\_\_ b) Sex:  Male  Female

c) Working Experience: \_\_\_\_\_ d) Worked years at Unan Managua: \_\_\_\_\_

II. Academic Data:

1. Degree Obtained

Master: \_\_\_\_\_ Ph.D. \_\_\_\_\_ Post grade: \_\_\_\_\_ Other: \_\_\_\_\_

2. Are you studying? Yes \_\_\_\_\_ No: \_\_\_\_\_

III. Didactic material:

1. When do you plan your English class?

Daily \_\_\_\_\_ Weekly \_\_\_\_\_ Monthly \_\_\_\_\_

2. How often do you include the speaking skill in your plan?

Once in week \_\_\_\_\_ every class \_\_\_\_\_ monthly \_\_\_\_\_

3. Do you check homework before starting a new topic?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Sometimes: \_\_\_\_\_

4. What sort of strategies do you use to teach your speaking class?

Active – participative: \_\_\_\_\_ Traditional: \_\_\_\_\_

5. What kind of didactical resources do you use to teach your speaking skill in the classroom? Explain.

6. Do you consider that the teaching strategies are important for development speaking skill?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ specify: \_\_\_\_\_

7. How frequently do you give to student's didactics material?

Once a week     Twice a week     Hardly ever     Never

8. Do you give them feedback when they mispronounce something wrong?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Specify: \_\_\_\_\_

9. Do you create a social climate in the classroom?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Specify: \_\_\_\_\_

10. Have you got any other training on speaking strategies or other studies besides your degree?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

Specify: \_\_\_\_\_  
\_\_\_\_\_

*\* Thanks for your help \**





**Universidad Nacional Autónoma de Nicaragua  
Facultad de Educación e Idiomas  
Departamento de Ingles,  
Investigación Aplicada**

Somos estudiantes de Ingles del curso sabatino. El propósito de esta entrevista es conocer su opinión acerca de la influencia que tienen las estrategias de enseñanza en el desarrollo de la habilidad del habla en el idioma ingles en los estudiantes de tercer año de la tarde de la Una-Managua. Sus respuestas serán de gran ayuda para este estudio.

**Entrevista al profesor de Ingles**

I. Datos Generales:

a) Edad: \_\_\_\_\_ b) Sexo:  Masculino  Femenino

c) Experiencia Laboral: \_\_\_\_\_ d) Años laborando en la Unan Managua: \_\_\_\_\_

II. Datos académicos:

3. Grados obtenidos

Master: \_\_\_\_\_ Ph.D. \_\_\_\_\_ Postgrado: \_\_\_\_\_ Otros: \_\_\_\_\_

4. ¿Actualmente esta estudiando? Yes \_\_\_\_\_ No: \_\_\_\_\_

III. Materiales didácticos:

5. ¿Cuándo planea su clase de ingles?

Diario \_\_\_\_\_ Semanal \_\_\_\_\_ Mensual \_\_\_\_\_

6. ¿Con qué frecuencia incluye habilidades del habla en su plan de clases?

Una vez por semana \_\_\_\_\_ Todas las Clases \_\_\_\_\_ Mensual \_\_\_\_\_

7. ¿Revisa las tareas asignadas antes de comenzar un nuevo tema?

Si: \_\_\_\_\_ No: \_\_\_\_\_ Sometimes: \_\_\_\_\_

8. ¿Que tipo de estrategias usa para enseñar la habilidad del habla en su clase?

Activa – participativa: \_\_\_\_\_ Tradicional: \_\_\_\_\_

9. ¿Qué tipo de materiales didácticos usa para enseñar la habilidad del habla en el salón de clases? Explique.

10. ¿Considera usted que las estrategias de enseñanzas son importantes para el desarrollo de la habilidad del habla en los estudiantes?

Si: \_\_\_\_\_ No: \_\_\_\_\_ Especifique : \_\_\_\_\_

11. ¿Con qué frecuencia les da a los estudiantes materiales didácticos?

Una vez a la semana     Dos veces a la semana     Casi nunca     Nunca

12. ¿Usted les corrige los errores de pronunciación a los estudiantes cuando hablan?

Si: \_\_\_\_\_ No: \_\_\_\_\_ Especifique: \_\_\_\_\_

13. ¿Crea usted un clima sociable en el salón de clases?

Si: \_\_\_\_\_ No: \_\_\_\_\_ Especifique: \_\_\_\_\_

14. Ha obtenido otras capacitaciones sobre enseñanza aprendizaje de la habilidad del habla u otros estudios relacionados a sus grados académicos?

Si: \_\_\_\_\_ No: \_\_\_\_\_

Especifique: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*Gracias por su apoyo \*



