

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA – MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE MATAGALPA

UNAN - FAREM - MATAGALPA



MONOGRAFIA

Trabajo monográfico para optar al título de Licenciado en Ciencias de la Educación con
mención en Inglés.

Topic:

Methodological Strategies used by the Teacher on the Development of the Speaking skill
in the Students of fourth year at the “Public School Solingalpa” during the second
semester, 2016.

Author:

Br, Donald Francisco Huerta Leiva

Tutor:

Lic., Brígida Mendoza

Matagalpa, Enero 2017

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Dedication

This research project is dedicated to:

- To Jehovah - God for his covenant, mercy, faithfulness, wisdom and love.

“The LORD will Fulfill His purpose for me; your steadfast love, O LORD, endures forever. Do not forsake the work of your hands”. Psalm 138:8

- To my Parents and Brother, for their effort, faith and patience for waiting at this university.
- To my family, because they paid the price for a long time, and for not being able to be with them.
- To my Teachers, for teaching me every second of their lives in the classroom.
- To my friends, who provided advice to this cause.
- To my tutor, Lic Brigida Mendoza, for giving her time, willingness, patience, knowledge and experiences.

Acknowledgments

I'm especially grateful to:

To Jehovah - God for his covenant, mercy, faithfulness, wisdom and love.

“Lord is my shepherd; I Shall Not Want. In green pastures make me rest; Beside still waters will shepherd me my soul; He guides me in paths of righteousness for his name. psalm”. 23: 1-3

I thank to all those who trusted me and dedicated time and money, with positive attitude, responsibility and effort I finished my career hoping that this research will be useful for other generations and contribute to Nicaraguan people.

To my family for being my great inspiration, my children: Salem and Samuel, my wife, Mayra, because they waited and now this great victory is for them.

To my parents and brother for their unconditional support and demonstrate their love and responsibility.

To UNAN, for being part of my life, it was my home for 5 years, sharing experiences and inspiring others helping and doing different activities.

To UNEN, for being the social part, I am grateful, and I will always be grateful.

To my tutor licenciada, Brigida Mendoza, for her patience, time, knowledge, and for guiding this research.

Abstract

Methodological strategies used by the Teacher in the Development of Speech Skills in the fourth year of the "Public School Solingalpa" during the second half of 2016, I used instruments: such as survey which applied to 100% of students fourth year at "Public School Solingalpa", an interview made to the English teacher and the classroom observation made in the English class.

The main results of the survey showed that students like to speak in communicative activities and that they always respond positively. The teacher used them as: strategies, techniques to teach and improve the ability to speak in fourth year in the "public school Solingalpa".

This research is intended to recommend some innovative strategies in order to improve the knowledge of English-speaking students and teacher practice that will help improve their teaching method in the classroom

Professor`s Evaluation

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN FAREM MATAGALPA



2016, AÑO DE LA MADRE TIERRA

Valoración del Docente

El trabajo monográfico elaborado por el Bachiller: Donald Francisco Huerta Leiva carnet Número 12068300, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: " Methodological Strategies for Teaching Speaking Skill in Fourth Grade at Public School Solingalpa in the Second Semester 2016", responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

En el proceso de análisis y discusión de los resultados, se realizó tomando en cuenta las variables del estudio, la triangulación de los instrumentos de recolección de información y la bibliografía consultada, que facilitó asimismo la elaboración de las propuestas y las conclusiones.

El presente trabajo es el resultado de gran esfuerzo, dedicación y aprendizaje que desde la aplicación de conocimientos adquiridos en la carrera y la puesta en práctica de los pasos metodológicos de la investigación científica.



Lic. Brígida Méndez
Tutora

UNAN – FAREM Matagalpa

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I. Introduction

Today, in the midst of a process of globalization, the English language has become an international language. For example, most of the scientific information is in English. In addition, people who have business relationships with people from different countries use English to communicate. International television programs are presented in English, tourists visiting different countries around the world use English as a foreign language. Therefore, it is clear that English is used worldwide to communicate

This research is going to analyze Methodological Strategies used by the Teacher in the Development of the Speaking Skill in the Students of fourth year at the “Public School Solingalpa” during the second semester, 2016

Communication is a social phenomenon that has always had an importance for society. Communication serves to communicate and understand each other with our people and other cultures or languages. In addition, learning the English language has captured the interest of generations; In the field of education, where the worldwide continuous process is increasingly important to learn other foreign languages.

The main idea of this research is to find the methodological strategies used by the teacher in the classroom. As it is said, it is important to know how the teacher uses communicative teaching to maintain the content development and the dynamics of the dialogue. In the discussion we could see that students tend to consult techniques and strategies, resources that the teacher facilitates basically, which should guarantee the use of other alternatives and resources for the use of speaking.

II. Background

In Nicaragua the English language is becoming a fundamental requirement for all professionals of this country and it is for that reason that it is a big challenge for teachers of English to provide quality education in which the students are motivated to learn this language. Public Solingalpa School is located in the Community Solingalpa of Matagalpa city, in front of Solingalpa Park. Public Solingalpa School attends the modality of preschool, primary and secondary complete with morning and afternoon shifts. The staff who work there are, teachers of initial education, 7 teachers of primary and 7 teachers of secondary education and the principal and vice-principal working in the administration area. Nowadays it has a complete elementary, and high school with about 645 students. This paper is carried out to research about the Methodological Strategies used by the Teacher on the Development of the Speaking skill in the Students of fourth year at the “Public School Solingalpa” during the second semester, 2016.

The purpose of this study is to analyze the methodological strategies that teacher uses in the classroom to develop the speaking skill. Given the results, some alternatives will be offered to solve the methodological problems in the ability to speak the English language. This research also provides other teachers and students from other science-based schools for better results. This research contains relevant information that helps the teacher to know their weakness and to identify the resources, techniques and strategies that limit their communicative competence to improve their learning and speech performance. They may also use this work to take and keep ideas for future investigations. Finally, this research contributes to public school Solingalpa with authentic information about the methodology used by the teacher Also it provides some recommendations in order to show how to use different strategies that help English teachers to improve the students’ communicative skills. Communicative strategies that encourage and require students to use the target language inside and outside the classroom successfully.

III. Justification

The information in this monograph is about Methodological Strategies used by the Teacher on the Development of the Speaking Skill in the Students of fourth year at the “Public School Solingalpa” during the second semester, 2016.

The growth of people who speak English Fluently has obviously been ongoing for several decades, our country has the challenge of helping students develop this skill.

It is very important to know the methodological strategies used by the teacher in the public school of Solingalpa in the fourth year. The world and our country must be prepared for global competition in the development of communication skill.

It is very important to analyze the resources and methodology to develop speaking skills because global competition and national and international economic system are high and our country needs competent people.

Therefore, the English language has the opportunity to be taught, using the appropriate methodology in speaking skills. Through communication, the students will have the opportunity to improve their pronunciation and listening.

IV. Statement of the problem

The speaking skill is as crucial as any other language ability. At Public School Solingalpa, students of fourth year have complications while speaking English in the classroom. The Teacher has trouble in the implementation of activities that may fulfill students' learning process.

Many times, the teacher intends hard to make students speak during the class, but they do not feel inspired in the practice of speaking skills. Therefore, students had concerned with speaking skills in English classes. As a consequence, the speaking lesson requires the application of adequate speaking strategies and resources to improve speaking skills. From this perspective, the following topic has been stated: Students have difficulties speaking English during the practice of speaking activities in the classroom and sometimes they show a negative attitude. Besides, there is a concern about the speaking strategies that the teacher uses with students.

As a result of all the reasons mentioned above, I decided to do a research about Methodological Strategies used by the Teacher on the Development of the Speaking skill in the Students of fourth year at the "Public School Solingalpa" during the second semester, 2016. The primary purpose of this study is to find out what methodological strategies are used and their effectiveness on students speaking skills.

These are the reasons that lead me to ask:

What are The Methodological Strategies used by the Teacher in the Development of Speaking skill in Students of fourth year at Public School Solingalpa in the second semester 2016?

V. General and Specific Objectives

General Objective:

- To analyze the methodological strategies used by the teacher in the development of Speaking Skill in Students of fourth year at Public School Solingalpa in the second semester 2016.

Specific Objectives:

- To identify resources used by the teacher in the process of teaching Speaking skill to Students of fourth year at Public School Solingalpa in the second semester 2016.
- To determine different Techniques and strategies used by the Teacher in the Teaching of Speaking skill of students of fourth year at Public School Solingalpa in the second semester 2016.
- To verify the methodology used by the Teacher in the speaking skill in the Students of fourth year at Public School Solingalpa in the second semester 2016.
- To recommend Teaching Strategies to improve Speaking Skills in Students of fourth year at Public School Solingalpa during the second semester 2016.

VI. Theoretical Framework

The teaching-learning process has elements that are key to the development of speaking skills, which are the strategies used to achieve the objectives of this process. The four skills of English Language are speaking, writing, listening and reading, all of them are very important to develop the teaching and learning process, however the study of this research is about speaking, because the process has challenges to do and requires more strategies and techniques to develop this ability. Each skill has methods, resources and ways for students to understand, it is necessary to implement strategies to improve teaching. We know the four skills such as: speaking, writing, listening and reading, all of which are very important for developing English language teaching and learning, however this research is about the teacher strategies and the ability to speak the English language with students.

The basic tools used by teachers in the classroom can be strengthened through communicative skills in the students of fourth year. Through classroom visits, I observed strategies, resources used by the teacher, that apply with students to develop communicative ability.

The methodology used in this research is through class observation, interview, survey that were used to find the results, conclusions and some recommendations facilitated to the teacher.

The purpose of this work is to find Methodological Strategies used by the Teacher in the Development of Speaking skill in Students of fourth year at Public School Solingalpa in the second semester 2016, also it is very important to know every kind of strategies, techniques, methods, resources and evaluation that the teacher applies to develop Speaking Skill.

6.1 Important aspects to develop speaking skill:

We need to use aspects that are fundamental in the development of speaking skills such as: accuracy and fluency, speaking and listening, pronunciation and vocabulary. All these elements are important for every student who needs to learn English. Accuracy and fluency: It is to elaborate a message with facility and knowledge of the subject, following the rules of the grammar, pronunciation and vocabulary. This helps the student improve his communicative presentation. Speaking and Listening: Students actually use grammar structures correctly in practical communication situations, because speaking and listening will increase the cognitive development of speaking skills. Pronunciation: The development of the pronunciation of the words in the students in a correct way will give good impression and communication to send the message. Vocabulary: is fundamental for learning and teaching the English language, because if there is not much knowledge of vocabulary in students, they can not express their own ideas in the speaking skill.

6.1.1 Accuracy and Fluency

As Srivastava,(2014,p.55) states “Accuracy and fluency are the two factors which determine the success of English language students in the future. It is a general problem faced by language teachers today, whether to focus on accuracy or fluency”. Accuracy refers to a student's ability to produce grammatically correct sentences. Students should not only know the grammatical rules of language, but also be able to speak and write accurately. Fluency refers to a level of competence in the language Communication. In my opinion it is very important the correct communication to send a message that the student can understand the information, the student needs to learn grammar rules and a good use of the speaking skill.

6.1.2. Speaking and Listening

As Richards, (2008,p.3) states “Listening as comprehension is the traditional way of thinking about the nature of listening”. This view of listening is based on the development of listening through a good pronunciation of the other person, the role of listening in learning a new language is to facilitate a good communication among students.

To assimilate good communication, you must listen and give a good message. Listening to understanding is the traditional way of thinking about the nature of listening. This view of listening is based on the assumption, the role of listening in learning a new language is to facilitate the understanding of spoken speech. Good communication must listen to give a good message. Learning to listen to another language, the student must practice with someone, listen to a song, observe a presentation or a dialogue in English through real life, therefore the ear and brain are developed through the practice, facilitating communication.

As Richards, (2008,p.19) states “Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies”. There is a relationship between the books and the teacher, all the knowledge printed in a book is a suitable way to form the development of the teacher with specific topics when we can practice the speaking at any time and helps improve pronunciation taking the risk of speaking. If we do not put into practice the knowledge, the student can not speak and always has the fear. Speaking is the fundamental part of the abilities to communicate. In my opinion the practice of speaking is a daily conversation with somebody to know in which he can improve his knowledge.

6.1.3. Pronunciation

As Gibert, (2008,p.42) states “Some teachers try hard to teach pronunciation as if it was a course in phonetics, and this also tends to discourage both teachers and students”. Teaching pronunciation is important for students but, teachers have problems because it is not their mother tongue, but they need to try to do their best to get good results in students who start and complete their secondary education.

When students start with a new language that is not their own, it is difficult to get accustomed to using pronunciation, the teacher needs strategies to teach and student can receive without fear. The teacher needs to learn more in order to give a better teaching specifically in speaking skills.

6.1.4. Vocabulary

As Kinsella, (2005,p.2) states “Reading and language acquisition scholars seem to agree that, except for the first few thousand words in common oral usage, most vocabulary learning occurs through extensive reading, with the reader guessing at the meaning of unknown words.” Reading is important because we know different unknown words about the specific topic and try to investigate using the dictionary. if we want to communicate, we should use speaking skill to improve using reading through research with most of the words we use in a future communication.

6.1.5. Expository Strategies

As District, Multnomah Education Service, (1996,p.15) states “An expository or informative speech provides information, explains, clarifies, or defines. The speaker informs or adds to the audience's understanding through a presentation of key points, explanations, and supportive details. The speech contains clear ideas that are focused and fully explained. When appropriate, the presenter has utilized a variety of credible resources to gather accurate, relevant information that provides a strong base of support in the form of facts, examples, illustrations, incidents, or explanations”.

The expository activity of the student in the classroom, makes use of the steps to present a theme according to their level, knowing the vocabulary in order to inform the students clearly on some specific topic. At the moment I can say that the exhibition is of great importance because it makes the student practice his speaking, using his creativity, strategies, presenting the subject. It is necessary that the teachers apply these elements, because they increase the speaking viability.

6.1.6. Interactive Strategies

As Jeyasala, (2014,p.165) states “Through interactions, students can increase their language repertoire as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, problem-solving tasks or conversations”.

Students should have a conversation in the classroom, when they need the specific material to complete their research and interact with their partner or group. The foreign language is indicated to speak with someone who practices English, because it improves their linguistic ability of communication.

6.1.7. Focused Strategies

As Thaine, (2014,p.4) states “Focusing on interaction strategies does not necessarily require a radical change in methodology. This language can be dealt with in a similar way that you might focus on grammar or functional language”.

The focus is on interaction among students because it motivates critical thinking through presentations. The teacher must bring about changes in the students that produce authentic innovations in their presentations to adapt to the practices of speaking skills for the purpose of methodological transformation.

7.1 Types of Methods in Teaching Speaking Skill

7.1.1. Inductive and Deductive Method

As Gollin, (1998,p.88) states “A deductive approach is most closely associated with the grammar-translation method of teaching languages, while an inductive approach is considered characteristic of audiolingualism, where meaning and grammar were not explicitly explained but induced from carefully graded exposure to and practice with examples in situations and substitution tables”.

A deductive approach is when the teacher presents affirmations, conclusions that are given in the communicative process and the student can understand the explanation. Most teachers always apply the deductive method and they try to make it easier because the student needs support to resolve the situation. The induction reaches conclusions that the student begins to think that the answer is the truth while the deduction establishes logical conclusions, which allow the student to orient himself.

7.1.2. The Communicative Approach

As Barnabe & Flavia, (2013,p.31) states “The Communicative Approach is a way of teaching which is based on the principle that learning a language successfully involves communication rather than just memorizing a series of rules. Teachers try to focus on meaningful communication, rather than focusing on accuracy and correcting mistakes all time”.

The communicative approach is a form of teaching that is based on the principle that learning a language to succeed involves communication rather than simply memorizing a set of rules. Teachers try to focus on meaningful communication, rather than focusing on accuracy and correcting mistakes all the time. The teacher has to make communication and learning strategies with the aim of organizing the classes in a way that facilitates the relationship of a communicative class, easy to understand and that the students can participate interactively. In my opinion it is very important to know the elements necessary for a communicative class, that the student can participate and develop orally, but when the student has difficulty speaking, then the teacher patiently facilitates a class that the student can understand and be able to participate with a communicative approach.

7.1.3. The Grammar Translation Methods

As Penny (2000) cited in Chang, (2011, p.13). states “grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language”. The rules of grammar are important when using the ability to write and it is necessary to know correctly the rules to communicate. However grammar is not the fundamental tool to be able to send a message; It is simply to understand. When a student speaks in public correctly it is because he has the level of accuracy and fluency as a result of a lot of time practicing.

7.1.4. The Audio Lingual Method

As Larsen-Freeman, (1993, p.36) cited in Nawshin, (2013, p.12) states “The Audio Lingual method is an oral based approach. However, it is very different in that rather than

emphasizing vocabulary acquisition through exposure to its use in situations, Audio lingual method drills students in the use of grammatical sentence patterns”.

It is only oral, in which the student has to develop listening and vocabulary repetitions to pronounce or do after a dialogue depending on the orientation of the teacher. Most teachers do not facilitate this way of learning a lesson speaking skills in the classroom, the teachers teach grammatically.

The audio lingual method is a way of teaching vocabulary and phonetics by repeating words one, two, three times, because the teacher has control of the group and it is important for the students to repeat the sentence or words when the teacher pronounces in the classroom. They can remember and improve this part of this method when they pronounce. Some teachers use images, flashcards or dialogues using this method, for the purpose of teaching students; to learn and remember words to put them into communicative practice.

8.1. Types of Strategies in Teaching Speaking Skill

In this section, I will describe about: accuracy and fluency, intrinsically motivating techniques, authentic language in meaningful contexts, errors and feedback by to knowing their importance that will help the teacher in the classroom.

8.1.1. Accuracy and fluency.

As Richards, (2006,p.14) states “Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use”. In the classroom, usually all have the same level. We teach vocabulary, grammar, listening, speaking and we notice that there are some students who begin to say good phrases and being more spontaneous. They begin to show fluency of a few either by natural ability with languages or because they have previously studied or have been in contact with the language they study. The other refers to how well students communicate or express themselves following the rules of grammar, pronunciation and vocabulary. Students are different, some of them have a good proficiency level, but some of them don't, and when they have a communicative activity, the teacher observes his group identifying the students with better communication.

8.1.2. Intrinsically Motivating Techniques

As Blaublitz, (2010,p.2) states “Enhanced motivation is reliant on innate (intrinsic) factors that cause people to challenge themselves, just as young children do when exploring or encountering a new object for the first time. In the second language acquisition field, intrinsic motivation can be stimulated when teachers become more a manager or facilitator of language learning and relinquish their traditional center stage authoritarian position”. Intrinsic motivation occurs when the student fully participates in the activities of the class, becoming a creative, active and motivational person.

The teacher must give the opportunity to innovate and apply in the educational part of the English language in the classroom as well as out of class. Some people have the strength of internal motivation to change things, only because it is important to do so, benefiting their own knowledge.

There are a lot of people who were worried about making inventions, companies that are now busy. They had that internal motivation to promote these results. Teachers always have to let the student develop and never be a dictator, because they need the teacher's motivation to produce in the classroom, communicatively participating with classmates.

8.1.3. Authentic language in meaningful contexts

As Richards & Renandya (2002, p.209) cited in ThituyetAnh, (2015,p.52) states “Alternatively, it is vital to encourage students to speak at the interaction might be provide extensive exposure to authentic language through visual and audio stimuli opportunities use the language”. Authentic language is important for teaching a language, because it develops interest in learning. Teachers always provide books, written tests, but do not use an authentic language, in which we can share authentic material in the classroom, developing speaking through real life. Children are able to learn another language without explaining grammar, only listening and understanding the mandates of their family.

It is difficult for adults to learn another language, but using authentic material we can develop and learn another language. Teachers must provide authentic material to give a pleasant class and develop a teaching of authentic language to the student by putting their knowledge in practice around them.

8.1.4. Errors and Feedback

As Peter (2001) cited in Akhter, (2007,p.5) states “the learners know they make mistakes, but, of course, they don't know where the mistakes are, they don't know the importance of their mistakes and even when this is explained, they repeat them." When students are in a fluid conversation, they know the mistakes but do not stop talking because the other person can understand what said, then the teacher at the end makes the necessary correction in the pronunciation of the right words and students can improve.

Mistakes are a fundamental part of learning with an emphasis on speaking, because the student can identify his mistakes through communicative practice, improving the connection with the foreign language. Firstly, the English language is not native because it is foreign and we are making mistakes. The teacher's personalized correction provides results that the student can correct for their own errors in their documents. Corrections must be made after an exposition, so that in the end they are clear in the pronunciation of the words or some written document.

9.1. Types of Techniques in Teaching Speaking Skill

In this section, I will describe about: information gap activities, puzzle activities, role-playing games, simulations, storytelling, and games. Teachers can facilitate these techniques and be able to assist students in their speaking development.

9.1.1. Information – gap activities

As Thornbury (2005, p.80) cited in Putri,(2014, p.16) states “Information gap activities are useful activities in which one person has information that the other lacks. They must use the target language to share the information”. The information gap technique is one of the pedagogical activities of communicative learning that teachers could use to teach the learning process. It is very easy to practice among students and information between friends becomes more interesting, because this activity is simple.

The teacher can provide some photos to the students and they can ask questions and them be able to respond. In some schools this technique is not put into practice to develop speaking, because teacher use other activities as dialogues that appear in the books and do not use this technique that will allow the student to ask questions promoting the interaction.

As Pica & Sauro, (2006, p.302) states “The origins of information gap tasks can be traced to the classroom, in activities that ask learners to find differences between individually held pictures, to order sentences into stories, or to restore portions of incomplete maps and charts”. The teacher provides teaching materials to students so that they can develop their ability to form or organize a specific subject using images or maps. It is very important that teachers provide authentic materials related to the topic explained and that students can solve and do activities using materials. According to what it was said this technique helps the student to develop their visual comprehension to formulate a response according to the content.

9.1.2. Jigsaw activities

The Excellence, Schreyer Institute for Teaching, (2007,p.1) states “the Jigsaw Strategy is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task”.

This is a fellowship activity so that you have positive results, it is a teamwork constructing a puzzle based on a confidential information, and it is there where they put into practice the development of thinking, the search for the answer and the interaction between their classmates. In the classroom it motivates the student who does not want to participate. In speaking skill, it is important to encourage this type of strategies well directed by the teacher that can apply to students and find the way that students can participate given information by the teacher.

As Koppes (2002) cited in Alshammari, (2015,p.5) states “The teacher then provides support by listening to the following discussions, noting difficulties or providing more in-depth knowledge”. Students learn through the process of communicating with each other about a given skill or procedure, subject or problem.

It can be difficult to establish an activity of a puzzle, given its dependence on the number of students. In spite of this, the process can be very good for developing the class.

9.1.3. Role plays

As Brown, (2004,p.174) states “Role playing is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic lesson”. Role play activities are very useful in teaching when used in a foreign language. This activity allows students to interact together, changing experiences and creating a pleasant environment. Role play provides real-life activities in which the student is sharing and leaving fear. Role plays are widely used in public schools because it is an easy activity to execute or facilitate making class easy with student participation.

As Freeman, (2000,p.134) states “Role-plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles”. Students are important in the classroom, because we are using in real life, exchanging communication at different times of the conversation. It is a game involving players, who play roles of a personality. Each player will define the character of his transformed character in the situations at the moment of acting, all this in his own words, the important thing is that the player is creative in the activity.

9.1.4. Simulations

As Harmer (1999, p.274) cited in Nugrahani, (2009,p.2) states “In simulations students simulate a real-life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thought and feeling they do not necessarily share” The teachers try to create in the classroom a simulation in the classroom. The more the reality is the more useful the situation will be for the student what is learned.

To teach and learn English it is important to use simulations that represent moments of real life, which is used in the world. The simulation consists of the representation of an action carried out by some characters in a given space.

To simulate something is to find characters and we can change the shape of these characters to create a scene. We can simulate stories, news, sports using speaking skills in the classroom.

As Davison and Gordon (1978, p.55) cited in Klippel, (1985,p.121) states “Simulations are simplified patterns of human interactions or social processes where players participate in roles”. Role plays and simulations are similar because they are used in real life with students, and each student has a role in activity. For example: a doctor and a patient in a health center. The simulation is of great importance in learning the teaching of speaking because it is going to the character of life related to different emotions, characters, expressing feelings and emotions when acting among the assistance of students. During the simulation the student produces the creation of the character, and uses his imagination to create the scenario as well as the script. So the simulations are made to be during the moment they are being produced, and only at that moment, both by the students who are representing it and by the rest who are contemplating it.

9.1.5. Storytelling

As Brown, (2004,p.180) states “One of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts. We have already looked at this' elicitation device for intensive tasks, but at this level we consider a picture or a series of pictures as a stimulus for a longer story or description”. We speak of storytelling orally to students with an interest that produces oral discourses. Storytelling is a fundamental tool in securing oral production skills in students using images or stimuli that creates the student's interest in talking about what they observe by understanding the meaning or image they can give in the classroom.

The vocabulary is useful to teach and create the storytelling previously taught in class for story creation and the narrative transforms the situation so that students understand basic topics known and have meaningful learning.

As Williamson, (2004,p.210) states Storytelling is “An experience that develops speaking and listening skills while encouraging the exchange of cultural/ethnic heritages”. It is important to use this technique because it has to do with the story of own place or country and learn a lot of vocabulary that increases the fluency of the student in the classroom and the teacher provides for communication between the classmates. It is necessary that storytelling be implemented in English class, in a meaningful way to the reality of students, using materials according to the subject to be exposed. The ability of the speaking is put into activity and it is when the students can express themselves using the material to present the topic influencing to students in the need to speak.

9.1.6. Games

As Sugar, (1998,p.3) as cited in Siguroardottir, (2010,p.7) states “Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games”. The fun in the classes is an attractive and motivating activity, it captures the attention of the students towards the communication of the ability of the speaking. Games require communication and activate learning mechanisms.

The games are applied in teams, or in pairs and the teacher facilitates the games so that the students can play in the classroom. Games can create an atmosphere of excitement, relaxation and class is fascinating when we talk about games because there are different students who like them and a small game in the classroom can change their environment and the participation each of them can encourage interaction among his classmates. Teachers need students to be the center of the class, allowing students to be motivated to create a harmonious environment.

As Greenall (1984) cited in Posada & Francis, (2012,p.19) states “classes with games allow students to practice what they have acquired, while feeling safe with the atmosphere of games, which means students can act more spontaneously when performing those activities”. Games are very important because they help the development of speech and motivates students to change their emotions. We can mention some games that influence the learning of the speaking when they put it into practice with their classmates that is facilitated by the teacher such as: Tinker toy, game, Crossword puzzles, Information gap, and City maps. This makes the student prepares with his known vocabulary according to the game and can practice among their classmates.

10.1. Didactic Resources

Teaching resources are important for the development of foreign language learning used for both teacher and student using speaking skill such as: text-based material, task-based material and realia. As Richards and Rodgers (1986, p.79) cited in Gaona & Apolo, (2011,p. 20) states “Materials’ main role is to encourage communicative language use. Richards and Rodgers group three kinds of materials used to support Communicative Language Teaching. They are: Text based materials, Task-based material and Realia.”. The Didactic resources have to be made for the development of satisfactory learning; improving their levels of learning. Teachers have to apply them according to the type of class.

Therefore, the didactic materials contribute to improve the communication inside and outside the classroom. Educational programs are provided to teachers to be applied in the classroom for each content, so teachers have to be creative to apply them correctly in the classroom

10.1.1. Text-based material:

As Mickan (2011,p.18) states “Teachers choose texts relevant to students' purposes. They select texts of interest to the students and of importance for the fulfillment of the purposes of a program " teachers can choose different books with respect to the program established by each level of secondary. The government provides a book for each level, and a program which is used each month for the fulfillment of the objectives. Teaching material such as books is an important tool for the teacher, in the world there are many books that teach English, with respect to educational programs in each country. The teacher can choose the book of his choice that can provide the tools necessary to implement his class with the educational program.

In Nicaragua, the government provides English books for high school teachers, they can be applied at each level of learning, but some teachers do not use them because it does not facilitate easy teaching, and that is when the teacher can choose another book.

10.2. Task-based material:

As Oura, (2001,p.75) affirms “The teacher hands out various pieces of realia, collected from travels abroad to English-speaking countries, such as bus or air tickets, receipts, coupons, money and photographs”. The teacher shows different examples used daily that are attractive in class. The teacher needs to use used objects around us because the students are motivated to participate and develop in their class. The important thing is to express the communicative capacity in the students facilitating objects that interest them and that they use their daily life. As teachers, we change the moment of teaching and the relationship of content with the student.

Task - based material is an approach that encourages students to focus more on materials that are used in real life to put communicative skill into practice. Task and texts combine to provide students with a rich exposure to the language and opportunities to use it for themselves. listening activities, listening / watching activities and interactive simulations, help the teacher to provide the student with activities that foster interaction and the communicative class. The importance of the use of listening in students helps to improve the understanding of the message and to be able to give a better conversation among the students. However, some teachers apply the content grammatically, without using it communicatively.

10.2.1. Listening Activities.

As Oura, (2001,p.76) states "Students listen to short segments of the conversations of real-world parties and complete a worksheet in which they write down the subject of what people are talking about." They listen to short segments of the conversations of real-world matches and complete a worksheet in which they write the topic of what people are talking about. "Students listen to a story and can take notes about what they memorized. For the student because it improves communication when practiced with another person. Depending on the level of students you can take real-life examples such as: sports, news in which students can take notes with the ability to receive. In order to achieve good communication, it is necessary to take into account all the elements such as: feelings, desires, actions, that the environment could be pleasant, acceptable for the student’s task of listening using situations that we share on TV every day, keeping up always whole

Information that surrounds us, applying the task according to their level of learning in the foreign language.

10.2.2. Listening / Viewing Activities.

As Oura, (2001,p.76) affirms “One idea is through the silent visualization of video clips so that the students consider what is happening and guess what the speakers are doing and say”. Students can practice through a short paused video, so the student can predict what is next in the video. The teacher facilitates the students this task to promote their auditory development when watching a video. It is important to use the technology if it necessary, in order to facilitate better teaching by showing new real videos and allowing students to see and make a fascinating class by responding to the physical and interactive expressions on the video.

10.2.3. Interactive Simulations.

As Oura, (2001,p.77) states “Another approach would be to set up a simulation of some real-world scenarios in which students familiarize themselves with the details through interaction with authentic materials” authentic materials are excellent tools to teach something that happens in real life and students use and put it into practice. Teachers should use this approach because it is necessary to apply it in their lives. Conversation between two or more people generates an interaction using a simulation that predicts the conversation. The use of materials, place, vocabulary is connected with the interaction between people, and there must be an activity that makes a simulation of real life. When the teacher indicates an activity in a hospital the students become a doctor and patient, preparing the environment to act, sending a positive message to the students.

10.2.4. Realia:

As Nugroho, (2010,p.17) states “A teacher of a foreign language often employs realia to strengthen the association of students between words for everyday objects and objects themselves”. The teacher can teach the student objects related to real life, with the content of the class. Some teachers facilitate this way of teaching because it is easier to learn and put into practice in real life. The use of realia is important for vocabulary teaching, with

some real-life objects such as clothing, class objects, used by students. There is a lot to teach the student in the classroom in which we can teach vocabulary using a material that can be found in supermarkets, appliances store such as catalogs facilitating of learning and real-life teaching. There are many activities that we can do with these objects in the classroom of foreign language. The teacher can manipulate objects by giving orders to students using classroom materials such as: book, eraser, pencil, which helps the student to better understand the conversation using these materials, because it is changed from class to reality.

VII. Guiding Questions

- ✓ What are the resources used by the Teacher for teaching speaking skill to Students of fourth year at Public School Solingalpa in the second semester 2016?
- ✓ What are the Techniques used by the Teacher for Teaching Speaking Skill in Students of fourth year at Public School Solingalpa in the second semester 2016?
- ✓ What are the strategies used by the Teacher for Teaching Speaking Skill in Students of fourth year at public School Solingalpa in the Second semester 2016?
- ✓ What are the recommended to improve Speaking Skills in students of fourth year at Public School Solingalpa in the the Second semester 2016?

VIII. Methodological Design

This research is descriptive with a mixed approach because through the quantitative results it will be obtained qualitative information, and according to the time it is transversal because all the data I examined in a specific period of the time during the second semester 2016. It was based on The Methodological Strategies used by the Teacher on the Development of the Speaking Skill in the Students of fourth year at the “Public School Solingalpa” during the second semester, 2016.

The instruments that were used to collect the data were the surveys to students, class observation and interviews to teacher. The class observation was used to verify The Methodological Strategies, techniques, resources used by the Teacher during Development of the Speaking Skill in the Students.

To get specific information class observation was used 4 times, and surveys, interviews with students and teachers. As Roja, Estadística Cruz, (2015) states “A sampling is a method that chooses a small group of the population. This group has the characteristics of the population that we are studying”. The statistical model help to find a measure in the research. The measure is probabilistic because the sample is independent of the other, the margin of error can be found and any unit has the possibility to participate in the election. Using the formula that represents each digit and its meaning.

$$n = \frac{Z^2 \cdot \sigma^2}{e^2} \quad n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{(N-1) \cdot e^2 + Z^2 \cdot p \cdot (1-p)}$$

Where

n = Sample

Z = Percent Reliability

p = Percent of the Positive variability

e = margin of error.

Steps to select the sample of the Students

The procedure used in the sample of the number of students.

Substituting values into the formula.

$$n=? \quad e=0.1 \quad N=30$$

$$Z = 1.96 \quad p=0.2$$

The universe is 30 students of fourth year at the “Public School Solingalpa” during the second semester, 2016. The sample is 20 using formula,

$$n = 20$$

$$N= 30$$

Substituting values.

$$\text{Coefficient} = 20/30 = 0.6666$$

The variables measured were: The Methodological Strategies used by the Teacher on the Development of the Speaking Skills.

IX. Analysis and Discussion

According to information that has been compiled through the use of research tools such as classroom observation, survey, and interviews for the teacher, in the fourth year students at the "Public School Solingalpa" during the second semester of 2016, that the information in percentages are the answer to each instrument related to theory and practice in the classroom.

The collected data were discussed and analyzed based on the quantitative form, because graphs and percentages were used and qualitative, observation and interview with the teacher were used. Based on the measurement of 30 students and a sample of 20 students from the fourth year of the Solingalpa Public School during the second semester of 2016.

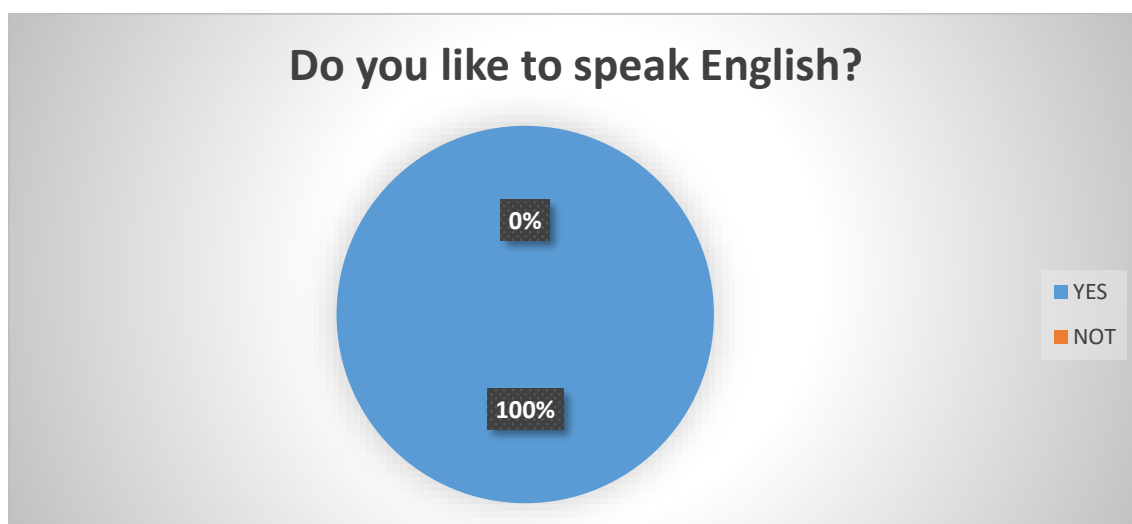
The research study was carried out with 30 students that were divided in 17 women and 13 are men. Our sample was of 20 students using the formula previously mentioned.

The universe is 30 students. The sample was selected with 20 students, of whom 7 were men and 13 women.

Graphic # 1

As Brown, (2004,p.140) states “While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test”.

From the pool of 20 four-year students of the "Public School Solingalpa" during the second half of 2016, in the survey conducted using the question Do you like to Speak English? Students who represent 100% of the sample, replied that they like to speak the English language because it is important to practice among classmates. During observation and question # 4, the teacher motivated the students in a general and specific way during the oral expression activities. Students used the different steps of speech using strategies to make their knowledge meaningful. In the interview teacher and question # 3, How often do you develop the speaking skill with your students? I answer that it motivates the students with strategies, because they like to speak in English at all times in any class activity. In my opinion, speaking in class is productive for the students because they can practice another language. On the other hand, the students' responses are positive to speak English, according to the observations and the interview that I applied to the students. I can state that some students of this English language school are motivated by the resources that the teacher uses in their class, but others are not interested in learning. They just want to pass the class without learning.

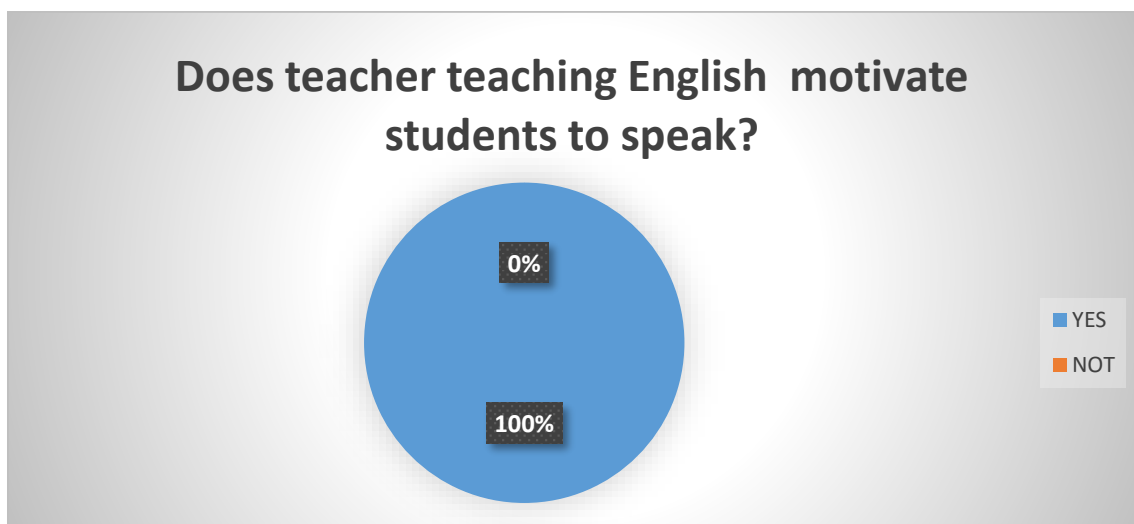


Graphic # 1 / survey

Graphic # 2

States “An instructor can help students become reflective about their interests and knowledge, and ask them to relate or adapt course information to their concerns in their assignments and in the classroom”. As Learning, The Center for Teaching, (1998).

In this case, in the question of the survey, Does the teacher teaching English motivate students to speak? 20 students representing 100% of the population said they like to feel encouraged by the teacher because the teacher helps each student to improve and not be afraid to speak in front of their peers. In the observation, using question # 3, The teacher develops actions related to the speaking skill, The teacher promotes, motivates to speak in pairs, individual or in group. In the interview, using question # 5, Do you consider important to develop the habit of speaking in the students? Yes / no why? The teacher said that it is always his goal to encourage students to participate in the activities, because motivates them completely as The Center for Teaching and learning, (1998) . For Improving spoken English in every real-life situation, the teacher has the obligation to support students to feel appreciated . In the use of speaking as they will provide a variety of opportunities for interaction between peers. Teachers have that passion or a technique to motivate students, the student needs motivation to participate without fear, when the student is internally motivated she will improve in each activity taught by the teacher.

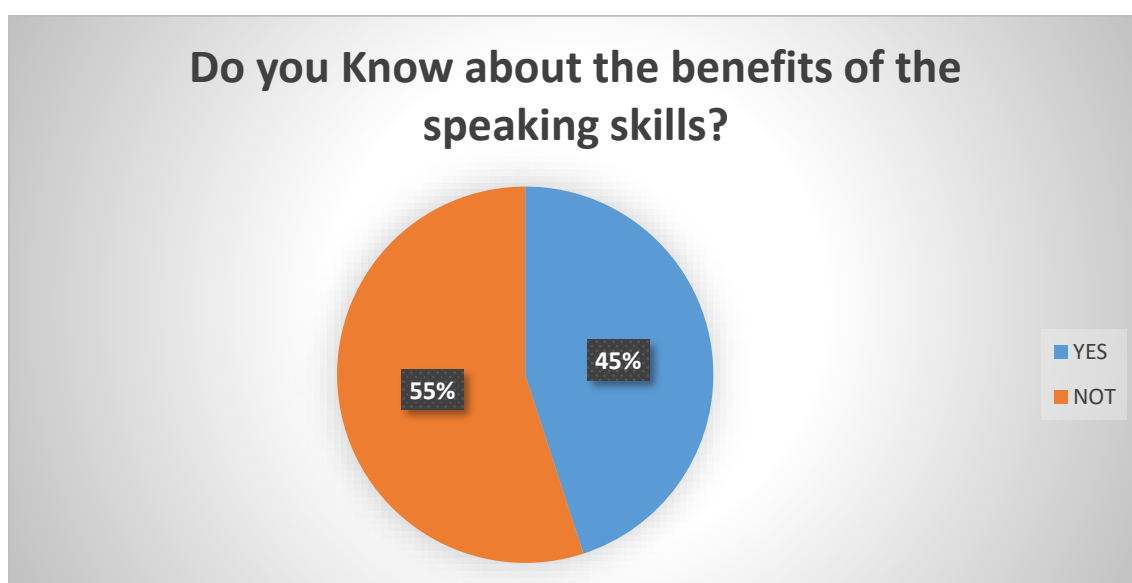


Graphic # 2 / survey

Graphic # 3

As Richards, (2006,p.14) states “ Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use”.

The information about the survey and the question # 3 that says. Do you know about the benefits of the speaking skills? Nine out of 20 students said yes, because it is important to know another language it open up new employment opportunities. Eleven out of 20 students responded that they do not know about the benefits of learning another language, about speaking. In the observation using question # 6 Students receive some benefits from speaking skills provided by the teacher. Most students use the ability to talk to their classmates and feel motivated, and very confident with the teacher. In question #5 of the interview. Do you consider it is important to develop the habit of speaking in the students? The teacher answered using activities that benefit speaking skills, using some communication strategies to achieve the student's communicative ability. As Richards, (2006, pag 14) Practicing another language can improve the fluency and accuracy that directly benefits the student. In my opinion, the benefits of the foreign language are many, the results given above are positive because the speaker's ability helps develop English language learning and possibly have advantages over other students who do not learn English because they are given the opportunity to get a job and can communicate with people who master the English language in the world.

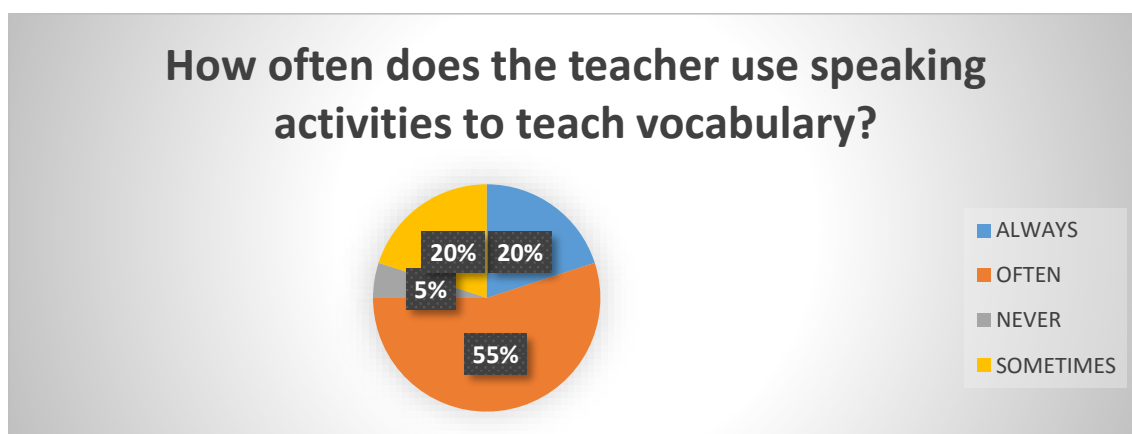


Graphic # 3 / survey

Graphic # 4

As Feldman & Kisnsella, (2005,p.2) states “Reading and language acquisition scholars seem to agree that, except for the first few thousand words in common oral usage, most vocabulary learning occurs through extensive reading, with the reader guessing at the meaning of unknown words”

The information received in the survey using question # 4 Does your teacher use speaking activities to teach vocabulary? It shows that 20% of students think that the teacher explains the class with an activity to teach vocabulary. The following shows that 55% of students use vocabulary because they use only a few words from the book in English. 5% of students think that the teacher never uses speaking activities to teach vocabulary because he only teaches the class without some attractive activities. 20% of the students responded that the teacher sometimes has an activity for the next class to teach vocabulary. According to the class observation regarded to question # 5 The teacher explains the steps to use vocabulary with interactive games. The teacher teaches vocabulary when he has new content to explain and students have to have a dictionary to understand new vocabulary. Regarding the interview, using question # 6, the teacher replied that he always writes it on the board by pronouncing them several times with the students. As Feldman & Kisnsella, (2005,p.2), to have a rich vocabulary, the student needs to investigate, read and remember words when practicing communicatively, at least he must read some short paragraphs of a reading in English and be able to pronounce and investigate unknown words, besides the teacher can correct and write them on the whiteboard. Teachers should teach vocabulary with some images with authentic materials. Some students like to learn well because they are studious and they like English.

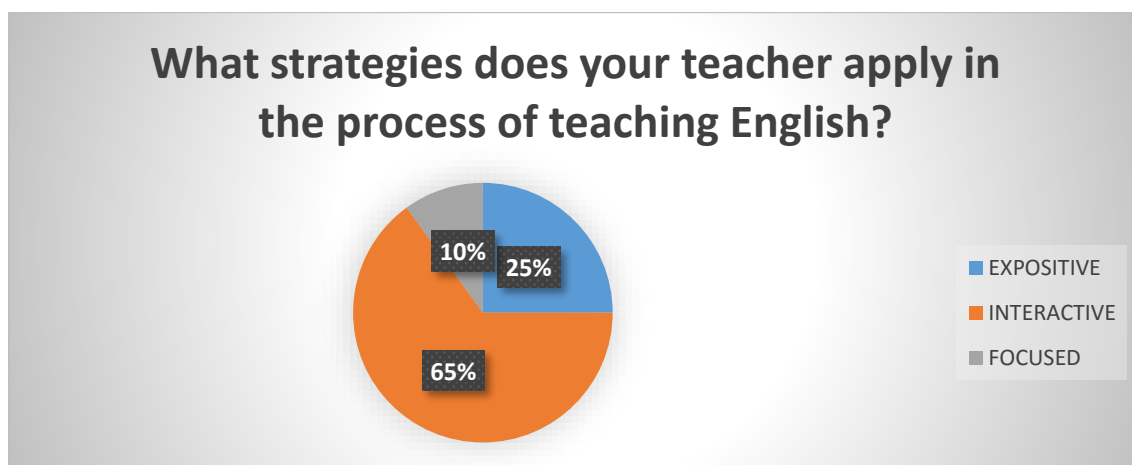


Graphic # 4 / survey

Graphic # 5

As James (2001) cited in Akhter, (2007,p.5) states “the learners know they make mistakes, but, of course, they don't know where the mistakes are, they don't know the importance of their mistakes and even when these are explained, they repeat them.”

Giving the question What strategies does your teacher apply to the process of teaching English? 25% of the students responded in an expository manner, because the teacher explains strategies for performing an expository activity in class. On the other hand, 65% of students responded interactively because the teacher uses some activities that are integrated in pairs or in group, using the communicative capacity. 10% of students responded that the teacher uses focused activities , the teacher uses some strategies focused on students to promote interaction. During the observation, it was observed that, the teacher applies strategies and techniques of teaching according to the level of the students. The teacher uses the oral presentation once a week to improve student fluency. According to the interview, in question # 1 What kind of strategies are used to develop the skills of speaking in your students? The teacher responded using role-plays or individual or group samples. According to the document on pages # 9 and # 10 we talked about the use of interactive, focused and expository strategies, that the teacher uses communicative activities, fulfilling the goals to improve student speaking. As James (2001) quotes in Akhter, (2007,p.5) Students make mistakes, but the teacher focuses on solving the problem to improve student pronunciation in communicative activities related to the type of strategies. We can say that the expository mode or any strategy used in the classroom, will help the student to improve his speech.



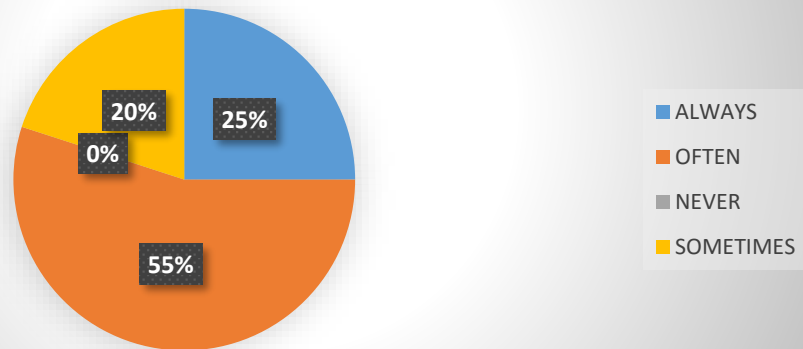
Graphic # 5 / survey

Graphic # 6

As Association, Oregon Education, (1996,p.15) states “An expository or informative speech provides information, explains, clarifies, or defines. The speaker informs or adds to the audience's understanding through a presentation of key points, explanations, and supportive details. The speech contains clear ideas that are focused and fully explained. When appropriate, the presenter has utilized a variety of credible resources to gather accurate, relevant information that provides a strong base of support in the form of facts, examples, illustrations, incidents, or explanations”.

In the information collected in the survey given the question: How often does the teacher use expository strategies for teaching speaking skills? It shows that 25% of the students responded always, because the teacher explains the activity about a presentation, based on real life. On the other hand, 55% of students responded often, because the teacher uses grammatical explanations to make worksheets and he often uses real-life presentations. Then 0% of the students answered that they never do activities to make a class presentation. In addition, 20% of students responded sometimes, because the teacher uses classroom expository activities. Next in the observation made in the classroom, using question # 2 The teacher applies strategies and techniques of teaching according to the level of the students? The teacher sometimes uses some expository strategies to help students in their presentation. As for the interview, using the question #1 What kind of Strategies do you apply to develop the speaking skills in your students? The teacher says that he used oral presentation using pictures of the book or presentations that students can look for with different subjects. With respect Association, Oregon Eduaction, (1996, pag 15) This does mean that The instruments used are important in a presentation, because they clarify concepts, meanings, and a message to the audience. It is also necessary that the speak have a good communication, presented in oral situations, or a specific topic, because it allows the student to investigate and use vocabulary according to the topic. In conclusion in teaching speaking skills, teachers need to apply work tools so that students can connect and can speak another language. Some tools such as technology and strategies to provide students with better progress and know their achievements.

How often does the teacher use expository strategies for teaching speaking skills?



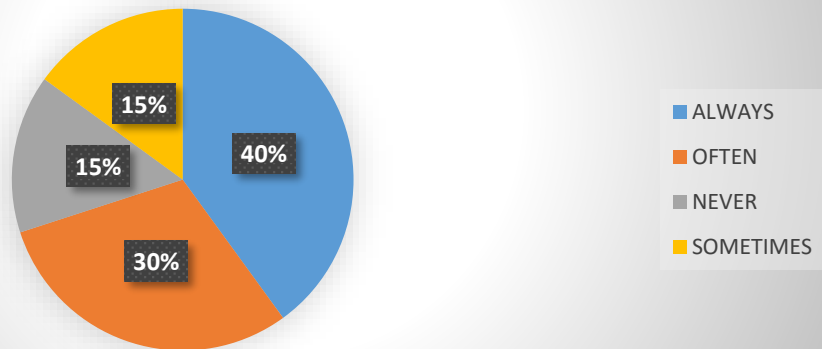
Graphic # 6 / survey

Graphic # 7

As Jeyasala, (2014,p.165) states “Through interactions, students can increase their language repertoire as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, problem-solving tasks or conversations”.

In relation to the question How often does the teacher use interactive strategies to improve the speaking skills? It showed that 40% responded always, the teacher uses some activities to generate an interactive conversation. Then 30% of the students responded often, because the teacher does some grammatical activities with the books. 15% of the students answered that the teacher never interacts in the classroom, in the same way 15% of the students answered sometimes because the teacher facilitates some interactive task among the students. Regarding Observation, using question # 5 The teacher explains the steps to use vocabulary with interactive games.? The teacher provides activities for students, using role play, explaining which vocabulary they will use. About the interview, using question # 3 How often do you develop the speaking skill with your students? The teacher says that he uses the book that facilitates the state to make an interactive conversation on an interesting real-life topic. As Jeyasala, (2014, pag 165) Interaction is a fundamental tool in speech teaching; because it increases your pronunciation development, and fluency. Some government teachers use the high school book, supporting established programs, but it is very important to be creative and look for strategies and techniques that can be implemented in the classroom with students, so that the objectives can be met. In my opinion there are many motivating strategies that the teacher can use and produce good activities in the classroom, not boring, on the contrary they are fascinating, we can find them on the Internet, the books, and apply them in real life. Teachers use the book provided by the government, they are stuck because there may be some reasons, but it is necessary to apply a variety of strategies to facilitate the class.

How often does the teacher use interactive strategies to improve the speaking skills?



Graphic # 7 / survey

X. Conclusions

After having completed the research based on the analysis about the Methodological Strategies used by the Teacher on the Development of the Speaking Skill in the Students of fourth year at the “Public School Solingalpa” during the second semester, 2016. Based on the four fundamental objectives, survey, class observation, and interview, I consider the following:

- The teacher used books gives by MINED and some photos to teach speaking skills. In that case it is possible to be mentioned that the students have problems of resources or didactic materials for practicing speaking skills.
- Secondly, in relation to the second specific objective, the techniques and strategies used by the teacher were frequently used as intrinsically motivated techniques, and the most common technique used is role play. In some places in Nicaragua teachers, use very active English language instruction in classes, because the student needs to learn from all the strategies known by the teacher. With respect to this objective because of the lack of strategies and techniques the student will not be able to achieve the expected results.
- In the third specific objective, it can be concluded that the method used by the teacher was the communicative approach in students. In the speaking skills, there are numerous methods so the teacher must adopt others to apply them in classes and improve the communicative conditions of speaking skills.
- Regarding to the fourth specific objective, it is recommended to use real didactic materials and some strategies, techniques, reflected in this research to guide the teaching of speaking skills to the students in the communicative class.

XI. Recommendations

- ✓ It is recommended that the English Teachers put emphasis on student's motivation since every student has a different learning style, so the teachers must be aware of what motivates the students.
- ✓ To promote interaction, all teachers should put into practice as many activities as possible.
- ✓ Do not limit the students to a traditional learning, on the contrary, teachers should open doors to students self-learning.
- ✓ Encourage students to participate and feel comfortable during the class ought to be a priority for all teachers.
- ✓ To promote activities which involve real life speaking such as: role plays, information gap, personal surveys and interviews.
- ✓ To use resources appropriately that students can do it in the classroom
- ✓ To use resources appropriately according to content.

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XIII. Appendices

Variables operationalization

Variables	Sud variable	Indicators	Questions	Who	Instruments
Methodological strategies of speaking skill.	Speaking skill strategies	Strategies	1)What kind of strategies do you apply to speaking skills in your students?	Teacher	Interview
		Techniques	2)What are the most common speaking techniques that you use?	Teacher	Interview
		Methods	3)How often do you develop the speaking skills with your students?	Teacher	Interview
		Evaluation	4)How do you measure the students` level in speaking skills?	Teacher	Interview
		Motivation	5)Do you consider important to develop the habit of speaking in the students? YES/NO Why?	Teacher	Interview
		Games	6)Do you use speaking activities to teach vocabulary?	Teacher	Interview
		Resource	7)Is there any resource provided by school that is based for developing of speaking?	Teacher	Interview

Variables Operationalization

Variables	Sud variable	Indicators	Questions	Who	Instruments
Methodological strategies of speaking skill.	Speaking skills	Motivation	1-Do you like to speak English?	Students	Survey
		Motivation	2-Does teacher teaching English motivate students to speak?	Students	Survey
		Motivation	3-Do you know about the benefits of the speaking skill?	Students	Survey
		Techniques	4. How often does the teacher use speaking activities to teach vocabulary?	Students	Survey
		Strategies	5.What strategies does your teacher apply in the process of teaching English?	Students	Survey
		Strategies	6- How often does the teacher use expositive strategies for speaking skills?	Students	Survey
		Strategies	7- How often does the teacher use interactive strategies to improve speaking skills?	Students	Survey

Variables Operationalization

Variables	Sud variable	Indicators	Questions	Who	Instruments
Methodological strategies of speaking skill.	Speaking strategies	Methods	1)The teacher gives students the opportunity to develop the four skills in the class.	Teacher	Observation guide
		Methods	2)The teacher applies strategies and methods of teaching according to the level of the students.	Teacher	Observation guide
		Motivation	3)The teacher develops actions related to the speaking skill	Teacher	Observation guide
		Motivation	4)The teacher gives students the opportunity to join the class	Teacher	Observation guide
		Task - material	5)The teacher explains the steps by to use vocabulary with interactive games.	Teacher	Observation guide
		Motivation	6) Students receive some benefits from speaking skills provided by the teacher	Teacher	Observation guide
		Rubric	7)The students have problems with the pronunciation.	Teacher	Observation guide

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INTERVIEW.

Dear teacher, I am a student of the fifth year of the TEFL program at UNAN and formally request your help in order to conduct an interview with the application and collect data related to the methodological strategies used by the teacher in the development of Speaking in fourth year students in the Solingalpa Public School in the second semester 2016.

Interviewer: Donald Francisco Huerta Leiva.

- 1) What kind of strategies do you apply to develop the speaking skills your students?
- 2) What are the most common speaking techniques that you use?
- 3) How often do you develop the speaking skill with your students?
- 4) How do you measure the students` level in speaking skills?
- 5) Do you consider it is important to develop the habit of speaking in the students?
YES/NO Why?
- 6) Do you use speaking activities to teach vocabulary?
- 7) Is there any resource provided by the school that is used for developing speaking skills?

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SURVEY

Dear student, I am a student of the 5th year of the TEFL program at UNAN and I am formally requesting your help with the purpose of conducting a survey to the application of and collect data related to the Methodological strategies used by the teacher in the development of speaking skill in students of fourth year at Public School Solingalpa in the second semester 2016.

Interviewer: Donald Francisco Huerta Leiva.

Female:_____ Male:_____

I Please mark with an X the answer according to your opinion.

1-Do you like to speak English? Yes _____ No_____

2-Does your English Teacher motivate students to speak? Yes_____ No._____

3-Do you know about the benefits of the speaking skill? Yes_____ No_____

4- How often does the teacher use speaking activities to teach vocabulary?

Always Often Never Sometimes

5-What strategies does your teacher apply in the process of teaching English?

Expositive Interactive focused on individual learning

6-How often does the teacher use expositive strategies for the speaking skills?

Always Often Never Sometimes

7-How often does the teacher use interactive strategies to improve the speaking skills?

Always Often Never Sometime

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OBSERVATION GUIDE

Dear Teacher, I am a student of the 5th year of the TEFL program at UNAN and I am formally requesting your help with the purpose of conducting an observation guide to the application and collect data related to the Methodological strategies used by the teacher in the development of speaking skill in students of fourth year at Public School Solingalpa in the second semester 2016.

Observer: Donald Francisco Huerta Leiva.

Teacher: _____ Date: _____
Grade: _____ Section _____ School: _____
Students: _____ Time: _____ shift: _____

- 1) The teacher gives students the opportunity to develop the speaking skills in the class.
Yes: ____ No: ____
- 2) The teacher applies strategies and techniques of teaching according to the level of the students.
Yes: ____ No: ____
- 3) The teacher develops actions related to the speaking skill
Yes: ____ No: ____
- 4) The teacher gives students the opportunity to join the class
Yes: ____ No: ____
- 5) The teacher explains the steps to use vocabulary with interactive games.
Yes: ____ No: ____
- 6) Students receive some benefits from speaking skills provided by the teacher.
Yes: ____ No: ____
- 7) The students have problems with the pronunciation.
Yes: ____ No: ____



Students of fourth year at the “Public School Solingalpa” during the second semester, 2016



Students of fourth year at the “Public School Solingalpa” during the second semester, 2016



Students of fourth year at the “Public School Solingalpa” during the second semester, 2016



Students of year grade at the “Public School Solingalpa” during the second semester, 2016



Students of fourth year at the “Public School Solingalpa” during the second semester, 2016



“Public School Solingalpa”

CHRONOGRAM OF THE THESIS

The following chronogram constitutes the systematic activities that have been carried out to support the present thesis about Methodological Strategies used by the Teacher on the Development of the Speaking Skill in the Students of fourth year at the “Public School Solingalpa” during the second semester, 2016.

Time planed	Year 2016																	
	Months																	
	August			September					October				November					
Name of the tasks	Weeks																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<i>Selection of the General Topic</i>			15															
<i>Selection of the Specific Topic</i>			19															
<i>General Objective</i>				22														
<i>Specific objectives</i>				26														
<i>Guide Questions</i>					29													
<i>Statement of the problem</i>					31													
<i>Introduction</i>						8												
<i>The background</i>							16											
<i>Justification of the problem</i>								22										
<i>Out line</i>									26									
<i>Theoretical Framework</i>								23	28	6	11	15	18	5	9	18	24	
<i>Bibliography</i>										6	11	15	18	5	9	18	24	
<i>The instruments</i>									24	5	10							
<i>Methodological design</i>												17	18	4				
<i>Chronogram</i>			15	22	29	8	16	22	26	6	11	15	18	5	9	18	24	30
<i>Annexes</i>														5	9			

