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General Topic

Methodological strategies in the teaching learning process of English language during the  
second semester of 2014.



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## **DEDICATION**

We devote our project first of all to God our Lord who helped us to achieve our research and give us intelligence, strength, understanding and resources to complete our work.

We also dedicate this work to our family because they motivated and gave us moral support through the process and counsel all the time to continue struggle to complete and finish it.



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## Index

I.	General Topic .....	7
II.	Specific Topic	
III.	Introduction .....	8
IV.	Justification .....	9
V.	Problem.....	10
	a. Sub-Problem	
VI.	Objectives.....	11
	a) General Objective	
	b) Specific Objective	
VII.	Theoretical Framework .....	12
	7.1 Important aspects to develop speaking skill.....	14
	7.1.1 Accuracy and Fluency	
	7.1.2 Listening.....	15
	7.1.3 Pronunciation.....	16
	7.1.4 Vocabulary	
	7.1.5 Communicative competence and efficiency.....	17
	7.2 Types of Methods in Teaching Speaking.....	20
	7.2.1. Inductive and Deductive Method	



• Advantages and Disadvantages.....	21
7.2.2. Communicative Approach.....	22
7.2.3. Grammar Translation	
7.2.4. Direct Method .....	23
7.2.5. Audio Lingual Method	
7.2.6. Total Physical Response.....	24
7.3 Types of Strategies in Teaching Speaking Skill.....	26
7.3.1.Role Play Strategy	
• Importance of Role Play.....	27
7.3.2. Communication Games.....	28
7.3.3.Jig Saw Strategy	
• Importance and Benefits	
7.3.4. Conversation Strategy.....	29
• Importance.....	30
7.3.5.Story Telling Strategy	
• Importance.....	31
7.3.6. Dialogue Strategy	
• Importance.....	32
7.3.7. Gap Fills	
• Importance.....	33
7.3.8. Oral Presentation	
7.4. Resources to Teach Speaking Skill.....	34



7.4.1. Realia	
• Advantages and Disadvantages.....	35
7.4.2. Textbooks	
• Advantages and Disadvantages.....	36
7.4.3. Songs.....	37
• Importance	
7.4.4. Pictures	
• Importance.....	38
7.4.5.Dictionary.....	39
• Importance	
VIII. Research Questions.....	40
IX. Methodological Design .....	41
X. Population and Sample .....	43
Techniques	
Survey	
Interview	
Observation	
XI. Variables.....	45
XII. Result of Analysis.....	47
XIII. Conclusion.....	54
XIV. Recommendation.....	55
XV. Reference.....	56
XVI. Annex.....	58



## **I. General Topic**

Methodological strategies in the teaching learning process of the English language during the second semester 2014.

## **II. Topic**

The effect of teaching methodological strategies on the development of the speaking skill in the students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo during the second semester, 2014.



### **III. Introduction**

Speaking is the most useful skill to develop communication with many people around the world or with foreigners making use of the language naturally to provide good interaction of ideas with others. At present, students are developing few speaking skills and they are being affected in the process of the English language learning which do not allow them to carry out a good conversation.

The problematic on how to apply teaching strategies to develop the speaking skill, should be considered immediately and find out a solution to the students to increase a good level of the communication skill in English. The development of this research allows to apply the knowledge gained in the field of research methodology, experienced each of the processes in which was divided the methodology used, and thus student help to suggest the teacher how to implement teaching strategies properly to the students to reach the appropriate level of the speaking skill management.

This research project takes into consideration the variables that support and determine “The effect of teaching methodological strategies on the development of speaking skill in students of eleventh grade” at Augusto C Sandino in Niquinohomo. Moreover, this research provides information in different methods and strategies to improve the speaking skill in the classroom. Furthermore, to analyze the problematic and find out a suitable solution of this, it was necessary to make use of some instruments such as: student’s survey, teacher’s interview and class observation.





#### **IV. Justification**

This research is a determined problem of the speaking skill that currently exists in some classrooms of English high schools. The purpose of this research is to identify why the students of eleventh grade at the "Augusto C. Sandino" high school in Niquinohomo during the second semester, 2014 have poor performing in the speaking skill in learning a new language and if the teacher's methodological strategies applied in the classroom are adequate during the teaching - learning process. There is a need to know the type of methods used in the teaching process to realize how to overcome the weaknesses of the learning process.

The decision to do this research on this type of problem is because it is considered one of the most important skills to develop in a foreign language and it has become the most difficult skill to improve by the students of eleventh grade at the "Augusto C. Sandino" high school in Niquinohomo during the second semester, 2014. Those students have the main problem of communication development on the learning process.

The importance of this research is because through interviews, observations and surveys elaborated in this study the results will help students to develop a good speaking skill to communicate better; also this research result will be a benefit for teachers and the school to understand the real causes that affect the speaking skill in the teaching-learning process to help them how to apply different methodological strategies correctly during the class section.



## **V. Problem**

How do teaching methodological strategies affect the development of speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo during the second semester, 2014?

### **Sub-Problem**

- The traditional methodology of the teacher.
- Strategies used to teach speaking skills.
- Lack of didactic material.
- The teacher does not promote the speaking skill.



## **VI. Objectives**

### **6.1 General Objective**

To analyze the effect of teaching methodological strategies on the development of speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo during the second semester, 2014.

### **6.2 Specific Objectives**

- To determine the teacher methodology and resources for teaching speaking skill.
- To identify the strategies the teacher uses to teach speaking skills.
- To describe the appropriateness of the resources used by the teacher according to the methods.
- To provide recommendations to the teacher for improving the speaking skill.



## VII. Theoretical Framework

English speaking ability is very important for people interaction; it is a crucial part of the second language learning and teaching. Many people use English as a medium of communication making easier the interaction between people from different countries building and sharing meaning through the verbal and nonverbal symbolization, it is a productive skill of communication and a way to generate words, ideas, points of view, reasons or give general or specific information.

Furthermore, communicative speaking goal has two aspects to consider according to (Vilimec E. , 2006) First, knowledge of the language: which the speaker must use the language learning in any kind of circumstance, so it is no necessary to know how get together and conceptualize sentences to produce and manage the real situations; on the contrary, it means that spontaneously decisions help students to adapt in an unexpected conversation.

The second aspect is based on the actions to say the idea is clear and flexible during different situations which develop the ability of act quickly. This stage is aim to the production and interaction skill which can be affected by first, processing condition that speeches takes place under the time. Second, the relationship between the speakers connected in the conversation.

The goal of teaching speaking skills is to improve communicative efficiency. Learners should be able to make themselves understood, using their common performance of the language to express their ideas. They should try to avoid confusion



in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

So, to help students develop communicative efficiency in speaking theories of communicative competence according to (Vilimec E. , 2006) imply that teachers must do more than just supply learners with a number of language structures to manipulate and suggests that it is necessary to make a link between ‘linguistic competence’ and ‘communicative competence’ categorizing activities into two groups: pre-communicative activities, and communicative activities.

**Pre-communicative activities:** to ‘help the learners to develop links with meanings that they will be capable to use this language for communicative purposes’ express (Vilimec E. , 2006). Moreover, this group is divided into two subcategories: First, structural activities focus on mechanical drills and verbs forms to produce appropriate and accurate the language use. Second, quasi-communicative activities aim to giving directions and question-and-answer activities.

**Communicative activities:** in this stage (Vilimec E. , 2006) dived this in two categories too. First, functional communication activities; which is based on students’ practice ability to get the meaning of sentences as effectively as possible; for example, based on sharing information like identifying pictures, discovering sequences or missing information. Second, social interaction activities; this stage is focus on the social meanings of the language it means that through the use of simulation and role-play activities, discussions or conversations overcoming information gap or solving a problem will develop the language use.



Moreover, despite of the speaking skills has many different aspects including two major categories which are accuracy involving the correct use of vocabulary, grammar techniques and pronunciation practice through the controlled and guided activities for fluency which are considered to be the ability to keep going students in spontaneously speaking“Speaking lesson often tie in pronunciation and grammar which are necessary for effective oral communication” according with(University, 2014). This important skill need to develop in life education through the use of different approaches and methodological strategies to improve the language skill, so students need to be prepared before the speaking activity that they are involved and teachers must be a model for them.

Educational approaches are different methods used for teaching and approaches are more relating to practical teaching which depend on what is being taught by the instructor. This approaches to language teaching can be broadly appointed as communicative language, so it can be associated with different aspects such as accuracy and fluency and different methods mainly the audio-lingual method which helps to engage students to produce and develop the language use and deductive and inductive method.

## **7.1 IMPORTANT ELEMENTS TO CONSIDER TO DEVELOP**

### **SPEAKING SKILL**

#### **7.1.1 ACCURACY AND FLUENCY**

Speaking English fluently is not just about making corporate presentations and giving long speeches; accuracy and fluency both are needed in the process of language learning it is about expressing your views on the most normal form, so it means



that **Accuracy** and **Fluency** are two factors which can determine the success of English language students in the future.

Accuracy is the ability to produce correct sentences using the correct grammar and vocabulary. On the other hand Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency generally increases as learners' progress from beginning to advanced readers and writers. Language teachers who concentrate on fluency help their students to express themselves in fluent English.

Accuracy and fluency are two key components of second language acquisition which is important to keep or make a balance of them during the class. In today's world, it seems that learning the usage of grammar and focusing on accuracy are emphasized by many language students over fluency.

Early teaching methods promoted accuracy over fluency; it is important for students to learn about the form of the target language. The role of the teacher is the authority. Students merely do what the teacher says and learn from the teacher, and many students consider that correct answers are essential.

### 7.1.2 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"(Manktelow, 2014)explained. Also, the article expressed the importance of listening and gave some advise to improve listening skill; 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 or watching movies without subtitles. So, through imitation and repetition a student can improve the skill, but it is important to understand the meaning and catch the main idea of any word or phrase by listening carefully.

### 7.1.3 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 to (Hayman, 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.

### 7.1.4 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 (Biancheri, 2014) it is important 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.

Part of speaker productive ability involves the knowledge of language skills; it also dependent upon the rapid processing skill that talking necessitates.

**Mental and social processing:** effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in form that are not only comprehensible, but also convey the meaning that are intended. Language processing involves the retrieval of word and phrase from memory and their assembly into syntactically and propositionally appropriate sequences.

**Interacting with other:** most speaking involves interaction with one or more than one person. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling.

**Information processing (On-the spot):** Not only our response is important when we are communicating with another person, we also need to be able to process the information that the other participant is telling us at the moment we get it.

#### 7.1.5 COMMUNICATIVE COMPETENCE AND COMMUNICATIVE EFFICIENCY

Communicative competence:

The Communicative competence is the ability to adjust and accommodate one's language to the context that means that the language should adapt to the environment where the person is communicating.



Linguistic or grammatical competence:

The linguistic or grammatical competence is the responsible the vocabulary and grammatical rules in a language, appropriate things to say in specific contexts.

Discourse competence

It is call discourse competence, because language does not occur in random series of unrelated sentences, we also have to know how to interpret sentences, comprehend within a larger linguistic context and how to construct longer stretches of language so that the parts make up a coherent whole. Expectations for rate of speech, pause length, turn-taking, and other social aspects of language use.

Sociolinguistic competence

Proficiency includes knowledge of how to use and respond to language appropriately, taking into account settings, topics, functions, and role relationships. This sort of knowledge a term that emphasizes the importance of the social context that surrounds the use of a language because it's crucial the environment where people are communicating the language is depend of the context, the grammar and vocabulary.

Strategic competence

This competence includes the ability to detect and repair communication breakdowns, to find alternative ways of saying things when words or forms fail, and even to use nonverbal means of communication if necessary.

Teaching Spoken Language for Communication are divided according to (Bahrani, 2012) in the following parts:



A balanced activity approach: It is called a "balanced activities" approach, taking into account language input, practice output, and communicative output that is the knowledge or the help that teacher gives to the students when he or she speak in English during the class.

**Language input** in such forms as teacher talk, listening activities, reading passages, and the language heard and read outside class gives learners the raw material they need to begin producing language on their own.

**Language output** forces learners to select and use the appropriate language items from their total existing store. Their ability to use the language improves as the teacher or other communication partners provide feedback on the success of the learners' attempts to communicate.

### **Language input and communicative output**

To help students develop communicative efficiency in speaking, instructors can use activities approach combine language input and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. It may also include descriptions of learning strategies and examples of their use.

However, practice output is a way stage on the path to communicative output. In practice output, accuracy of performance is important. It is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Practice output exercises often directly



follow the presentation stage of the lesson plan. However, because production is limited to preselected items, practice output cannot be truly communicative.

**Communicative output:** In truly communicative output, the learners' main purpose is to complete some kind of communicative task. When the focus is on such a task, language becomes a tool, rather than an end in itself. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

## **7.2 TYPES OF METHODS IN TEACHING SPEAKING**

### **7.2.1 INDUCTIVE AND DEDUCTIVE METHOD**

Instructional approaches are inductive and deductive. Both approaches can offer certain advantages, but the biggest difference is the role of the teacher. In a deductive classroom, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts; this approach is very teacher-centered. Conversely, inductive instruction is a much more student-centered approach.

**Deductive Method** a deductive approach to instruction is a more teacher-centered approach. This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways.



**Inductive Method** an inductive instruction makes use of student “noticing” instead of explaining a given concept. “Inductive activities are generally more stimulating and require greater student participation”(TEFL, 2014)exposed, so the teacher presents students with many examples showing how the concept is used. The goal is for students to “notice”, by way of the examples, how the concept works.

### 7.2.1.1ADVANTAGES AND DISADVANTAGES OF INDUCTIVE AND DEDUCTIVE METHOD

The Inductive and deductive methods are preference as a learning available style; some students learn best from the inductive approach whom make observations and consider carefully information model, so they can infer large principle; however, other students the best way to learn is through the deductive method which like to have general principles identified and deduce consequences and examples from them.

**Deductive Approach Advantages:** Lesson are straight to the point, time saving, many rules can be explicitly and quickly explained, allow more time to practice and application.

**Deductive Approach Disadvantage:** Passive and boring lesson, quiet formal encourage knowing the rules and teacher-centered in one way communication.

**Inductive Approach Advantage:** Meaningful, memorable lesson and students discover themselves, stimulate students cognitive, active and interesting lessons, students are active involved in the lesson and students-centered in two way of communication.

**Inductive Approach Disadvantage:** Time-talking, students may reach a false conclusion on grammar and strong demands on teacher plan lesson.



### 7.2.2 COMMUNICATIVE APPROACH

The main purpose of communicative approach teaching method is to develop communicative competence and integrate the function of the language to acquire in students the skill to communicate with native speakers in everyday situations; this emphasize how to teach in the learners the ability to use the language appropriately in specific situation such as problem solving, social exchanges, pair work or information; it tries to makes the learners competently communicative using a particular part of the language structure to produce correctly their own sentences or needs.

Moreover, the communicative approach aim the language function rather than focus on grammar and vocabulary, so students hope to communicate orally and conquer all the competence; meanwhile teachers need to make their lesson interesting and being the motivator, assessor, facilitator and corrector during the students class discussion.

### 7.2.3 GRAMMAR TRANSLATION METHOD

This method consist on develop in students the new language grammar rules and long list of vocabulary practicing and applying through the forward and backward translations exercises using any kind of reading and writing of the target language translation into the native language. “Is a deductive and mentalist method which the idiom is acquire learning grammar rules and vocabulary by memory”(Orbegoso, 2009). Also, books are important because it would be into the target language which will help student to find new vocabulary, grammar structures and even translate sentences.

Moreover, students cannot learn the language only with direct instruction, but also with



indirect instruction; it mean that students outside the classroom can practice the new language with the use of posters, decorations, featuring or magazine information; for example, they can construct and produce utterance language and grammatically simple sentences with the use of those.

#### 7.2.4DIRECT METHOD

This method consist on the opposite of grammar translation method; it is direct because form and meaning should be connected directly with the target language without translation into the native language, so this method allows students to perceive the new language meaning directly without using students native language to explain new words or grammar use through interaction or talks between students or teachers-students using visual aids and mimics to get the meaning of the target language; it means that grammar is learned inductively in the classroom and students must acquire a large vocabulary as fast as possible to increase their management structures. Besides, this method emphasizes the importance of sounds, simple sentences and direct association of language; students need to learn how to ask questions as well as answer them meanwhile teachers should demonstrate not explain or translate.

#### 7.2.5AUDIO-LINGUAL METHOD

The audio lingual method is the result of the rapid acquisition of the language; this method is based on understanding rather than memorizing which help to develop the listening and speaking skill through dialogs, drills or repetitions imitating the target language pronunciation in a conditioning stimuli until students produce spontaneously



their own sentences or phrase automatically into a conversation based on reinforcement. However, this method like direct method it is not focused on teaching vocabulary and the drills and pattern that this method is focused are: Repetition that students repeat an expression as soon as they hear it, Inflection is when a word is repeated in several sentences, Replacement when a word is replace by another and Restatement is when students re-phrase an utterance.

#### 7.2.6 TOTAL PHYSICAL RESPONSE METHOD

This method is useful to provide an enjoyable learning process of the foreign language; students are not force to speak because the meaning is clear through actions, so they hear and associate the word with the physical action and repeat the words or sentences getting the meaning without force; this method of teaching language use physical movement to react to verbal input in order to reduce students inhibition and reduce their stress.

A total physical response approach that is call TPR contains instructions or commands such as: Open the door, Sit down and Give Maria the ball; TPR lesson imperatives which can be used to initiate different speech acts or request. “The students are requires to carry out the instruction by physical performing the activities” express (Bowen, 2014). This approach is purely practical that teacher give the lesson activities using commands and physically responses.

An approach or method refers to a theoretically consistent set of teacher procedures that define good practice in English language teaching emphasizing in native speakers input as a way for the leaner to introduce language pattern into the target language also, teachers are encouraged to seize every opportunity to engage





students in speaking either through the textbook materials or through additional speaking activities for the sake of optimizing the chances of improving the students' speaking and listening skills and also achieving the required learning outcomes.

During learning process of CLT, students' are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class making use of some strategies to reach the speaking skill communication in students.

There are some strategies to teach speaking skill; according to (Vilimec, 2006) established on Jeremy Hamer theory expressed that speaking has many different aspect and categories which include: 1) Accuracy that is focused on grammar, vocabulary and pronunciation practicing activities that teacher is guiding and controlling 2) Fluency: Is aimed to the ability to keep going the spontaneously students speaking; both help to them to develop their ability.

Moreover, (Cohen, 1999) explain a little bit about the possible differences between strategies which are:

1) **Metacognitive Learning Strategies** are based on the learning organization such as planning, evaluating and monitoring the language use in students.

2) **Cognitive Learning Strategies** focus on assist the memory learning vocabulary such as guessing words, learning thins by heart or repeated.

3) **Performance Strategies** aimed in the practice and perform actions into the class in order to perfect the language.

4) **Affective Strategies** is focus on the self-reinforce in the language which is called "self-task", so teachers need to apply different type of strategies to reach an



effective, communicative speaking learning activities; supporting and making feel prepared students in their learning process. Meanwhile, exist three stages of strategies with the proper role of it express (Vilimec, 2006) which are:

**Pre-activity stage:** help to engage, instruct, initiate, follow sequence and order the students group in the class.

**During-activity stage:** concentrate the roll of the teacher-feedback during the activity-use of mother tongue.

**Conclusion stage:** focus on stop the activity-give feedback of the activity to help students to correct mistakes.

### **7.3 TYPES OF STRATEGIES IN TEACHING SPEAKING**

#### **7.3.1 ROLE PLAY STRATEGY**

It is consider a major speaking activity type is the role play according to (Murcia, 2001) which is particularly appropriated for practicing the sociocultural variations in speech acts, such as complaining and complimenting; it depends on student level, the role plays can be performed from prepared scripts, created from a set of prompts, expressions, or written and consolidating knowledge acquired from instruction or discussion of the speech act and its variation prior to the role plays themselves.

The purpose of this activity is the interaction; this keeps the learning of students active through the simulation of real situations, so they can learn difficult concept from different kind of performance such as business meeting, an encounter or interview, so one of the reason for this activity works so well is because this provides opportunity to



learn in both the affective domain where emotion and values are involved as well as cognitive domain where experience are analyze; also teacher need to be clear what goal have for them.

Three important advantages in using role play activity into the class according to (Jarvis, 2002) are: First, the interest of students in the activity increase their learning and understanding of the subject. Second, there is an intensified connection with the students and role playing activity in the class, so students keep active during the lesson. Third, is useful because it works in different viewpoint such as taking a specific role of a character, learning and acting.

Also the roll of this activity help to the relationship between student and develop their sociolinguistic competence among them, and sociocultural factors are so crucial in the production of speech acts.

#### 7.3.1.1 IMPORTANCE OF ROLE PLAY IN TEACHING SPEAKING

Role play is very important in teaching speaking because it gives students in opportunity to practice communicating in different social context and in different social roles. It also allows students to be creative and to put themselves in another person's for a while.

Gillian Potter Ladousse illustrated in *The Application of Role Play as a Technique in teaching Speaking* that in the time when students assume a 'Role', they plat apart (either their own or somebody else's) in specific situation. 'Play' means that is taken on in safe environment in which students are as an inventive and playful as possible.(Jannah, 2011.)



### 7.3.2 COMMUNICATION GAMES

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw picture, describe it, put thing in the right order, or find similarities and differences between picture. Television and radio games, imported into the classroom, often provide good students fluency. These activities are useful and important, because encourage students to participate and join to the class activities and the most important is that students speak in English through communication games.

### 7.3.3 JIGSAW STRATEGY

The jigsaw technique focuses on group working that is able to build the students' bravery and communication ability with other people or friends because by using this technique the students can share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion, so this learning activity also known as puzzle helps to promote the learning in students and motivate them making it possible to share information inside the classroom.

#### 7.3.3.1 IMPORTANCE AND BENEFITS USING JIGSAW AS STRATEGY.

The benefits exposed by (Friedman, 2014) to use jigsaw in the classroom are: First, this technique is also focused on peer tutoring so the students can express their idea and ability and are not shy to ask question if there is difficulty to their friends who are clever. The technique can motivate the students to study, increase teaching learning process and support student to share and learn new content. Second, this activity helps



students to cooperate together as a group share understanding, responsibilities and knowledge using critical thinking and social competence; also with the use of this students develop listening communication and problem solving skill. Third, the use of this activity helps teacher to know students' knowledge, allow them to adapt activity according to the class level and this strategy minimize the problems faced by the student in the speaking class including linguistic problems, vocabularies and confidence.

#### 7.3.4 CONVERSATION STRATEGY

Conversation strategies is pretty difficult for students because they feel inhibit when is time to talk the target language at their appropriate level with someone else or in front of the class. It is important that speaking activities guide students into the class to gain specific vocabulary and develop the ability to response a spontaneously circumstance or answer (Kennedy, 2011). So, teacher should choose a topic which students be interest to talk facilitating the environment order into the class.

Furthermore, with the use of this activity allow students to engage with the task and the organization of the content and teachers to supervise and prepare communicative interactions

In a variation of the conversation assignment, learners are required to tape record an interview with native speaker on a topic of their choice and then report the results to the class for example students can brainstorm some controversial issue, and choose the topic that most interest them, and then individual, in pairs, or in groups, survey native speakers about their opinions. The results of the survey can then be



presented in the form of an oral presentation which in turn can be audiotaped and or videotaped for self-peer and teacher evaluation.

#### 7.3.4.1 IMPORTANCE OF CONVERSATION STRATEGY IN TEACHING SPEAKING

Conversation is important strategically rather than operationally it include every form of informative seeking, exchange, and processing ideas or point of view it is a scenario of interactive action, so conversation topics are usually linked with the real situations. According to (Nichols, 2014) exposed that conversation helps to explore new learning and develop speaking and listening skill dividing in Analysis: is an excellent facilitator of good strategic conversation. The crucial thing is to obtain good information and allow it into the analysis of the conversation. New Learning, is based on challenge established in the attitude and “paradigms” of the person. Creative Response, is about how to respond spontaneously into the interaction that the people is involved

#### 7.3.5 STORYTELLING STRATEGY

A very interesting method of teaching is "storytelling" (storytelling), through this strategy is even present since childhood in homes can make great progress, and left teaching is fun, and learning occurs almost unconsciously (Ramiro, 2001) recommend "This approach focuses on interesting and comprehensible stories as a powerful medium That Provides learners with comprehensible input: language input and class activities are driven by the telling exclusively of captivating, understandable stories." This does put the student in language and exposing itself acquires quantity and



variety of language, time references, descriptions of places and people, use of direct speech and reported speech, expressions formulated as Once upon a time ... and repetition of words and phrases. The student will then be able to write and tell their own stories or stories.

#### 7.3.5.1 IMPORTANCE OF STORYTELLING IN TEACHING SPEAKING

Storytelling method is an important teaching technique also provides huge space for fantasy and creativity. It can touch on all skills in language development, It fun, creative and very effective, students enjoy listening and telling to stories, involves the use of the whole body, all language skills, functions and structures may be taught by stories. Stories guide a human for his or her whole life and use them when the human learn his or her mother tongue. Consequently it is natural to learn a language with the help of stories cited (Yang, 2011).

#### 7.3.6 DIALOGUE STRATEGY

Dialogue is one of the teaching activities taking part in language teaching, we need to know how to handle them skillfully keeping in mind that an authentic dialogue always brings external situation into the classroom along with the new structure and vocabulary inherent in. In teaching setting not only are students needed to be active, but teachers need to bring their creativity to the fore as well. They should be able to create a relaxing and attractive teaching atmosphere by means of the audio-visual materials, and students should be encouraged to get involved in this process enriched with teaching activities such as reading aloud, role-play, acting out, repetition,



substitution drills, pair work, group work, reconstruction of the words or sentences, question and answer, problem solving, continuing the dialogue.

#### 7.3.6.1 IMPORTANCE OF TEACHING SPEAKING THROUGH DIALOGUE

One of the reasons for using dialogues, most probably the underlying purpose, is to enable learners to promote their communicative competence through which they can get the ability to be able to use the target language appropriately. The other factors could be to stress on the language items such as vocabulary, structure, pronunciation and culture. Taking this issue into account, as both dialogues and conversations share much in common they have to fulfill certain linguistic and social rules in order to be successful.

Working on dialogues in the classroom we automatically create an opportunity for learners to practice language in terms of its pronunciation, stress, intonation, pitch etc. Their listening comprehension skills also develop and they learn new vocabulary in the social contexts. Moreover, culture of the target language is presented via the various discourses within dialogues.

#### 7.3.7 GAP FILLS STRATEGY

Gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. (Hamer, 2007) Stated. The information of gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication in





which motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing.

However, (Vilimec E. , 2006) cited that the information of gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. They allow students to use linguistic forms and functions in a communicative way. These activities bring the language to life for students. Grammar is no longer a concept they have difficulty with in applying their speaking. Students have much the opportunity to use the language which is taught to them to speak in the target language.

#### 7.3.7.1 IMPORTANCE OF GAP FILL IN TEACHING SPEAKING

Using information gap technique, the teacher is able to improve the students' speaking ability because it is an effective technique to apply in the classroom. The students become comfortable to speak about everything. Teachers only give simple explanation about the activity and review the vocabulary needed for the activity. Students, on their turn, get an opportunity to develop their communicative competence more freely.

#### 7.3.8 ORAL PRESENTATION STRATEGY

An oral presentation is a form of assessment that teachers frequently use in the classroom. Oral assessments come in a variety of styles, from multimedia projects to group work to speeches. An oral presentation involves explaining something to an audience, usually in a classroom, but sometimes in a work setting. Teachers grade oral



presentations based on the quality of the information presented as well as the method of presenting it.

An oral presentation is similar to giving a speech, but the idea that it is a presentation invokes images of visual aids and teaching tools rather than just a single person talking as a speech. Most oral presentations require the presenter to use a combination of spoken words and visual aids in order to present an idea or an explanation to a group of people.

#### **7.4 RESOURCES TO TEACH SPEAKING SKILL**

Teaching materials are the resources that a teacher uses to deliver instruction that can support student learning and increase student success. Each teacher requires a range of tools to recall and use in order to assist and support the learning process in students. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways.

Teaching materials tend to be considered as instruments to access the target language. They are a means of dealing with grammar, syntax, phonetics, and cultural matters among others. Apparently, materials only have the purpose of “presenting” the language in study. They are perceived as instrumental objects to inform students and help teachers deal with the curricular aspects and process.

##### **7.4.1 REALIA RESOURCE**

Realia’ in EFL terms refers to any real objects or items found in the world around us into the classroom to help teach English such as photographs, menus, brochures, receipts, maps, movies, television shows, pencil, books, computer and



cloths; using realia, helps to make English lessons memorable, creating a link between the objects, and the word or phrase they show. The purpose to use realia in the class stimulates the mind, and makes the vocabulary more memorable than a picture would. Students can, touch, smell, and with a food item, taste it. Realia saves time, as recognition of an object, so meaning and vocabulary becomes much easier as simply learned.

#### 7.4.1.1 ADVANTAGES AND DISADVANTAGES OF USING REALIA AS A RESOURCE TO TEACH SPEAKING SKILL

Realia is very useful for teaching purpose, also it has so many advantages than disadvantages that are important for an effective learning environment. Some of the advantages according to (Abid, 2007) are: First, realia make the learning more interesting and memorable for learners and teachers. Second, this tool helps to stimulate the interest of learners towards foreign language. Third, enable teachers to avoid long confusing explanations and save time and effort. Fourth, they are often more interesting than materials from text and can engage students; however, pointed the disadvantage of realia is: The material that the teacher wants to teach do not exist such as energy, so teacher have to explain it through charts or verbal demonstrations to provide the proper meaning of the word to learners.

#### 7.4.2 TEXTBOOKS RESOURCE

Textbooks can play a critical role in maintaining education quality and effectiveness. They are important as reading materials and are also vital for their content; textbooks provide a useful guide for teachers to follow. In addition to



textbooks, supplementary reading materials are an absolute prerequisite, if schooling is to develop, maintain and enhance functional literacy. Moreover (Richards, 2014) cited “Textbooks are a key component in most language programs” that means that are useful in some cases and provide primarily information for learners input and practice the language getting the proper output; however, it can downgrade teachers lesson because it provides ideas, activities or mayor sources which cannot be substituted by teachers training or experience.

#### 7.4.2.1 ADVANTAGES AND DISADVANTAGES OF TEXTBOOKS AS A RESOURCE TO TEACH SPEAKING SKILL

##### **Advantage of Textbooks in Teaching Speaking**

The first advantage is that the course books come with a set of achievement goals set and learner would lean from them

The second advantage is that when using books sometimes the four skill areas of reading, writing, speaking, and listening; teachers must be prepared to address those areas they have ready-made activities to assist lesson plans

##### **Disadvantage of Textbooks in Teaching Speaking**

First, textbooks are only used as good as the teacher who uses it. And it’s important to remember that a textbook is just one tool, perhaps a very important tool

Second, textbooks fail to be effective in helping students develop skills areas such as speaking skill affecting a student’s English language performance.



### 7.4.3 SONGS RESOURCE

Songs play an important role in the development of young children learning a second language. Songs are used in English Language Teaching classrooms which is considered a valuable pedagogical tool because songs can help learners to improve their listening skills, pronunciation, speaking skill and increase students' enjoyment of learning a second language. For the teacher, using songs in the classroom can develop an important role in the development of language in young children learning a second language. "Songs can help young learners to improve their listening skills and pronunciation, therefore potentially help them to improve their speaking skills" exposed (Millington, 2011)

#### 7.4.3.1 IMPORTANCE OF SONGS AS A RESOURCE TO TEACH SPEAKING SKILL

Songs have a place in the classroom for helping to create a friendly and co-operative atmosphere an enjoyable change of routine in the classroom, so it is important for language learning to introduce new vocabulary because they provide a meaningful context; moreover, (Wood, 2011) exposed that songs can be used in a lot of various ways to cover all the skills such as listening, reading, writing and speaking which can be practiced into the class and the same way practice linguistic areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation that a songs can provide.

### 7.4.4 PICTURES RESOURCE

Pictures are essential when it comes to engaging students who are learning a new language at any level; it helps students when they are practicing speaking. So,



teachers use pictures to teach vocabulary, and grammar using this type of materials to increases productivity in terms of both quality and quantity; besides, this materials are used in the classroom not only ease the work of the teachers but also motivate students to participate active in class.

This activity is very popular because it involves the students in all the macro-skills which are listening, speaking, reading and writing and the benefits of this visual materials used in classes according to (Karakas, 2014) are:

1. To make comparison
2. To explain the concepts
3. To attract groups attention
4. To make a data understandable
5. To enlarge objects to see clearly
- 6.To emphasize a point
7. To support verbal messages
- 8.To show relation or rules

#### 7.4.4.1 IMPORTANCE OF PICTURESAS A RESOURCE TO TEACH SPEAKING SKILL

Show a picture or photograph in a class will be helpful to point to develop dynamic environment, so this key of resource responds to a variety of emotions in learners. “Using pictures really appeals to visual learners who may suffer in a speaking and listening based classroom” exposed (Goodman, 2006) it means that visual orientation in the images is the kind of communication that doesn’t depend on the written word. Also, pictures can offer many possibilities for stimulating creativity activity such as drama inspiring and enjoying different learning styles that each student has.



## DICTIONARY AS A RESOURCE

Dictionary is a searchable that features the voices of speakers also it is an interested resource of the language. Dictionary is used to support language education and encourage new speakers; moreover, dictionaries can be benefit from lessons and activities in a variety of formats, helping them stay engaged and have fun while learning. Interactive games and activities, vocabulary instruction increase reading comprehension to determine meaning of words used by, understood by, or at the command of a particular person or group

## IPORTANCE OF USING DICTIONARY AS A RESOURCE TO TEACH SPEAKING SKILL

Dictionaries develop learner autonomy. It is a handy resource for researching different meanings, collocations, examples of use and standard pronunciation, so students learn how to use it effectively. It is important to point out that dictionary is most used in writing, reading and speaking situation to look for a definition of any word. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement; the major way in which a teacher “use” vocabulary is when students speak and write because student achieve new vocabulary to growth their level of communication to express themselves



## VIII. RESEARCH QUESTIONS

1. What teaching approaches does the teacher use to develop speaking skill?
2. What is the level of effectiveness to develop speaking skill?
3. What strategies is the teacher applying to develop speaking skill?
4. Is the material appropriate according to the methods and strategies applied?
5. What speaking strategies are difficult to develop speaking skill?
6. What teaching strategies are more effective to develop speaking skill?





## **IX. METHODOLOGICAL DESIGN**

This research is descriptive with a mixed approach because through the quantities results it will be obtained qualitative information, and according to the time it is transversal because all the data were examined in a specific period of the time during the second semester. It was based on the development of speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo during the second semester, 2014.

The methods used in this research were the surveys, observation and interviews; the surveys and interviews were applied face to face to the teacher and students. The observation method was used to verify the methodology and teaching strategies to develop the speaking skill used by the teacher, and the correct application of it with the use of the appropriate materials. Strategies to develop speaking skills used by the teacher, and the correct application of them with the use of the appropriate materials.

The techniques used in this research are the direct observation, student’s survey, and teacher’s interview. The instruments that were used to collect the data included: Survey targeting students, the teacher survey conducted at the time of the



interview, taking notes on direct observations in the classroom. To process the data will compared the results of the survey and the interview with the results that it can verify through the observation supported in our theoretical framework. This research it was used some material resources, such as: Computer, letter size bond paper, printer, USB memory, notebooks and pens, among others. Also used two human resources and the two of them conducted the interview to the teacher, surveys to students and observations.



## **X. POPULATION SAMPLE**

The research study was carried out with twenty students who were selected randomly from eleventh grade. This has 48 students, 20 of them are male and 28 are female. Our sample of twenty students was selected randomly, ten girls and ten boys.

### **Techniques**

For our data collection in this research were necessary the instruments which were designed to help and give validity to this work

- Survey
- Interview
- Observation

### **Survey**

The survey was made to determine the level of comprehension and knowledge about the effective strategies uses within speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo during the second semester,



2014 Namely get a general view about the main troubles that were affecting them in the proper development of the speaking learning process.

### **Interview**

This was applied on November 5th, to the English teacher, it was made face to face. One of the most essential factors in the interview was to obtain real data from the teachers answers in order to provides us real information about the methods, strategies and resources that she as a teacher uses in order to students improvement the speaking skill during the teaching learning process.

### **Observation**

Another important instrument was a direct observation that it was used to collect the data taking notes on observations in the classroom So; the purposes of those were to measure the level of speaking skill, confidence and participation of students from eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo have during the development of the class.. To process the data it will be compared the results of the survey and the interview with the results that it can verify through the observation supported in our theoretical framework. In this research it used some material resources, such as: Computer, printer, USB memory, notebooks and pens, among others. Also used two human resources and the two of them conducted the interview to the teacher, surveys to students and observations.



## XI. VARIABLES

Objectives	Variable	Sub-variable	Instruments
To provide General information according speaking skill	General information	Speaking definition  The importance  Aspect to teach speaking skill	Observation   Interview   Survey
To determine the teacher methodology for teaching speaking skills.	Methodology used to develop Speaking skill.	The communicative approach  Grammar translation  Audio-lingual method Total Physical Response	Observation   Interview   Survey
To identify the strategies the teacher uses to teach speaking skills.	Strategies to develop speaking skill.	Role play  Jigsaw  Conversation  Storytelling  Dialogue  Gap Fills  Oral Presentation	Observation         Interview   Survey

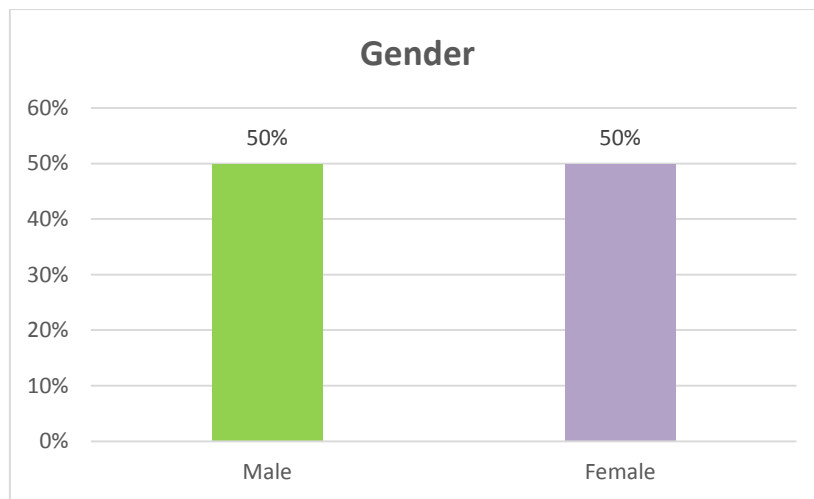


<p>To analyze the effectiveness of the teaching strategies in the acquisition of speaking skills.</p>	<p>Effectiveness of the strategies</p>	<p>Level of Effectiveness of the strategies</p>	<p>Survey  Observation  Interview</p>
<p>To determine the resources the teacher uses to teach speaking skills.</p>	<p>Resources to develop speaking skill.</p>	<p>Realia Textbook Song Dictionary Picture</p>	<p>Observation  Interview  Survey</p>



## XII. DATA RESULTS

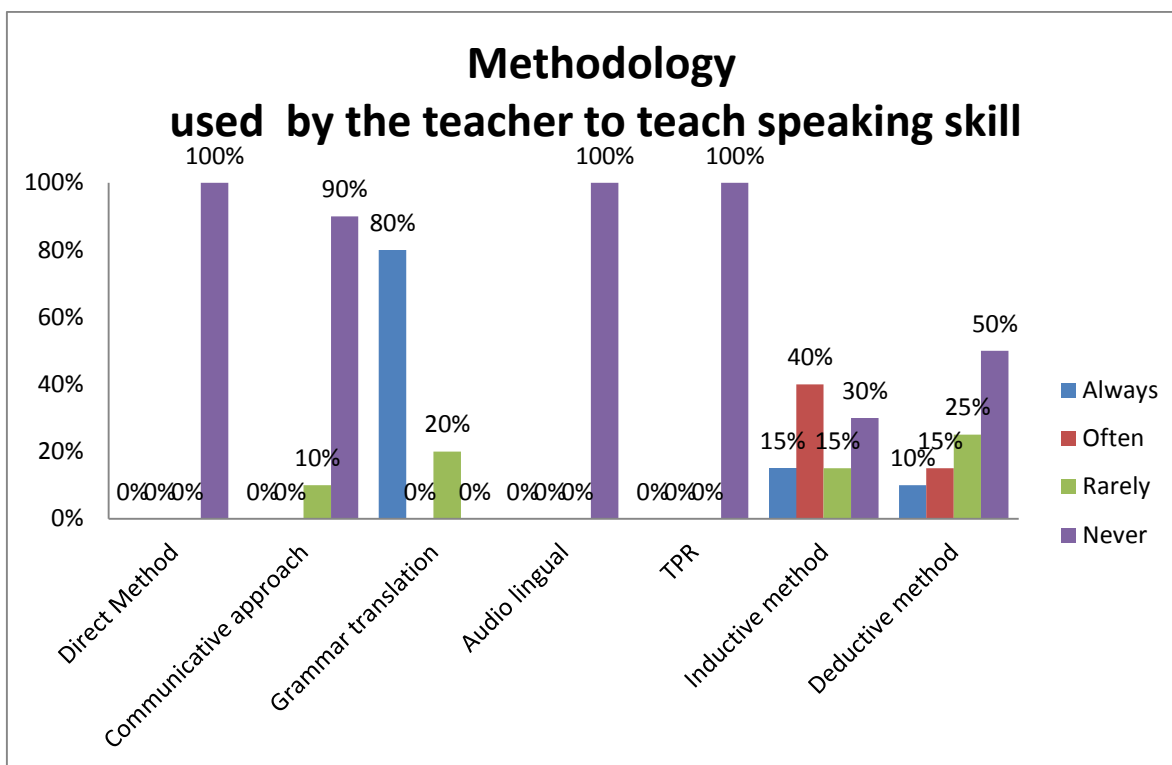
This study was set out to analyze the effect of teaching methodological strategies on the development of speaking skill in students of eleventh grade at “Augusto C. Sandino” high school in Niquinohomo. The analysis results of this study were found using the instruments such as survey, observation and interview to obtain data that reveal the real situation and the importance of using methodological strategies in student’s education on teaching English speaking skill; this analysis also describes the measure which was taken the validity and reliability of the instruments taken. The methodology in this study was conductive in a descriptive method to collect data; through the quantities results it will be obtained qualitative information.



The universe is 48 students. The sample was selected randomly with 20 students which 10 of them were male and 10 female. It takes the same percentage of male and female to avoid bias in the results.



How often does the teacher use the method to teach speaking skill?

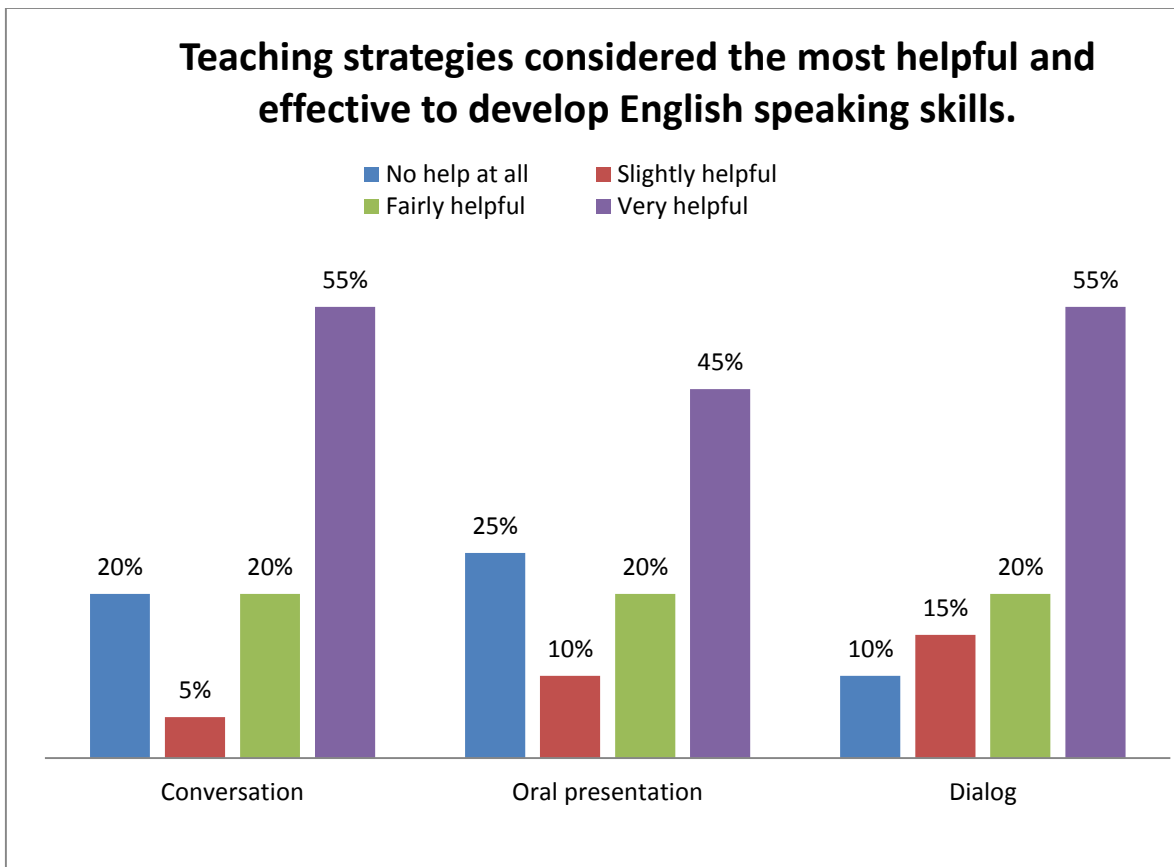


In the frequency of the methodology used by the teacher; the results obtained in the survey was students said that they do not know the kind of methodology that the teacher use to develop speaking skill during the class. Moreover, to get general information if the teacher is applying the effective methodology it was asked to students “How often does the teacher use the methodology to teach speaking skill?” students stated that the most common methodology that the teacher apply is grammar translation method with 80% of frequency during the period of class follow by deductive method with 15%. Although, it was asked to the teacher what type of methodology she uses to develop speaking skill? but unfortunately she could not answer because she did not manage the information about methodology.





Which of these teaching strategies do you consider most helpful and effective to develop speaking skill in English?

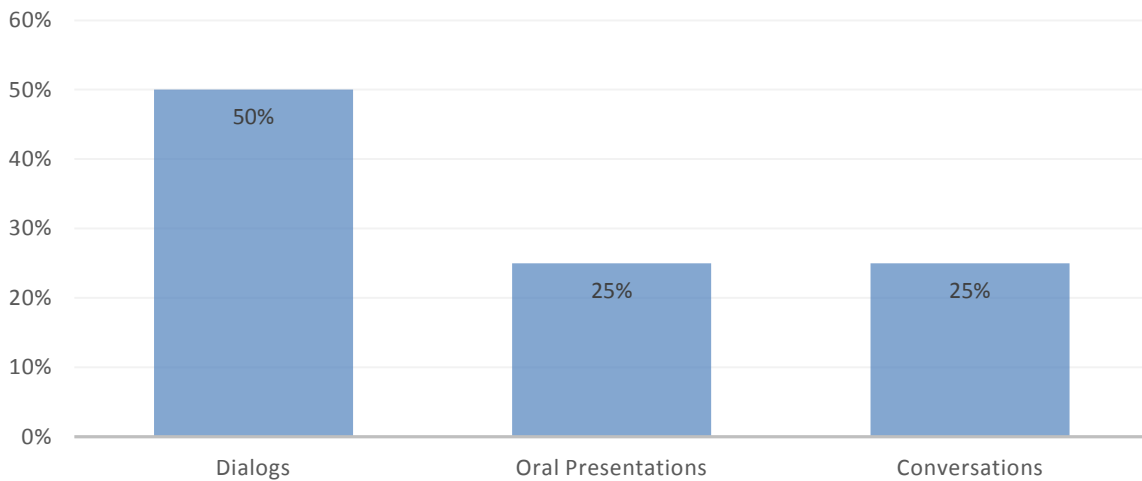


Speaking strategies are important, because communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students learning; making use of some strategies to reach the speaking skill communication in student. It was inquired about the most helpful and effective strategies to develop speaking skill; it obtains the following results: 55% of students stated that the most helpful and effective strategies are Dialogs and Conversation; although, none of them use the language during the class to practice conversation skill. It is followed by oral presentation with 45%. It was compared and stated by the teacher during the interview and it was found out that point of view of the teacher does not match with the result obtained



since she thinks the most helpful strategies is interview but she does not use at all.

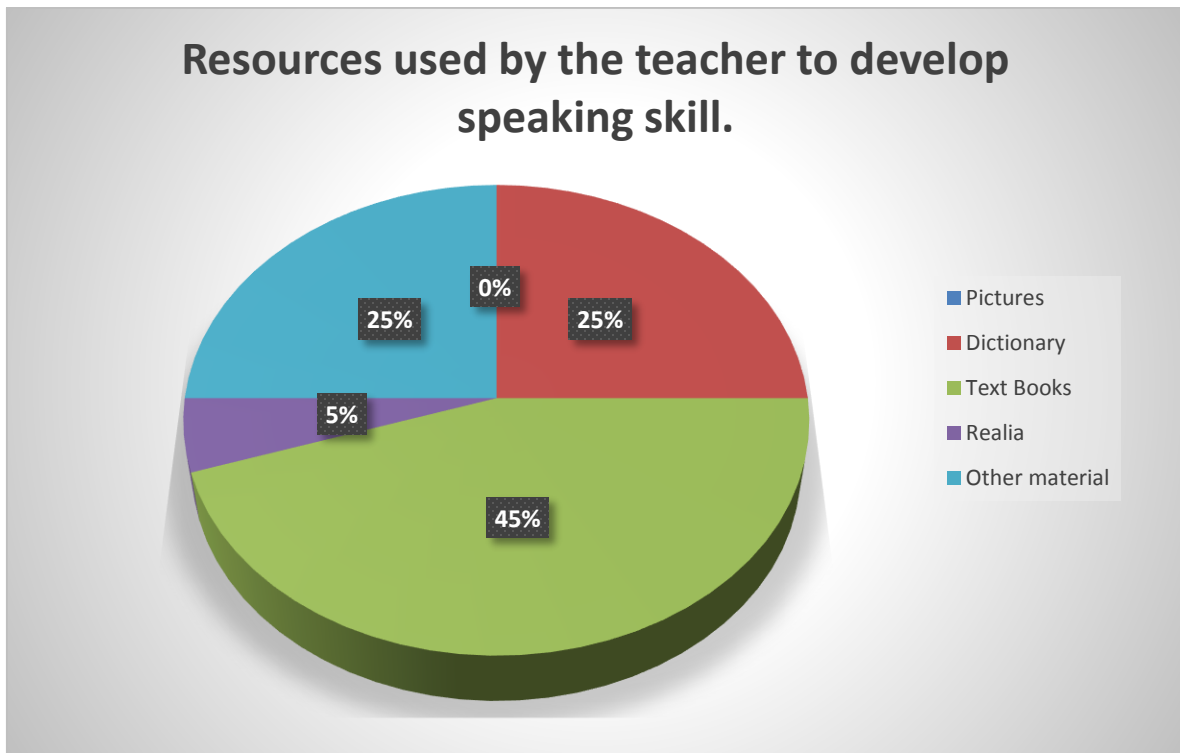
### Strategy that student like the most



According to students' answers they stated that the strategies which is the most helpful and effective to develop speaking skill is Dialog being the favorite for them with 50% and the most practiced in the classroom; followed by Oral presentation and conversation with the same percentage that was 20%; however, it could be observed that it is due to dialogs cause a certain level of stress since the students are exposed in front of the class and they seemed nervous and doubtful because they must demonstrate their level of speaking ability.



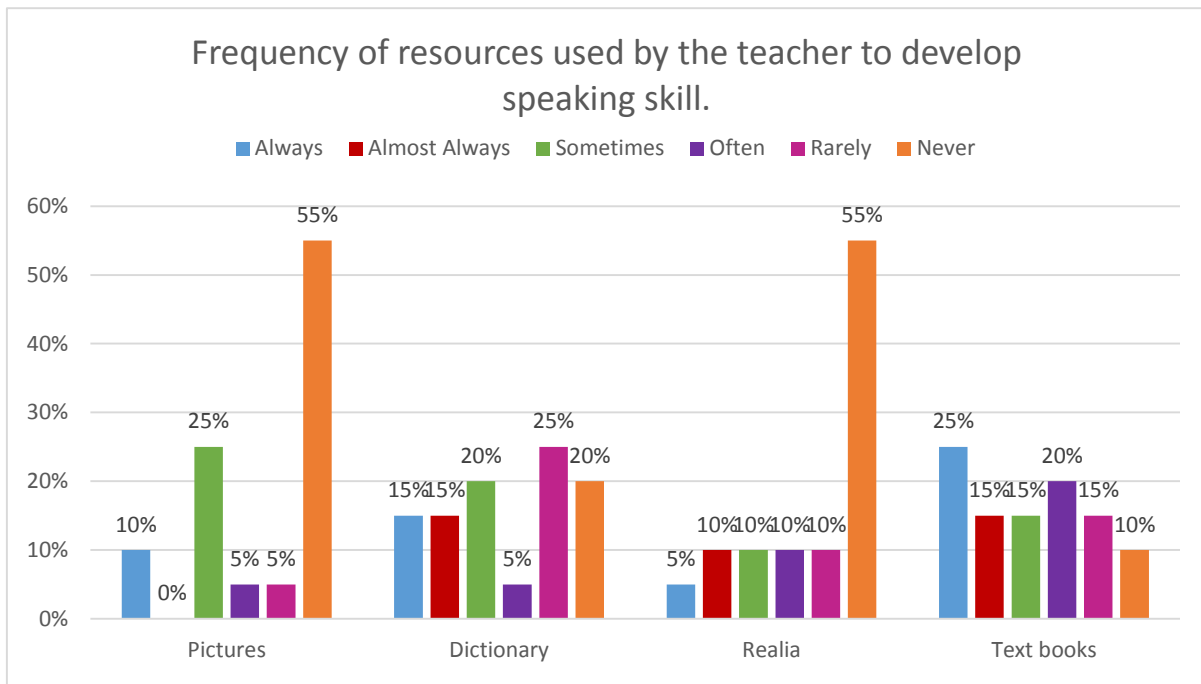
What kind of resources the teacher uses to develop the strategies during the class?



Teaching instruction assists and support learning making use of tools and materials being the knowledge of learners more accessible. Regarding the resources that the teacher uses to develop the strategies it was found that the students consider that the most used resources are text books with 45% followed by Dictionary and other material with the same percentage 25% and realia with 5% while the teacher stated that the resources she uses the most is the realia and pictures. It has realized that again the point of view of the teacher and the student's does not match. It was observed the use of the text books is limited because publics' high schools does not have books and the teacher supports the class with extra material that she provides through photocopies.



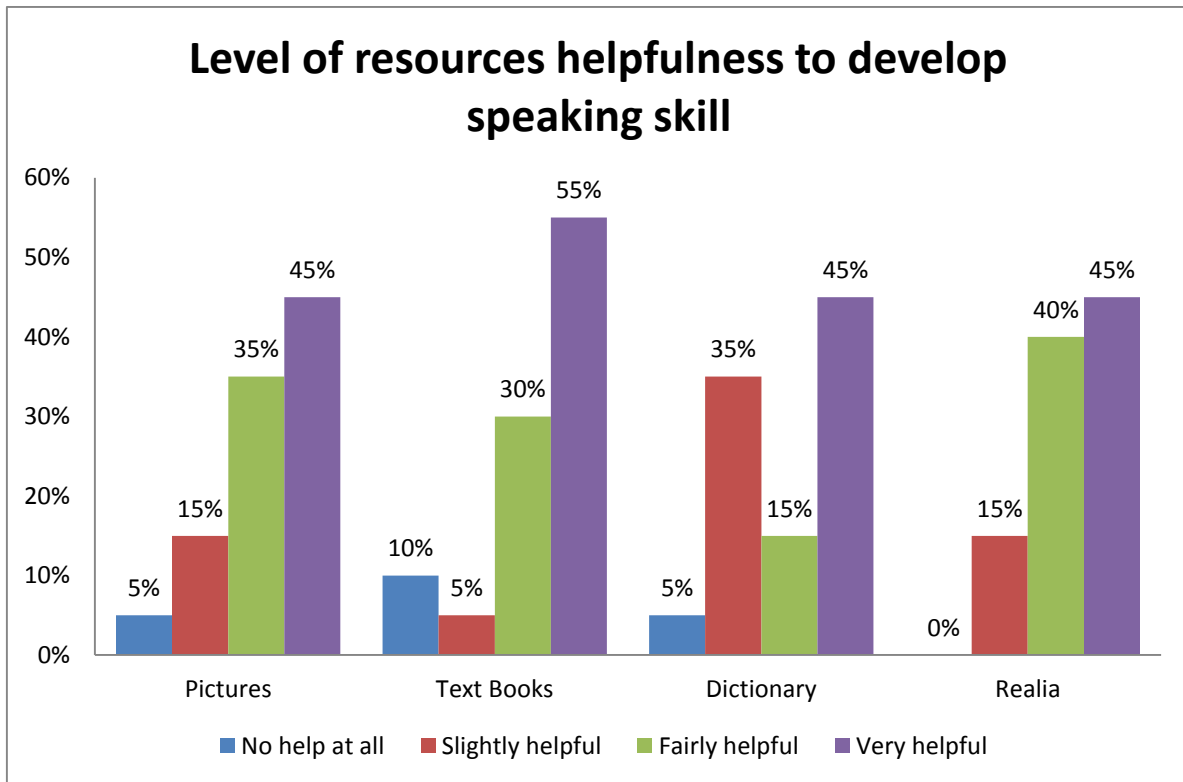
How often does the teacher use this resources?



According to the information given by the students about the frequency of resources that the teacher use. It was noticed that the most common resources used to develop speaking skill are text books with 25% followed by dictionary with 15% and the rest of the students stated that the teacher rarely or never uses resources in class, it was asked to the teacher how often she uses resources to promote speaking skill in class her answer was that she always uses it without specify which one use, It could be observed that the teacher does not use other material in class more than marker and the board, So it is realized one more time that the students information, with the teacher answers, and what it was observe are not agree.



What level do you consider these resources are helpful to develop speaking skill?



In spite of the lack of knowledge of students about some resources not used into the class. It was asked to them what level of helpfulness she or he considers for those resources to develop their speaking skill. Students stated that the most helpful resources are text book with 55% followed by dictionary, pictures and realia with the same percentage 45%. Also, the teacher stated it that the most helpful resources are pictures and dictionary. The teacher and the students agree that a picture is one of the most important resources to develop this skill in the English language.

### **XIII. CONCLUSION**

As a conclusion, this research was focused on the effect of teaching methodological strategies on the development of speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo. In this research, it was found how the traditional methodologies teachers use within the teaching process affects the learning process of students in a big way, so the lack of proper application of strategies, resources and methods that are used in the classroom by the teacher do not permit to students achieve their goals.

With this research, it was proved an important aspect that affect the development of the speaking skill was because students were using the mother tongue in class and the teacher only teaches in Spanish. For that reason students were not exposed to speak in English. Moreover, the wrong application of teacher’s strategies, methodologies, techniques and organization of the class is part of the student’s speaking damage and the importance to develop it. It’s necessary that teachers implement dynamics, proper and consistent strategies, techniques based on effective methods that allow achieving understanding, confidence, and performance within the teaching learning process in this case; in the speaking skill development. To sum up, it is important to mention that the present research has the main purpose of provided information about the effective teaching methodologies required in order to achieve the development of speaking skill. Besides, consolidate agreement among students, teachers and teaching learning process.



#### **XIV. RECOMMENDATIONS**

Teacher should talk using the target language all the time during the class

Use creative strategies to get the students attention to get them involve in speaking activities to develop their speaking skills

Put visual material in the classroom for them to get familiar with the vocabulary so they can see the pictures and the English spelling and this will help to memorize the words

Apply techniques that make students feel challenge and that encourage them to achieve a positive self-concept and strong sense of self study.



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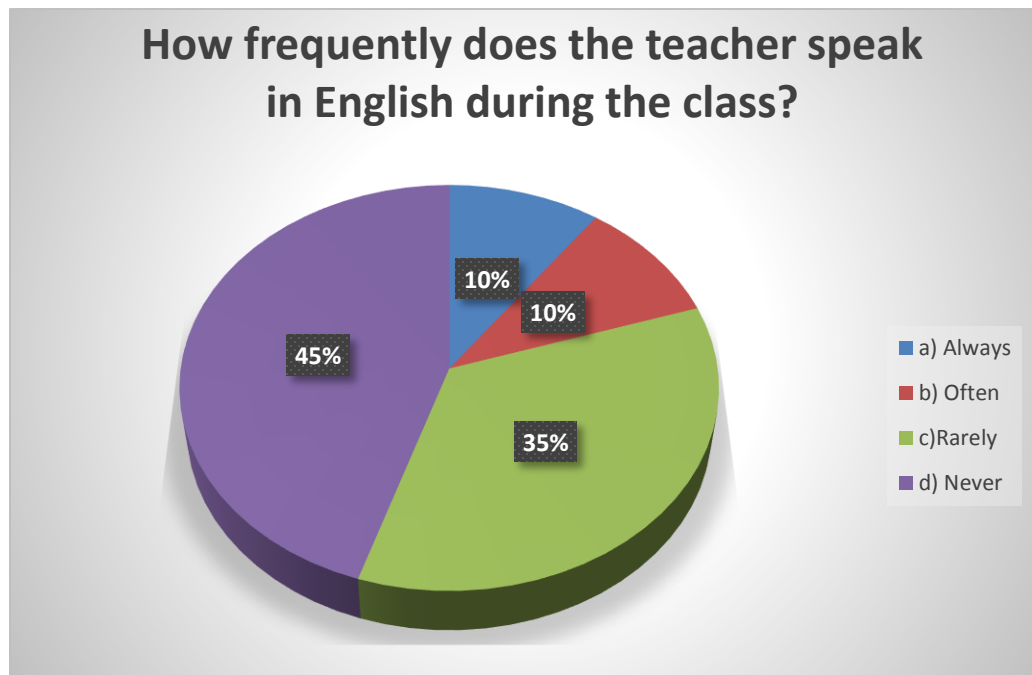




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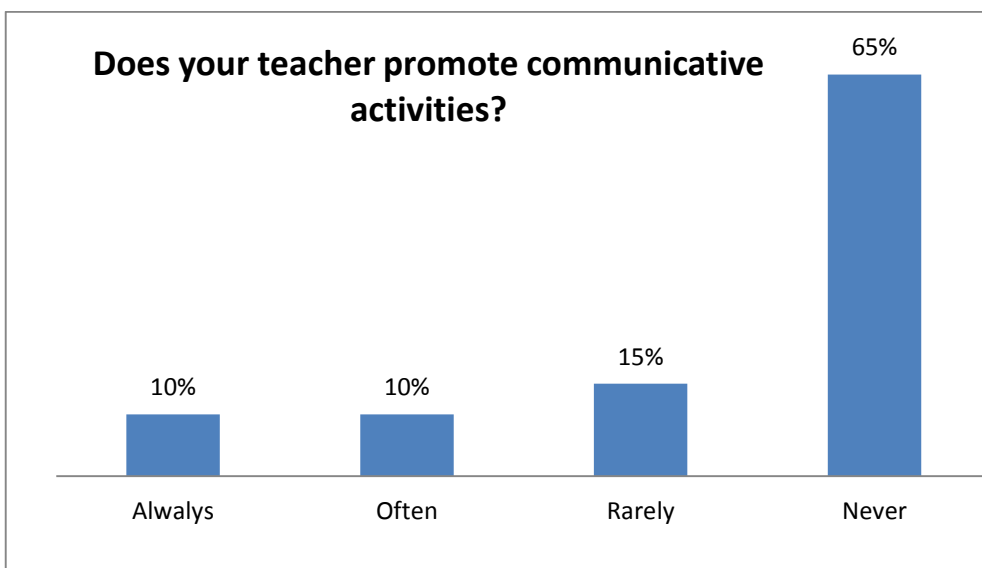


## XVI. ANNEXS

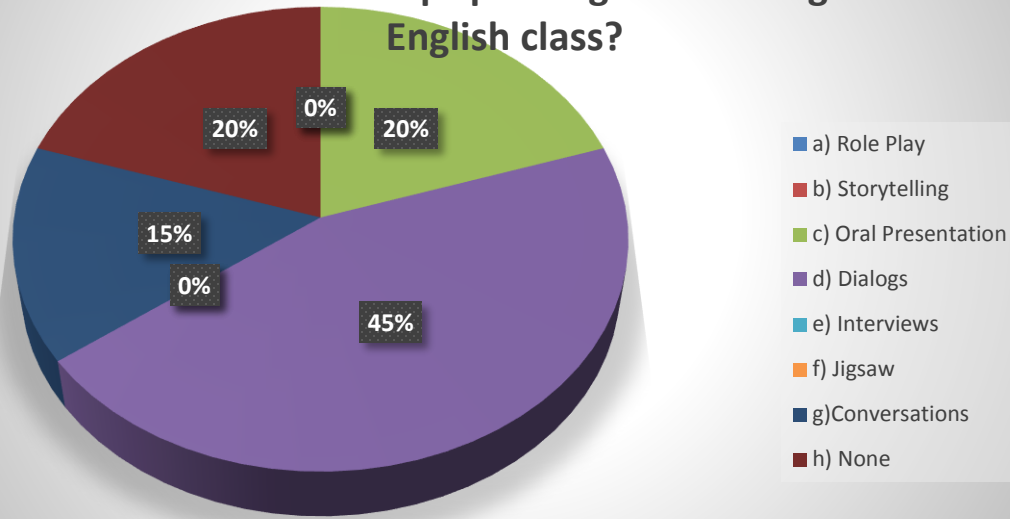


D Does your teacher promote communicative activities?

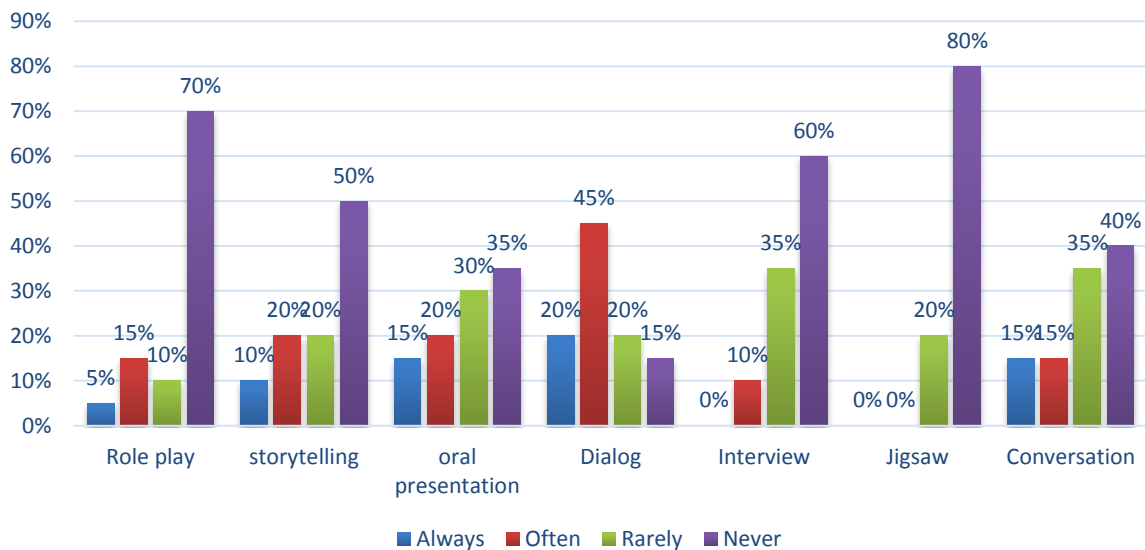
E. How often do you practice oral communication?



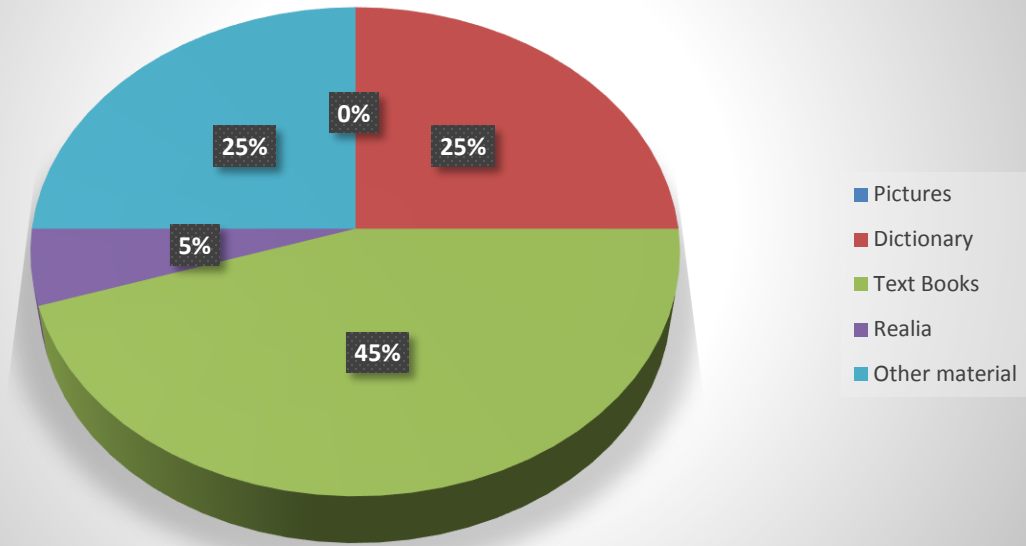
## What are the teaching strategies used by your teacher to develop speaking skills during the English class?



## How often does the teacher use these strategies?

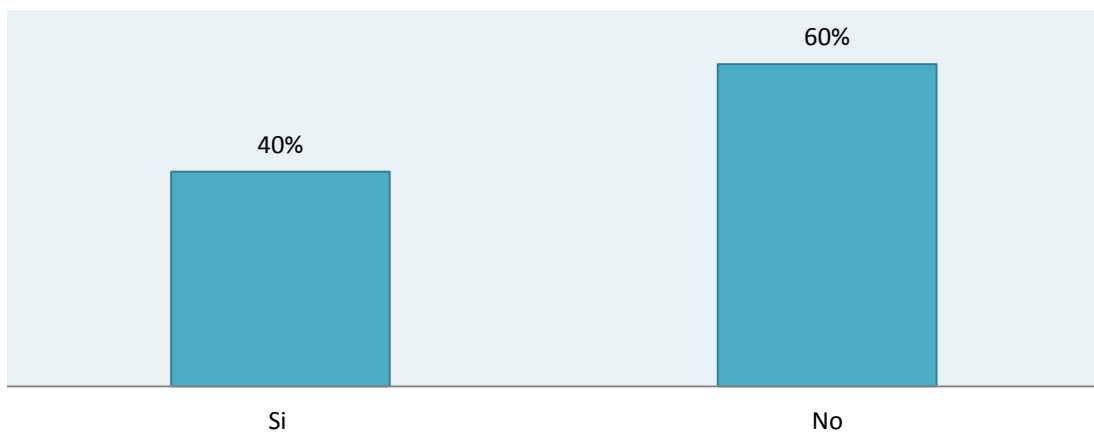


### What kind of resources the teacher uses to develop the strategies during the class?

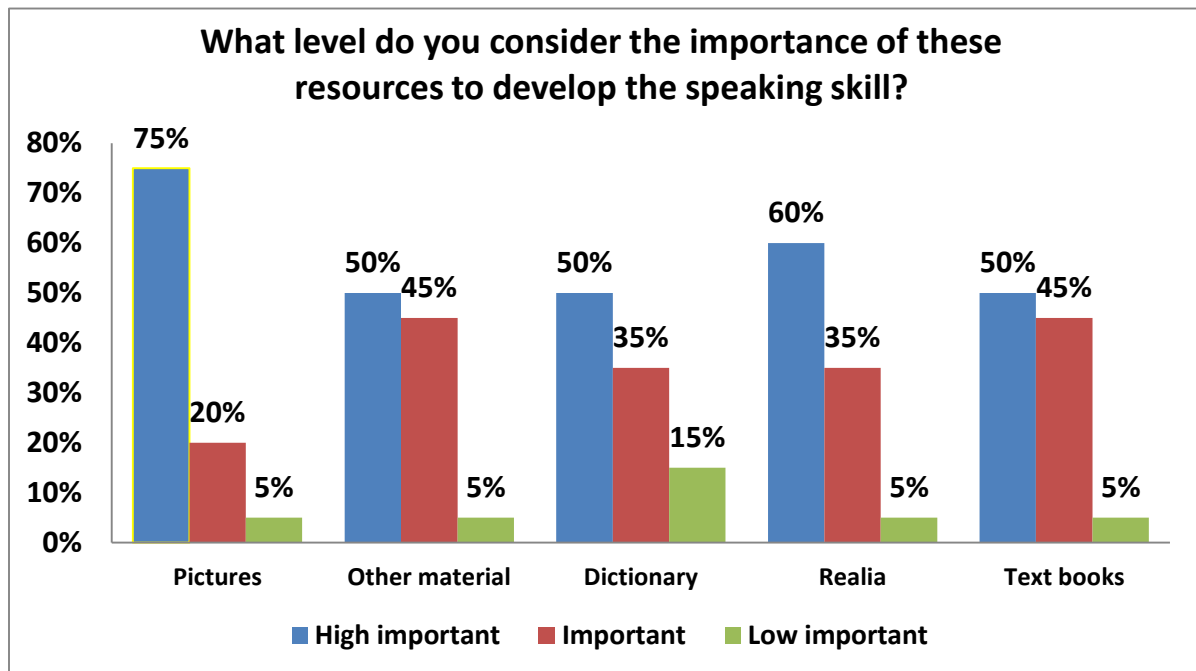


K. Does the teacher take advantage of these resources: Pictures, dictionary, Text book, Realia, other material?

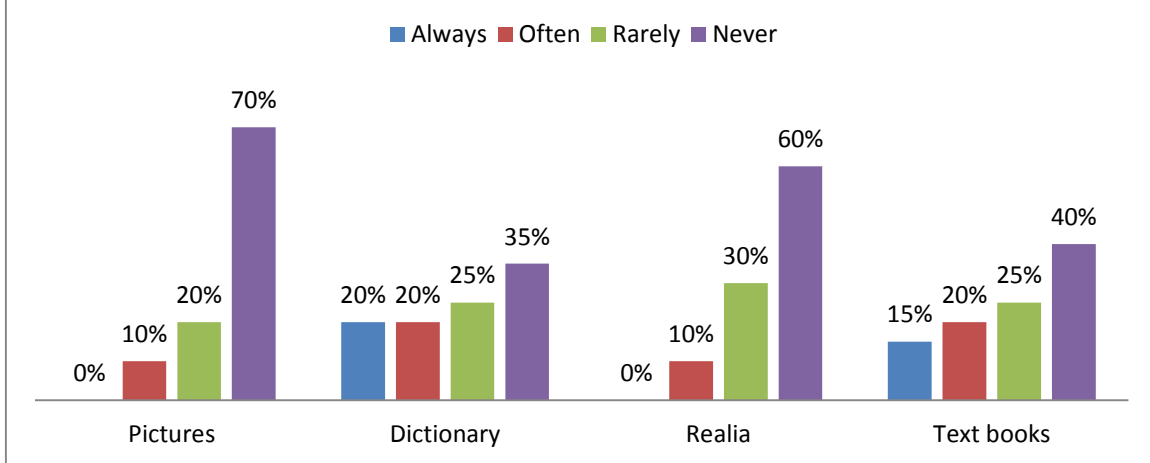
### Does the teacher take advantage of these resources: Pictures, dictionary, Text book, Realia, other material?



O. Does your teacher use these resources to promote communicative activities?



## How often does your teacher use these resources to practice oral communication activities?



**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA**

**UNAN-Managua  
Facultad de Educación e Idiomas  
Departamento de Ingles**



**Topic**

The effect of teaching methodological strategies on the development of speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinhomo during the second semester, 2014.

**Student’s Survey**

This survey is focus to find out your point of view as students about the effectiveness of teaching strategies used to develop speaking skills. The information you provide will be crucial to achieving the goal of our study. We ask you truthfully answer all the questions.

Thanks for your cooperation.

**I. General Information**

**Gender:** Male: \_\_\_\_Female: \_\_\_\_

**Age:** 15-17\_\_ 17-18 \_\_ 18-20 \_\_

**Nationality:** \_\_\_\_\_

**Origin place:**a) Urban \_\_\_\_\_ b) Rural \_\_\_\_\_



II. Mark with an X in the option that you deem appropriate.

### 1- GENERALIZATION

A What of the following English skills do you consider is the most important?

English Skills	No important at all	Slightly important	Fairly important	Very important	None
Reading					
Listening					
Speaking					
Writing					

B- What of the following skill does your teacher promote in class?

- a. Reading \_\_\_\_\_
- b. Listening \_\_\_\_\_
- c. Speaking \_\_\_\_\_
- d. Writing \_\_\_\_\_

A- How frequently does the teacher speak in English during the class?

- B- Always \_\_\_\_\_
- C- Often \_\_\_\_\_
- D- Rarely \_\_\_\_\_
- E- Never \_\_\_\_\_

### 2. Methodology

D. Does your teacher promote communicative activities?

- a. Always \_\_\_\_\_
- b. Often \_\_\_\_\_
- c. Rarely \_\_\_\_\_
- d. Never \_\_\_\_\_





E. How often do you practice oral communication?

- a. Always\_\_\_\_\_
- b. Often\_\_\_\_\_
- c. Rarely\_\_\_\_\_
- d. Never\_\_\_\_\_

### 3. STRATEGIES

F. What of the following methods does your teacher use to teach speaking skill?

- a. Direct Method\_\_\_\_\_
- b. Communicative Approach\_\_\_\_\_
- c. Grammar Translation\_\_\_\_\_
- d. Audio Lingual Method\_\_\_\_\_
- e. TPR\_\_\_\_\_
- f. Inductive Method\_\_\_\_\_
- g. Deductive Method\_\_\_\_\_

G How often does the teacher apply these methods?

Methods	Always	Often	Rarely	Never
Direct Method				
Communicative Approach				
Grammar Translation				
Audio Lingual Method				
Total Physical Response				
Inductive Method				
Deductive Method				



H. In your experience as a student, which of these teaching strategies do you consider most helpful and effective to develop speaking skills in English?

Resources	No help at all	Slightly helpful	Fairly helpful	Very helpful
Role-play				
Storytelling				
Oral Presentation				
Dialogs				
Interviews				
Jigsaw				
Conversation				

I. Which of them do you enjoy the most?

- a. Dialogs\_\_\_\_\_
- b. Interview\_\_\_\_\_
- c. Jigsaw\_\_\_\_\_
- d. Oral presentation\_\_\_\_\_
- e. All of them\_\_\_\_\_

#### 4. DIDACTICS RESOURCES AND EFFECTIVENESS

J. What kind of resources the teacher uses to develop the strategies during the class?

- a. Pictures\_\_\_\_\_
- b. Dictionary\_\_\_\_\_
- c. Text Books\_\_\_\_\_
- d. Realia\_\_\_\_\_
- e. Other material\_\_\_\_\_



K. Does the teacher take advantage of these resources: Pictures, dictionary, Text book, Realia, other material?

a. Yes \_\_\_\_\_ No \_\_\_\_\_

L. How often does the teacher use these resources?

Resources	Always	Almost Always	Sometimes	Often	Rarely	Never
Pictures						
Dictionary						
Realia						
Text books						

M. What level do you consider these resources are helpful to develop the speaking skill?

Resources	No help at all	Slightly helpful	Fairly helpful	Very helpful
Pictures				
Magazines				
Dictionary				
Realia				
Text books				



N. What level do you consider the important of these resources to develop the speaking skill?

Resources	High important	Important	Low important
Pictures			
Magazines			
Dictionary			
Realia			
Text books			

O. Does your teacher use these resources to promote communicative activities?

a. Yes \_\_\_\_\_ b. No \_\_\_\_\_

P. How often does your teacher use these resources to practice oral communication activities?

Resources	Always	Often	Rarely	Never
Pictures				
Dictionary				
Realia				
Text books				

THANK YOU FOR YOUR TIME!



# UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-Managua  
Facultad de Educación e Idiomas  
Departamento de Ingles



## TEMA

Efecto de las estrategias metodológicas de la enseñanza en el desarrollo de la habilidad del habla en los estudiantes de undécimo grado del colegio “Augusto C. Sandino” en Niquinohomo durante el segundo semestre, 2014

### Encuesta para el Estudiante

Esta encuesta está dirigida a su punto de vista como estudiantes para encontrar la efectividad de las estrategias de enseñanza utilizadas por el docente para desarrollar la habilidad del habla dentro del aula de clase. La información que usted proporcione será de gran importancia para lograr los objetivos y metas de esta investigación. Le invitamos a participar sinceramente a contestar todas las preguntas. Muchas gracias por su cooperación.

#### I. Información General

**Género:** Varón: \_\_\_\_ Mujer: \_\_\_\_

**Edad:** 15-17\_\_ 17-18 \_\_ 18-20 \_\_

**Nacionalidad:** \_\_\_\_\_

**Lugar de Origen:**a) Urbano \_\_\_\_ b) Rural \_\_\_\_



II. Marca con una X en la opción que consideres más apropiada.

1. GENERALIZACION

A. ¿Cuál de las siguientes habilidades del Inglés consideras es importante?

Habilidades del Inglés	No importante del todo	Un poco importante	Bastantemente importante	Muy importante
Lectura				
Escucha				
Habla				
Escritura				

A. ¿Cuál de las siguientes habilidades promueve tu profesor para desarrollar la habilidad del habla durante la clase?

- a. Lectura \_\_\_\_\_
- b. Escucha \_\_\_\_\_
- c. Habla \_\_\_\_\_
- d. Escritura \_\_\_\_\_

B. ¿Qué tan frecuente habla inglés el profesor durante la sección de clase?

- a. Siempre \_\_\_\_\_
- b. A menudo \_\_\_\_\_
- c. Raramente \_\_\_\_\_
- d. Nunca \_\_\_\_\_

2. METODOLOGÍA

e. Promueve tu profesor actividades comunicativas?

- a. Siempre \_\_\_\_\_
- b. menudo \_\_\_\_\_
- c. Raramente \_\_\_\_\_
- d. Nunca \_\_\_\_\_

C. Con qué frecuencia practicas comunicación oral?

- a. Siempre \_\_\_\_\_
- b. A menudo \_\_\_\_\_
- c. Raramente \_\_\_\_\_
- d. Nunca \_\_\_\_\_



### 3. ESTRATEGIAS

¿Cuál de los siguientes métodos usa tu profesor para enseñar la habilidad del habla durante la clase de Inglés?

- a. Método directo \_\_\_\_\_
- b. Aproximamiento Comunicativo \_\_\_\_\_
- c. Traducción Gramática \_\_\_\_\_
- d. Audio lenguaje \_\_\_\_\_
- e. Respuesta Física Total \_\_\_\_\_
- f. Método Inductivo \_\_\_\_\_
- g. Método Deductivo \_\_\_\_\_

D. ¿Qué tan frecuente aplica estos métodos el profesor en la clase?

Métodos	Siempre	A menudo	Raramente	Nunca
Método Directo				
Aproximamiento Comunicativo				
Traducción Gramática				
Audio lenguaje				
Respuesta Física Total				
Método Inductivo				
Método Deductivo				



E. En tu experiencia como estudiante ¿Cuál de estas estrategias consideras más provechoso y efectivo para desarrollar en Ingles la habilidad del habla?

Estrategias	No ayuda del todo	Un poco útil	Bastante útil	Muy útil
Juegos de roles				
Narraciones				
Presentaciones orales				
Dialogos				
Entrevistas				
Rompecabezas				
Conversaciones				

I. ¿Cuál de todas te gusta más?

- a. Dialogos\_\_\_\_\_
- b. Entrevistas\_\_\_\_\_
- c. Rompecabezas\_\_\_\_\_
- d. Presentaciones Orales\_\_\_\_\_
- e. Todas de ellas\_\_\_\_\_





#### 4. RECURSOS DIDÁCTICOS Y EFECTIVIDAD

J. ¿Qué tipo de recursos usa el profesor para desarrollar las estrategias de enseñanza durante la clase?

- a. Fotografías\_\_\_\_\_
- b. Diccionarios\_\_\_\_\_
- c. Libros de texto\_\_\_\_\_
- d. Objetos Reales\_\_\_\_\_
- e. Otros materiales\_\_\_\_\_

K. ¿Toma ventaja el profesor de estos recursos?

Objetos Reales, Diccionario, Fotografias, Libros de texto, otros materiales

- a. Yes\_\_\_\_\_ No\_\_\_\_\_

L. ¿Qué tan frecuente el profesor utiliza estos materiales?

Recursos	Siempre	Casi Siempre	Algunas veces	A menudo	Rara vez	Nunca
Imagines						
Diccionario						
Objetos Reales						
Libros de textos						



M. ¿Qué nivel utilidad considera usted estos recursos para desarrollar la habilidad del habla?

Recursos	No ayuda del todo	Un poco util	Bastante útil	Muy útil
Imágenes				
Diccionario				
Objetos Reales				
Libros de textos				

N. ¿Qué tan frecuente utilizan estos recursos para practicar actividades de comunicación oral?

Recursos	Siempre	A menudo	Raramente	Nunca
Imágenes				
Diccionario				
Objetos reales				
Libros de textos				

O. ¿Usa el profesor alguno de los recursos previamente mencionados para promover actividades comunicativas?

a. Yes\_\_\_\_\_ b. No\_\_\_\_\_



P. ¿Qué nivel de importancia considera usted estos recursos para desarrollar la habilidad del habla?

<b>Recursos</b>	<b>Muy importante</b>	<b>Importante</b>	<b>Poco importante</b>
Imágenes			
Diccionario			
Objetos Reales			
Libros de textos			

GRACIAS POR SU TIEMPO!!!



# UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

## UNAN-Managua Facultad de Educación e Idiomas Departamento de Ingles



### Topic

The effect of teaching methodological strategies on the development of speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo during the second semester, 2014.

### Teacher’s interview

This survey is focus to find out your point of view as teacher about the effectiveness of teaching strategies used to develop speaking skills and with the intention of contributing to the improvement of knowledge on the subject. The information you provide will be crucial to achieving the goal of our study. Thanks for your cooperation.

1. What of the following English skills do you consider is the most important?

- a. Reading \_\_\_\_\_
- b. Listening \_\_\_\_\_
- c. Speaking \_\_\_\_\_
- d. Writing \_\_\_\_\_

2. Which of these skills do you promote in class?

- a. Reading \_\_\_\_\_
- b. Listening \_\_\_\_\_
- c. Speaking \_\_\_\_\_
- d. Writing \_\_\_\_\_



3. Do you consider speaking skill is important? Why?
4. What method are you applying to develop the speaking skills?
5. What is the most effective method you use to develop the speaking skill?
6. What is the method that makes difficult the learning process of your students? Why?
7. What strategies are you developing according to the method?
8. Which of the following strategies do you consider effective and useful to develop English speaking?
  - a. Role Play\_\_\_\_\_
  - b. Storytelling\_\_\_\_\_
  - c. Dialogs\_\_\_\_\_
  - d. Oral Presentation\_\_\_\_\_
  - e. Interview\_\_\_\_\_
  - f. Jigsaw\_\_\_\_\_
9. How often do you apply it?
10. What resources do you use to develop speaking skill?
11. Do you consider these resources are effective?
12. How often do you use it?



13. How often students practice oral communication in the classroom?

a. Always \_\_\_\_\_

b. Almost \_\_\_\_\_

c. Frequent \_\_\_\_\_

d. Rarely \_\_\_\_\_

e. few times \_\_\_\_\_

f. Never \_\_\_\_\_



**Universidad Nacional Autónoma de Nicaragua**

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**Teacher observation Guide**

**Topic**

The effect of teaching methodological strategies on the development of speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo during the second semester, 2014.

<b>OBSERVACIONES</b>	<b>Yes</b>	<b>No</b>
The Teacher speaks in English the whole class.		
The teacher introduces the class actively.		
The teacher teaches the goal for the class.		
The teacher has group´s control		
The teacher speaks in English during class		
The teacher gives instructions in English		
The teacher has sufficient teaching materials to develop the class.		
The teacher uses a tone that makes it easy for students to understand the instructions given in class		
The teacher develops activities that allow all students to integrate easily		
Classroom conditions allow effectively develop the teaching-learning process		
The room lighting is appropriate for the development of the class		
Pupils show interest in the class		



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**Students observation Guide**

**Topic**

The effect of teaching methodological strategies on the development of speaking skill in students of eleventh grade at the “Augusto C. Sandino” high school in Niquinohomo during the second semester, 2014.

<b>OBSERVACIONES</b>	<b>YES</b>	<b>NO</b>
Students are motivated to pay attention to the teacher's explanations..		
Students are actively integrated and spontaneous activities of the class.		
Students like the type of learning activities directed by the teacher.		
Students show appreciation for the material used by the teacher in the classroom		
Pupils show respect for the teacher and classmates.		
Students say the teacher learning difficulties with confidence.		
Students interact with the teacher and classmates using the English language.		
Students are always clear what the objective to be achieved at the beginning of class.		





# UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

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Departamento de Ingles



## Tema:

El efecto de las estrategias metodológicas en el desarrollo de la habilidad del habla en estudiantes de undécimo grado en la escuela secundaria “Augusto C. Sandino” en Niquinohomo durante el segundo semestre, 2014.

## Entrevista para el profesor

El objetivo de esta entrevista es conocer su punto de vista como maestro acerca de la eficacia de las estrategias de enseñanza utilizadas para desarrollar habilidades para hablar. La información que proporcione será crucial para lograr el objetivo de nuestro estudio. Le pedimos que conteste con sinceridad a todas las preguntas. Gracias por su cooperación.

## Responda las siguientes preguntas.

1. Cuál de las siguientes habilidades del idioma inglés considera usted que es el más importante?
  - a. Lectura \_\_\_\_\_
  - b. Escuchar \_\_\_\_\_
  - c. Hablar \_\_\_\_\_
  - d. Escribir \_\_\_\_\_
  
2. ¿Cuál de estas habilidades usted promueve en la clase?
  - a. Lectura \_\_\_\_\_
  - b. Escuchar \_\_\_\_\_
  - c. Hablar \_\_\_\_\_
  - d. Escribir \_\_\_\_\_



3. ¿Considera que la habilidad del habla es importante? ¿Por qué?

## METODOS

4. ¿Qué método está aplicando para desarrollar la habilidad del habla?
5. Cuál es el método más eficaz que usted utiliza para desarrollar la habilidad de hablar?
6. ¿Cuál es el método que dificulta el proceso de aprendizaje de sus alumnos? ¿Por qué?

## ESTRATEGIAS

7. ¿Qué estrategias está desarrollando de acuerdo con el método?
8. ¿Cuáles de las siguientes estrategias considera útil y efectivas para el desarrollo del habla en Inglés?
  - a. Jugos de roles
  - b. Narraciones
  - c. Diálogos
  - d. Presentaciones Orales
  - e. Entrevistas
  - f. Rompecabezas
9. ¿Con qué frecuencia usted lo aplica?
10. ¿Qué recursos utiliza para desarrollar la habilidad de hablar?
11. ¿Considera que estos recursos son eficaces?



12. ¿Con qué frecuencia los utiliza?

13. ¿Con qué frecuencia los alumnos practican la comunicación oral durante la clase?

a. Siempre \_\_\_\_\_

b. Casi siempre \_\_\_\_\_

c. Frecuente \_\_\_\_\_

d. Rara vez \_\_\_\_\_

e. Pocas veces \_\_\_\_\_

f. Nunca \_\_\_\_\_



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Guia de observación al maestro

Tema:

El efecto de las estrategias metodológicas en el desarrollo de la habilidad del habla en estudiantes de undécimo grado en la escuela secundaria “Augusto C. Sandino” en Niquinhomo durante el segundo semestre, 2014

OBSERVACIÓN AL MAESTRO.	Si	No
El profesor habla en Inglés durante toda la de clase		
El maestro introduce la clase activamente.		
El maestro da a conocer el objetivo .de la clase.		
El maestro tiene dominio de grupo		
El maestro habla en ingles durante la clase		
El maestro da instrucciones en ingles		
El profesor cuenta con suficiente material didáctico para desarrollar la clase.		
El profesor utiliza un tono de voz que facilita a los estudiantes entender las instrucciones dadas en la clase		
Las actividades que el maestro desarrolla permiten que todos los alumnos se integren con facilidad		
Las condiciones del aula permiten desarrollar con efectividad el proceso de enseñanza aprendizaje		
La iluminación del aula es apropiada para el desarrollo de la clase		
Los alumnos muestran interés en la clase		



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Departamento de Inglés**



**Guía de observación de los estudiantes.**

**Tema:**

El efecto de las estrategias metodológicas en el desarrollo de la habilidad del habla en estudiantes de undécimo grado en la escuela secundaria “Augusto C. Sandino” en Niquinohomo durante el segundo semestre, 2014.

<b>OBSERVACIONES</b>	<b>SI</b>	<b>NO</b>
Los alumnos se sienten motivados a prestar atención a las explicaciones del maestro.		
Los alumnos se integran de manera activa y espontanea a las actividades de la clase.		
A los alumnos les gusta el tipo de actividades de aprendizaje dirigidas por el maestro.		
Los estudiantes muestran satisfacción por el material que usa el profesor en la clase.		
Los alumnos muestran respeto hacia el maestro y compañeros de clase.		
Los alumnos expresan al maestro sus dificultades de aprendizaje con confianza.		
Los alumnos interactúan con el maestro y compañeros de clase usando el idioma inglés.		
Los alumnos siempre están claros de cuál es el objetivo a alcanzar al comienzo de la clase.		

