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FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA

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GRADUATION SEMINAR

Submitted to The National Autonomous University of Nicaragua as A Requirement for
Achieving the Bachelor of Education Science, With an English Mention.

General topic:

Methodological Strategies that Influence the Development of the English Language
Learning during the Second Semester, 2020

Specific topic

“Importance of using basic classroom Phrases to improve English speaking skills of
students of seventh grade at Carlos Fonseca School, Matagalpa city, second semester 2020”

Authors:

- ✓ Gerald Fabián Herrera Arauz
- ✓ Jhony Antonio Muñoz Hernández

Tutor:

MSc. Mauricio Alvarado



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DEDICATION

This research work is dedicated for all people who have helped. It conducts this research come out to light and be assertive with the research, and become it was our bigger dream in life. We still remember teacher's thought that she was sharing with her trainees "if you can achieve it, you can do it" these thoughts make sure get finished, the study purpose. To our instructors whose we are dedicated this research work, they were leading their teaching focused into create the new professionals for the future. A piece of mind was shared to influence the professional development, which made grow up with the final research approaching.

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"2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y PERTINENCIA"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Jhony Antonio Muñoz Hernández carnet número 16064108 y Gerald Fabián Herrera Aráuz carnet número 16064405 para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: "Importance of Phrases to improve English speaking skills of students of seventh grade at Carlos Fonseca School, Matagalpa city, second semester 2020" 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.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó asimismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto se considera apto para su defensa.

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ABSTRACT

This study was conducted to analyze the importance of using basic classroom phrases to improve speaking skills in students of the seventh grade at Carlos Fonseca Amador School. The quantitative and qualitative method and research instruments were used to achieve the main goal of this research. The participants in this research were students of seventh grade, and a female English teacher. Questionnaires with closed items were applied to students, survey and open-ended items were administered to get teacher's opinion through an interview. An observation guide was used to start the research on what teacher does, also student's assimilation of the new language.

Data was collected through survey, interview, and observation guide applied to students in the classroom were qualitative and quantitative. The sources have been examined to increase the reliability of the findings. The results showed that the students learning process is not focused into develop speaking skills, it is mean that student learning is focused into learn grammar or writing mainly. Therefore, it is primarily suggested that students should improve their speaking skills by putting into practice phrases to get more self-confidence to improve their oral performance. They need to be aware with the use of basic classroom phrases by practicing them and feel responsible with their learning, and build knowledge of grammar and vocabulary to succeed with their acquisition. The instructor should employ the maximum potential to assess oral performance in a continuous form and invite students learn basic classroom phrases by putting into practice in the classroom. Instructor has to use different strategy and be reflective with the teaching method. Furthermore, a strategy was applied in order to know students' knowledge about basic classroom phrases acquired, before or during the first semester 2020. It was taking into account, different aspects in the classroom that is

to say, it was necessary to verify the time, topic, students learning styles and environment, in order to adapt the strategy before to apply it.

Key words: Importance, Basic, classroom phrases, speaking skills,

I. INTRODUCTION

This research paper is focused on analyzing the importance of using basic classroom phrases to improve learners speaking skills. The major goal of English learning should be giving learners the ability to use English knowledge accurately when communicating.

Learners of high school cannot communicate in English. They have examinations and pass easily, but they find difficulties using English to communicate. Thereby, to help students grow in speaking oral skills, it is necessary to find ways to help them overcome their difficulties when they speak. Moreover, teachers should administer different instruments to know if the strategies are working or not, so they can deal with these strategies and increase learners speaking accuracy with the language.

The main purpose of this research is to analyze the importance of basic classroom phrases to improve English speaking skills. Therefore, basic classroom phrases were studied to identify useful means of phrases that permit students to enhance their oral performance and provide teaching strategies for actual and future English teachers.

The research approach was quantitative with some qualitative aspects, which were studied and analyzed by using an exhaustive investigation. In addition, final result was attached with those important aspects that show how the research was developed. The research is experimental because the importance of basic classroom phrases was analyzed through the results obtained from diagnostic supplied in seventh grade students.

The population taken into account in this research was 18 students. A sample consisted of 10 students from afternoon seventh grade, their age ranged from 13 to 15 years old; those students were selected in a random way making a dependable research.

II. JUSTIFICATION

This research work studies the importance of using basic classroom phrases to improve English speaking skills. It is a topic that will benefit to experienced English teachers and future teachers. This research seeks to analyze the importance of using basic classroom phrases to improve the speaking skills. The results of this research work will be used to benefit students and experienced teachers. It is a subject that causes plenty of interest because students are shy and they do not participate in oral activities due to they cannot improve English speaking skills. There are many factors that affect the development of English speaking skills such as, lack of strategies, students' motivation, in the particular case of seventh grade. In fact, students were not using the English language due to most of they are not involved in communicative activities.

The final work, the information obtained of this research work will have a positive impact on the seventh grade students and teachers from Carlos Fonseca School. it will also let know the importance of using basic classroom phrases for improving the English speaking skills at Carlos Fonseca school and will provide information that will permit to the teachers to make decisions to generate communicative activities to motivate the students to take part in class. It is important to know that the use of basic classroom phrases helps students to get involved with the use of language and also, it is necessary to provide a pleasant climate where students feel comfortable to take part in oral activities. Moreover, teachers have to use their creativity for involving basic classroom phrases while it is developing of classes and encourage students to use English language to communicate.

Within the developing of the previous approaches, the following questions arise: what is the importance of using basic classroom phrases to improve students' English speaking skills in seventh grade, at Carlos Fonseca School, afternoon shift, and second semester 2020?

III. OBJECTIVES

General objective:

To analyze the importance of using basic classroom phrases to develop students' speaking skills in seventh grade, at Carlos Fonseca School, afternoon shift, second semester 2020.

Specific objectives:

To identify the importance of using basic classroom phrases to develop students speaking skills.

To demonstrate the importance of using basic classroom phrases to develop students speaking skills in the development of English classes.

To suggest a strategy that involves basic phrases to improve students speaking skills.

IV. DEVELOPMENT:

Phrases are necessary for developing speaking skills, “a phrase is a group of words that stands together as a single grammatical unit, typically as part of a clause or a sentence. Monster”, (2020). Phrase are really important because it is easy to learn, learners in real life prefer to study and learning by using short phrases that express something. Even most students at secondary master some commands or action phrases.

According to teacher, (2020) “Teachers have many different ways to say students to do things and also of interacting with their students in a social way. In addition, students have their own phrases to communicate with each other and also to talk to their teacher”.in other words there are many ways to express something in real life, however some students are shy and some of them are talkative but the problem is that many of students are not able to express themselves in English.

Arab, (2019) points out ” When a verb is used with an adverb particle the combination is called a phrasal verb. The meaning of a phrasal verb is different from the meanings of the two words taken separately”. (p. 2) Verb plus adverb is a structure that is considered a phrasal verb. Which means, that when combining words between them new phrase arises. Arab mentioned that phrases have a special meaning to understand the meaning it is necessary to refer to the dictionary. Students’ opinions showed that, it is important to learn phrasal verb, because it has a grammatical structure and is usefully putting into practice phrases that are used in real life and different contexts to share experiences. In this way, learning phrases increase the probability of understanding native speakers who speak quickly it also offers the possibility of speaking more fluently.

According to Harmer,(1991)” human communication is a very complex process. People need communication when they want to say something and transmit information. Speaker need use communication when they are going to inform someone about something”. Speaking is a skill that allows humans to communicate. To develop this important skill, the process it not easy due to a variety of elements that are involves to reach a language development. Speaking. It represents an important aspect of communication. It implies to transmit something or even receive something. Have a communication is having a relation with our surrounding. Therefore, it is a big trouble that teachers are facing in real life for what reason students are not able to use the language to communicate if they have been learning English during many years ago. It is important create new strategies in order to help students to increase their English speaking skills, for that reason students should be focused on learning how to speak clearly and learning useful phrases to communicate using the language.

According to Clouston, (2011) vocabulary is central to English language teaching without sufficient vocabulary students cannot understand others or express their own ideas. In another concern by the same author state: vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do, vocabulary addresses single lexical items. The author refers to the English language in which vocabulary is one of the mainly aspect of the language is focused on. In this statement the author also states that a learner deficiency of vocabulary it does not allow understand or produce learners own ideas. Moreover, Lessard express vocabulary refers words of a language; it is including each kind of semi structures of the language (phrases, chunks, or anything related with the language. That is to say that the lack of vocabulary, phrases influence in learners that can speak English even they study hard about grammar rules. That is to say that it is really important to master vocabulary in order to stablish a conversation with different people from different contexts.

This research was developed because basic classroom phrases are important to increase students speaking skills. (as brown, burns & Joyce Cited in grammatical 2020), puts it speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information.in other words English Speaking skills is one of the most important four skills it is means that practicing as much as possible, is the best way to increase English proficiency level. Based on the reality students in secondary school are not able to speak English and it is necessary to make changes and not thinking about the problems it is a work in which every person must be involve getting a solution. The statement above inferred that speaking skill is related to the ability to express something. Through communication process there are some aspects involved such as receive, produce and processing information. Those relevant aspects are attached with the context and his development it is going to depend what the purpose of that information has. An interviewed English teacher say to improve learners speaking skill, it is a matter of time. It is not only based what they learned or what they want say due to lack of practice of target language students remain stuck when they need to say something, so learners do not have opportunities to develop their communication oral skill and then the final result of the English teaching is not fruitful in the oral performance assessment.

4.1 Phrases:

4.1.1 Definition:

According to Macmillan dictionary (2020) "phrase is simply a group of words that are used together in a fixed expression. A clause, on the other hand, is a group of words with a subject and a verb. The difference between a clause and a phrase is that the former consists of a subject and a verb, whereas the latter does not. Clauses can be seen as the building blocks of a sentence, whereas phrases can be regarded as the support structures of a sentence". In other words, clauses allow us to create a sentence, but phrases enable a sentence to be meaningful. Nevertheless, a phrase will be present within a clause, but no clause can be part of a phrase. Meaning of phrase refers that is a combination of words that

is focused to say something and it has a specific meaning. Therefore, phrases are important because are useful to express an idea.

4.1.2. Basic classroom phrases:

4.1.2.1. Definition:

English, (2020) says that a great way to start speaking English is to learn fixed phrases, without thinking too much about grammar. Moreover, student on high school specially seventh grade are learning the English language as an introductory language in this case they learn phrases such as commands, some phrasal verbs, etc. but those words are not used in a deeper way to start the knowledge being productive.

4.1.2.2. Importance of classroom phrases:

Jomanilian (2007) to become fluent, you have to speak English without thinking about grammar rules. That is why it seems too difficult learning English. The only thing that learners have to understand is to learn language like children. They must learn some of expressions what I called phrases. Learning English through phrases is an excellent tool that helps learners, because through phrases a learner improves their own accuracy it is not necessary to know about grammar rules. Students are able to learn basic classroom phrases without learning grammar rules and students are able to practice phrases during the class in order to use it for asking or answering. On the other hand, students of seventh grade at Carlos Fonseca School, it was observed students were not focused on learning basic classroom phrases, even teacher used some classroom phrases that are useful in class but they were not paying attention but it is necessary to create strategies that motivate them to practice phrases.

4.1.2.3. Classroom phrases for beginning the day:

Teacher, (2020) expressed that, phrases for beginning the class are: It's the morning and things are crazy at school, friends are sitting down chatting and teachers are organizing for the day ahead. to start first with the register: 1. Register (role-call) The teacher would initiate this process by saying something like: Now, class, we are going to take (or 'do') the register. At this point students would have to be silent and respond only when their name is called with "present" or "here". it is considered impolite to answer with yet or mm and some schools even make students answer yes sir or yes miss. There are different ways for beginning the class. In real situations, teacher's express good afternoon or good morning in the beginning of a class after that they take the attendance, but not all of students answer in English language. It is the situation of students seventh grade from Carlos fonseca Amador school. Students are not able to use the language to express something in oral way.

4.1.2.4. classroom phrases for giving instructions:

Teacher, (2020) considered for the first activities of the day! Everyone is ready to start learning and having fun. 1. Show and Tell (ShowTime) Show and Tell is a part of the class where students bring in something that is special or important to them and talk about it to the rest of the class 2. Circle Time This is very similar to Show and Tell and also helps to get students talking 3. Find a partner/get into groups of (number) these phrases are used for group work and to get students to work together. Some classes have predetermined groups to make sure that friends aren't always together. Come up to the front and show the class! Teachers can ask students to come up to the front of the class for a variety of reasons but we will focus on the good ones. Come up to the front and explain the problem to the class – this is a reward for somebody who is doing well in class. They can explain it to the students to make everyone understand it better. Come up to the front and write your answer on the board – This can be fantastic for students because usually the board is reserved for the teacher's writing! In the other hand, these classroom phrases are useful for developing students speaking skills, and also it is easy for giving clear instructions. The results obtained from the observation guide showed that the teacher does use this kind of classroom for giving instructions.

4.1.2.5. The importance of using classroom phrases for giving instructions:

SOWELL, (2020) said that Instruction-giving has a direct effect on learning; a lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do. Nonetheless, good instruction-giving is a challenge for both native and nonnative language teachers, as well as for both seasoned and novice teachers. However, instruction-giving is a skill that is sometimes neglected for preservice and in-service teachers in teacher-training programs. New teachers might assume that it is a skill that will be naturally mastered; more experienced teachers might assume that it is a skill they have already mastered. In other words, it is important to use basic classroom phrases for giving instructions because students understand basic phrases, and then students are going to get involve with the language if they do not understand they should use basic phrases to ask for something. Students from Carlos Fonseca Amador School were able to understand a phrase that teacher used for having the books again, it was bringing back the book.

4.1.2.6: classroom phrases for ending the day (home time):

Teacher, (2020) stated that, a child's favorite time of the day, time to go home! Here are some things that the teacher may say: 1. Pack your things away 2. Have you had a good day? A nice way to end the day is to ask students if they have had fun at school or what they learned today. This can be an excellent way to end things and to make sure that students are learning. It also gives the students another opportunity to talk and express themselves! However, there are many phrases that are useful and give students the opportunity to talk they do not like to speak English and it is necessary to find good strategies to catch students attention. Therefore, it was applied a strategy that showed that students were focused on using the basic classroom phrases to communicate but also the main tool was the board game strategy because it was attractive for them in order to use phrases in oral way. Furthermore, it was observing that before to apply the strategy the teacher was not using strategies that are useful to improve students speaking skills.

However, she used some classroom phrases at the beginning for example: good afternoon guys and sit down please.

4.1.3. Phrasal verbs:

4.1.3.1. Definition:

Centres, (2020) “ phrasal verbs are a rather complex piece of language, and language learners often have troubles connecting some phrasal verbs. A phrasal verb has a different meaning to that original verb”. Phrasal verbs are not related to the meaning of its components since the separate words have another meaning.in consideration of that. It is described as something mandatory to master for developing skills such as speaking and listening skills. Phrasal verbs are important to develop speaking skills. Through the survey applied some aspects were obtained the first one is that, students understand some of them but teacher rarely use phrasal verbs to express something.

4.1.3.2. Basic phrasal verbs useful in the classroom:

4.1.3.3. Phrasal verbs for giving instructions:

Acoording to Walter (2020) there are many phrasal verbs used to tell people to move in some way, for example stand up! Sit down! Get off! Gather round! If you want someone to leave, you can tell them to go away! This is rather direct, and not very polite. get out! is a very angry way of telling someone to leave a room. Shove off! And push off! (UK), are informal ways of telling someone to go away. They are not polite either, but they may be used humorously between friends. Of course there are lots of other phrasal verbs ending in *off* for telling people to go away, but none of them are suitable for a blog post like this. That is to say those, phrasal verbs are useful for giving instructions when someone want to gives instructions. And also these kinds of phrasal verbs are available to apply in students of secondary education. It was applied an observation guide in order to know students’ knowledge about basic phrasal verbs that are useful in the classroom and students knew some of them.

4.1.3.4. English phrasal verbs for school:

According to Adam, (2020) If you are or have ever been a student, you know just how much there is to do in a day. You need to sign up for classes on time, read up on the course material, speak up in class, turn in your essays for grading, and so much more. This lesson will help you understand these English phrasal verbs and many more. I will teach you 17 phrasal verbs that are useful in classroom situations and at school in general. You will learn English expressions like hand in, sign up, catch up, read up on, go through, turn in, speak up. Learning phrasal verbs that are useful for school, permit students to increase their English speaking skills for that reason, it was applied a strategy in order to know students' knowledge about phrasal verbs for school and also to know the importance of basic classroom phrases through, the implementation of the board game strategy.

McCarthy, (2020) said A syllabus or list of phrasal verbs is not enough. We need interesting and engaging ways of presenting and practicing them, and this means presentation and practice in typical, meaningful contexts. We also need to help learners understand the basic grammar of phrasal verbs, even though phrasal verbs are normally thought of as part of the vocabulary lesson. The teacher says: Hand/Turn in your worksheets at the end of the lesson, please. The teacher wants: The students to give her their work at the end of the lesson. The teacher says: Rose, give/hand out these worksheets, please. The teacher wants: Rose to give each student a worksheet. The teacher says: Work out the answers without using a calculator. The teacher wants: The students to do some math without using calculators. The teacher says: Cross out any rough work when you have found the answer. The teacher wants: The students to put a line through any rough work. Likewise, it is necessary to involve phrasal verbs during the classes for having good results in students and creating activities that motivate students to learn phrasal verbs. The purpose is to develop students speaking skills. The strategy applied showed a positive result,

students were saying basic classroom phrases in oral way. Some students were not familiarized with the strategy but after explaining them they decided to take part in the activity expressing different phrases.

4.1.3.5. Prepositional verbs:

Cubillo (2002) expressed that “prepositional verbs; the preposition does not come before its object; in certain kinds of sentence, it can come at the end of the clause: What are you talking about.” (p 1) Prepositional verbs are those that have a preposition and accept passive predictable questions but do not accept the form of the adverbial questions. The position of prepositions cannot change; it can be at the end of a sentence. Prepositional verbs are inseparable and have a complement that immediately follows the preposition, related to such verbs the particle that accompanies, the former has an adverb function and the one that accompanies the latter has a prepositional function. Related to the previous, students of the seventh grade at Carlos Fonseca School, it was developing a survey and prepositional verbs are not used in the classroom for improving students’ English skills.

4.1.4. Collocation:

Krishnamurthy, (2006) stated that collocation refers to the fact that certain lexical items tend to co-occur more frequently in natural language. Accorded it a distinct status in his account of the linguistic levels at which meaning can arise. (P 2) Collocation refers to a group of work that goes together or that occur together, these combinations sound right to native speakers, who use them all the time. Furthermore, learning collocations is important because the language will be more natural and more easily understood, it is easier for our brains to remember and use language in chunks or blocks rather than as single words. However, students’ attention is an important aspect that it was noted during the process of observation and some students were doing other activities and not paying attention when teacher was explaining.

4.1.4.1. Main types of collocations:

Team, (2020) referred “A_collocation_is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess”. In other words, learning collocation is important for learners to understand native speakers.

Manuel, (2020) said It is important to use collocations, because they will help you understand how to use vocabulary words in a sentence correctly. Your language will be more natural and more easily understood. These will contribute to you having a richer vocabulary. What Type of Collocations are there? There are 7 types of collocations made from combinations of verbs, nouns and adjectives: adverb + adjective: Fully Aware adjective + noun: Regular Exercise noun + noun: Ceasefire Agreement noun + verb: Plane took off verb + noun: Commit Murder verb + expression with preposition: Run out of Gas verb + adverb: Whisper Softly. That is to say that learning collocations will help students to understand conversations and understand when native speakers try to communicate with them.

4.1.5. Coordinate clauses:

QASIM, (2019)” The term coordination refers to syntactic constructions in which two or more units of the same type are combined into a larger unit and still have the same semantic relations with other surrounding elements. The units may be words (e.g. verbs, phrases (e.g. noun phrases, subordinate clauses (e.g. or full sentences (1) a. My husband supports and adores Juventus Turin b. My uncle or your in-laws or the neighbors will come too”. The term coordination in this case is focused on the grammatical constructions of a phrase, short sentence, or a complete sentence some of them have the same semantic relationship and some elements are part of that combination of units referring to the same

semantic relationship. Based on the results of the observation guide coordination is a topic that have not been teaching in students of seventh grade because it is difficult but students use some coordinate clauses however they do not the meaning or the grammatical rules.

4.1.5.1. Subordinate clauses:

Qasim (2019) “Subordinate clause also contains a subject and a verb. However, it cannot stand alone as a sentence, for it does not express a complete idea, such as when the thunder bloomed. Although, the waiter is polite. These sentences cannot be left as they are; we join these sentences to independent sentences” p. 3 subordinate clauses are those, which cannot be alone because the sentence would not make sense; in other words, it would not be understood because a clear and complete idea would not be expressed. Furthermore, it must be linked to another independent sentence. It infers that, subordinate clauses are useful phrases but in real life the most important thing is to develop students speaking skill. However, students in secondary school are not learning subordinate clause

4.2. Speaking skill:

4.2.1 Definition:

According to Fattah & Torky (2019) Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in any setting, speaking is the most frequently used language skill. (p 13) Speaking is an important skill, that allow people to communicate with others around the world and transmit a message.so that it is possible to share opinions and ideas.in other words this skill has amazing features that can increase the possibilities for getting a new job by speaking.

4.2.2. Importance:

elizabeth, (2003) "Speaking is only one of the communication skills that we have. For most people there are four main skills: speaking, listening, writing, and reading. Speaking is closely related to these three other areas. Speaking and writing are alike in that they both express out thoughts to others. Speaking is understood by listening, and speakers must use listening skills themselves to judge how their words are being received. Speaking a text aloud (one way of reading) brings the receptive skill of interpreting writing together with the expressive skill of speaking." Speaking skills is important because students can obtain more opportunities to get a better job, scholarship and increase in their professional development. However, students in secondary school do not like to speak English they can have an examination and pass the subject but they are not able to produce the knowledge.

4.2.3. Vocabulary:

4.2.3.1. Definition:

Ansari (2015) “One of the essential elements of language learning, which is marked as a distinguishing factor of the ability of a language learner is the knowledge of vocabulary. As the first step for learning a language, every language learner is initially supposed to be familiar with the basic vocabularies of the target language, therefore, a lack of knowledge in this part results in a failure in the process of language learning”. (P.3)

Vocabulary is an important aspect that learners have to know when they are learning a new language. In addition, also getting involved with the basic vocabulary is the first step for that reason. It is necessary to consider all elements from the target language to learn tips that help learners to increase their oral performance and get the ability to learn faster new words. When people have a good level of vocabulary, they can communicate easily and get a better understanding when native speakers establish a conversation with them. In the other hand, results obtain showed that students were repeating and parroting words, but the results of the Strategy applied showed a positive result because students were putting into practice phrases that were easy for them to learn.

DATA RESULTS.

In order to identify students’ difficulties in oral communication, it was necessary to administer a survey to a group of ten students from eighteen; their age ranged between 13 to 15. After applying the instruments, previous knowledge was tested. The results have showed how the learning process of the language is going on. The next chart with closed items leaded the research as a diagnostic where students’ previous knowledge was assessed.

Through the diagnostic, the strategy was selected with the main purpose of putting into practice basic classroom phrases. Each item from survey administered is also explained and analyzed in a quantitative approach. It also revealed students’ knowledge about basic classroom phrases. Students might have the knowledge, but they are not able to produce for that reason the administration of the diagnostic was necessary.

n°	Questions	Yes	No
01	Did your English teacher teach phrases that can be useful in the classroom ?	80%	20%
02	How many English phrases did you learn?	One of them	No one of them
			100%
		Yes	No
03	Is your English teacher focused on teaching basic phrases?	60%	40%
04	Do you consider that practicing phrasal verbs your speaking skill could increase day by day?	20 %	80%
05	Do you think that basic English phrases have the same structure than Spanish phrases have?	Similar	No similar
		70%	30%
		Yes	No
06	Have you ever heard about kind of sentences?	10%	90%
07	Do you think that practicing English vocabulary is better than English phrases to develop speaking skills?	60%	40%

Question n°1. According to the results obtained from the survey, the majority of students affirmed that the teacher uses phrases when teaching them to improve their speaking skills in the development of English classes because, it is an important factor that helps students to engage with the language. On the other hand, the teacher said that she uses common phrases when students do something. An example was shared: bringing back the book. This short phrase has been useful to her. Every time when students are working with their books and time is finished, she expresses the short phrasal verb to get the books again. It is common to use for her and the students have known what the expression mean easily.

Question n°2. According to the results obtained from the survey applied to the students, the majorities of them present a yes answer. However, teacher said that she uses phrasal verbs when she is delivering a class but she does not teach them such a new topic, because is seventh grade and students have a low level of English knowledge. That is to say that some of the students were not clear about what is a phrasal verb. Therefore, the teacher was not using phrasal verbs in a correct way that permits students to increase their level of speaking skill. Based on the results of the observation guide the teacher was delivering a class and she used some commands.

Question n°3. According to the results obtained from the survey, it is obvious that learning and practicing prepositional verbs can make hard for students with a basic level. Likewise, the teacher said that, if the teachers work in seventh grade the teaching of prepositional verbs could be useful by adapting some meaningful phrases to get involved students in the use of language during the class. Furthermore, the teacher did not use because of the students' language proficiency, even knowing the importance, but believe or not it is a useful tool that many teachers have but do not like to use.

Questions n°4 According to the results obtained in the survey applied, it was determined that collocations is hard for students of seventh grade, but they are able to remember and write short phrases. On the other hand, the teacher mentioned teach collocation is different for that reason students tend to feel frustrated but it was observed that teacher explained the topics and she used one short phrase that students should learn, it means students understand when the teacher asks to talk about determining the topic, but they can produce. And also it is necessary that teachers think about new strategies and include these kinds of phrases.

Question n°5. According to the results obtained from the survey, it is obvious that students don't know collocations, but they know something about writing words, and also teacher said coordinate is a new word for students and she used coordinate to engage students during the class but students did not about coordinate. However, it is knowing that

learners` speaking skill is related with writing, so basic classroom phrases writing as a first step before to produce orally it help students during the process.

Question n°6. According to the results obtained the majority of students expressed that practice basic phrases their level of speaking, improve, through practice of basic phrases is a good way for developing students speaking skills. However, Teacher said that students do not practice English vocabulary that is to say that they forget vocabulary because they are not putting into practice the knowledge acquired. Furthermore, items from the observation guide.

Question n°7. According to the results obtained the majority of the students expressed that learning English increases the level of speaking, and it is possible by putting into practice basic phrases. It is the best way for developing students speaking skills. Nevertheless, teacher states that students do not like to put into practice vocabulary taught, it is said that students need to be getting involved in activities to produce the knowledge acquired.

4.2.4 Learning Strategies

4.2.4.1. Board game

According to Darrow, (1993) games come in many types and varieties. It is difficult to define them precisely when games as diverse as Chess(an ancient strategy game where two players attempt to capture each other`s king), Monopoly is a classic property management game in which players attempt to earn the most money), Settlers of Catan (Teuber, 1995)(a more modern resource management game where players attempt to build the largest settlement) and Agricola(Rosenberg, 2007)(a recent worker placement game where players try to create the most productive farm) all qualify as board games. According to cited authors above the name board game have been attached with other names. It is, nevertheless, a good strategy that is considered to establish a student challenge using the learning process as means of communication to earn points

through a funny game. In the educational field the name board game is also known as monopoly when students facing in a race to know who has learned more as in evaluation of their learning.

Board game strategy applied as a suggested strategy to practice classroom phrases.

As the research paper aimed at analyzing the importance of using classroom phrases to improve learners' speaking skills a result of the board game as strategy applied showed how the use of some basic phrases by students have given the opportunity to practice the language with no thinking about grammar use. Therefore, phrasal verbs and some kinds of phrases were used by the students and also explained by researchers in the mother tongue. Phrasal verbs and the others sentences were related with some daily activities. The next examples were used in the strategy.

1. Making a bed: collocation example
2. Take a shower
3. Get up: phrasal verb
4. Wake up: phrasal verb
5. Break time:
6. Time for: prepositional verb

Time for practicing or speaking (see annex n° 5)

All the examples above were specially selected and explained to the students and they were put into practice, as well as others basic classroom phrases. Sentences caught students' attention because of practicing phrases make easier the acquisition process of the new language. It was proved that basic classroom phrases must be part of daily practice at school. (see annex n° 6)

Among the four English language skills, speaking ability must be considered to develop, but in the same way basic classroom phrases importance should not be ignored. Phrases play a dominant role in this language. Phrases are essential in the language acquisition and help learners to build confidence to participate in a group or an individual form. The board

game strategy had got satisfactory results when it was applied. Collaborative work among students during the game and also appreciation toward activity development were observed during the participation. (see annex n°7)

Conclusions

Based on the findings of the study, the research has drawn the following conclusions:

The results of the study showed that student must make use of basic classroom phrases to succeed and improve on their English Oral performance. It was identified that English phrases play an important role; however, an English teacher should consider how students should get involved in their learning process. It was identified basic classroom phrases that can be useful and also easy to adequate to the seventh grade's Ministry of education program.

The result also has demonstrated that teaching basic phrases is suitable when it is provided in easy English. It was observed a student feel comfortable when an English class is delivered and put into practice at the same time. Through the uses of some strategies, it was confirmed to increase students' skill phrases should be focused on daily uses.

Finally, the research showed a positive result and a strategy were suggested for improving English speaking skills. Teaching phrases classroom phrases through games such as board games. As a suggested strategy, it helps learners to get similar yield due to it is a communicate activity when learner interact to one another.

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Annexes

Annex n°1 variables operationalization

Variables	Conceptual definition	Dimensions	indicators	scales	Unit of measurement	instruments
Phrases	<p>Phrases are necessary for developing speaking skills, “a phrase is a group of words that stands together as a single grammatical unit, typically as part of a clause or a sentence. Monster”, (2020).</p>	Basic classroom	Phrases for the beginning of the day	Interval	score	Observation guide, survey, and teachers’ interview
			Phrases for giving instructions	Interval	score	
			Phrases for ending the day	Interval	score	
		Types of phrases	-Phrasal verbs	interval	Score	

			- Collocation	Interval	Score	
			- Subordinate clauses	interval	Score	
			- Coordinate clauses	Interval	Score	
Speaking skills	Ansari (2015) "One of the essential elements of language learning, which is marked as a distinguishing factor of the ability of a language learner is the knowledge of vocabulary.	vocabulary		interval	score	Observation guide, survey, and teachers' interview

(Annex: N°2) TEACHER'S

INTERVIEW



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FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA

UNAN MANAGUA – FAREM MATAGALPA

Dear teacher: We are performing research on the importance of phrases to develop English speaking skills of students of the seventh grade afternoon shift at Carlos Fonseca Amador School Matagalpa, during the second term 2020.

We ask for your participation. We appreciate your collaboration.

QUESTIONS

- 1) Do you teach phrases that can be useful in the classroom?
- 2) How many English phrases do you teach day by day?
- 3) Are you focused on teaching basic classroom phrases?
- 4) Do you consider that teaching phrasal verbs students speaking skills increase day by day?
- 5) Do you think that students are not able to understand when you give instructions?
- 6) Have you ever taught kind of sentences in seventh grade?
- 7) Do you use English vocabulary or English phrases to develop speaking skills?

(Annex N°3)

OBSERVATION GUIDE



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Facultad Regional Multidisciplinaria, Matagalpa

UNAN Managua - FAREM Matagalpa

Dear students: We are performing research on the importance of phrases to develop English speaking skills in students of seventh grade afternoon shift, Carlos Fonseca Amador school Matagalpa, during the second term 2020. Therefore, we ask your participation. We appreciate your collaboration.

N°	Item	Responses					
		No At all		Sometimes		Almost Always	
		yes	No	yes	No	yes	No
1	Is the English teacher giving examples of grammatical phrases to practice English speaking skills?			X			
2	Is the English teacher using their own speech?			X			
3	Are there phrases posted on the wall?	X					

4	Are students taking part in class when the teacher asks for participation during the class?			X			
5	Are there relevant elements in the classroom that provide students a better understanding?	X					
6	Is the English teacher using different kinds of strategies to make students feel encourage to participate in oral way?	X					
7	Is there someone with a previous knowledge of English who is helping other students?	X					
8	Are students putting in practice some phrases teacher taught?(commands)			X			
9	Have students lack of self-confidence to use the language because they are afraid?					X	
10	Are the students behaving when a teacher is delivering a class?	X					
11	Are strategies useful to catch students' attention?	X					

12	Are there factors that disrupt the students' attention?	X					
13	Have the activities been applying in the established time?	X					
14	Is the English class poor in practicing English speaking skills?	X					
15	Is the English class focus on knowledge than practice the speaking skill?	X					
16	Is the teacher motivating students to participate?			X			
17	Are students able to recognize what the teacher talk about?	X					
18	Are students able to describe pictures in oral way?	X					
19	Is the teacher interacting with their students?			X			
20	Does the classroom have a medium environment that allow the learning of speaking skill?	X					

(Annex: N°4)

STUDENTS`S SURVEY



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FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA
UNAN MANAGUA - FAREM MATAGALPA**

Dear students: We are performing research on the importance of phrases to develop English speaking skills in students of seventh grade afternoon shift, Carlos Fonseca Amador school Matagalpa, during the second term 2020. Therefore, we ask your participation. We appreciate your collaboration.

Questionary

Dear students read the questions and choose an answer to each question completing with an X in the circles below.

Questions

Did your English teacher teach phrases that can be useful in the classroom?

yes No

How many English phrases did you learn?

one of them No one of them

Is your English teacher focused on teaching basic phrases?

yes No

Do you consider that practicing phrasal verbs your speaking skill could increase day by day?

yes No

Do you think that basic English phrases have the same structure than Spanish phrases have?

Similar No similar

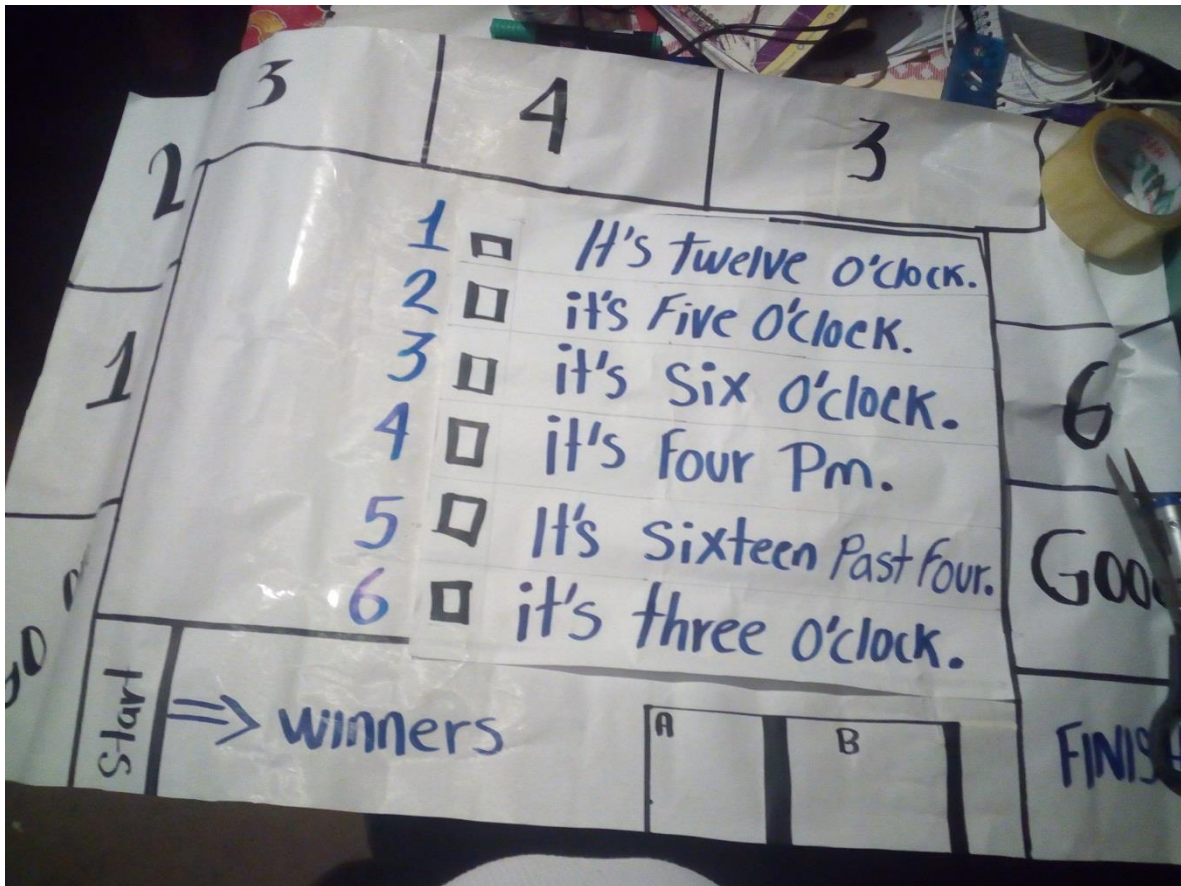
Have you ever heard about kind of sentences?

yes No

Do you think that practice English vocabulary is better than English phrases to develop speaking skills? yes No

(Annex: N°5)

BOARD GAME STRATEGY:



The scheme used with some phrases about topic the time. So the board game was adequate according to the context of planning of study at Carlos Fonseca School.

(Annex: N°6)



Students of seventh grade of Carlos Fonseca School practicing the phrases formed in a circle, following the gestures they had to guess the correct meaning and express a short phrase.

(Annex: 7)

BOARD GAME



Students of seventh grade in Carlos Fonseca School were practicing phrases using the board game.

