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UNAN - MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA

FAREM –MATAGALPA

GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua, Managua as a requirement for achieving the Bachelor of Education Sciences, with an English mention

General Topic:

Methodological strategies that enhance the development of the English Language Learning during the Second Semester, 2019.

Specific Topic:

Learning strategies to encourage students to develop English Speaking skills in an EFL class in 8th Grade “A” at Jose Santos Zelaya School, afternoon shift, second semester 2019.

Authors:

- ✓ Skarleth Junieth Espinoza Jarquín
- ✓ Zulema del Carmen Martínez Robleto

Tutor:

Msc.Mauricio Alvarado

Matagalpa, January 25th, 2020



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DEDICATION

Firstly, we want to dedicate this final work to GOD for having given us strength, understanding and especially wisdom throughout our career. Despite the difficulties, he has always remained faithful “for the LORD is good; his mercy is everlasting and his truth endures to all generations” (Psalm: 100:5).

- To our parents because, they have trusted in us, and they have always given us support and encouragement to continue in our preparation.
- We also want to dedicate this work to our teachers who have been with us throughout our career, providing us with their valuable time, explanations in the different research papers, and their great knowledge in the different subjects. Without doubt, you are great role models that have motivated us to be better people in life.

ACKNOWLEDGEMENT

First of all, we would like to express our sincere gratitude to GOD for his mercy, faithfulness, wisdom and love. “Thanks be given to GOD, who gives us victory through our lord Jesus Christ (1 Corinthians 15:57).

Completing our studies could not have been possible without the support of our teachers, full of knowledge in each subject that they taught over the year.

Especially, we will always be grateful to our dear tutor Mauricio Alvarado for guiding this research, for his patience, dedication and motivation to be successful people.

We finished our career hoping that this research will be useful for other generations and contribute to Nicaraguan high schools.

To our parents for being our great inspiration, for their unconditional support and demonstration of love. They waited for this, and now this great victory is for them.

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



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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 Skarleth Junieth Espinoza Jarquín carnet número 15062931 y Zulema del Carmen Martínez Robleto carnet número 15062733, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: “Learning strategies to encourage students to develop English speaking skills in an EFL class in 8th Grade “A” at Jose Santos Zelaya School, afternoon shift, second semester 2019.” 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, que facilitó asimismo la elaboración de las propuestas 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.

Ms c. Mauricio Alvarado
Tutor
UNAN – FAREM Matagalpa

ABSTRACT

This research is based on methodological strategies that enhance the development of English language learning during the second semester 2019, its objective is to identify learning strategies that encourage students to develop speaking skills in eighth grade A at José Santos Zelaya School, afternoon shift, during the second semester 2019.

Speaking is one of the most important skills when learning a new language; for this reason, this research is focused on the importance of the use of learning strategies to develop speaking skills since these strategies allow the students to communicate themselves in order to improve aspects related with speaking like; pronunciation, vocabulary, fluency and increase their motivation to participate actively in the activities.

In this document English teachers have an idea of the important role that learning strategies play in the classroom. Students can also have a meaningful learning, as can be seen the results show learning strategies in speaking skills play a major role in how students learn and their motivation.

Therefore, during the English class, the teacher needs to give feedback, help the students when they have difficulties also learning strategies are very essential to take into account the results of each one. Since, they play the main role in the learning process due to the student's role that is to learn or acquire knowledge in the educational process, playing an active role. And through different learning strategies it is possible to avoid low academic performances, lack of interest, desertion, lack of concentration, indiscipline, even in the case of learning a new language; it will help to avoid the lack of vocabulary, mispronunciation, lack of self-confidence and lack of interaction.

I. INTRODUCTION

English has become an important language in Nicaragua, it has great objectives. For example, it has been taught to young learners of primary school since 2018. So that in the future they will be able to speak English as a second language. There is no doubt that this language has generated a great key of opportunities.

The general topic of this research is methodological strategies that enhance the development of English language learning. The specific topic is focused on the learning strategies to encourage students to develop English speaking skills in an EFL class in 8th Grade “A” at Jose Santos Zelaya School, afternoon shift, during the second semester 2019.

The purpose of this study is primarily to analyze the strategies applied to improve English speaking skills since eight grade “A” which has presented some difficulties in terms of vocabulary enrichment, poor pronunciation of words, and sometimes lack of interest. Some causes of these difficulties are the application of routine strategies nor make them know how important and special English class is, since the teacher before that he start a lesson he should talk about importance of English due of that, it has been necessary to take into account their opinions, their preferences through conversations to know which could be the starting point.

In order to carry out this study, we took into account the qualitative method which is defined by Bhat (2019) as “A research Method that collects data using conversational methods, where participants involved in the research are asked open-ended questions. The responses collected are essentially non-numerical. This method not only helps a researcher understand “what” participants think but also, “why” they think in a particular way”.

This study is focused on “Quota sampling”, in which we decided how many students to take into account and we also took in consideration some characteristics of such students. As a result, the population we took into account were 20 students; All 20 students were selected as a sample according to some characteristics of the group such as age, residence and grade; because all of them are students of eighth grade A.

The population for this research was English teachers and students of eight grade A at José Santos Zelaya Matiguas, from 20 students nine (45%) of them were female and eleven (55%) of students were male. The majority student’s age were 12 and 13 years old. The sample was 20 (100%) students of eight grade A.

The interview was conducted to the teacher of eighth grade A at José Santos Zelaya School. Addition, an interview was administered to know about students’ level of English speaking skills that they have and according to this, to implement specific strategies that help students improve these important skills.

In addition, it was implemented a survey which is defined as a research method for collecting data from pre-defined group of respondents to gain information and insights on various topics of interest. The survey was applied to twenty students in order to identify the learning strategies that encourage students to speak English, it was noted that both teacher and students took a time specific to answer each question by giving a true and positive answer as they expressed openly.

The learning strategies applied in this study to know how students acted in the English class were:

➤ **First “Doctor and Patient”.**

This strategy was developed in order to identify student’s difficulties in speaking skills, also to determine if they know about vocabulary of ailments and grammatical structure the students had to give pieces of advice making use of modals. We had to organize into two groups, the first group acted as patient and the second group as a doctor.

➤ **Second “Nurse Rhythm”.**

This strategy was implemented in order to analyze if the students progressed in the activities developed in the English class; three students participated in each one showing a flashcard of illness, next he or she has to do a mimic and the last student has to guess and name the illness and also giving advice according to the illness.

II. JUSTIFICATION

Today in Nicaragua, it has increased the demand for speaking English to get better opportunities and it has a much wider field of work to choose. For that reason, this research was carried out based on English speaking skills since they are considered as the most important skills during the learning process in high school.

Therefore, the present research is focused on the use of learning strategies to encourage students to develop English speaking skills in an EFL classroom in eight grade A at Jose Santos Zelaya School, afternoon shift, during the second semester 2019.

The purpose of this study is to seek if the implementation of learning strategies help students in the development of speaking skills. It is necessary to discover how students struggle to overcome their difficulties learning the language, and look for strategies that allow students to be more interested in the English class. This research contains relevant information that will help the teachers and readers, interested in knowing their students' weaknesses, to identify strategies that develop their speaking skills to improve their learning and communicative competence.

This study will have a big impact in society; schools, universities, academies and all the institutions that are teaching English as a second language, this research can be used to improve their methodologies and strategies so that students learn the language. With this research teachers have the chance to know what make students not to speaking English in class and it can help them to improve the way how they teach.

Finally, this research will contribute to Jose Santos Zelaya public school and education system with authentic information about methodology. It also provides recommendations on how to use different strategies that help English teachers to improve students' communicative skills and learning strategies that encourage and require students to use the target language in the classroom successfully.

III. OBJECTIVES

General objective:

To analyze learning strategies that encourage students to develop their speaking skills in eighth grade A at José Santos Zelaya School, afternoon shift, during the second semester 2019.

Specific objectives:

- ✓ To identify learning strategies that encourage students to develop English speaking skills.

- ✓ To determine what learning strategies are used to develop English speaking skills.

- ✓ To suggest learning strategies that help students to develop their speaking skills.

IV. Development.

Our previous study was five years ago, which was about analysis the learning strategies that help students develop English speaking skill of the ninth year of secondary school at Alfonso Cortes during second semester 2015. We choose the topic for this research because as English students and future teachers wanted to know how learning strategies help students to develop speaking skills, since today in Nicaragua it has increased the demand of English speaking skill to get better opportunities and have a big field to work.

In this last research paper we explained our own experiences and also the one we got from students from this level, now two years later we decided to continue investigating in this same issue but this time in secondary school because the speaking skill is the most relevant when it comes to quick and efficient communication and the one most of us have struggles with. Also, in order to make this seminary it was necessary to look for relevant information that could contribute to show other similar research papers related with learning strategies that encourage students to develop English speaking skills.

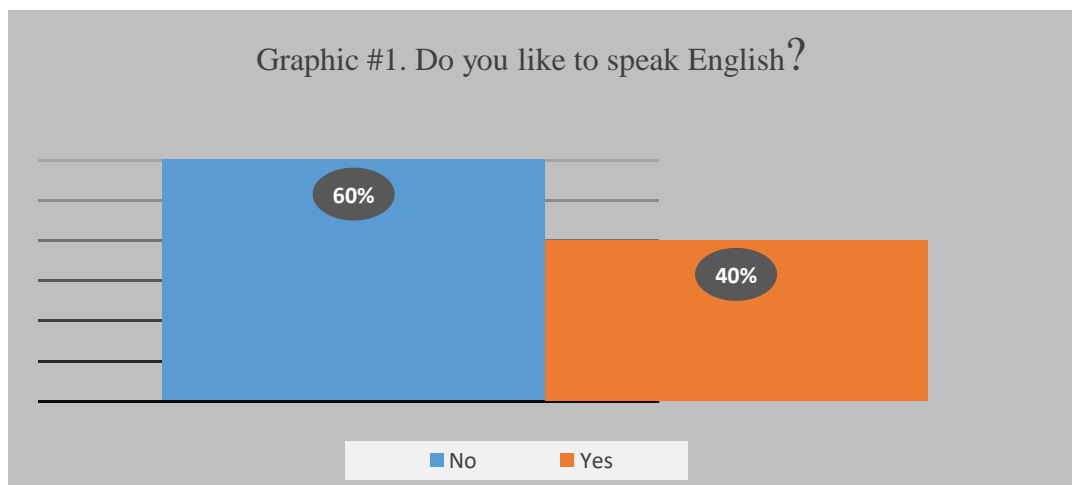
4.1. Speaking:

4.1.2. Definition:

Speaking is considered one of the most important skills in the learning process of a language. A good definition for speaking according to Brown, Burns and Joyce (1994, 1997 cited in Ahmadi2, 2017, p.35) “it is defined as an interactive process of constructing meaning that involves producing, receiving and processing information”. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Currently, this comes to be true because when we speak most of the time we use gestures which help emphasize what people want to communicate. In fact, speaking is not just about evoking words or phrases but sharing messages that immediately have to be responded in order to make a successful conversation.

In the data obtained during the application of the survey it became possible to highlight the number of students who like to speak in English during the class and even outside the classroom, there is no doubt that although they are in eighth grade, half of them expressed positively how you can see the results in the following graphic.



Source: survey applied to the students of eight grade A at José Santos Zelaya school.

In this case, in the question, do you like to speak English? 8 students representing the 40% of the population said that they like to speak English in the classroom during the activities because they can express words, ideas and establish a conversation with their classmates while 12 students (60%) said that they not like to speak English since they feel so nervous and they have fear to make mistakes in front of their classmates.

4.1.3. Speaking skills:

4.1.3.1. Definition:

According to Amir (2013), “Speaking skills are the skills that give us the ability to communicate effectively”. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner in addition they help us to assure than one would not be misunderstood by those who are listening. Considering this reference, a good communication that you have and the quality while you talk with another person will depend on the practice of these important elements of speaking skills, that is to say that depending on the time spent of these skills such as; fluency,

vocabulary, grammar and pronunciation the students will be able to improve their conversation and make it comfortable.

In the following graphic it can be noted how often students can practice these important elements in order to have an effective communication.



Source: survey applied to the students of eight grade A at José Santos Zelaya school.

Taking information from the instruments administered, four students (20%) said that they always practice pronunciation making emphasis in all vocabulary taught by the teacher. And also, six students (30%) answered that they often practice this important skill when the teacher presents a new topic or make a review about verbs to create sentences. While the rest of the students, who are ten students, (50%) said that they sometimes practice pronunciation with the teacher when he gives an important lesson or they do the tasks in their houses.

In grammar nine students (45%) said that they like to participate, because teacher explain a new structure very well then they are able to create paragraphs, sentences and formulate questions. Seven students (35%) expressed that they often practice grammar so they have difficulties when putting words in correct way and only four students (20%) said that they sometimes practice grammar because it is difficult for them since they do not know the majority of the verbs which are essential to stablish a good small conversation.

It should be noted that most of the students of eight grade A (75%) have enriched vocabulary, this is due to the fact that the teacher, since the beginning of the year, gives a handout with a series of vocabulary related with the lesson taught then, they are improving day by day and learning new words, it can also be seen that only two students (10%) often practice so they dedicate themselves to other things during the class like using the cellphone and paying attention and three students (15%) said that sometimes they come to English class and that affect them so they do not learn vocabulary.

It is important to mention that only five students (25%) have fluency with a great value, because they always focus in the moment when they speak with other person and they also develop fluency when they have an oral presentation in the classroom. Fourteen students (70%) said that they often practice this special skill, although they are in a low grade they love to speak fluently in the conversations. Finally, one student (5%) expressed that he sometimes speak in the class but the rest of the students laugh at him because he does not speak fluently as the rest of their classmates, then he is not able to have an effective communication.

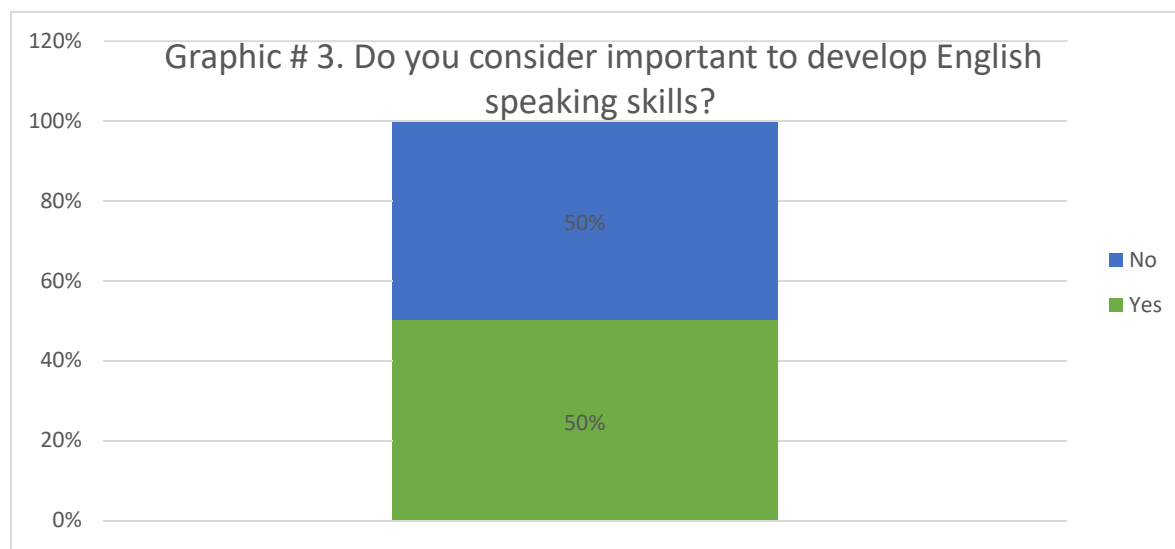
4.1.3.2. Importance:

Anvarona (2018) pointed out that “speaking is one the most important skills in English as a foreign language or EFL, it shows the best influence when seeing goal of speaking learning Process”. If you want to establish a good conversation or have a good speech, it is of great importance to take into account these main aspects such as proper intonation, rich vocabulary and natural fluency. Speaking has to do with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities.

However, in order to reach a high level of management of this ability, teacher notes that students have to work hard on the other English skills, therefore the more students practice the speaking skills, the more proficient they become. There is no doubt that speaking is one of the primary skills in the English language by which all people who manage to learn this language, have to work in it

because it requires effort and special elements to take, these elements will allow a successful communication and therefore flow natural.

The following graphic presents results of students who consider if it is important to develop English speaking skills and whose not consider important.



Source: survey applied to the students of eight grade A at José Santos Zelaya school.

According to the results of the survey, ten students (50%) consider important English speaking skills since they said that they are essential in the English class and that they should be put into practice. They allow a good communication and also give flavor to the topic discussed. In comparison, the rest of the students do not consider speaking skills important because they said the English class is not relevant for them to learn, these students often do not like the class, since the strategies used by the teacher do not motivate them to participate.

4.1.3.3. Sub-skills:

4.1.3.3.1. Pronunciation:

According to the Oxford Dictionary (2019) “Pronunciation is the way in which a language or a particular word or sound is spoken”. It should be noted that each person has their own way or we can say their style of pronouncing some of them are born with their own natural style with which

they give meaning to what they say and their conversation will be pleasing to the listener and other people acquire while learning a certain language. For this reason the way we speak immediately conveys something about ourselves to the people around us.

Pronunciation is a complex area, with a lot of sub skills that can be practiced but in this case, students of eighth grade can use the sub skills of pronunciation in each class taught by the teacher to emphasize and make the communication effect of their speech which is more impactful. Teacher notes that pronunciation of the students have to include elements which will allow them to establish an excellent conversation with different people in whatever place of the world. These elements should be taken into account such as: sounds, intonation and rhythm.

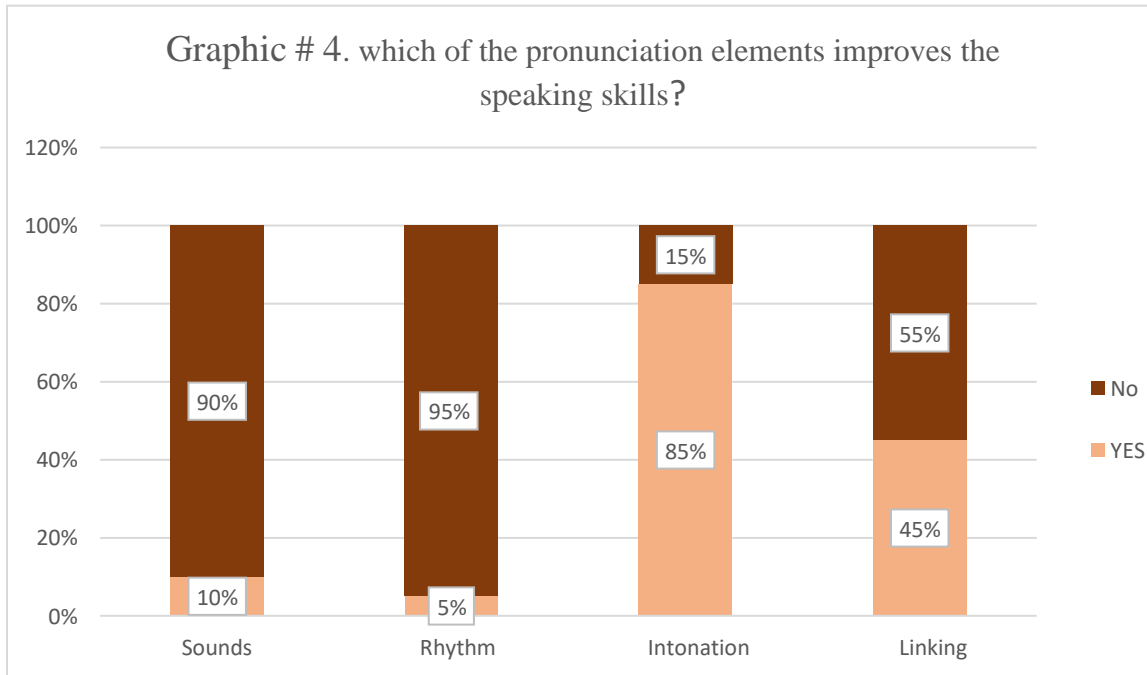
The most important thing that has to be pointed out here is that many times in the classrooms; sounds of the consonants, vowels and consonant clusters are not exercised or emphasized during the lesson as much as they have to be; firstly, time is a factor that has to be considered; what it means is that the time for every lesson has to be well distributed by the teacher; and as a matter of fact, it has to be well utilized and teachers have to take advantages of it. While sounds are trained, there is another element that teachers and students have to take into account, without which speaking would not be understood.

4.1.3.3.2. Linking and assimilation:

According to Femenia (2013) state that “Assimilation is the process by which sounds are influenced by neighboring sounds and come to share some or all of their phonetic characteristic”.

We are pretty sure that, linking and assimilation is a component that students and teachers have to work hard on. To be specifically, let’s see an example: “Gas station”. Here, the last sound of the first word is linked to the first sound of the second one. So, this means that when the two sounds are linked, they turned into or shortened to one sound. And as a result, this has been an issue, because the person to whom we talk to might listen to or change the message that the speaker wanted to transfer, but in case the conversation is given by non-native speakers.

Pronunciation contains aspects that support in the English language as you can see in the following graphic shows results of these elements that allow the students of eight grade to develop with more facility their speaking skills.



Source: survey

According to the results of this survey two of these elements, such as intonation and linking were the most remarkable giving a positive response, nine students expressed that linking help in the speaking skills in order to build a meaningful understanding of the school language being used, so they begin making connections between the text they are reading or hearing. On the other hand, seventeen students (85%) said that intonation improve speaking skills because it is the way the voice rises and falls when they are speaking in front of their classmates or another person.

4.1.3.3.3. Vocabulary:

“One of the most important aspects of improving spoken English is to have an extensive vocabulary so that you can express your thoughts clearly and easily. Having a good stock of words would help you be more precise” expressed Biancheri (2014). Not only having a good stock of words would help you to be more precise when speaking but being aware of the correct words that

you are going to use according to the context, and in this way, your message can be understood. Therefore, it is necessary to learn a lot of words related to different areas, for instance, there are many students who know enough vocabulary but the case is that the vocabulary they manage perhaps cannot be the adequate words to set up or face any conversation; it can be said that students of this grade have acquired a lot of vocabulary, since it was possible to see good results in the performance they made putting into practice a grammar studied in previous weeks.

4.1.3.3.4. Fluency:

Ellis and Barkhuizen (2005), following Skehan (1998), define fluency as “the production of language in real time without undue pausing or hesitation.” In a certain way, these authors are right because the more hesitation and the undue pausing people avoid, the clearer the speech will be; however lack of practicing fluency has been a huge deal because some students think that speaking fluently requires a speech in a quickly way; for this reason, most of them feel frustrated and as a result they give up.

It should be noted that fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. These skills mean that the listener can follow what you are saying and do not get lost. It could be seen that a certain amount of these guys felt sure of what they expressed in their dialogue and the activities carried out because of this, the classmate on their side could understand perfectly even though it was a simple vocabulary.

4.1.3.3.5. Accuracy:

Bryson (2013) notes that Grammar has always been and forever will be an important issue in foreign language study. Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. As your students speak, listen for the grammatical structures and tools you have taught them. Are they able to use multiple tenses? Do they have agreement? Is word order correct in the sentence? All these and more are important grammatical issues, and an effective speaker

will successfully include them in his or her language. Because of this, exercising accuracy is very important due to when setting up a conversation people have to know the correct structure they have to implement in order to be understood. Moreover, accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary, sometimes is compared to fluency when we talk about a learner's level of speaking or writing.

It is important to mention that students of eighth grade do not present a good accuracy in the words since, some of them do not study the vocabulary given by the teacher and at the moment of writing or making an oral presentation there is no coherence in their sentences.

4.1.3.3.6. Communication:

A good definition according to Nordquist (2019) is that Communication is the process of sending and receiving messages through verbal or nonverbal means, including speech or oral communication. That is why communication is vital because it allows us to transmit and exchange ideas which enriches us as person, if we have a good intonation, accuracy and vocabulary we will definitely be able to establish excellent communication. Based on the observation, the communication between teacher and student makes the class more interesting and participatory because they can interact and the rest of them can be clear about the subject taught.

V. Learning Strategies

5.1. Definition:

According to Oxford R (1990), "learning strategies are behaviors or actions that learners use to make language learning more successfully self-directed and enjoyable". That is to say, learning strategies are those that allow the teacher to use a class with greater scope of comprehension to their students and in this case, the ability to speak allow students involved their thoughts, their feelings, and the action they perform within the classroom and outside the classroom. It should be noted that based on the learning strategies that teachers apply in each subject and the objective for each one, the students are going to feel an interest to learn more and practice the speaking skills;

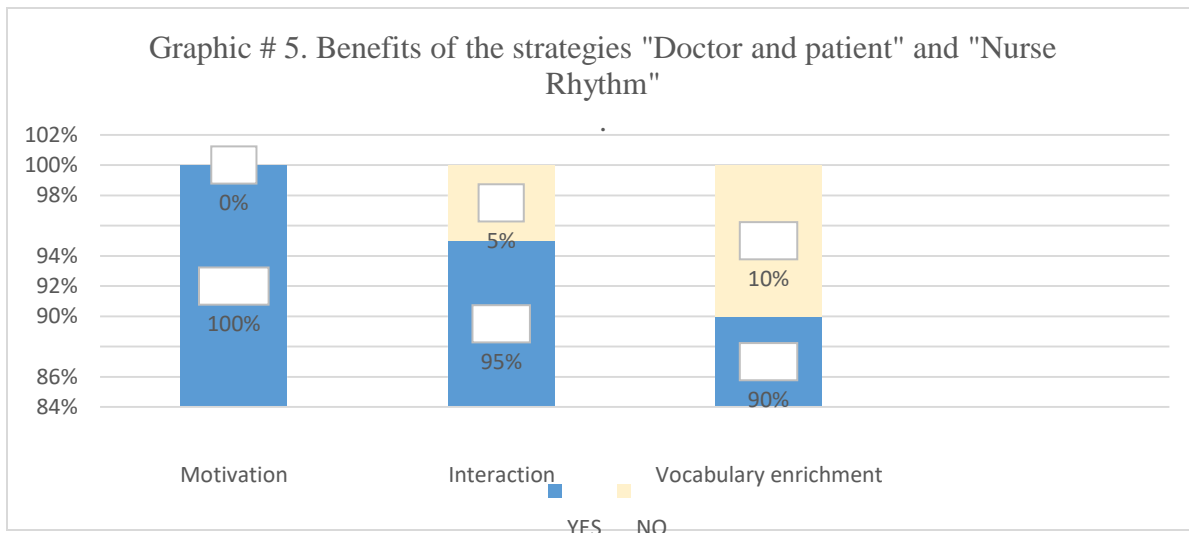
it could be appreciated that the knowledge that students have is due to the application of learning strategies that both teacher and student have developed inside and outside of the English class, these strategies have made more effective the learning process and less boring.

5.1.2. Importance of learning strategies

Learning strategies are especially important for language because they are tools for active, self-directed involvement, which is essential for developing communicative competence. The learning strategies are of great importance since they allow the teacher to develop a satisfactory class by applying a strategy according to the subject.

The students will have a great scope of understanding, the class will be more interesting and fun motivating, then this will allow them to have more interest in the English class and at the same time they are going to develop the ability to speak.

It should be noted that the strategy that a teacher applies in a classroom will awaken an interest in the student because through them will create a quiet environment so that the student feels willing and confident in speaking, without fear, very confident and that is the most important thing we can do with the strategies we apply, that is, the main objective is to awaken interest in students and the following graphic represents some benefits or advantages of two learning strategies which make students believe that they can and should try again and again to have a successful communication



Source:
survey applied to the students of eight grade A at Jose Santos Zelaya school.

The learning strategy applied was; “Doctor and Patient”. In this strategy students felt enthusiastic, all the students showed motivation since the strategy consisted on that one student had to do the role of a doctor and the other student had to act as a very sick patient, then they needed to express the symptoms; so the doctor gave correct advice or suggestion.

Furthermore, we applied another strategy which is Nurse Rhyme. In this strategy the students felt amazed, since it was always related to the topic previously learned. They had to act according to the disease or hurt they had in any part of their body; participating 3 students. The other student had to give him/her advice or recommendation for that problem. In the same way all of the students participated. It is considered that there was a lot of progress and, most important, these strategies allow the students to be able to express, to communicate and understand what the teacher said or any student in the classroom.

Although the strategies seem to be simple, the students could have a better development of the vocabulary and their pronunciation regarding to the use of modals according to the topic, they wanted to continue participating in all the activities and expressing themselves even more in English.

The benefits of strategies doctor and patient and Nurse rhyme are fundamental since promote Collaboration taking into account the collaboration play a fundamental role in the classroom . In increasingly team-oriented workplaces, students whose only experience is with essay writing and exams will find themselves at a disadvantage.

By working together in breakout groups, students develop the abilities they will need to collaborate in the work. Students may initially resist the move to active learning – after all, it’s easy to sit in class and take notes (or zone out) until the talking is done. Active learning pulls students out of their comfort zone by creating an environment where risk taking is encouraged. As they get more comfortable sharing their thoughts, defending their conclusions and building on each other’s ideas, they will gain confidence and self-possession.

5.1.3. Types of strategies:

Oxford (1990) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies in two main classes: direct and indirect which are further subdivided into 6 groups. That is to say direct strategies are directly related to the items or issues which are academically focused with the teacher clearly stating the goals for the lesson. The teacher monitors students understanding and provides feedback to them on their performance an indirect strategy is an approach to teaching and learning in which concept patterns and abstraction are taught in the context of strategies that emphasize concept learning.

5.1.3.1 Direct strategies:

As Oxford Dictionary (1990) expressed that “Direct strategies their main aim is to help students develop their own system of study, Moreover, they apply the most useful study skills for their purpose, such as understanding new words and phrases, organize and produce vocabulary and accurate communication”. That is to say direct strategies permit students to comprehend and

produce second language. They assist learners with better and more effective speaking and develop the nature process of acquiring language during meaningful activities.

5.1.3.2. Indirect strategies:

Indirect strategy should be used when you have to refuse, reject, or deny a request or send a message that you believe may make your audience uncomfortable or angry. Indirect strategy allows you to explain the circumstances surrounding the negative news before delivering it, within these strategies these main ones are indicated which allows the student to have a good development in the mind.

-Metacognitive strategies: evaluate their pronunciation permanently, judge their performance and correct if deemed Necessary. Affective strategies: encourage themselves to perform well, especially because of perceived aptitude and high expectations and Social strategies: talks to passing foreigner - asks phonetics lecturer assistant clarification.

5.1.3.3. Using minimal responses:

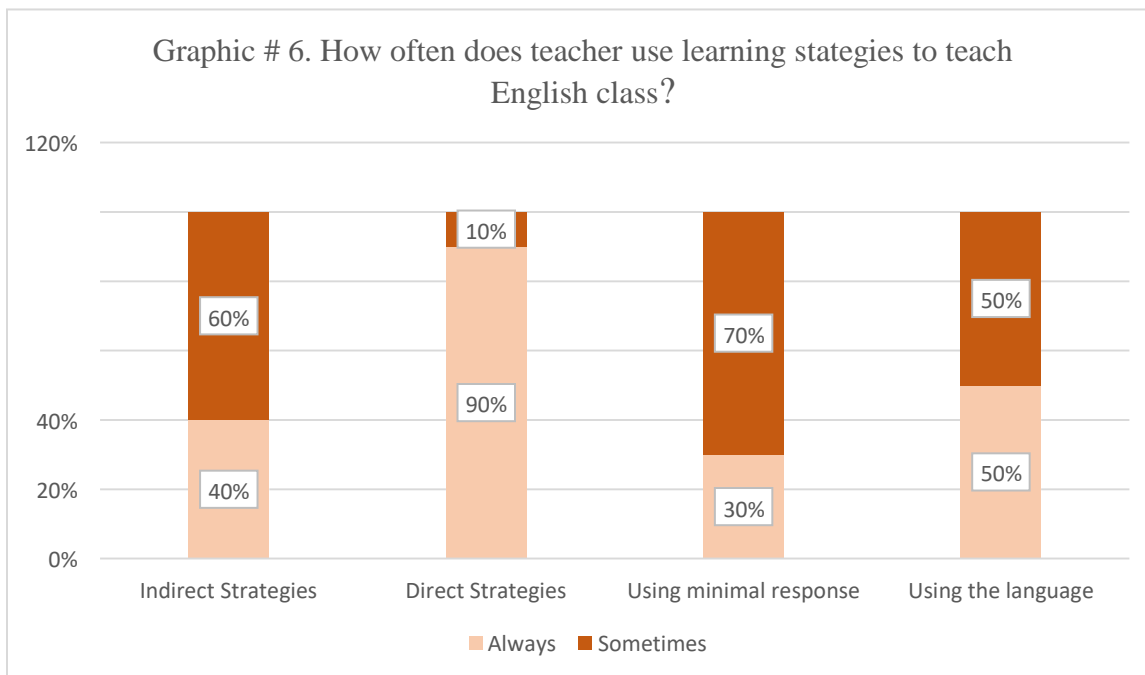
Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges.

5.1.3.4 Using language to talk about language

It is observed in our context that language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation

partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

It should be noted that applying day by day strategies in the English class allows the students to have an excellent understanding of the topic taught and addition the class is going to be easier and more dynamic, the following graphic shows results of the times that teacher use learning strategies to teach English class.



Source: survey applied to the students of eight grade A at José Santos Zelaya school.

According to the results, 18 students (90%) of the classroom during the English class use the indirect strategy, which makes the student repeat the different vocabulary, also making use of cognitive to obtain a higher level of understanding. It can also be seen that the other strategy used

is using the language since they focus on English and the other half uses different one. The rest of the results is notorious since a certain number of students emphasize only when they are in the classroom.

We could observe that teacher does not apply many activities that help or encourage students develop speaking skills but always make students repeat vocabulary or memorize dialogues for this reason students not to create new ideas , because teacher limit a traditional learning in which students does not have the discover new tings. Therefore when they speak they feel afraid, make a lot error because the environment or conditions teacher provides are not enough to students develop this skill, since it is necessary students are participating actively and practice to improve it. It's important to mention this strategies like memorization have some advantages because students learn more vocabulary but, does not allow student to be independent and think new things.

Recently, the teaching of English Speaking skill is a request of society which consist on students interact each other in a pleasant environment to learn it. So, teachers have to adapt new strategies due to the reinforcement of the teaching and learning process. For this reason it recommended teachers should use more interactive activities that help students being in contact with the English language. For example songs, games, and role plays, and focus in teaching more vocabulary to improve the communicative interaction among students since use learning strategies to motivate students to participate in the class. No matter if students make mistakes, they will lose fear speaking in front of the classmates and teacher. The teacher should focus on the speaking skill with its sub - skills (pronunciation) to make in students a habit that let them constantly participate in class.

CONCLUSIONS

After having completed the research about learning strategies that encourage students to develop speaking skills during the second semester, 2019. Based on the four fundamental objectives it is considered the following:

1. The learning strategies that encourage students to develop speaking skills are: role play, memory games and brainstorming.
2. The students of eight grade “A” at José Santos Zelaya have developed their speaking skills using learning strategies such as: games (hot potato), oral presentation (dialogues), and guessing games (hangman).
3. “Doctor and patient” and “Nurse Rhythm” are the best learning strategies that help students to improve their speaking skills.

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APPENDIXES

ANEXO -1

Variables Operationalization							
Variable	Conceptual definition	Dimensions	Operational definition	Indicators	Scale	Unit of measurement	Instrument
Speaking skills	Speaking is an interactive process that involves producing and receiving information. It requires points of language such as grammar, pronunciation and vocabulary.	Grammar	It is the study of the way words are used to make sentences, which includes morphology, syntax, phonology and semantics.	Morphology	interval	Score	Interview, survey and guide observation
				Syntax			
				Phonology			
				Semantics			
		Pronunciation	The act or result of producing the sounds of speech, including articulation, stress, and intonation.	Articulation	interval	score	
				Stress			
				Intonation			
		Vocabulary	.A language user's knowledge of words that includes phrases, abbreviations and inflectional forms.	Phrases	interval	score	
				Abbreviations			
Inflectional forms							
Learning Strategies	.Under various names such learning skills, learning to learn skills,	Learning skills	These skills help students learn, and so they are vital to success in school and	Critical thinking	interval	score	Interview, survey and guide observation
				Creative thinking			

	speaking skills, and thinking skills, learning strategies are the way students learn a wide range of subjects.		beyond. Some of them are critical thinking, creative thinking, and communicating.				
				Communicating			
		Thinking skills	Thinking skills are cognitive operations or processes that are the building blocks of thinking. This include focusing, organizing and analyzing.	Focusing			
				Organizing			
				Analyzing			

ANEXO # 2



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Observation guide.

Teacher:

Grade:

School:

Dear teacher we are English students of fifth years at UNAN- FAREM Matagalpa, and formally we give your help, the purpose of our research is to investigate about learning strategies to develop speaking skills.

1. The teacher focus in the pronunciation.

Yes No

2. The students have many difficulties when they speak.

Yes No

3. The teacher develop entertaining activities during the class to encourage students develop speaking skills.

Yes No

4. The students participate actively in speaking activities.

5. The students have difficulties to structure sentences orally.

Yes No

6. The teacher does activities like songs, games, music.

ANEXO # 3



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Teacher's interview

Teacher:

Grade:

School:

Dear teacher we are English students of fifth years at UNAN- FAREM Matagalpa, and formally we give your help.

1. Do you do emphasis in the pronunciation?
2. What are the main difficulties that your students present when they speak?
3. Do your students engaged in the speaking activities?
4. Do your students like to participate in English speaking activities?
5. Do your students use mother tongue during speaking activities?
6. What kind of activities do you use to practice to develop speaking skills?

ANEXO # 4



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Survey's student

Student:

Grade:

School:

Dear,

Students we are students of fifth years and formally we give your help.

- Please mark your answers according to your opinion.
1. Do you like to speak English?
Yes - No
 2. How often do you put into practice the English speaking skills?
Always - Often - Sometimes
 3. Do you consider important to develop English speaking skills?
Yes No
 4. Which of the pronunciation elements improves the speaking skills?
Yes No
 5. “Doctor and patient” and “Nurse Rhythm” did they help you improve your speaking skills?
Yes. No
 6. How often does teacher apply learning strategies to teach English class?
Always - Sometimes

ANEXO # 5



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Topic: Ailments and staying healthy.

Objective: Students will be able to express ailments orally.

Strategy: Nurse Rhyme

PROCEDURE

- Pick any students nursery rhyme, dictate it to the class (comprehension) and ask them to read it back (reading, pronunciation, spelling).
- Then help with the weird words that they had to guess at. (Perception of similar sounds and referral to their data base of known words and sounds).
- Finally help with comprehension, if this is necessary.
- The exciting part comes next. Ask students, in turn, to role play the characters and interact with each other.
- You may think that only two roles are available. But, the mini theatre can develop in an infinite number of ways.

ANEXO # 6



UNIVERSIDAD
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AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Topic: illness, staying healthy.

Objective: Students will be able to express healthy using modal should, might.

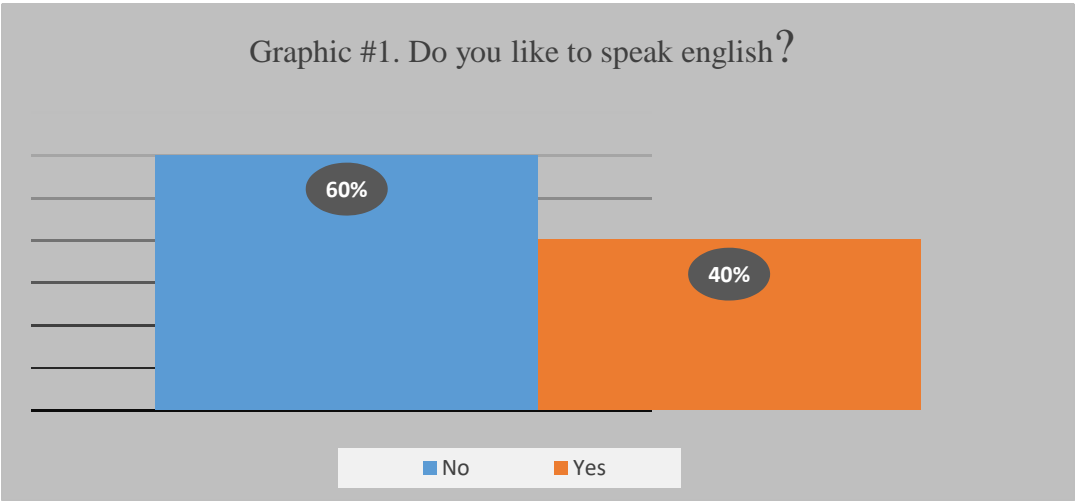
Strategy: Doctor and patients.

Procedure

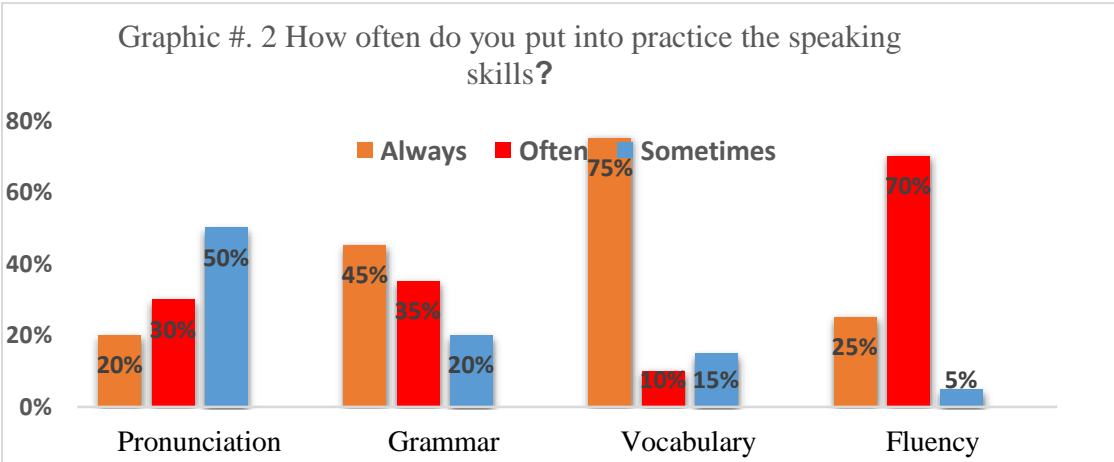
- ✓ Put the patients in an area of the class which becomes the waiting room.
- ✓ The patients should either come up with their own symptoms, or you can give them a few ideas.
- ✓ The one who wakes up in the morning feeling sick, the one who cannot sleep or the one who is putting on a lot of weight or the one who's losing weight.
- ✓ You can have any kind of ailment you want and the idea is that every patient should visit every doctor and get advice from that doctor.
- ✓ Be careful to set a time limit for each consultation with the doctors.
- ✓ Once the patients have visited each doctor, they may want to make notes of the advice given they return to the waiting area and decide who the best doctor was, and perhaps who was the craziest!

DATA PROCESSING

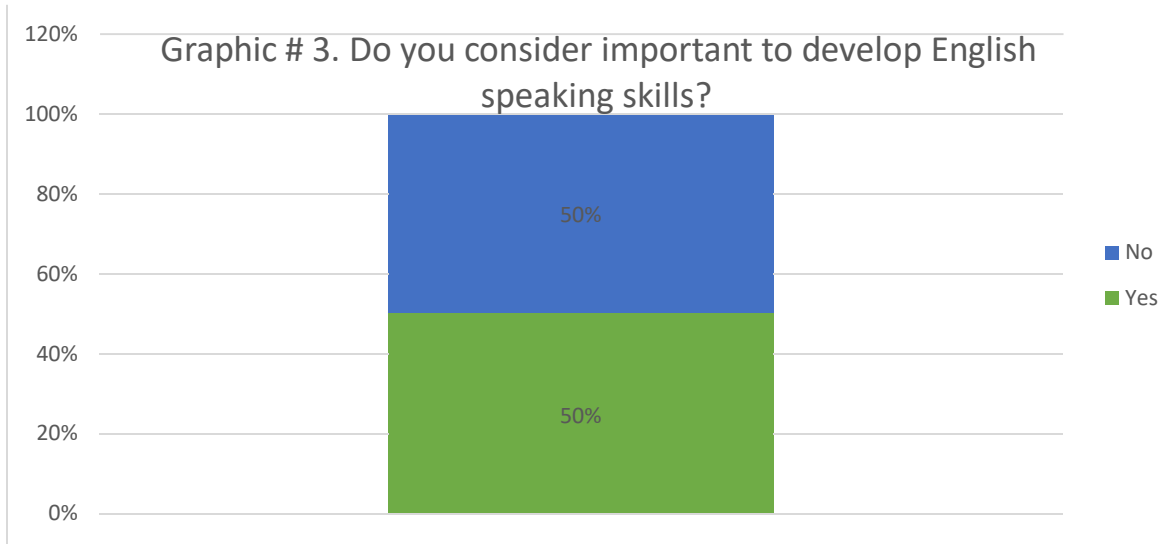
ANEXO# 7



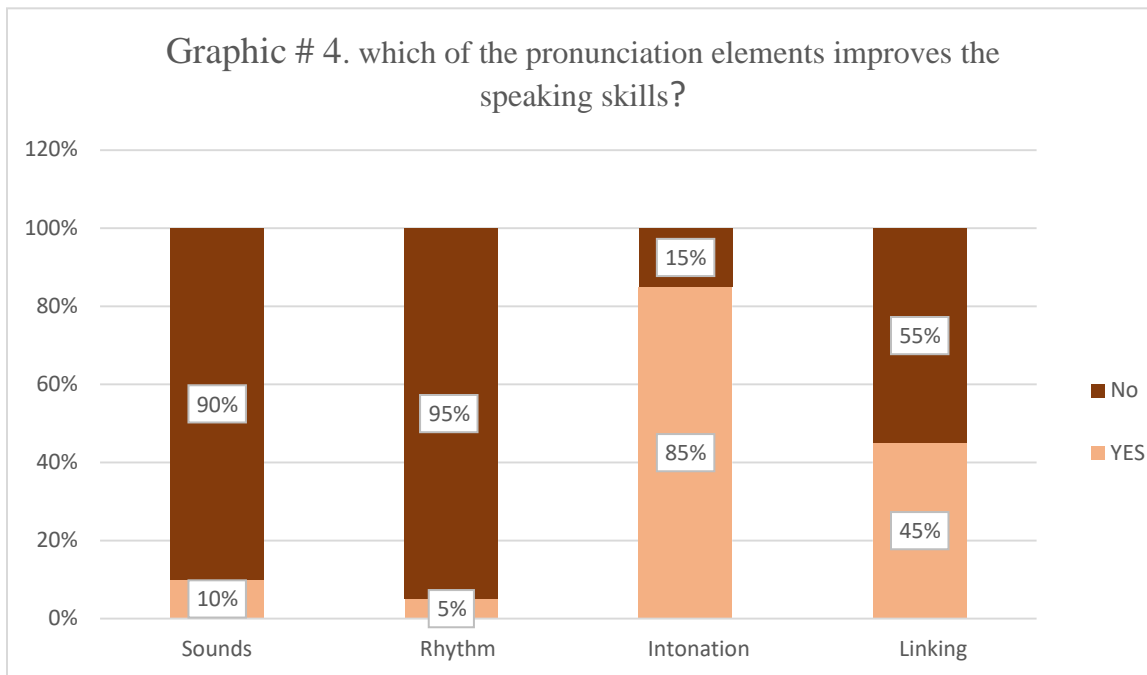
ANEXO # 8



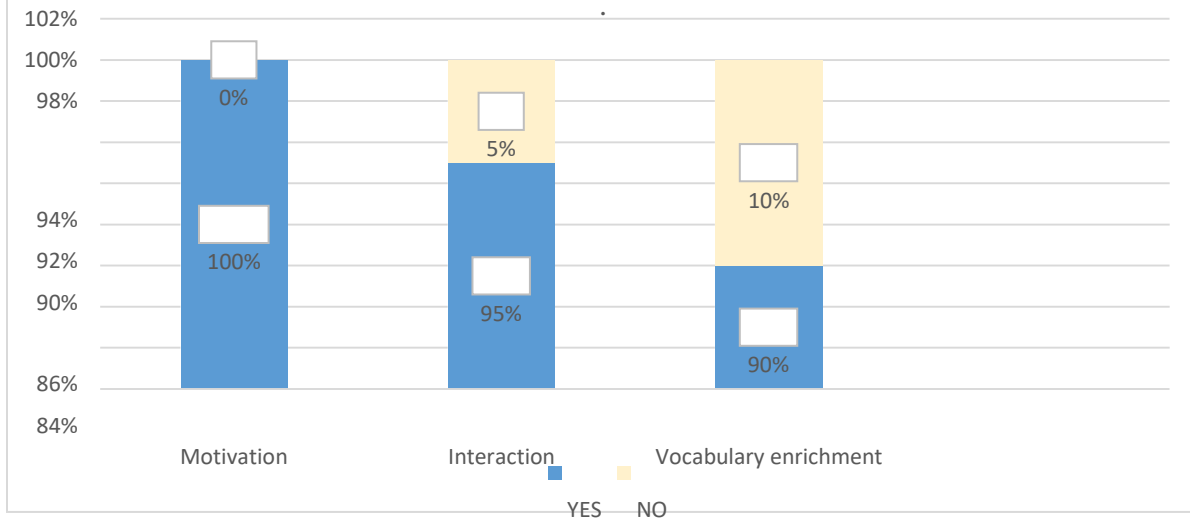
ANEXO # 9



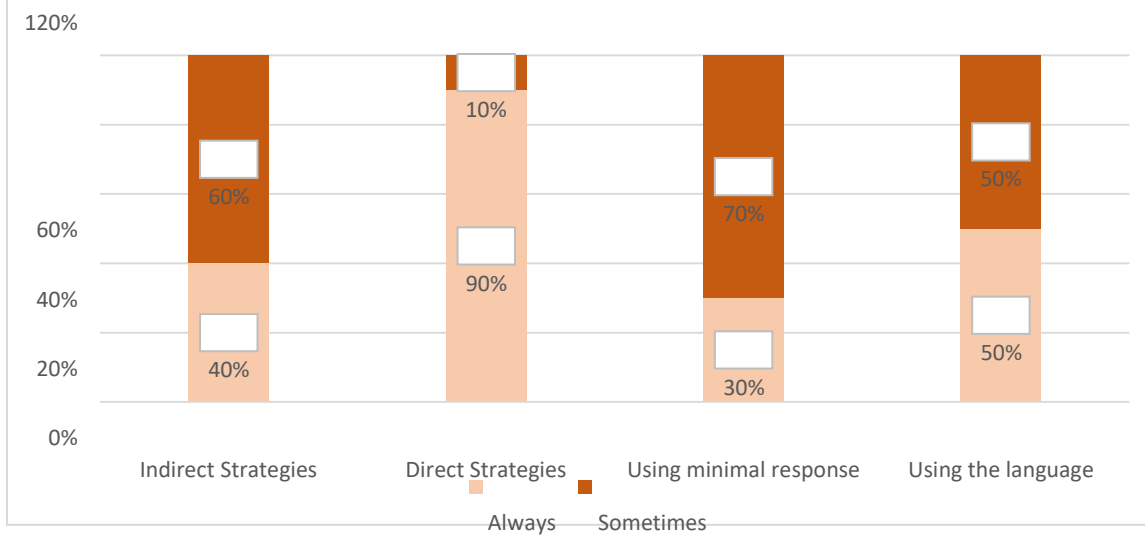
ANEXO# 10



Graphic # 5. Benefits of the strategies "Doctor and patient" and "Nurse Rhythm"



Graphic # 6. How often does teacher use learning strategies to teach English class?





Survey's student



Students making an oral presentation.



Students acting as Doctor and Patient.





Students doing the nurse rhythm.

