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Research submitted in partial fulfillment of the Requirements for a Bachelor of Arts degree in teaching English as a foreign language.

THEME: "Methodological strategies implemented to improve speaking skills of the eleventh grade students at Lic .Lucinda Rosa Videa Institute in Pueblo Nuevo during the II semester 2014."

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Theme: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014.

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Dedicatory

To our God for giving us His wisdom and the strength to go ahead in the every moment of this process.

To our parents for all their love and advice for teaching us values for what we are capable of be a well prepared professionals people serve our family and society,

To our teachers, who helped us in all our preparation, providing us knowledge and have supported in each moment since the beginning.

Theme: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014.

Abstract

Oral communication is an important part of everyday activities. It allows expressing ideas, and feelings, exchange information, and learn about other cultures, but speaking English confidently is a problem that students present in our high school. Students are afraid of speaking in class, they are afraid of pronouncing the wrong words and expressing themselves correctly in English. In some cases students have the answer to the activities given by the teacher, but they do not like to participate. Teachers have to apply methodological strategies to allow students overcome their difficulties and besides foster communicative activities that are confidence, fluency and sharing accurate opinions and ideas among students and other people.

Taking into account factors already mentioned, the main objective of this research is the application of methodological strategies to improve the English speaking skill of the Eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014 and thusly achieve that the students can communicate in English.

The protagonists are the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo, the regular session and the researchers, who are fifth year English students at FAREM- Estelí.

The theoretical framework consists of theories and which this research is based. From the English teaching in Nicaragua and the reality that the student lives inside the classroom.

The methodology used for this research was PAR (Participatory- Action-Research). Mills has defined action research as" Any systematic inquiry conducted by teacher in the teaching learning environment to gather information about how their particular schools operate ,how they teach and how well their students learn" (Mills, 2003)

The research was conducted during the second semester of the 2014 school year. First, a diagnosis of the difficulties that the students face in English class was carried out in the first semester; later a study for the selection of the better

methodological strategy to apply was made. Finally the strategies were applied and assessed, according to the gotten results.

The results obtained in this research are considered really satisfactory, according to surveys and interviews applied to the students. The methodological strategies used achieved great results and the recommendations are expected to serve as a reference for English teachers to improve the speaking skill in their students, which can develop their communicative competences, when they finish their high school.

Theme: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014.

INTRODUCTION

Communication is fundamental in the life; it allows developing knowledge and interpersonal relationship. Through it can be expressed feelings, emotions, thoughts and ideas and in addition get good job opportunities.

For this reason, it was decided to carry out this research focusing on the speaking skill because today´s world needs people have a minimum level of English. Where students communicate in a fluent way and also interact more in this globalized world, because when students master the speaking ability, they will have greater opportunities. They could get a scholarship abroad or inside of the country and obtain a good job in their future. Therefore it is necessary to train teachers. They must give their best effort to teach foreign language to the students acquire a good English level.

This research was based in the participatory-action-research (PAR) in which was used various instruments to collect the information such as interviews, surveys and the observation. It was a motivated, dynamic and productive process since was gotten exellents results.

The results gotten will be used as reference for the English teacher to change traditional teaching methods with new methodologies, to create real situations in which students use the target language to communicate among them inside and outside the classroom.

As conclusions can be mentioned the following: the use of the strategies mentioned in this research motivate the students, allows them develop the vocabulary that they know, give and ask for information, lose the fear to speak and increase the self-confidence and interest for the subject and therefore improve the speaking skill. In this research some suggestions of how use with effectiveness this strategies to improve the speaking skill in the students was proposed.

Theme: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014.

Context in which the research was developed.

Lic. Lucinda Rosa Videa Institute in Pueblo Nuevo was founded in 1967 by a group of people from this town where they began teaching classes (to only 37 students) from 1st to 3rd grade regular shift .

Nowadays the Lic. Lucinda Rosa Videa institute has 675 students (from 1^{rs} to 5th grade) and 37 teachers, whom are five English teachers, but not everybody, has a degree in English. It is distributed in the morning, afternoon and Saturday shift.

The students that attend to this institute are from the rural and urban area. Where each year was high school graduated 194 to 200 students with really performance academic, but with lack of knowledge about English specially in the speaking skills and mainly the students of the Saturday shift whose only have one semester of English per year. The students know grammar structures, but they do not know how to use it speaking skill. This is huge problem, since the students when finish their high school have to face to new situations, which need of the learning of the English and specially the speaking skill.

For that reason was decided to base this research on find methodological strategies that permit to the students of this institute improve their speaking skill and therefore, when they finish their high school can communicate in English and get better job opportunities.

SCIENTIFIC PROBLEM

How can eleventh grade students at Lic. Lucinda Rosa Videa improve their speaking skill; so that they can communicate in English in an acceptable level when they finish their high school?

In order to give an answer to this question, this research was focused on the analysis and validation of effective strategies to help students improve their speaking skill, due to the necessity stated before.

Object of study

Strategies to implement in the English class, so that students improve their speaking skill.

Study Subjects with their appropriate roll.

English teacher and eleventh grade students.

Action field

Learning opportunities evaluation.

Objective system

General Objective

To determine the most effective methodological strategies in order to improve the speaking skill of 11th grade students at Lic. Lucinda Rosa Videa Institute in Pueblo Nuevo during the II semester 2014.

Specific objects

1. To identify the causes of the problems that the Eleventh grade students have in their speaking skill, besides the possible alternative strategies to improve this skill.

2. To construct a didactic plan using the strategies to improve the speaking skill from the results of the previous diagnosis.

3. To apply and monitor the didactic plan developed with the students.

4. To evaluate the effectiveness of the learning process of the speaking skill as a result of the strategies applied.

5. To suggest English teachers some methodological strategies aimed at the improvement of the speaking skill in their students.

Theme: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014.

I – Theoretical Framework

English is a universal language and nowadays it has become a necessity due to increasing foreign influence, and devoid to globalization in general is why it that now is the language of international communication that move the world today simulating way through the same system of modernization of science and technology.

English is almost all parts of the knowledge and human development. This gradually has moved away from being a foreign language and is currently a need, since it is a basic requirement, when you look for work.

This actually imposes great challenges to the learnings, because besides their mother tongue, learners should develop their communicative competence in the language and in differents contexts. Learning English is a complex process as it involves applying didactic strategies that facilitate to learner produce their skills according to the communicative need, but improve these skills in our country is a challenge because the teacher does not have the materials and resources need for the development of these skills and the program of the Ministry of Education is poor in terms of communicative development. However, as stated before, it is no easy tasks for Nicaraguan English learners to improve communicative skills. Consequently, this theoretical framework is dedicated to presenting relevant theory on speaking as one of the main four skills of the English language. Moreover, a review of teaching strategies to develop this skill will be made. All this in order to select and implement the most appropriate strategies to help students to improve their speaking skill at the institution where this study is to be carried out.

I.1-What is speaking?

Speaking is defined as the delivery of language through the mouth; to speak we create sounds using many parts of our body, including the lungs, vocal tract, vocal

chords, tongue, teeth and lips. In our own language, speaking is usually the second language skill that we learn. (Essberger, 1997).Speaking is one of the most important skills of English, since it allows people to communicate with others. Through this skill, people can share their ideas, feelings and emotions, hence, the need of improving the speaking skill is real in secondary students.Speaking is a crucial part of the language learning and teaching.

According to Burkart (1998) speaking skill involves three areas of knowledge. First, *mechanics* (pronunciation, grammar and vocabulary) using right words in the right order with the correct pronunciation.

Second, *functions* (transaction and interaction) known when clarity of massage is essential (transaction /information exchange) and when the precise understanding is not required (interaction/relationship building). Finally, it also involves *social and cultural rules and norms* (turn, taking, rate of speech, length of pauses between speakers relative roles of participant understanding how to take into who is speaking to whom in what circunstances about what and for what reason.

Furthermore, the skill is very complex because it has several sub-skills that have to be developed, so that students can develop communicative skills. According to Thornbury (2000), speaking fluency involves connecting words without stooping. On the other hand, accuracy is "using the language correctly relative to the target form" (Cameron 2001, p. 191). Teachers should help their students to develop their knowledge by providing them with practice through speaking activities that prepare students for the real life when they face up to communication situations.

I.1.2Speaking activities

Waldo (2011) says that fear of public speaking is a phobia that has afflicted many students. The anxiety and nervousness you feel when required to stand in front of a large group of peers and speak can be summarized as terrifying at best. Beside is important that teachers incorporate activities such the games that allow students

to feel relaxed and at ease when faced with speaking in front of their peers.

Teachers have to provide to speaking activities as much as possible of the period of time to the activity, in order to students learn to talk. These activities stimulate students to improve their oral communication. Promote group activities among students are important. These activities can help shy students to express their ideas and feelings about the topic, because they find it easier to speak in smaller groups than in front of an entire class, also it increases their knowledge. These activities must include all students, it provides an opportunity who do not speak giving them a chance to speak, and contributions are fairly evenly distributed. Thus students will be interested in the topic and they will have something to say about it, because the activity awake theirr interest, therefore the developed activies will be successful. According to (BROWN, 1977) students able to express and communicate with others though acquired essential knowledge in an acceptable level of language accuracy.

I.1.2.1Problems with speaking activities.

Usually learners have to face up problems when they are involved in speaking activies. These problems will be solved if we applied methodological strategies that motivate and improve the speaking skill of the students. Cristal (1975) argues that there are four kinds problems presented following:

Inhibition: Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simple shy of the attention that their speech attracts.

Nothing to say: Even if they are not inhibited, you often hear learners complain that they cannot think anything to say: they are not motived to express themselves.

Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very

little talking time. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

Mother tongue use: In classes where all, or a number of, the learners share the same mother tongue, they make tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones- to keep to the target language.

I.2-LEARNING SPEAKING

"Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication" (Burkart, 1998) In Licenciada Rosa Videa Institute, all skills and sub -skills of English are taught, however it is notable that teachers teach grammar to their students and the speaking skill is only reduced to repeating what teachers say and repeating memorized dialogs. Teachers must implement strategies that help learners to improve their speaking skill, where students can communicate in a confidently way, since most of teaching methods are traditionals, which stop the development of the students skills and specially the speaking skill.

Murcia (2003) states that: "The ability to speak a language is synonymous with knowing that language since speech in the most basic mains of human communication" (p. 103). Speaking practice is vital for learning English as a foreign language. Richard (2008) argued that the most important point for many foreing language learners is the mastery of speaking skill in English. Students need to practice in class among themselves to improve their speaking. It is important encouraging students to speak a lot not neglecting the others skills in this process.

This practice that must be implemented in our country during the English learning process.

I.2.1-English learning in Nicaragua.

The learning of the English as a foreign language is an important part of the national curriculum. However, when students finish their high school, the failure to communicate in English, even if they have studied the language for five years (Perez, 2010). This is a huge reality that most of the students have to face up.It is a result of the memorization of linguistics structures, typical of a structuralism-conductism methodology. (Gutierrez, 2012) . In order to help students learn more in English inside and outside the classroom, the Ministry of Education (MINED) organized different activities that motivate students. For instance, the MINED realize the English singing festival every year, where students representative of every department of the country participate. It after of that the participant groups result elects in the departmentals heats. Which the principal parameter are the entonation, perform, stage' command and the entonation. (Ceron, 2013) This is a good activity, because it allows the students get vocabulary, pronounciation, express their artistic abilities and this way they feel motivated to learn a foreign language, but it is not enough for them develop their linguistics abilities.

On the other hand foreign organizations such as the Peace Corp has given trainings to the teachers with the objective of strengthen the competence of those whose teach this subject. "The Ministry of Education and Peace Corp have been promoting teacher training through the model of co-planification, which has as its main goal to increase the linguistics capacity of the teachers (Ceron, 2013). Moreover, the American Embassy offers scholarship programs for highs schools educators and students to study inside and outside of the country, and shares material and learning sources with both educators and students .This is the way for improving the English teaching in our country, since the teacher can improve their skills, at the same time that they help students learn better.

The Ministry of Education highlights the need of developing communicative abilities by students. According to the *National Curriculum for the English Subject*, students must such "show communicative and linguistics competences to understand and express orals, written and no verbal's messages faced with differents situations, spheres, auditorium and purposes". Furthermore "Use with effectiveness the mother language, official language of the state and a foreing language for understanding and interpret the knowledge areas and its reality; moreover for acquiring new knowledge and communicate information" (MINED, 2011) The statements presented above, clearly show the emphasis that the Nicaraguan Ministry of Education makes on the learning of the English language, as well as the importance it gives to English as a subject in the secondary level.

I.2.2-Reasons for learning speaking

Learning speaking is very important as a second language to communicate among students, because it will help them to learn about differents cultures and customs and exchange ideas with other people. This is essential to their progress. This also helps them validate their own particular culture and to get more knowledge. Speaking English will be a big opportunity for their future. For the professionals of this globalized word, speaking English no longer is only an advantage, otherwise something indispensable the advantages, whose speak it and the disadvantages whose do not know it. (Gutierrez., 2012) .This is a great reality, which we have to face up. Speaking English open many doors . In topics of income and employment capacity, having a good English speaking in Nicaragua, is equivalent to getting a university degree. Call centers offer salaries for $ 500 monthly.   (Pereira., 2O13). According to Genet (Dean of the Educational Faculty, at the UNAN-Managua) Nicaragua does not have the required specialists for the project of Interoceanic Canal, otherwise that the staff does not speak English. These issues will be a great difficulty that the Nicaraguan labor will have in this building. (Bermudez, 2014).Just as Genet argued the lack of English speakers will have serious problems, but not only for this kind of professions is necessary speaking English, also in jobs related with the tourist such as: waiters, waitress, drivers and hotel employees and

restaurants. Lucy Valenti,(president of the tourist national chamber(CANATUR), explained that there are large problems with regard to the language in the tourism, since there are not programs focused in teaching English to people that work in jobs related with the tourism (Navarrete, 2013). It has to be considered and advance in this training, principally from the high school for gaining the battle to this barrier. That will permit that young people can fit in faster to the labor market. For these reasons teachers should always keep in mind the constant motivation of their students in order to obtain the desired results.

I.3 MOTIVATION

Motivation plays a significant role in the process of learning a language. English teachers have to use motivated strategies that encourage to students to learn the language and specially the speaking skill in which they have difficult. "The core of motivation is what might be called passion, which relates to a person intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and affectivity utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion". (Karaoglu, 2008)

Motivation is the most important part in learning process because if students are interested in learn English they will get a good learning. Some students think that the English class is boring, since teachers do not use the strategies needs for they are motivated, for this reason students only study for test or to pass the class and it cause that they have an inadequate learning. Teacher has to involve to students in activities which help them to overcome their difficulties and they can improve their speaking skill.

Decy &Ryan, (1985,2002) express that there are two kinds of motivations: **intrinsic motivation** is the natural tendency to seek out and conquer challenges

we pursue personal interest and exercise capabilities and the **extrinsic motivation** refers to motivation that comes from outside an individual. The motivating factors are external rewards, or abroad, such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

These kinds of motivation are essentials in the learning process. Teachers must create a friendly atmosphere in the class, where everyone feels like a part of the whole is the most significant factors in encouraging motivation*.* Give a sense of accomplishment is a great factor in motivating students. Teachers should give positive feedback and reinforcement, and thus increase students' satisfaction and encourage positive self- evaluation.

Teachers should encourage their students with activities which catch their attention and increase their wishes for learning and develop their speaking skills. Teachers must show students the importance of English for their future, because it is in all the aspects of the life, since it is the universal language. All the things before mentioned are essentials for the students motivation and thusly get a good learning and it only can be gotten with the correct application of methodological strategies which improve the speaking skill of the students.

I.4 What is a strategy?

It is a way that the teacher uses to teach a specific topic in the classroom in order to develop an interactive and motivated class (Cross 1992; Martin 2000).These strategies are essential in the development of the different skills into the language classes. Avoiding passive or traditional classes that have been applied in the oldest, also using different strategies students practice in appling their knowledge acquired during the learning process.

The lack of methodology and didactic resources represent a problem in the teaching language. Teachers must implement strategies and methods need to develop speak abilities in the students such as the mentioned in this research. Teachers should put them into practice properly taking into account the materials in that account us and looking for the necessary techniques that allow develop speaking skill.

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I.4.1-Methodological strategies to improve the speaking skill.

Learning speaking is a very important part of foreing language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every stages of life. Therefore, it is essential that language teachers pay great attention to teaching speaking and aim to apply methodological strategies through techniques such as the presented below it can contribute a great deal to students in developing basic interactive skills necessary for life. These techniques make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

I.4.1.1 Student presentations.

According to Pierce (2000) "presentations are creative and generative, helps students dig into a meaning, and inspire new thoughts and questions about a common theme". Through the application of this strategy the students are able to get more knowledge, use the language to raise questions and ideas, and use the group process to exchange information. Furthermore they can develop their creativity and self –confidence. As the culmination of a unit, presentations can motivate students to creatively synthesize what they have learned. It can be a presentation of an assignment in which they use the knowledge acquired in the unit. The presentation strategy not only gives to students an opportunity to ease

into public speaking, but it will also give the teacher, an idea of the strengths and weaknesses of each of their students.

I.4.1.2 Role plays

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. (Harmer, 1984) . The use of role plays, however, requires preparation, a well-defined format, the teacher should give a model and the students make their own dialogue to put in practice their knowledge. These teaching tool apart from motivating the students, take their fears away, make them practice the learned, develop their pronounciation, improve their speaking skill and help them face up real situations, which the language is required .

I.4.1.3 GAMES.

An educational game is a game designed to teach humans about a specific subject and teach them a skill (Deesri, 2002). Games are interactive playing that teaches goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. "Play has a deep biological, evolutionarily important, function, which has to do specifically with learning."(Prensky,p.6)Games are affective teaching tools and have many positive aspects including the creation of opportunities for students to communicate in a relaxed, friendly and cooperative environment. Games reduce tension by adding fun and humor to lessons, and they add an element of competitiveness that motivates students to participate, they can learn and have a good time at the same time. (Deesri, 2002) who belives that many teachers consider games include many factors such as rules, competition, relaxation and learning, which are all useful in promoting speaking. Games are useful because they offer situation that lower student's stress and give students change to engage in real communication. This is a good tool to develop students 'language learning and practice speaking.

I.4.1.4 Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a model to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and help them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other in front of the class.

I.4.1.5 Debate.

Debates can be used in any classroom. The students can express their ideas, preferences and points of view about a determined topic; moreover students identify, research, and argue about complex ideas. They develop their speak abilities, public speaking and the respect for the ideas of the others. Baldanza (2011) argues that after a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial topics like "positive and negative effects of globalization". Then each group works on their topic for a given time period, and present their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end of the class the group defended the idea in the best way.

This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group

members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on. (Kayi, 2012)

II-Methodological design

In order to do our study about methodological strategies to improve speaking skill of the 11th grade students at Lic. Lucinda Rosa Videa institute, an action research was used. Kurt (1944) described action research as "a comparative research on the conditions and effects of various forms of social action and research leading to social action" that uses "a spiral of steps, each one of which is composed of a circle of planning, action and fact-finding about the result of the action". It is collaborative research, education and action used to gather information to use for change on social or environmental issues. It involves people who are concerned about or affected by an issue taking a leading role in producing and using knowledge about it ,understand underlying causes enabling future predictions about personal and organizational change.

Stages of the research

First stage: Diagnostic stage: The Diagnostic stage was carried out during the first semester 2014 with 4 boys and 6 girls at Lic. Lucinda Rosa Videa Institute. The instruments for the data collection in this study was the observation of the classroom session, where we applied an observation guide and two interviews, one for the teacher and the other one for the students in order to evaluate the methodology used for the teacher and the ability that the student had. This stage allowed us know the problem that the students had according to their speaking skill, beside the causes of these problems, determining that methodologies used was inadequate, since most of the activities were approached in grammar and translation of the vocabulary and there was not use of strategies focused on speaking that involve at students to use the language.

Second stage: Didactic plan construction. The intervention plan was constructed from the deficiency founds in the student's speaking skill. Through the application of the interview (to the students) the students expressed which were their difficulties and needs according to the speaking skill and the methodology used. Taking the students' contribution into consideration and the observation made, five

techniques were selected, these techniques aimed at helping students to improve the speaking skill and then was contributed the strategy of intervention.

Third stage: Plan: the Plan application was carried out with the same group whom were realized the diagnosis during the first semester 2014. In this stage were applied the methodological strategies, which were monitored and evaluated through instruments that were applied at the end of each strategy and which were written at the methodology part.

The plan application was realized with the participation to 10 eleventh grade students at Lic. Lucinda Rosa Videa Institute. Every time that a new technique was applied, it was evaluated at the end of the session, which facilitated and guaranteed the collection data.

Fourth stage: Intervention strategy: Every strategy was applied with the participation of the students. Plan evaluation: the criteria used to evaluate were:

-Use of the vocabulary learned.

-Pronounciation and entonation.

Fifteenth stage: Suggest English teacher some methodological strategies: techniques aimed at the improvement of the speaking of the students which were suggested according to the results got in this research.

II.1Population and sample.

The Population in study was made up 29 students, 15 boys and 14 girls of the entire enrollment of the eleventh grade at Lic. Lucinda Rosa Videa Institute.

To carry out this research a sample of 10 students was taken, representing 35% of the total population. In this study the method of simple random probability sampling was applied. Students that participated were randomly selected by the Teacher. The sample is inductive considering that it is adjust to certain criteria of selection mentioned below:

1. Eleventh grade students.

2. They have studied English for five years.

3. Boys and girls.

4. Wishes to participate in the study.

II.2 Information source – Data-collection process

The students were asked about their opinions and feelings related with the study. Beside permission was requested to film and take picture of some particular activities. The process was carried out during 8 sessions realized the days Tuesday and Thursday, 2 and 1 hour class respectively.

The procedure and techniques used in this study were: observation, interviews and assignments did for the students. The data collection was registered in memories, films and pictures taken during the classes.

II.2.1 Participative observation

Franz(2000) argues "Participant observation is one type of data collection method typically done in the qualitative research paradigm. Its aim is to gain a close and intimate familiarity with a given group of individuals (such as a religious, occupational, sub cultural group, or a particular community) and their practices through an intensive involvement with people in their cultural environment, usually over an extended period of time.

In this study a detailed observation of the facts was realized in which the researches were focused on an educative context and participated in the activities carried out during the develop of the English classes approached.

With the objective of keeping a record of the data during the differents activities of the process field notes and pictures were taken, and videos were filmed.

II.2.2Interview.

The interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewers say, Kvale (1996). Interviewing, when considered as a method for conducting qualitative research, it is a technique used to understand the experiences of others. Interviewing as qualitative research: A guide for researchers in education and the social sciences.

The interview used in this research was open; it was applied to the selected sample (ten students). The interview was oriented to identify the advances and perception of the students according to the lived process in the subject and aspects related directly with the learning develop in the classes and the independent study activities.

. II.2.3 Activity results

The activity results that form the memory are most of the activities made for the class-group. It was considered database that came up with information about the impact of the strategies applied in the learning of the speaking skill, was considered as source of information.

II.3 Fieldwork-methodological route.

The fieldwork began with a diagnosis, which consisted of a direct observation of the students' behavior during the development of the subject activities and an interview to the participant about the difficulties that they had in the English subject, and specifically in speaking skill. The Students expressed that they could not communicate their ideas in English, due to the lack of vocabulary and knowledge of the English structure to shape their ideas, beside they felt afraid of saying something in English.

From the problematic before mentioned it was decided to implement five methodological strategies to improve the speaking skills with a sample of ten 11th grade- students.

Students' presentation was the first technique applied. First students brainstormed about the topic and then were provided a short reading about an event of their town and they talked about their experiences in this event. Then the students divided into groups of 3 chose a destination and created a description of it. They presented their descriptions and after finish the class, it was applied an interview to the students for verified the efficiency of this strategy was applied.

The next meeting was on September 4th, which the technique "Role play" was applied. The students created a short dialogue about their town, which they used the vocabulary learned in the unit. They did a good presentation of their dialogues. At the end of the class was assessed by the students, which was excellent.

The next meeting the technique "interview" was applied. Before to apply this technique the students made a concept map of the vocabulary topic that they knew. Then they did the activity walk if the line if…and after that the students went around the classroom and asked questions among them. The strategy was successful, since had an active participation and could perceive that they were motivated and beside they expressed it through an interview that was made at end of the class.

In the subsequent meeting was on September 18th. Where the technique "debate" was applied, which the students discussed about the advantages and disadvantages of the internet and networks. Some situations of risks that there are in the networks was raised and the students gave their point of view about these. An interview was realized for assess the class, which threw very satisfactory results.

On September 23th the technique game was applied. The students brainstormed about the topic and then played the king /Queen of the mountain where they could make comparisons using the vocabulary, expressed their ideas and gave the reason of their opinions .The homework was oriented the students looked enthusiastic about it. This technique helped a lot to the students to state knowledge

and create more self-confidence. At the end an interview was used , which very positive results were gotten.

The next meeting was assessed the homework that was assigned, which the students did presentations. These were really fine; the students had a vivid imagination and put into practice very good their knowledge. To introduce the new topic oral questions for exploring previous knowledge were used. Then the dynamic "start of …"to form groups was oriented, they answered questions and after that, they expressed their answers through the tic-tac-toe game. They looked exited with the game. In this class the technique "game" was applied again, since it gave good results in the last class and the students expressed that it liked them.

On October 7th the seventeenth meeting was carry out. The first activity was walk the line if…where the students answered question and could walk to other side of a line .Then the English around the board Game was oriented. The students were cheerful, they expressed that the game was interesting and enjoyed the class and the best one was that they could speak more in English. Through the application of this technique was gotten excellent results.

The last topic was on October 16th in which was applied the technique debates again. The students gave their points of view according to the topic. This time the students could express better than in the last class when applied this same technique, since they could express their ideas using the knowledge acquired in the last topics. At the end an interview was applied ,which the students expressed the experiences lived during the whole classes. They looked very optimistic and grateful with the gotten results, which were expressed in the interview.

During the whole process of the application of the techniques the students had an active participation and did all the activities raised inside and outside of the classroom.

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III-RESULTS

III.1-Diagnosis.

Causes of the low level of development of the speaking skill. Through the instruments applied in the first phase of the research was expressed the following:

- Most of the activities were approached in grammar and translation of everything.

- The methodologies used before were traditionals based in repetition and memorization.

- Lack of didactic resources.

- The students do not make good use of the resources that there are around of their learning.

- English base that the students had was very inadequate, because they did not have the necessary knowledge; even they had studied this subject for four years .

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Possible alternatives to improve the speaking skill of the students:

- All the strategies were applied, during the classes in front of the students and projects were assigned, which were assesses through the application of strategies.

- Works in pairs and in groups was assigned in the most of the activities approached.

- Homeworks using the internet were oriented.

- The write of a dialogue based in their knowledge about the unit was oriented.

III.2 Monitoring and evaluation of the didactic plan's implementation

In the application of the surveys to the students, we got the following results:

Survey about the technique "students presentation"			
	A lot	A little	Anything at all
1. Presentation technique helped you to overcome your inhibition.	8	2	0
2. You felt more self-confidence.	8	2	0
3.This helped you speak more in English.	10	0	0
4.The technique did not help you at all.			10

Most of the students thought that the application of this technique helped them to use the vocabulary to express their ideas, because before that they knew vocabulary, but they did not know how use it. In this case the application of this technique got satisfactory results. The students were happy with the activities, they were able to exchange knowledge and enjoyed the class.

Survey about the application of roll play in the English class.			
	A lot	A little	Anything at all.
Roll play technique helped you to use the vocabulary learned for expressing your ideas.	10		0
This technique helped you to improve your pronunciation.	9	1	0
Roll play helped to feel more self-confident.	9	1	0
This class did not help you at all.	0	0	10

Most of the students think that the application of this technique helped them to use the vocabulary learned, to express their ideas, since they knew vocabulary, but they did not know how to use it. In this case the application of this strategy got satisfactory results. The students were fitted in the activities, exchange knowledge and enjoyed the class.

Survey about the application of Games to improve the speaking skill.			
	A Lot	A little	Anything at all.
The Games helped me to use the vocabulary learned.	10	0	0
The games helped me in my pronunciation.	10	0	0
Playing games helped me to improve my speaking skill.	10	0	0
Playing games helped to motive me.	10	0	0
Playing Games is a boring technique.	0	0	10

In the application of this technique the students answered question and used the vocabulary learned in the last classes.With this technique they could express their prefferences and ideas about technology and analize information to expressed to them. The students expressed that the teachnique helped them to say their opinions and information in English, motivate them and learn in an entertaining way.

Survey about the application of the technique interview to improve the speaking skill.			
	A Lot	A little	Anything at all.
The interview technique helped you speak more in English.	10	0	0
It helped you to increase your English vocabulary.	10	0	0
This technique helped you to feel more self-confident when you speak.	9	1	0
This technique helped you to learn in a less boring way.	10	0	0

After presenting the technique to the students, they made a concept map of technology vocabulary and then they asked and answered questions about technology through an interview that they did among them. Most of the students expresssed that it helped to improve their speaking skill and they felt more self-confident while they were practicing this .This technique was very successful.

Survey about the application of the technique "debates" to improve the speaking skill.			
	A Lot	A little	Anything at all.
The debate technique helped you to express your points of view in English.	9	1	0
It helped you to put in practice the learned.	9	1	0
This technique helped you to improve you speaking skill.	10	0	0
This technique did not help at all.	0	0	10

In the application of this technique most of the students could give their points of view, put in practice the learned. They had a good participation, they were interested in the class. The application of this technique gave the expected results.

III.3 Evaluation (Achievements, difficulties, lessons, valuetion for each strategy applied with base in the interpretation of the monitoring data, learned during the process)

Throug the development of this research on 11th grade students at the Lic. Lucinda Rosa Videa to improve their speaking skill, the students achieved to use the vocabulary that they already know, and give and ask for information. They lost the fear to speak and increase their self-confidence and interest for the subject.

Many difficulties were not found in the research process, since the students had desire of learning, an active participation and they were fitted in all the development activities. The main problems found were the lack of knowledge and use of the vocabulary learned, other problem was the fear to speak English and do presentations. Most of the problems could be overcomed thanks to the motivation given through the application of the strategies and the confidence inspired.

Between the learned lessons could be mentioned the efficiency of the techniques, which can be used for English teacher to improve the learning of their students in a motivated and dynamic way. Beside the students prefer learn in a friendly atmosphere, without tell off, no being only like catcher , otherwise fitted in funny and interesting activies.

III.4 METHODOLOGICAL SUPPORT IN THE APPLICATION OF THE STRATEGIES.

Methodological support.

After applied the Methodological strategies to the eleventh grade students can concluded that: the use of methodological strategies to improve the speaking are |really effective to motivate and improve the speaking skill, achieving fluency in the students which allows them communicate in English, when they finish their high school. It will help to the students in their future life, since speak English is essential to get good.

The students need to learn with a variety of activities with facilitate motivation. These activities could also help them feel confident, interact with their classmates, learn in a fun way and lose their inhibition.

The techniques proposals in this research are not very new, but reglettablely they usually were not taken into account in the educational practice. These are essential in the speaking skill learning process, which will allow the students have better opportunities in the labor and social sphere.

The students' presentations help to increase their knowledge, since they look for words, and learn them and exchange knowledge among their classmates. They get

more self-confident and lose the fear of speaking English in public, but it will also give to the teacher and idea of the strengths and weaknesses of each of their students.

The role play is a strategy, which the students play role according to a variety of social contexts. Through this they can express their preferences, feelings and general ideas. Students exchange information, develop their creativity and put into practice their knowledge.

Games reduce stress and increase motivation in the students. Besides enjoying the game, the students learn more vocabulary and put into practice the learned

and improve it. The students learn to following rules, compete and the game give them change to engage in real communication.

Through the interview strategy the students can ask and answer questions on selected topics with various people and prepare their own interview questions. Conducting interviews to their classmates give students the opportunity to practice their speaking skill not only in class, but also outside in real situations. Besides after the interview the students can present the results of their interviews to the class.

The debate strategy helps to the students to improve their speaking skill, since they can give their point of view about a given topic. It is very important that the teacher sets the purpose of the discussion activity, so that students are approached in it. They can aim to a conclusion, share ideas, find solutions in their discussion group and learn how to express and justify themselves in polite ways while disagreeing with the others using the knowledge learned.

In the development of the research was noticed that all the strategies applied got exellents results specially the games that were applied in this research such as were: walk in the line if …,King/Queen of the mountain, tic-tac-toe and English around the word. For the reason that the students enjoyed them, are motived, without stress and learn in a fun way. All the methodological strategies improve the speaking skill, rather than leading student to pure memorization, providing an environment where students develop basic interactive skills necessary for the life.

III.5 Recommendations

Finally according to the information and results obtained from this research,It was provided some recommendations about the use and implementation of techniques applied. Teachers should apply motivating methodological strategies to encourage students to participate through the techniques mentioned in this research. As teachers we must stimulate active and dynamic classes breaking with the traditional English Teaching. Provide maximum opportunity to students to speak the target language. Try to involve each student in every speaking activity; for this

aim, practice different ways of student participation. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students. Provide feedback like "you can do it, It was really great. It was a good job" to motive the students. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs. Provide the vocabulary beforehand that students need in speaking activities. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

The Ministry of Education should assign more time to develop the four English skills, but focusing more on speaking. It must train to the teachers and as far as possible include the English subject since from elementary education at least in the last grades. This will avoid that the students finish their high school and cannot communicate in English, which will cause problems in their future.

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Theme: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014.

APPENDIX

APPENDIX 1: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014 Schedule.

Date	First technique: Students presentations.	Second technique: Role play	Third technique: Games	Fourth technique: Interview	Fifth technique: Debate
August 28th	Students presentations				
September 4th		Role play			
September 11th			Games"walk in the line if…		
September 18th				Interview	
September 23rd			Games"King/Queen of the mountain"		
Octuber 2nd			Games		
Octuber 9th			Games"English around the world"		
Octuber 16th					Debate

APPENDIX 2: Lessons plan applied.

1.Lesson plan

SUBJECT:ENGLISH

GRADE : 11TH

DATE: AUGUST 28, 2014

TME:45'

UNIT IV: "Community"

Achievement indicator: The students give information about his/her community.

Content: My town tourism

Target vocabulary: Benefit, tourist , visit ,celebration ,festival, party.

Activities: swimming ,take a picnic, eat meals,fishing,play sports ,get by (means of transportation) ,dance ,go to the party or festival .

Target grammar : Review modal can and simple present verb forms

Initial activities

Greeting, check the order ,introduce of everyone.

Develop activities

Write the vocabulary on the board.

-To teach the meaning and pronunciation.

-Practice the pronunciation.

-Stick a poster on the board with a short description for a potential tourist visiting of their town.

-Students identify the vocabulary in the text and pronounce it.

-Ask about places or events in the community that a tourist might want to visit.

-Divide the students into groups of 3

-Orient to the students that have to choose a destination ,imagine that they are giving out a free trip for someone to their destination ,they must create a description for vacation.(using modal can).

-give example end explain them that have to pass to present their description for the vacation.

- Check the presentation

-Clear up doubts

 -Orient homework.

EVALUATION: Participation, discipline ,pronunciation use of the correct vocabulary.

Content: my town tourist

Exercise

Read the next text about an event of your town .

 Every year in the 3rd week of august in honor to saint Isidro, people from the entire town celebrate the wolf festival. They carry their pets and dance with them. You can eat tamales, mantucas, nacatamales and everything made of corn and beside drink chichi .It is a delicious event! The festival end when you can't eat and drink anymore.

Work in group

Choose a destination, image that you are giving out a free trip for someone to their destination. Present it in classes

Example: congratulation! you have win a free trip to el Bosque ,it is a beautiful place you can relax and the see beautiful environment, you can…..

Homework: Describe a place for visiting in your community.

2.Lesson plan

Subject: English

Grade:11th

Date: September 18th

Unit V : Communication and technology

Grade competence:

> ➤ The student evaluates the influnces of technology,Modernization and Globalization in his/her community and Nicaragua.

Achievent Indicator:

> ➤ Then student categorizes and classifies technical vocabulry.
> ➤ The student compares and contrasts the adventages and disadventages of tradicional and modern methods.

Content: Technology

Target vocabulary

Technology: Camera , cell phone,computer,e-mail,internet.

Target grammar

Review present simple questions forms.

> ➤ -Initial activites
>   *-Greeting*
>   *-Check the order and remember the last topic using the question:*
> *what activities do you usually do in the events or celebrations of your town.*

> ➤ *Develop activities*

T. Ask to student about technology vocabulary that they know.

-students make a vocabulary web or concept map of technology vocabulary that they know .

T-write the vocabulary on the board

-student copy new technology vocabulary and write meaning then practice the pronounciation .

-orient the activity: walk the line if…

1-draw a line with chalk down the floor of the classroom ,with all students standing on one side.

2- read the question to the students ,one at time.

3- Student have to walk to the other side of the line if they answer yes to the question first of each set.

4-If the students walk the line, ask them the follow-up question ,whish they should answer in English,

- ❖ A-Do you have a cell phone ? What cell phone company do you use?
- ❖ b- Do you use the internet? What do you use the internet for?
- ❖ d- Do you have e-mail? What is your email address?
- ❖ e- Do you have Facebook? What do you use Facebook for?

-Explain the activity Networking mixer in which students should go around and ask other students the next questions:

- ❖ Do you have cellphone? What is your number? Is it claro or movistar? Do you want to text?
- ❖ Do you have email? What is your email address?
- ❖ Do you have Facebook? Will you be my friend?

-check the activities.

-Orient them that answer the next questions .

-Explain that it is a quiz which will determine how they depend are on technology.

-Questions:

- ❖ A-How many times have you been to the cyber in the past 10 days?
- ❖ B- How many texts (chat) have you send in the last 24 hours?
- ❖ C-How many soup operas have you watch this week?
- ❖ D-How many times have you listened to music in this last 2 days?
- ❖ E-How many songs and videos have you downloaded on your phone?
- ❖ F-How many DVD movie have you bought this year?
- ❖ G-How many times have looked at your phone in class today?
- ❖ H-How many texts have you received today?

-Students use the following chart to determine their addiction to technology.

Your addition to technology
More that 80: you are a kind or queen of technology 60-80 : you are an addicted to technology. 45-59: you are a computer nerd 30-44: Don't worry, you are normal 15-29: you need more friends to chat with. 0-14: Do you know what a computer is.

-Ask them the question and grades that they got.

-orient homework and evaluate the class.

Homework= write about what do you like of the technology and present for the next class.

Evaluation: discipline participation, Presentations.

3.Lesson plan

Subject: English

Grade:11th

Date: September 18th

Time:1h7c

Unit V : Communication and technology

 Grade competence:

> ➢ The student evaluates the influnces of technology,Modernization and Globalization in his/her community and Nicaragua.

Achievent Indicator:

> ➢ The student compares and contrasts the adventages and disadventages of tradicional and moder methods.

Content:Internet and networks

Target vocabulary

Technology: Camera , cell phone,computer,e-mail,internet.

Target grammar

Review present simple questions forms.

> ➢ -Initial activites *Greeting*
> *check the order and remember the last topic*

Develop activities

-write the topic on the board.

-orient warm- up activitie : think .pair,share with the question why is the internet important ?

-students say you answers.

-Divide students into group of three.

-Students answer the question using a chart like the one below.

Theme: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014.

Group member	Question	Answer
me	1	
Classmate #1	2	
Classmate #2	3	

Questions:

What do you know about the internet?

What do people in your town use the internet for?

How you can use the internet for practice English?

-students ask and answer the questions between they and then present your answers.

-T. Check the activity.

-Divide students into small groups.

–Give each group a card with a situation on it.

-Group should analyze the situation and take notes on their answers to the discussion question.

Situations:

1-Maria and Blanca were friends, but they got in a fight, Blanca wrote about Maria 'personal secret on Facebook, and now everyone is gossiping about Maria.

   1-what should Maria do?

   2-How does the internet affect friendship?

   3- Is Facebook a good thing or a bad thing?

2-Gabriela is 13 years old and she loves the internet. She has a online friend, Mauricio, who says he is 14 years old .Mauricio invited her to Managua to meet in person, but tell without tell it to her parents .

   1-what should Gabriela do?

   2-What the risk of meeting people online?

Antonio is 17 years old and he meets a woman online, Griselda, who is 26,Griselda lives in the U.S.A and sends Antonio money and a cellphone. She say she want to bring him to the U.S.A.

1-what should Antonio do?

2-Why do people date for money?

3-How common is this problem?

Final activities

-Check and clear up doubts about the activity and the topic.

-Orient homework

- Evaluate the class.

HOMEWORK*: Create a presentation acting out the situation and ask the discussion questions of your classmates.*

Evaluation: discipline participation, Presentations.

4.Lesson plan

Subject: English

Grade:11th

Date: September ²³ʳᵈ

Time:2h/c

Unit V : Communication and technology

Grade competence:

> ➢ *The student evaluates the influnces of technology,Modernization and Globalization in his/her community and Nicaragua.*

Achievent Indicator:

> ➢ The student compares and contrasts the adventages and disadventages of tradicional and moder methods.

Content: Modern inventions.

Target vocabulary:

Techonology: computer,landline,car,tractor,clock,airplane,calculater,microscope.

Target grammar: *Review* comparative and superlative.

> ➢ -Initial activites *Greeting*
> *check the order and remember the last topic*

Develop activities

-write the topic on the board.

-Ask to students about the most important inventions of all time and then adjectives that they can use to make comparison.

-Help them with vocabulary to create the target vocabulary list based on their opinions.

Theme: Methodological strategies implemented to improve speaking skill of the eleventh grade students at Lic. Lucinda Rosa Videa in Pueblo Nuevo during the second semester 2014.

-Use the comparison and superlative vocabulary above and then practice pronunciation.

-Review the structure of comparatives and superlatives through examples.

-orient the activity king/ queen of the mountain (explain it)

- ✓ Outside circle tell the king/ queen two nouns (ex: TV and radio)
- ✓ The king/Queen has to use the two nouns in a comparative sentence.
  Ex: TV is more entertaining than the radio.

  -Organize to the students into groups of 3.
    - ➢ In the groups, students talk about technology using comparison.
    - ➢ Each person in each group come up with a technology
      Used now.
    - ➢ Students think back 100 years. They think of what their technology has replaced.Ex:if they picked cars" 100 years ago we used horse"
    - ➢ Students write 3 sentences using their current technology and their old technology. Students give their opinions on which technology is better, old or new. Ex : 100 years ago people rode horses. Now people drive cars.
      - • Cars are better than horse because they are faster.
    - ➢ Everyone say a sentence.

    - ➢ -Orient the students that interchange of group.

    - ➢ Each group chooses an invention that they think is the most important invention in history. They prepare written and oral arguments for debate.
    - ➢ In the debate each student should speak at least one.
    - ➢ The group with better arguments wins.
      -Divide in pairs and orient them use their imagination to invent a product that doesn't exist yet.
      - Orient homework.
      -Evaluate the class

HOMEWORK*:* Prepare a presentation for their products including a drawing and demonstration of how the product works.

Evaluation: discipline participation, Presentations.

5.Lesson plan

Subject: English

Grade:11th

Date: October 23th

Time:2h/c

Unit V : Communication and technology

Grade competence:

> ➢ The student evaluates the influences of technology, Modernization and Globalization in his/her community and Nicaragua.

Achievent Indicator:

> ➢ The student compares and contrasts the advantages and disadvantages of traditional and modern methods.

Content: Positive and negative effects of Globalization.

- Target vocabulary: global age, globalization.
- Target grammar: conjunctions: but, however, although, also, in addition.

> ➢ -Initial activities

Greeting, check the order, attendance and homework and remember the last topic.

Warm up activity: ¨start of¨

Develop activities

-Teacher writes the topic on the board.

-Students brainstorming about the topic.

-Teacher orients the activity questions and answers

Divide the students into groups of four.

> ✓ Students fires answer the following questions.
> ✓ Then discuss the questions as a class.
> 1-What are the advantages of learning English as a world language in the global age?

2- What are the advantages and disadvantages of traditional and modern technology?

3- What are the negative and positive effects of globalization in Nicaragua?

-T. Check the activity.

-T. Explain the use of the target grammar: conjunctions.

-Orient to Students choose one of the three questions from the previous activity and write and argumentative paragraph about that questions.

- ✓ In an argumentative paragraph each group give an opinion and gives examples or reasons that support the opinion.
- ✓ Students must use conjunctions in the paragraph.
- ✓ Students read their paragraph in their groups and then they should read out loud and present it to the whole class.
- ✓ Help them in their difficulties.

- ✓ Divide the board into two columns: positives effects of the globalization and negative effects of the globalization.
- ✓ Create a list of controversial topics that have had both positive and negatives effects on Nicaragua.
- ✓ Present them to the students and allow them to decide if they are positive, negative or both.(for example: Facebook ,textiles factory, coca –cola ,parents working in other countries.
- ✓ Have the students think individually and then compare with a partner to come up with personal lists of the effects of globalization on Nicaragua.
- ✓ Take notes on the board as students suggest positive and negative effects.
- ✓ Ask the class whether or not they agree.

    Final activities:

- ✓ *-Check the activity.*
- ✓ *- Clear up doubts.*
- ✓ - Orient homework.
- ✓ -Evaluate the class.

- ❖ HOMEWORK*:* write how you can minimize the effects of the globalization for present them in the next class
- ❖ *Evaluation: discipline ,previous knowledge, participation, Presentations(Pronounciation, entonation,fluency)*

Appendix3: Survey about the application of the methodological strategies to improve the speaking skill.

1. Survey about the technique" students presentation"

The purpose of the following survey is to find out about your opinion(s) of the application of the students presentation technique in the English class.

Choose the indicator which you feel most identified.

Thanks in advance for your time generosity and honesty of your answers.

Survey about the technique " students presentation"			
	A lot	A little	Anyting at all
1.Presentation technique helped you to overcome your inhibition.			
2. You felt more self-confidence.			
3.This technique helped you speak more in English.			
4.The technique did not help you at all.			

2.Survey about the application of roll play in the English class.

The purpose of the following survey is to find out about your opinion(s) of the application Roll play in the English class

Choose the indicator which you feel most identified.

Thanks in advance for your time generosity and honesty of your answers.

Survey about the application of roll play in the English class.			
	A lot	A little	Anything at all.
Roll play technique helped you to use the vocabulary learned for expressing your ideas.			
This technique helped you to improve your pronunciation.			
Roll play helped to feel more self-confident.			
This class did not help you at all.			

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3.Survey about the application of Games to improve the speaking skill.

The purpose of the following questionnaire is to find out about your opinion(s) about the implementation of Games in your English class.

 Thanks in advance for your time generosity and honesty of your answers.

Survey about the application of Games to improve the speaking skill.			
	A Lot	A little	Anything at all.
The Games helped me to use the vocabulary learned.			
The games helped me in my pronunciation.			
Playing games helped me to improve my speaking skill.			
Playing games helped to motive me.			
Playing Games is a boring technique.			

4.Survey about the application of the methodological strategy interview to improve the speaking skill.

The purpose of the following survey is to find out about your opinion(s) of the strategy interview in the class.

Thanks in advance for your time generosity and honesty of your answers.

Survey about the application of the technique interview to improve the speaking skill.			
	A Lot	A little	Anything at all.
The interview technique helped you speak more in English.			
It helped you to increase your English vocabulary.			
This technique helped you to feel more self-confident when you speak.			
This technique helped you to learn in a less boring way.			

5.Survey about the application of the technique "debates" to improve the speaking skill.

The purpose of the following questionnaire is to find out about your opinion(s) about the implementation of debate in your English class.

 Thanks in advance for your time generosity and honesty of your answers.

Survey about the application of the technique "debates" to improve the technique speaking skill.			
	A Lot	A little	Anything at all.
The debate technique helped you to express your points of view in English.			
It helped you to put in practice the learned.			
This helped technique you to improve your speaking skill.			
This technique did not help at all.			

APPENDIX4:Observation Guide

General dates:

Name:

Grade:

School:

1- Types of activities.

a) Roll plays

b) Games

c) Asking answer

d) Pair

e) Groups

f) Other

2- Types of materials in class used in class.

a) Picture

b) Flash card

c) Tape recorder

d) Other

3- Develop skills.

a) Speaking

b) Listening

c) Writing

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d) Reading

4- Develop sub skill

a) Pronunciation

b) Intonation

c) Fluency

5-How often speak English in the classroom.

a) Always

b) Some time

c) Often

d) Hardly ever

c) Never

6-Participation of the students in class.

a) English

b) Spanish

7- Distractions.

a) Indiscipline

b) Transit noise

c) Other

e) Other

Appendix:5:Interview to the Teacher.

.General Imformation

1. Name of your school:

2. Address of your school:

3. Grade you work with_____

 Session: Morning_____ Afternoon_____ Both_____

4. Education degree:_____

5. Years of experience teaching to this level_____

•   Dear English´s teacher with this interview, we want to get information about what kind of strategies, are you teacher using to faster spoken English in the classroom. All imformation will be useful for us.

•   Answer the following questions:

•   What is strategy for you?

•   What strategies do you use to improve the speaking?

•   What strategies do you use for that student do not be afraid for speak English?

•   Do you speak English to teach the class?

•   Do you promote any spoken activity? Which and why?

•   What kind of materials do you use to improve speaking in your classmate? Which and why?

•   What kind exercise do you apply in class? Why?

•   Do you evaluate orally or written? Why?

Appendix:6:Interview to the classmates.

Interview to classmates

General date:

Grade:

Name:

Date:

School:

• Dear student, we are students from the University FAREM- ESTELI from 5th of English, we are doing a research about speaking and we chose this classroom to do a research. The information that you share with us will be useful. Thank you.

• Do you like English? Do you like speaking English?

• Does your teacher speaking in English or only in Spanish? How often your teacher speak in English?

• Do you speak English in the class?

• Which are the difficulties that you find in order to speak and understand English?

• Do you understand when the teacher speaks English?

• Is teacher dynamic?

• Does the teacher give you trust in the class?

Appendix 7: Interview about the application the lesson plan

General Date:

Grade:

Name:

Date:

Dear student, we are students from the University   FAREM- ESTELI from 5th of English, we are doing a research about speaking and we chose this classroom to do a research. The information that you share with us will be useful. Thank you.

1-Do you like English class?

2-Did you like the Activities that we did?Would you like to attend on the next class?

3-What do you think about our work?

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Interview

General date:

        Grade:

        Name:

        Date:

        High school:

Dear student, we are students from the University FAREM- ESTELI from 5th of English, we are doing a research about speaking and we choose this classroom to do a research. The information that you share with us will be useful. Thank you.

1. Did you like the topic? Why?

2. What did you like the most of our class?

3. Did you like the methodology strategies that we use ?

4. Do you feel motivated?

5.Did you have a difficulty with our Activities?

Appendix.8.Questionnaire about the application of roll play in English class.

1. Do you think Roll play help you to improve speaking skills?

2 .What is the importance for you of Roll Play as methodological strategy to improve speaking skill?

3 .In what way, the Roll play help you to improve your English?

4.What recommendations would you give us to improve our methodological strategy "Roll Play"?

Appendix.9. Questionnaire about the application of the technique Debate in the English class.

1. What do you think are advantages and disadvantages of Debate in the class?

4   Do you think Debate help you to improve speaking skill?

5   What is the importance for you of Debate as methodological strategy to improve speaking skill?

4   .In what way, the Debate help you to improve your English?

5.What recommendations would you give to improve our methodological strategy "Debate"?

Appendix 10. photos

Lic .Lucinda Rosa Videa Institute of Pueblo Nuevo/Esteli.

<u>Students doing presentations</u>

Students practicing role play

Students practicing the technique "interview"

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Students playing the king/Queen of the mountain game

Eleventh grade students