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Facultad Regional Multidisciplinaria (FAREM-ESTELI)

Research submitted in partial fulfillment of the requirements for a bachelor degree in teaching English as a second language.

Methodological strategies for improving English speaking skill in seventh grade students at Public Institute Guillermo Cano Balladares.

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ABSTRACT

Speaking is an essential ability in human being communication and through this it can be expressed feelings, thoughts and needs and also the interaction with other people. This skill plays an important role in the process of English language acquisition.

Speaking is an important skill of the English learning process as a second language, and its management allows transmitting and receiving messages in a clear and accurate way and also having a good command of the language.

English has been taught in a traditional way for many years; that is through repetition and memorization of drills ignoring the importance that students develop the ability to express the language in whatever context or situation. Therefore, this skill can be developed through the application of the appropriate methodological strategies to achieve a better speaking level in the students.

Speaking English in a fluently way opens a lot of opportunities in a world that is in constant development and challenging that encourages to grow personally and professionally in a society where the experiences, knowledge, capacities and changing availability are the factors that make you capable to face whatever challenge during lifetime.

The main objective of this research is the application of methodological strategies to improve the speaking skill of the English language with seventh grade students at Public Institute Guillermo Cano Balladares in order to create a suitable environment, where students interact in a fluently way through oral activities.

The reason why this research topic was chosen is the different problems faced by teachers and students in the classroom regarding to the student's performance in the learning process of the English speaking skill such as: lack of motivation and vocabulary, inhibition, overcrowded classrooms and use of mother tongue.

This research was conducted during the first semester of the 2014 school year. First, a diagnosis of the difficulties that the students face in English speaking skill was made; later a study for the selection of the most suitable strategies to apply in the second semester 2014 was carried out. Finally, an assessment for each strategy implemented was applied at the end of the class' session.

The results obtained in this research are considered satisfactory, according to surveys and interviews applied at students. The facilitation techniques used achieved the desired results and the recommendations are expected to serve as a reference for English teachers at high school to improve the learning of English speaking skill.

INTRODUCCION

The main objective of this research is to validate methodological strategies to improve the speaking skill in the English subject. The sample is formed by 10 students of seventh grade "E" at Public Institute Guillermo Cano Balladares and three students of the English Career at Facultad Regional Multidisciplinaria FAREM-Estelí as facilitators, who are the researchers along this process.

The theoretical framework is based on different previous researches about the speaking skill as an important ability in learning English as a foreign language as well as researches on methods, techniques and strategies that help improving the learning of this important skill in the classroom.

The methodological design of this research was based on the Participative Action Research (PAR).Some instruments were applied such as: surveys (Quantitative method) in depth-interviews and observational guide (Qualitative method) in order to get meaningful information about students' English performance. It was an active process in which different difficulties that students faced in the speaking skill were discovered.

The results obtained in this research are useful to improve English speaking skill, providing both teachers and students helpful tools in the teaching-learning process. Among the main conclusions, it was mentioned: the proposed strategies application facilitates the learning process of the speaking skill and at the same time, those are good options to put into practice the students' ability to express their ideas through spoken way.

Finally, some recommendations are exposed, those were given from the experiences and learned lessons. Considering that seventh grade students do not have enough vocabulary, the strategies proposed in this research will help them to use their knowledge, creating an active environment where they feel comfortable speaking the language.

INVESTIGATION CONTEXT

English is the second language most spoken around the world and in our country has increased the need of learning it. Nowadays it is an important part in students' learning process; despite of its importance, in Nicaraguan´s educational system English language subject is not included in elementary public schools, it is just included in high school; along this stage of learning students acquire the grammatical features but they are not able to speak fluently and produce their own utterances using the English language.

It is important to mention another aspect like the crowded classrooms; because in a foreign language learning students need to have individual attention to help them in their weaknesses. The most serious problem is the lack of English vocabulary because, seventh grade students do not have a base to develop this new language, and this is a big obstacle since, students feel afraid to participate. Another important factor is related to the behavior, which affects the development of each session because facilitators spend too much time controlling a huge number of students. Short periods of time are not enough to develop an English session.

After the process of observation was made, in order to determine the causes of the low performance in English speaking skill and select the methodological strategies to apply in the research and how this would help to improve the learning of English speaking skill. These strategies would not solve the educational problems with English speaking but these will provide some possible suggestions about how to improve it in high school education.

SCIENTIFIC PROBLEM

Why do seventh grade students at Public Institute Guillermo Cano Balladares have problems to improve speaking skill?

In order to give solution to this problem it was carried out a process in searching, analyzing and comprehending methodological strategies that help students to improve this skill. These strategies were developed using a sample of ten students.

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Study Aim

Acceptance and students' behavior in the applying process of methodological strategies.

Informants

Students of V year of bachelor degree in teaching English as a second language at FAREM-Estelí and a sample of ten seventh grade students at Public Institute professor Guillermo Cano Balladares.

OBJECTIVES

General objective:

To validate the effectiveness of the four methodological strategies selected in order to improve English speaking skill in seventh grade students at the Public Institute Guillermo Cano Balladares in the second semester 2014

Specific objectives

- To classify the most suitable methodological strategies to improve English peaking skill in seventh grade students at Public Institute Guillermo Cano Balladares in the second semester 2014

- To observe the performance of the students during the application of each methodological strategy to improve English speaking skill in seventh grade students at Public Institute Guillermo Cano Balladares in the second semester 2014.

- To evaluate the effectiveness of the methodological strategies to improve English speaking skill in seventh grade students at Public Institute Guillermo Cano Balladares in the second semester 2014.

I. THEORETICAL FRAMEWORK

Human being is the only living being with the ability to produce an oral speech, being able to learn different languages, one of them is English which is the second language most spoken around the world. Learning English encompasses four skills: Speaking, Reading, Writing and Listening; which are important to have an accurate communication.

This research is focused on English speaking skill because this is one of the most important abilities to express all the knowledge obtained along the learning process of English language process. According to the communicative approach, "When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them learn to use the language" (BBC)

Another important aspect to consider is "the interoceanic canal" a project which will beneficiate the economy of Nicaragua, but this face an important limitation, that is the lack of communicative English in the Nicaraguan education as Elmer Cisneros rector of UNAN-Managua, argue:"Nicaraguan people need to have a good command of English (…) if, there is not a good command of this language, there is going to be a lot limitations and we are going to be obliged to import people from others countries who speak English fluently (La Prensa, 2014).

In this document it will be mentioned some concepts about speaking as an interactive process of producing oral speech, receiving and transmitting information and also some characteristics of speaking as a skill.

Referring to speaking as a skill it was approached some important sub skills that this skill involves: pronunciation and intonation, grammatical features and vocabulary; also it was analyzed learning speaking as an important part of learning a foreign language and some reasons for improving this skill.

Furthermore, it was proposed some methodological strategies that allow students to improve their speaking skill, such as: games (information gap games, guessing games) the collage, question and answer technique and acting from script.

I.1. Speaking

Chaney's definition describes speaking as "a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Kayi, 2006)

Human beings need to express their feelings and thoughts in a clear way that can be understood. Speaking involves more than producing sounds but, the ability to choose the right words in context or situation and be coherent; it deals with the environment, the collective experiences and the purpose for the speaking.

I.2. SPEAKING ENGLISH AS SKILL

According to (Lenka, 2007, pág. 7), "For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past."

Speaking is one of the four skills in English learning, the most important characteristic of this skill is to know how to speak fluently according to the context which involves the proper and correct use of grammatical structure, pronunciation and management of enough vocabulary, which will enable speakers to produce an understandable and accurate utterances, also the fact that speakers be aware and clear of the proper use of this language.

I.2.1. Pronunciation and Intonation

Correct intonation and stress is a key for speaking English fluently with good pronunciation. Intonation and stress refers to the music of the English language. Words that are stressed are the key to the understanding and using the correct intonation brings out the meaning. (Beare)

I.2.2. Grammatical structure

Put words together correctly in order to make correct sentences, that is the appropriate organization of the parts of the speech according to the established grammatical structure (nouns, verbs, adjectives, adverbs pronouns, auxiliary verbs determiners prepositions).

I.2.3. Vocabulary

Select the correct vocabulary according to the context and the topic that is being discussed, have a good command of the different kinds of words (synonym, antonym, homonym and morphology of a word) all of these aspects determine the creation of sentences and in this way the creation of the whole speech.

I.3. LEARNING SPEAKING

Learning speaking is an important part of learning English as a foreign language; it involves great efforts by the educative community but especially of the interest and motivation by students in the integration of the different activities oriented by the teacher accomplishing the development of methodological strategies where they interact with the language using it in a real context.

"One of the problems with learning speaking skills in the traditional classroom setting is that it is not the spoken but the written form of language and its characteristics that are taught. As a result, teachers do not meet their students' needs when it comes to speaking skills training because in the end it is not speaking skills that are taught." (Solcova, 2011)

I.3.1. REASONS FOR LEARNING SPEAKING

- Speaking is one of the most important skills in order to learn a foreign language; this enable learner to master the language.
- Depends on how well the learner speaks the language, it will be effective the ability to express what they want to transmit to the receptor.
- Learners evaluate their progress and success based on how well they speak the language or they feel they have improve in the spoken language proficiency
- Most of the EFL courses have disregarding oral skill setting aside the practice of the spoken English to improve the fluency.

To communicate well in English and speak fluently there are some aspects that have to be taken into account to foment the learning speaking in the students:

- Provide a collaborative enviroment and suitable didactics resources and task, so, students have more posibility to interact and practice the lenguage.

- Each students must have the same oportunity to participate in the speaking activities therefore,the teacher must be sure to involve all the students in the implementation of those activities .

- Try not correct students' pronunciation mistakes very often , this causes students feel disappointed and that they have no real progress in the process of learning English.

- The teacher should reduce the time in which he/she speaks English and try to increase the time when students speak English giving those more opportunities to practice it.

- The use of the foreign language instead of using the native language is another aspect that must be considered; students need to get used to hearing the language as something natural so they will be able to internalize it and then reproduce it. This is another way to encourage students to speak English.

I.4. PROBLEMS WITH SPEAKING ACTIVITIES

Important factors in the speaking learning process are the classroom's problems in speaking activities regarding to the learner's personality and his/her attitude in the learning process. Here are some problems related to the speaking activities performing in the classrooms, as (Aleksandrzak, 2011) argue in his study.

I.4.1. Inhibition

Students are often inhibited about saying something in the foreign language. They feel afraid to make mistakes and be public criticized by the teacher or their classmates or being ridicule if they say something wrong.

I.4.2. Nothing to say

Sometimes students think that they do not have anything to say, this may be because they are not interest in the topic whether they do not know about the topic or it is not a motivated topic to talk about, or may be that student do not have enough vocabulary to participate.

I.4.3. Low or uneven participation

A low percentage of students participate, only those students who have more vocabulary dominate the conversation or they participate trying to catch the teacher attention, creating an environment where timid or shy students are not motivated to participate they feel comfortable being passive contributing passively in the class development.

I.4.4. Mother-tongue use

Students are not use to speak a foreign language so they do not feel the need to use it .It is lost a valuable time in the classroom to practice oral language which does not allow the total development of this ability.

I.5. CHARACTERISTICS OF A SUCCESSFUL SPEAKING ACTIVITY

I.5.1. Learners talk a lot

The teacher is not who speaks the most part of the period of class. Students become active collaborators in the development of the class and the teacher facilitates the necessary material to the student so there is a high level of participation.

I.5.2. Participation is even

All the students take the opportunity to say something without being afraid of making mistakes or being criticized.

I.5.3. Motivation is high

The students are more motivated with the topic and interested to talk and they like to contribute with their points of view.

I.5.4. Language is of an acceptable level

Students have a better management of the language and using comprehensible expression.

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I.6. METHODOLOGICAL STRATEGY

Methodological strategies are the tools that facilitate the learning process, allowing the learners the appropriation of the knowledge and creating an interactive and motivated environment, it is tend to solve educational problems in the classroom, using different activities.

A methodological strategy must be applied carefully taking into account the level of learning of the students, learning style, the social environment and didactic resources that teachers and students have.

I.7. METHODOLOGYCAL STRATEGIES TO DEVELOP SPEAKING SKILL

Producing spoken English has been difficult for learners because of the different obstacles that they face in the classroom (lack of motivation, lack of didactic resources or the applying of unsuitable methodological strategies).

For that reason teachers must be careful at the moment of choosing the different strategies trying to apply only those which will help the students to improve their abilities in English.

I.7.1. GAMES

Games are enjoyable contest where we have to follow rules. The use of games is a motivated strategy and it can be applied not just to get fun but to encourage students to learn English.

Using games in the classroom is an opportunity for students to socialize, foment group work, creativity and makes students more cooperative as well as promote the development of a series of skill.

Not only do games motivate students in a fun way offering interactive competitive learning environments, they also provide many other positive features. Games lighten the mood and this facilitates greater creativity and boost student morale and interest.(Kirkland, 2007)

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There are some tips that we have to take in to accountant when we decide to choose this strategy in the classroom:

- First, choose the games based on its effectiveness in the process of learning the new language.
- Second, prepare carefully the game beforehand.
- Third, explain the objectives and rules that students must to follow.
- Fourth, give students enough opportunities to practice before performing the activities.
- Fifth, try to involve as much students as possible; so the teacher can decide to divide the whole class into groups.

I.7.2. Games, a strategy for improving speaking skill

Using games to improve the speaking skill offers learners the opportunity to practice the speaking skill and get motivated which will facilitate the availability to practice the language and integrate to the process of learning the new language.

1.7.3. Information Gap Games

According to (repositorio.utp.edu.com, 2014) they are games that involve solving a puzzle drawing a picture (describe and draw), putting things in the right order (describe and arrange) and finding similitude and differences between pictures. These kinds of games are usually applied in pairs and help students to practice speaking because they have to speak each other.

I.7.4. Guessing games

Those are games where one person knows something and the other person try to find it. There are numbers of guessing games:

1. Guess what is it? Is it…?

2. Guess Who I am? What is my name?

3. Guess what is there in my bag today?

I.7.5. COLLAGE

It is a technique where we can use different materials (paper, glue cloth) collocated in a surface and it can express different topics.

The collage used as methodological strategies aims to motivate the students to the observation, perception and the description of pictures putting in to practice the vocabulary that they have as well as they can create a situation that the pictures express to them.

I.7.6. QUESTION AND ANSWER TECHNIQUE

It consist in session of questions and answers where the students and teachers interact, its process can vary in two ways; in the first one the teacher is the one who asks the questions to the students and in the other one the students are who formulate the questions in groups about a certain topic, then a leader of each group begin with the session to a student of another group and the other student continues asking to another classmate of another group and so on.

The objective of this activity is to practice the speaking skill, as well as the students have to create assertive answers to the questions, it allows students to develop the ability to organize ideas in a natural and spontaneously way.

I.7.8. ACTING FROM A SCRIPT

"We can ask our students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class" (Harmer, 2007)

This strategy helps students to connect the language in real context and make use of their imagination creating dialogues and stories.

II. **METHODOLOGICAL DESIGN**

Stage.1. Diagnostic stage: the diagnostic stage was developed during the first semester in 2014, with a number of 10 students: 5 women and 5 men of seventh grade students at Public Institute Professor Guillermo Cano Balladares. The instruments applied were: in-depth interview, questionary and observational guide (qualitative method), survey (quantitative method). This stage allowed identifying the causes of the low performance in the speaking skill and why students faced those problems.

Stage.2. Didactic plan construction: knowing the deficiencies and difficulties that students had, it was proposed a didactic plan. Through the instrument applied in the first stage, students expressed their weaknesses; problems and what they think are the possible solution to this problem.

Stage.3. Implementing methodological strategies: The methodological strategies were carried out with the group selected in the diagnostic stage during the first semester 2014. It was applied four methodological strategies; during the application of those strategies it was observed and analyzed the students' behavior.

Methodological strategies were applied and analyzed the students' behavior, at the end of each session it was applied an evaluation in order to know if they felt more confidence to participate and to determine if the strategies worked.

Stage.4. Each methodological strategy was applied with the participation of the sample selected; they collaborated actively and were evaluated in all the strategies applied.

II.1. Population and sample

The population in this research is formed by 35 students of seventh grade at Public Institute Professor Guillermo Cano Balladares.

The sample is formed by 10 students (5 women and 5 men) of seventh grade at Public Institute Professor Guillermo Cano Balladares. The sample is inductive; it was taken in to account some aspects or criterions in order to select the sample:

- Seventh grade students
- Men and women.
- Availability to participate in this process.
- Interest in the English subject.

II.2. Information sources

Students were asked about their availability to participate in the study, it was explained to them the objectives and purpose of the research; also it was exposed to them the benefits of this study for their educational process. This research was carry out in ten class' session (two days a week that form 120 minutes per week)

II.2.1. In-depth interview:

According to (Megafon) in-depth interview is a qualitative method of analysis, which proceeds as a confidential and secure conversation between an interviewer and a respondent. For this reason, it was include this important method of data collection, through this it can be getting real researchers' participants opinions, which is the main object of this study.

II.2.2. Participant observation

Participant observation is a qualitative method, whose objective is to help researchers learn the perspectives held by study populations. As qualitative researchers, we presume that there will be multiple perspectives within any given community. We are interested both in knowing what those diverse perspectives are and in understanding the interplay among them. (Family HealthIinternational)

II.2.3. Information obtained through the applied activities.

Each strategy was monitored as well as described each activity developed during the English session by the members of the sample, which are the performers in all the activities planned by the facilitators. All the information obtained in the session was considered very valuable to interpret the final results because described the effectiveness of the strategies.

II.3. Methodological route of fieldwork

At the beginning of this research, it was applied a questionnaire in order to know in what English skill students had more difficulties; the most prominent problem was in English speaking skill and then, some data collection instruments (survey, in depth-interview and observational guide) for identify the causes of the low performance in the speaking skill. They felt inhibited to express their ideas, which was the beginning point for planning the methodological strategies that would help to improve the speaking skill.

After the necessary information was obtained it was preceded to the selection of methodological strategies and the construction of the didactic plan. After implementing the methodological strategies, it was explained to the members of the sample the purpose of the investigation, which would be focused and raised the frequency of the students' expression in the English language. At the end of each session was given to the students the opportunity to assess the development of each applied strategy, which will verified the effectiveness of each one. In each session was developed an educational plan in which each strategy was integrated.

The application process started with games, which were applied on September 3rd, students joined spontaneously to seek answers to the assigned activity, obtaining a good result related to the oral expression and expected goals.

Another important strategy was the collage, which provided a visual resource to the students, this attracted their attention to use such material to the maximum, this was integrated in the topic named "there is and there are" and they created sentences using the pictures in it.

The next strategy applied was questions and answers technique with the topic "places in the community". It was an oral activity in which some students were placed in different locations of the classroom with the purpose of the facilitator begin making questions and students gave their answers and then structured their own questions and proceed to answer them, this strategy had an high level of effectiveness. In addition of that in each class' session were developed activities including question and answers performance, using simple questions like "How are you doing ?" , " How was your day?.

The last strategy applied was "acting from script", which encompassed some dialogs and some shorts paragraphs; where students described themselves and situations about real life, the students performed their assignments in the spoken form, at the beginning they felt inhibited to do it but, at the end they performed their works.

III.RESULTS

III.1.Diagnosis

Causes of the low performance in the English speaking skill:

- Lack of vocabulary, students do not have enough vocabulary due to the English subject is not included in public elementary schools.

- Inhibition to participate in the class development.

- Overcrowded classroom: generally classrooms have 30-45 students so, they do not have individual attention and tend to get distracted.

- Lack of time: the periods of class are too short.

- Mother tongue use. Students' native language is used most of the time instead of the foreign language.

Possible alternatives:

- In this process different strategies were applied in order to help students improve their speaking skill.

- It was proposed strategies such as: games (information gap games and guessing games), the collage, question and answer technique and acting from script, these strategies were developed in individual, pair and group work.

- The collage was an important visual aid because students get motivated using different materials instead of the traditional whiteboard. This strategy made the class more dynamic.

- Question and answer technique, gave students the opportunity to formulate their own questions and answer them about a certain topic. Students were divided in two groups "A" and "B", group "A"; had to ask question and group "B" answered them.

- Acting from script strategy, was adapted to the students vocabulary level; using real situations of real life.

III.2. Monitoring and evaluating methodological strategies to improve speaking skill

In the application of the surveys to the students, it was obtained the following results:

Survey about the application of the collage

Survey about the application of the collage					
	Completely agree	agree	Neutral	Disagree	Completely disagree
This strategy helped you to understand better the lesson?	9	1			
Using collage motivated you to put into practice the acquired knowledge?	6	3		1	
The collage made the class funnier?	10				
Do you consider that the collage was a good strategy to improve your speaking skill	7	2	1		

Most of the students agreed that the application of this strategy motivated them to participate in the class and put in to practice their speaking skill. This strategy reached the objectives proposed since the students were participating actively and spontaneously in the class development.

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Survey about the application of acting from script

Survey about the application of acting from script strategy	Completely agree	agree	Neutral	Disagree	Completely disagree
This strategy helped you to understand better the lesson	9	1			
Acting helped you to lose your fear to participate in the class.	6	2		1	
Do you consider that acting is a good way to motivate you to speak English?	9				
Did you like this strategy?	10				

This strategy was adapted according to the students' English vocabulary.

Most of the students considered that acting was a good way to motivate them to speak English; it helped to make a more interesting class. At the beginning the students felt inhibited because, it was something new for them and they did not have enough vocabulary. They followed an example, through this; they became more confident to pass in front of the class to perform their work.

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Survey about the application of questions and answers technique

Survey about the application of question and answer technique					
	Completely agree	agree	Neutral	Disagree	Completely disagree
This strategy helped you to understand better the lesson?	6	3	1		
Create your own questions helped you to make a connection between the topic and the real life?	9		1		
Did you liked to participate in the class?	8	1	1		
This strategy helped you to put in practice your speaking skill?	10				

When questions and answers technique was applied, students created their own questions and answers related to the topic "Places in the Community". Students were agree that there was a better understanding of the lesson, because they considered there was a connection between the topic and situations of real life and English speaking skill was performed in an excellent way.

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Survey about the application of games

Survey about the application of games					
	Completely agree	agree	Neutral	Disagree	Completely disagree
This strategy helped you to understand better the lesson?	8	2			
Do you consider games help you to lose your fear and participate in the class?	7	2	1		
Playing games is a good strategy for encourage you to speak in English?	7	2	1		
This strategy did not help you at all?					10

This strategy was applied with the topic "Coins and Currencies" and "describing people". Games was considered a successful strategy by students, because it helped them to develop the assigned activities and it was possible a better understanding of English class. In this activity all the answers were said in a spontaneously way by students. Students enjoyed answering the questions related to the topic.

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III.3. Assessment

Achievements, challenges, lessons, assessment for each technique implemented based on the interpretation of monitoring data, learned during the process.

During this process it was possible to increase the level of participation of the students through oral activities, motivating them to lose their fear and express themselves using the knowledge acquired during the lesson. It was given to the students the opportunity to evaluate the activities carried out in each strategy and define what are the most suitable to improve the speaking skill.

Among the main difficulties it was mentioned: the lack of vocabulary, since the English subject is not included in elementary education, despite of English is an important subject and language in the social context, another difficulty was that the periods of class were not enough to develop each session.

Talking about the learned lessons, it can be mentioned that English teachers should use strategies that facilitate learning in a motivating, fun, participative and dynamic way. Students prefer to learn in an environment where they feel confidence to use the language without criticism for making mistakes in speaking English.

METHODOLOGICAL CONTRIBUTION IN THE APPLICATION OF STRATEGIES

Finally, after the methodological strategies were applied, we can ensure that implementing innovative strategies; different from the traditional methods, were effective for improving English speaking skill and make students the main actors in their own learning.

Students need to know the goals, objectives and purpose of the classes, what strategies will be developed and how they are going to be evaluated and what is expected from them in each lesson along the process.

Students learn better when they feel motivated and integrated in the class; students need to know that they are part of the class, and not just listeners. The main class objective should be encouraging students to put into practice their speaking skill as possible as they can because it is one of the most important skills to have a good command of English.

It could be observed that applying the questions and answers technique in activities that involve daily life situations or simply using expressions (how are you? how was our day? what are you from?) catch most the students' attention, because it served them to practice and use it inside or outside the classroom.

One of the most productive strategies in this research was the collage since; it was an attractive and motivating visual aid; it allowed not just get the students' attention but they could used their imagination and described what they were seeing, instead of explain large and boring grammar sessions, students can practice what they learn.

Recommendations

Nowadays, English teachers are facilitators and students are the main actors in charge of developing their process of learning. Therefore, it is necessary to create a suitable environment giving students the opportunity to construct their own learning.

It is recommended to pay attention for improving the English speaking skill in students and make possible the increase of the level of participation and interaction.

In this research ware mentioned some strategies which will be very useful to improve the speaking skill and create an environment where students feel more confident to express their ideas feelings and thoughts.

Finally, another important recommendation directed to MINED, is to include the English subject in elementary schools and in that way students will be prepared for developing this language in a better way in high school.

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Annexes

1. **Annex:** Surveys applied to 7th grade "E" students, regarding to the effectiveness of the strategies applied in the class development.

Dear student the purpose of this survey is to recollect information about your progress in English in order to rise them in our methodological research an d give salutations to these problems.

General data

Name of the school:_____

Type of education center: state:_____ private:_____
subsidized:_____
Location: Department:_____ district:_____

Course: Shift   Morning: _____afternoon:_____ night:_____

Survey about the application of question and answer technique.					
	Completely agree	agree	Neutral	Disagree	Completely disagree
This strategy helped you to understand better the lesson?					
Create your own questions helped you to make a connection between the topic and the real life?					
Did you liked to participate in the class?					
This strategy helped you to put in practice your speaking skill?					

2. **Annex:** Students' survey about the application of games.

Survey about the application of games					
	Completely agree	agree	Neutral	Disagree	Completely disagree
This strategy helped you to understand better the lesson?					
Do you consider games help you to lose your fear and participate in the class?					
Playing games is a good strategy for encourage you to speak in English?					
This strategy did not help you at all?					

3. **Annex:** students' survey about the application of the collage

Survey about the application of the collage					
	Completely agree	agree	Neutral	Disagree	Completely disagree
This strategy helps you to understand better the lesson?					

Using collage motivated you to put into practice the acquired knowledge?					
Did the collage make the class funnier?					
Do you consider that the collage is a good strategy to improve your speaking skill?					

**4 Annex:** students' survey about the application of acting from script strategy.

Survey about the application of acting from script strategy	Completely agree	agree	Neutral	Disagree	Completely disagree
This strategy helped you to understand better the lesson?					
Acting helped you to lose your fear to participate in the class.?					
Do you consider that acting is a good way to motivate you to speak English?					
Did you like this strategy?					

5. **Annex:** Schedule Activities.

Date	First strategy: Questions and answers.	Second strategy: The collage	Third strategy. Games (information gap games and guessing games)	Fourth strategy: Acting from script.
September 3rd			Coins and currency	
September 9th			Coins and currency	
September 10th		Home appliances		
September 23rd		Home appliances		
September 24th	Places in the community			
September 30th	Places in the community			
October 1st				Describing places
October 7th			Describing places	
October 8th				Describing people with verb to "be"
October 14th			Describing people with verb to "be"	

6. **Annex:** pictures taken during the strategies application to 7th grade "E" students.
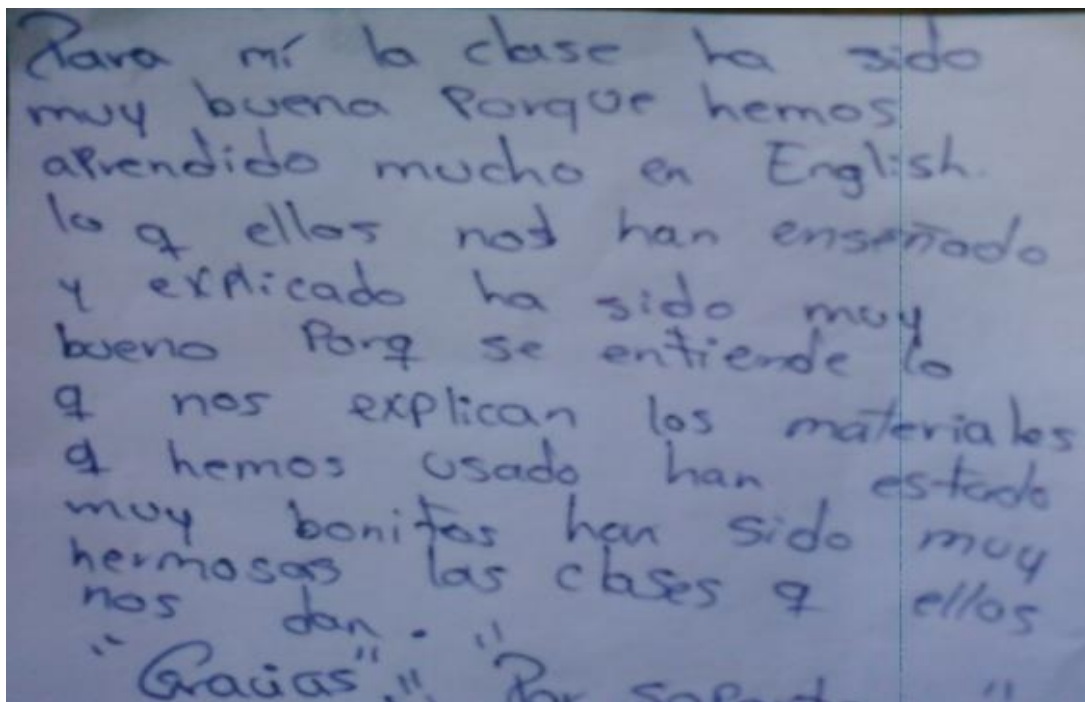

Collage strategy application.
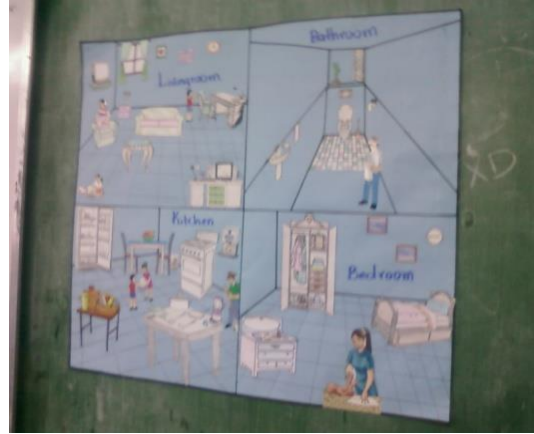
In this picture students are participating during the class' development.

Students´ opinions about the strategies applied.

"For me the class has been really good, because we have learned a lot in English; what they have thought us and explained was understandable and the materials that we have used has been nice and the classes have been interesting".

Methodological strategies to improve speaking skill in seventh grade students at Public Institute Guillermo Cano Balladares.

2014

7. Annex: Daily plan

Daily plan

Subject: English   Date: 09/092014

Grade: 7mo   Unit: V HOME

School: Institute Guillermo Cano   Time 90 min

Material: Poster with a map of a city

Teachers: Perla Karina Martínez Benavidez

          María del Carmen Rivera

          José Miguel Martínez

Achievement Indicator:

Content:

      Place in the community

Target Vocabulary:

Bank   bookstore ,building hospital ,neighborhood ,police station, restaurant ,supermarket, bus station ,church ,farm, market, park ,post office school.

Prepositions:

Above, across, from, behind, in front of, next to, on, under, in.

Target Grammar:

Preposition of place.

Warm up activity:

Students will do a dynamic called "Simon says" through this activity students will integrate to the class.

Initial activities

Greetings

Check the attendance

Check homework

Introduction

First we are going to introduce the topic and the target vocabulary to the students after that, Miguel is going to explain to the class how to use the prepositions of place.

Then he is going to give a structure which will be easy for students to remember how to make a statement using prepositions of place.

Structure:

Determiner +subject++verb to be +preposition of place+ complement

Example:

The bank is next to the police station.

The hospital is behind the school.

My telephone is in my pocket.

Practice:

In order to make students develop their oral skill we are going to use real places of their city asking question ´´ with´´ were this will help them to review that topic

Example:

Where is the park?

The park is in front of the church.

Where is Bertha Briones School?

It is in front of Marista´s School.

Where is the Independence stadium?

The Independence stadium is next to the fire station.

Using a map of the city students are going to ask question using where and the preposition of place, the purpose of this activity is to make students practice orally what they have learned.

Homework

Make a little paragraph describing their neighborhood using the vocabulary given.

8. **Annex** In-depth interview to the teacher.

Dear teacher the purpose for this interview is to get information about the behavior of the student in the English class and the limitations and problems you have to deal with in order to propose methodological strategies to help students to improve speaking skill. All the information will be helpful for us, thank you.

General data

Name of the school:_____

Type of education center: state: _____ private: _____ subsidized:_____

Location: Department: _____ district: _____

Course: Shift   Morning: _____afternoon:_____ night: _____

Answer the fallowing question:

1. Are there in your school any didactic resources for English?

2. Does the school provide you with didactic resources to develop your class?

3. What speaking activities don students enjoy most?

4.   What level of participation of your students?

5. What are the limitations you have to deal with in order to develop your English

      class?

6. Do students collaborate with their active participation in the development of the class?

7. How is the interaction between you and your students?

8. What activities do you think are the most effective for students to speak English?