

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

CUR- MATAGALPA



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UNAN-MANAGUA

DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

GRADUATE SEMINAR

Submitted to the National Autonomous University of Nicaragua in fulfillment of the requirements for the Bachelor of Arts Degree in English Teaching.

General topic:

DIDACTIC STRATEGIES APPLIED IN THE LEARNING PROCESS OF SECONDARY EDUCATION STUDENTS, MATAGALPA, II SEMESTER 2024.

Specific topic:

The use of didactic strategies to foster English speaking skills in seventh grade “A” students, La Corona school, San Ramon, Matagalpa, second semester 2024.

Authors:

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David De Jesús Vallejos Rodríguez

Matagalpa Nicaragua, November 2024

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ABSTRACT

In this research it is studied in general the Didactic strategies applied in the learning process of Primary-Secondary school students, Matagalpa II semester 2024 and it is emphasized in the study of the use of didactic strategies to foster English speaking skill in 7th grade "A" students, La Corona school, Municipality of San Ramon, department Matagalpa, second semester 2024. Also, the purpose of this work is to analyze the use of these strategies to obtain some information about 7th-grade "A" student's development in speaking skill in the learning process. In addition, the importance is that students can get more information through these activities because it has been created to catch their attention, also to get confidence and they can participate actively. These activities allow to teachers develop the class so that they can interact together. Finally, the use of these strategies helps to students to improve their abilities, but also main difficulties are present in non-native speakers like limited vocabulary, pronunciation about spelling, and unsatisfactory activities, on the other hand, the incidence of this is that they promote active learning, increase motivation to participate and engage, make the learning process fun and improve oral competences, furthermore, a set of didactic strategies were proposed to foster English speaking skill are role-plays, conversation circles, language games, and storytelling in presentation.

Keywords: *Didactic strategy, speaking, skill, incidence, language, difficulties, foster, importance, learning.*

DEDICATION

To God:

This research is dedicated firstly to God who has given us the wisdom, intelligence and health to be able to fulfill our work, and for giving us life to enjoy our achievements.

To our families:

Secondly, it is also dedicated to our parents, who have been a huge support in this whole process that has been taking place. They are source of love and inspiration to continue forward and meet our goals, having always believed in our strength.

To our mentor:

Finally, to our mentor, whose knowledge and guidance has been of great support for the development of this research.

ACKNOWLEDGMENT

Firstly, we are grateful with God, because from him comes the wisdom, intelligence, and health, to be able to fulfill this purpose.

Secondly, thanks to our parents because they always support us unconditionally, both economically and emotionally, to achieve our goals so their motivations help us to be strong enough to move forward.

Third, thanks to our instructor of graduation seminar, who helped and motivated us during the process, and grateful with all professors from UNAN-CUR – Matagalpa; thank you for encouraging us throughout our career, because each one of them contributed a grain of sand to reach the goal.

Also, thanks to our classmates, who supported and motivated us throughout these 5 years in the university, with a lot of effort and dedication together, we achieved it.

Finally, we are grateful UNAN-CUR - Matagalpa. Thank you for giving us the opportunity to grow in this prestigious university.

ENDORSEMENT LETTER



UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA CENTRO UNIVERSITARIO REGIONAL MATAGALPA

¡Universidad del pueblo y para el pueblo!

Noviembre 2024

El presente Seminario de Graduación, desarrollado por los bachilleres Ishanyi ChaoHua Castro carnet N ° 20602041, José Armando Sánchez 20602415 y Deyvin José Sevilla Barrera 20602404; remitido como requisito para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema **Didactic strategies applied in the learning process of Secondary Education students, Matagalpa, II semester 2024**; bajo el subtema “**The use of didactic strategies to foster English speaking skill in seventh grade “A” students, La Corona School, San Ramon, Matagalpa, second semester 2024**” cumple con los requisitos del proceso de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua - UNAN Managua - CUR Matagalpa, con la relación adecuada entre objetivos, variables, fundamentos teóricos, diseño metodológico, resultados y conclusiones. El proceso de análisis y discusión de resultados se llevó a cabo tomando en cuenta las variables de estudio, instrumentos de recolección de información, objetivos y referencias bibliográficas confiables.

La presente investigación es el resultado del esfuerzo, la dedicación y el conocimiento adquirido y puesto en práctica por los estudiantes, el cual cumple con todos los requisitos académicos e investigativos. Por lo tanto, se considera completa y lista para su defensa.

MSc. David de Jesús Vallejos Rodríguez

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I. INTRODUCTION

The present study is based on didactic strategies applied in the learning process of secondary education students, in the English subject, focusing on speaking skill. This skill is important for students to develop their communication skills and produce conversations, which is the main goal of communicative approach of English as a foreign Language in secondary Education in Nicaragua.

The setting is a rural Secondary school in San Ramon, Matagalpa, where students take English as a second language, as it is the program the Ministry of Education has designed for this level. This research aims to analyze the use of didactic strategies to foster English speaking skills in 7th grade “A” students, La Corona school municipality San Ramon, department Matagalpa, in the second semester of 2024. On the other hand, the problem addressed is the low oral communication competence to participate in speaking activities implemented for the teachers to develop the class.

The methodology applied for this research is as follows: **Paradigm is interpretative** since it aims to comprehend the reality from the participants' point of view, interpreting meaning and experiences with **phenomenological design**. **The approach is qualitative**, with some quantitative incidences, which means that the results are analyzed and described to gain more detailed insights into the research problem to be addressed, as well as a more in-depth understanding of the variables that affect the main topic of investigation.

The **type of study** is **cross-sectional or transversal**, because data is collected and analyzed in a specific period of time. **The universe** is the La Corona school, the population corresponds to 100% of the **and the sample**, 15 students 9 women and 6 men and an English teacher of 7th grade, at La Corona school, San Ramon, Matagalpa, during the second semester 2024, being a convenience sample.

Methods and techniques used: This study was carried out by combining both, inductive and deductive reasoning or methods. The techniques used to collect the needed data were: an interview to the teacher, observation guide, and survey to students. **The information analysis procedure:** In order to analyze the data collected from the instruments, it was interpreted, categorized, and processed using Microsoft word and Microsoft Excel.

II. JUSTIFICATION

Today it is evident that the use of didactic strategies are fundamental tool to foster English speaking skill. Strategies help students to bypass their areas of weakness and to perform at the level at which they are capable by facilitating the learning of this skill and encouraging them to want to learn more. Didactic strategies promote flexible thinking and teach students the importance of shifting their approaches to different tasks.

It is of great importance to know that students need to have great mastery about this ability, since a low level of speech in a student can cause him not to participate and the class becomes so boring that it would come to a time when the only person who develops the ability to speak is the teacher, so Therefore, the student returns home with mental gaps about the activities and some guidelines that the teacher gives, and consequently the student does not manage to learn during the class as well as, he does not develop his ability.

The purpose of this research is to analyze the use of didactic strategies to foster English speaking skills in 7th grade “A” students, La Corona school municipality San Ramon, department Matagalpa, in the second semester 2024. Student can easier assimilate the classes by seeing them from different points since we know that not everyone learns in the same way thus avoiding poor academic performance, finally obtaining an improvement in the students, especially in English speaking skill.

A didactic strategy must be proposed to help students carry out this procedure, which consist of acquiring the speaking skills and fluency they need to communicate, remembering the great importance of this as it is a skill that allows easy understanding and communication among people, for that reason is important to mention that the didactic strategies are necessary to foster speaking skill in 7th grade “A” students, La Corona school

This research will be of great support to students who need to improve their skills, as well as to future researchers who will be able to help themselves and create new knowledge, and to anyone who participates in the study of the language. In addition, new researchers can compare data taken in this research with other, because it is a topic very important to development in the education fields.

III. OBJECTIVES

General objective

Analyze the use of didactic strategies to foster English speaking skills in 7th grade “A” students, La Corona school municipality San Ramon, department Matagalpa, in the second semester of 2024.

Specific objectives

- Identify the importance of English didactic strategies in English as a Second Language.
- Describe the incidence of didactic strategies in speaking skill development.
- Propose a didactic strategy to foster English speaking skills in 7th grade “A” students, La Corona school municipality San Ramon, department Matagalpa, in the second semester 2024.

IV. DEVELOPMENT

The following chapter presents theoretical information, as well as data collected by using interview to the teacher, survey to students and observation guide to the class. It is addressed by variables and objectives, being the first one about didactic strategy.

4.1 Didactic strategy

4.1.1 Definition

(UNIR, 2023) mentions that, “Didactic strategies are all the actions and activities programmed by the teacher so that his students learn; they will depend on each topic and educational level, but also on the ideology of the center.”

That is to say, didactic strategies are activities planned by the teacher to motivate students so that they see the way of learning differently, making the study a place where they want and feel the desire to acquire more knowledge every day, in addition to what for the teacher it would mean that he is fulfilling his teaching goals.

An example of this, is when the teacher creates an educational space specially designed to encourage curiosity, reflection, dialogue, among others, so that students can create confidence in themselves so that they can participate without fear and feel confident in sharing their ideas and opinions with their colleagues, this is a great way to build trust among the group.

Referring to the results found in the interview to the teacher, survey to the students, and observation guide to the class, it is considered that the teacher uses a set of didactic strategies, which means the classes are meaningful, motivating, and facilitates a good environment to learn for the students.

In brief, didactic strategies are a combination of actions designed by the facilitator of the class, to become it an environment where all scholars can learn from a creative, dynamic, meaningful and motivating perspective.

4.1.2 characteristics

(Hotmart, 2024) Learning strategies are characterized by various attributes that make them effective. Among the most notable are: Flexibility: Because they are

adaptable, they can be adjusted to suit each person's individual needs. This allows for different approaches to be used to achieve learning objectives. Intentionality: These are used assertively and deliberately. Students must be aware of what strategies they are using and how they help them achieve their educational goals. Metacognition: involves reflection on one's own learning process and allows individuals to assess their own knowledge and understanding, identify areas in which they need to improve, and adjust strategies accordingly.

This means that, didactic strategies have as characteristics that they are flexible in the application purpose, the way to develop them and the types existing. They are applied in order to help students achieve learning. However, as the author claims, in order to be effective, learners ought to have control over the process when using learning strategies and be clear about the purpose.

In short, taking into account the characteristics of didactic strategies are fundamental in the classroom when deciding which ones to apply in order to develop and strengthen knowledge in the students. On the other hand, since there are a set of them, it is necessary to identify the areas that are going to be developed, in order to set the goals.

4.1.3 Types of didactic strategies

4.1.3.1 Autonomous.

Autonomous learning thrives when students reflect on their own learning process. Encourage them to keep a learning journal or write reflections on what they have learned and how they have applied it in real situations. Encourages self-reflection and constant analysis of your progress. Also, autonomous learning does not mean isolation. Combine individual assignments with group projects where students can apply what they have learned collaboratively. This gives them the opportunity to evaluate and adjust their understanding through feedback from their peers. (UNID, 2022)

In other words, the student must propose to learn on their own as well, not be left alone with what the teacher tells them, the students' curiosity must be awakened so that they become

interested. They should also be encouraged to learn by themselves, without anybody's help. Developing autonomy is working individually but also collaboratively.

Nowadays, students decide to do other activities with their time that are not related to studying or learning the language. That is why the teacher looks for strategies that help him guide his students to make better use of their time and to do so in a way that makes it easier for them to learn and for the teacher to teach, so that the student makes good use of their resources way and also do it in a fun way if necessary.

The data obtained in the observation guide, shows that the teacher uses autonomous didactic strategies in the class to develop students' autonomy in learning. Likewise, in the survey students affirm that the use of didactic strategies makes the class more interesting, and they feel encouraged to learn by themselves.

Then, comparing the theory presented above and the information found through the instruments applied, it is clearly understandable how didactic autonomous strategies help learners keep focused in the class and address knowledge in a safe environment, developing responsibility and building knowledge.

4.1.3.2 Active.

Active learning is a didactic strategy that places the student as the protagonist of their own learning experience, motivating them to participate actively and consciously in their process. This type of learning favors "learning by doing", promoting in students the skills of searching, analyzing and synthesizing information, as well as problem solving. (Educativa, 2021)

Moreover, this type of strategy promotes students to be able to learn through experience, either by doing the activities carried out by the teacher or taking their own actions to learn. Losing the fear to make mistakes should not an obstacle for them.

Nowadays, in ESL classrooms, most students do not participate in classes for fear of being criticized, either by their classmates or others. That is why, total physical response activities are a good way to promote active learning, because students follow the teachers' example and production is meaningful as well as learning is.

In the application of observation guide, it was found that teacher uses active didactic strategies in the class, the same data the interview and the survey provided. All in all, the analysis

of the data acquired and the theory presented, can be interpreted as active learning being an excellent way to promote learning, since this type of learning favors “learning by doing,” promoting in students the skills of searching, analyzing and synthesizing information, as well as problem solving and participation.

4.1.3.3 Collaborative.

According to (Halmert, 2007, p. 48) “Collaborative learning is an educational approach that seeks to improve learning through working together. It generally takes place in groups of two or more in which everyone solves problems, completes tasks, or learns new concepts of collective interest.”

Hence, collaborative strategies allow students to learn through the joint work of their classmates. Not necessarily to work in large groups, but also in small ones or pair work. Students interacting with others in order to complete tasks that are common for them, helps create learning together.

For instance, students form groups to complete one of the teacher's activities within the class, talking among themselves and analyzing the situation to create a dialogue in English. This helps them solve collaboratively and complete the task together to gain more confidence in the use of the target language.

In the instruments applied, it was found that in the classroom, the teacher uses collaborative didactic strategies to develop some tasks. In simple words, this collaborative learning consists in promoting the team working; the idea is that everyone processes information and concepts through the practice, instead of resorting to memorization sharing their ideas and that they can create their knowledge together and, to end, this type of activity is implemented in seventh grade to impulse team work and make the class an involving environment.

4.1.4 Importance in education

(Herrera1, 2005) affirms that, “Didactic strategies not only train the ability to learn and solve problems, but this in itself implies the intellectual development of the student, the potentializing of their abilities, understanding these as flexible structures that can be modified and increased.”

In other words, didactic strategies are capable of developing the students' minds in many ways, making them also able to do a lot of things in the class. Brain development is a goal to reach in the classroom, since reaching real potential should be the focus of any learning situation proposed in educational setting.

A great example of this, is when the teacher creates activities so that all students participate equally and are not afraid of making mistakes, creating a pleasant environment, thus avoiding low academic performance in the classroom.

In the interview applied, the teacher affirmed that the importance of using didactic strategies in education is that they are necessary to make learning easier and more effective. In addition, in the survey 100% affirm that didactic strategies are meaningful, and they are a support important to improve the speaking skill and finally in the observation guide applied, it is noted the fundamentals to cultivate this skill. In consequence, it is demonstrated that didactic strategies are meaningful and motivating the students to better English-Speaking skill participate actively in class.

In effect, applying didactic strategies it is truly important because they are fundamental to help understand a topic, developing an organized, meaningful and attractive class to help students learn. Then, didactic strategies are essential in the learning process to develop and potentialize students' abilities, understanding these as flexible structures that can be modified and adapted for specific purposes.

4.1.4. Problem based learning

Problem-based learning (PBL) has been widely adopted in diverse fields and educational contexts to promote critical thinking and problem-solving in authentic learning situations. Its close affiliation with workplace collaboration and interdisciplinary learning contributed to its spread beyond the traditional realm of clinical education to applied disciplines such as health sciences, business studies and engineering. (Elaine, 2016)

Therefore, problem-based learning is a teaching strategy that seeks to use the resolution of relevant and fictitious problems to develop skills and increase or improve critical thinking.

A clear example of this, would be when students make an emergency plan, for example: an evacuation plan for school which consists of marking safe places where people can be located and indicating emergency exits.

4.1.5 How to create Didactic strategies?

Its practical application in classes requires planning the teaching process and deciding, consciously and thoughtfully, which tools will be used to achieve the proposed objectives. They will be especially useful when transmitting knowledge considered particularly complex. It should be noted that the teaching strategies selected must be consistent with the components of curricular planning, but also with the conception and ideology of the educational center.

Likewise, these teaching strategies must be carried out with great care, planned correctly by the teacher, knowing how to choose well the tools that will be of great help for the teaching process and development of the activities which must coincide with the curricular planning and obtain from successfully the goal that is desired to be achieved with the students, which in this case would be to ensure that the students have successful learning in which they are able to take more interest in their classes instead of being distracted by other things.

When teachers need their students to be motivated in class, using materials and tools, whether visual or not, is a good strategy. All of this must be planned ahead of time by the teacher. In addition, it must be related to the topic that is being developed, and active-participative.

It should be noted that teaching strategies must be consistent with the components of curricular planning, but also with the conception and ideology of the educational center to improve and develop in the students, fluency, vocabulary, comprehension, pronunciation or grammar, and more.

The first variable and first variable have been analyzed so far. Now, it is time to present information about the second variable and then, the second objective, which is to determine the difficulties English speaking skill presents for nonnative speakers, in the learning process.

4.2. English speaking skill

Speaking skill is a key ability for oral communication in students. It is one of the most important abilities in the language.

4.2.1 Concept

According to (StudyCorgi, 2023) “English speaking skill is the art of expressing or conveying one’s feelings using language. Speaking can also be defined as a way of vocal communication aimed at engaging another person through language.”

As stated above, English speaking skill is the capacity of communicating with another person by speaking messages or producing sounds that deliver a message. Its main function is to set a dialogue. Speaking is considered the most important skill to develop and one of the most important too.

Likewise, English speaking skill is an action that is necessary to communicate orally with other people. Nowadays, the world lives a time when communication has expanded worldwide. That is why speaking skill is so necessary to be developed, because English language purpose is to communicate orally.

Supporting the above-mentioned information, in the application of the instruments; the teacher and students share and keep same the opinion about the need to develop English-speaking skill to develop or establish good communication.

4.2.2 Elements of speaking skill

4.2.2.1 Grammar.

As per, (Hotmart Blog, 2023) Grammar is a set of rules which describe how it uses a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation.

Managing grammar is an effective way to manage structure and vocabulary, which is essential for speaking, since they both are part of the elements of speaking skill.

4.2.2.2 vocabulary.

Harmer exposes upon the concept that “vocabulary is all the words in a particular language”. Referring to this, vocabularies are words that people use when they are talking about a particular subject and in this case in English, furthermore is a set of words that people know and use to express that they want in a determined moment. The particular language is this time is English coupled precisely in the speaking skill as element of its. (Harmer, 2007)

In other words, vocabulary is the main tool to get inside and establish a good communication. without words to say, there is not chance to communicate in any language. Obtaining vocabulary requires a great deal of strategies, and practice to be effective. Nowadays, vocabulary obtention is easier than some years ago, because technology has facilitated it.

4.2.2.3 Pronunciation.

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. This means that pronunciation is the manner of saying all the words making use of phonetic alphabet sounds, intonation and rhythm at the moment of the conversation. (Harmer, 2007)

Then, pronunciation is the correct form to say words for a message being comprehended. Pronunciations goes beyond just producing the right sounds. Aspects like tone and stress are important when speaking, in order to communicate the right message and avoid misunderstandings.

4.2.2.4 Fluency.

Fluency revolves around the ability to speak smoothly, confidently, and without unnecessary pauses or hesitations, even if some mistakes occur. is the ability to hear words and understand them straight away. If they see a word written down, they

can read it aloud and pronounce it properly. The fluency it shows not only in speaking skill but other three more too, because, according to your fluency you communicate every single day. (Harmer, 2007)

Considering this, fluency is the joining of grammar, vocabulary and pronunciation elements, when expressing ideas. For achieving fluency, it is necessary to speak clearly, using grammatical structure, good range of vocabulary and proper pronunciation.

Since this is a difficult aspect to achieve, lack of a good fluency causes students to be afraid of speaking. Then, it becomes an essential ability to focus on when teaching students. For that, it can be concluded that grammar, vocabulary, and pronunciation are necessary.

4.2.2.5 Comprehension.

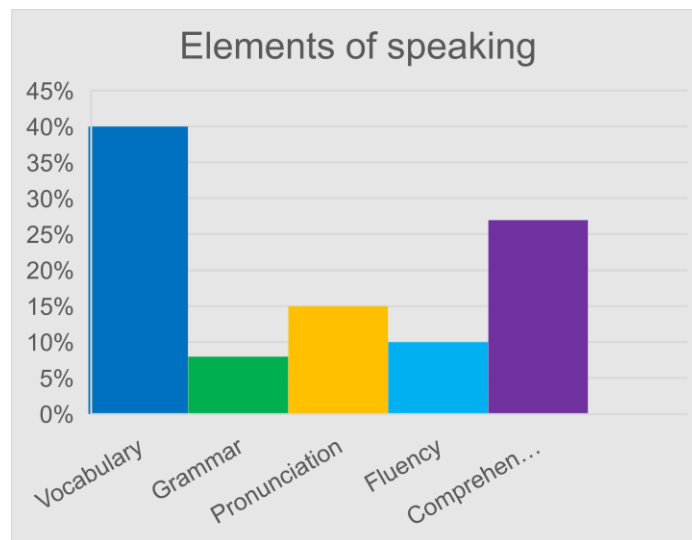
Harmer says that, comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are five components of speaking that must be paid attention by the students if they want to speak well. They are grammar, vocabulary, pronunciation, Fluency and comprehension (Harmer, 2007)

Comprehension is very important to achieve in English speaking, since understanding the message transmitted by somebody else is crucial in order to answer appropriately.

The results obtained through the instruments applied show that the above-mentioned elements of speaking skill are truly important for achieving good communication skills. Fluency, grammar, vocabulary, and comprehension are essential in this skill development and mastering.

As far the results obtained in the in the instruments applied is known that, the 40% of the student said that their teacher always focus that they can learn many vocabularies and they can use during his class, 8% of the other one said the grammar, 15% pronunciation, 10% fluency, 27% comprehension; in this one section students chose more than one answer. In the observation guide it realized that effectively he focuses in all elements of speaking during the development of his class and, in the interview, he expressed that, when he is writing the didactic action, he always is thinking in that his learners can learn something new every day. Thus, those elements are very

important to improve this skill and with data obtained it conclude that it can not forget one of them because, each one form part indispensable to stablish a good communication and develop this skill.



To sum up, relating all the elements obtained from the theory and the information obtained from the instruments applied, it can be considered that the elements of speaking are fundamental to stablish a good communication, which makes them necessary to be correctly developed.

4.2.3 Importance

English is an international language, the main language of this planet. English will be the most spoken language word wide in 2023, with more than 1.4 billion speakers. Of them, approximately 380 are native speakers, while the rest have learned this language as a second language. Supporting the inference mentioned it can say that anywhere you want to go in the world you can find someone who speaks English and this reflect the importance of English and speaking skill too because is the language spoken around the world. (Fernandez, 2023)

English is the most used language in the world for different purposes, and logically offers some benefits. Its importance lays that communicating appropriately can lead you to solve specific problems and needs. for example; Speaking English allows you to actually broaden your world, from job opportunities to the ability to relate to people from every country.

At this time, English speaking skill is the most difficult skill to master for students, because many of them do not like to speak when they have to perform an oral activity such as an oral presentation. It is important to develop this skill in order to communicate formally and informally.

The data collected through the instruments affirm the idea that English speaking skill is far more important than any other ability, since speaking allows people to ask and give information. English speaking skill is important to acquire because, people can express ideas, feelings and emotions.

4.2.4 Difficulties for non-native English speakers

As any other skill, speaking ability represents one of the biggest challenges in the English language acquisition or learning. This is mostly due to the factors of pronunciation, vocabulary and kind of activities developed during the learning process.

4.2.4.1 Lack of Vocabulary.

(Suparman, 2022) “Lack of vocabulary hinders students' communication skills and ability to construct sentences, impacting their English learning in speaking, reading, listening, and writing.”

It can be inferred that vocabulary plays an important role in the acquisition of the English language, since without words it is impossible to establish a conversation. Furthermore, as stated above, the lack of vocabulary affects the four-language skills performance and development in students.

For example, in the group studied, this difficulty was noticed when the teacher asked something to students and only a few ones could answer appropriately because they did not have the vocabulary they needed to participate. Then, for English as a second language learners, obtaining a good quantity of vocabulary in context and knowing how to use it, means having tools to participate. On the other hand, lack of vocabulary is a big difficulty for students who are non-native speakers of the English language.

4.2.4.2 Pronunciation relation to spelling.

(Rordquist, 2019) A pronunciation spelling is a spelling that more closely reflects the pronunciation of a given word than the word's traditional spelling does. Over time the new spelling may become as acceptable as the original spelling, as is the case with the pronunciation spelling bosun for boatswain.

Supporting the theory above mentioned, pronunciation spelling refers to the relation between the written word and its phonetics. Words in the English language are not pronounced the same as they are written, contrary to the Spanish language, where there is a one-to-one relation between the phonetic or the traditional way to pronounce each word, knowing that most people have different accents and ways to articulate words.

In the group studied, this difficulty was obvious when the class observation was performed when the teacher was developing his class and students had to pass in front to make an oral presentation. It was evident that they had forgotten how to pronounce and the incidence of the mother tongue – Spanish – was evident at the time they were pronouncing, following the writing-pronouncing rule of the Spanish language.

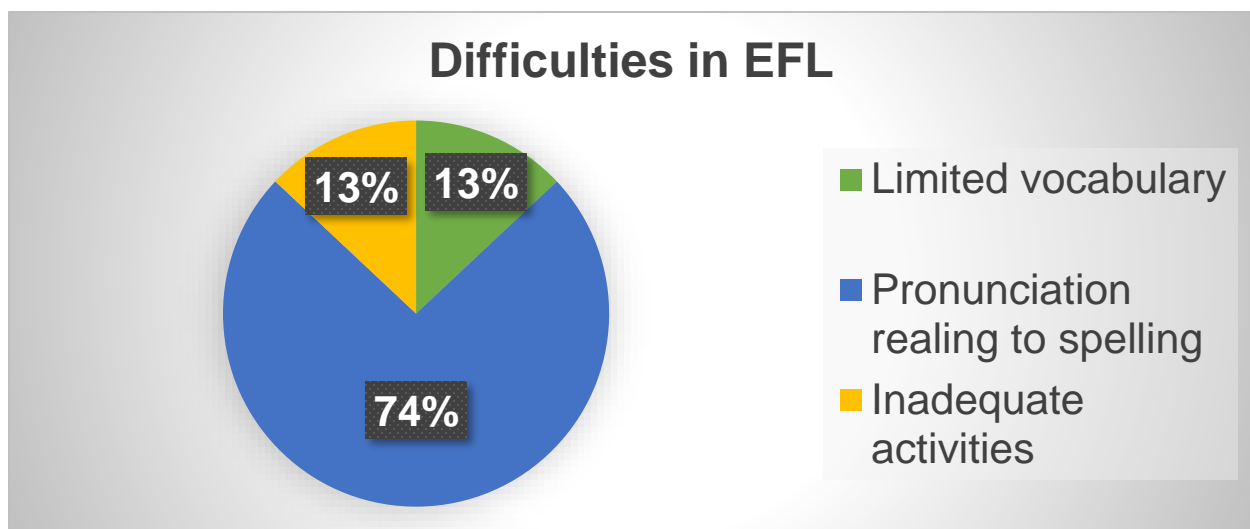
4.2.4.3 Inadequate activities.

(R.A., 2007) The educators need to ensure, in educational institutions of all levels, the teaching-learning methods and materials are in a well-developed state. When these are not adequately available, it is disadvantageous to the individuals as well as to the overall system of education. Furthermore, when these are not available, there are occurrences of different types of impediments within the course of academic learning, achievement of educational goals and promoting enrichment of overall system of education

In plain English, educators must guarantee that teaching and learning methods, along with materials at every level. When these resources are lacking, it negatively impacts both individuals and the broader educational system. Additionally, the absence of these resources leads to various obstacles that hinder academic learning, the attainment of educational objectives, and the enhancement of the overall educational style.

Teachers should be aware of the kind of students they have, their interests and needs, when it comes to choosing the activities to develop. As an example, in the group where the research was developed, through the observation guide, it was evident that for students there were unsatisfactory activities, causing a lack of integration and motivation to develop the tasks assigned.

Taking in count the data collected in the survey it known that, those difficult are very common according to the answer by the professor in the interview however, he considers that, the most difficulty in that group is precisely pronunciation relation to spelling, in the survey the 74% of the students think the same weakness, and the other 26% share the idea between lack of vocabulary and inadequate activities and finally, in the observation guide it come out that they have much difficult in the in the three. So that as referring to the expressed to authors it is really that those difficult affect the learning process.



In conclusion, taking into account the data collected through the instruments applied and the theory above mentioned, we can say that the main difficulties for learners of English as a foreign language, are limited vocabulary, pronunciation relating to spelling, and unsatisfactory activities planned for the learning process.

4.3 Incidence of didactic strategies in speaking skill development

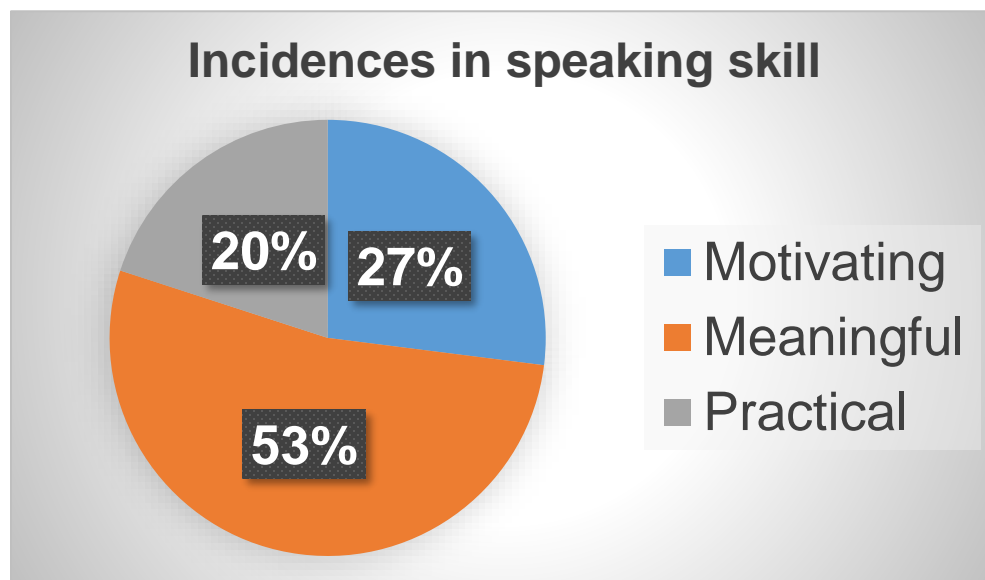
A didactic strategy is focused on giving the student the necessary tools to understand what the teacher is explaining. However, this is not the only goal that is

pursued with its implementation. It is also intended to expand other very significant capabilities. (Educalink, 2021)

In relation to the aforementioned, it is vital to use didactic strategies specifically in English Speaking, A didactic strategy aims to equip students with the tools they need to grasp the concepts presented by the teacher. Yet, this is not the only objective sought through its application. It also strives to enhance other important skills.

To summarize, the student's capabilities that are promoted through teaching strategies in speaking skill are: motivation, reflection, and teamwork. Furthermore, these positive characteristics favor the classroom environment. Finally, the development about knowledge is enriched by students and teacher too.

Analyzing the data obtained from all the instruments, the 53% of students are agree that the use of didactic strategies applied in the development of the class become meaningful environment to improve English speaking skill, 27% consider that the uses of activities make the class motivating, and the others 20% say that, these tools make more practical the improvement in speaking skill. Therefore, in the interview teacher said that the use of this activities makes the class more entertaining for students and it is easier to himself to develop it, finally, in the observation guide it shows the mentioned before it. since strategies focus on giving students new learning resources so that they feel the excitement and yearning to foster their difficulty in the area.



4.3.1 Promote active learning.

(Askia, 2016) Active learning is a very good strategy to apply in speaking skill. It involves some instructions like giving a talk and group discussions more over saying and doing. Upon on those instructions, the students can practice their speaking skill directly while teaching and learning process happens.

What this means is that active learning is an effective approach for enhancing speaking skills. It includes activities such as delivering presentations and participating in group discussions, as well as practical application through speaking and doing. Through these activities, students can directly practice their speaking abilities during the teaching and learning process.

Then, applying active learning strategies with students is very useful to get better results and have them acquire knowledge step by step, being the main authors of their knowledge building. The data outputted from the instruments applied reveal that in this class, there is use of active learning strategies, trying to develop speaking skill in students. It is observed that the teacher uses these activities to catch students' attention and encourage students' participation, since promoting active learning is a way in which students can develop their ability not only to learn in a fun form, but also to be able to gain confidence in sharing their ideas and participating in activities with their teacher.

4.3.2 Increase motivation to participate

(English for ASIA, 2016) states that as teachers, we often come up against challenging classes and students. We all know that motivation is the key to successful learning outcomes – in fact it would go further and suggest that if students aren't motivated, it becomes much harder for them to control their attention, and thus harder to process new information and so they get distracted easily or worse, they may become disruptive.

As the author states, increasing motivation to participate is a necessary issue to address order to obtain good results in students' competences in the learning process. Obtaining attention from students is essential to have them interact with the content, develop the activities and process information. Therefore, it depends on the teacher to bring motivation to the class to improve active learning in the students.

In short, the motivation is very useful for students because with this factor they can achieve their goal. The statistics produced from the instruments applied stand that the teacher uses competition activities to motivate students to participate in class actively. He also uses them to encourage students, to engage them in different speaking activities.

It is important to highlight that motivation is an essential part of achieving the desired goals, since without motivation there is nothing to drive students to strive and improve. Therefore, the way in which they can feel this way is by increasing their potential to participate in competitive activities to help them get the best out of themselves and always making them understand that mistakes do not matter, but rather how to learn from them.

4.3.3 Make the learning process fun

According to (Birt, 2022), implementing innovative teaching techniques enhances students' engagement, making learning enjoyable and meaningful. Incorporating classroom gamification motivates students and fosters a competitive yet rewarding learning environment. Promoting collaboration and creating a positive learning environment empowers students and cultivates essential skills for their academic journey.

This means that utilizing innovative instructional methods increases student involvement, making the educational experience fun and significant. Adding gamification to the classroom inspires students and encourages a competitive but beneficial learning atmosphere. Encouraging teamwork and establishing a supportive learning setting enables students and develops key skills for their academic path.

Therefore, the implementation of these techniques' makes students feel motivated, since, for them a new way of learning is something that will get their attention and make them interested in studying. In addition, creating a different environment for students in which they show a positive attitude in class being more participate, getting more involved and putting a lot of effort into learning.

In this case, the group of students under study need to feel a new environment in which they can use the language in a natural way, with the help of techniques so that they can develop their abilities to communicate, making the class more entertaining for them, to get confidence to

convey their own ideas and opinions. This is supported by the data obtained from all the instruments, where there is an agreement that the use of different dynamics makes the learning process fun and more entertaining for students.

In conclusion, making the learning process fun helps students to be more participative in class, develop different competences, including technology and ludic activities such as games and collaborative learning.

4.3.4 Improve oral competences

Referring to (Marvin, 2024) Communication skills are important as you interact with a variety of people at work. Knowing how to improve your verbal communication skills can make a significant difference those interactions. It is not solely about the words you say, but also the verbal and nonverbal cues you use when communicating. By developing these abilities, you can establish yourself as someone that people want to engage with and listen to whether they are colleagues, clients or potential employers.

Being said in different words, effective communication skills are crucial when engaging with diverse individuals in the workplace. Enhancing your verbal communication abilities can greatly influence those interactions. It involves not just the language you employ, but also the verbal and nonverbal signals you convey during communication. By honing these skills, you can position yourself as someone whom others wish to connect with and heed, whether they are coworkers, clients, or prospective employers.

Oral competencies improvement is a difficult goal to achieve in ESL classrooms, since this does not only mean keeping interpersonal skills to communicate, but also the ability to speak and listen appropriately in order to communicate. Improving oral competences in students means improving not only the way they speak, that is, pronunciation, but also how they express themselves by learning new phrases and interacting with other people. It is not just about knowing how to speak; it is about knowing how to communicate naturally so that whoever is receiving the message understands what is being shared.

To sum up, the information presented here from the author consulted states the importance of improving oral competencies. The incidence of didactic strategies in the speaking skill development is that they promote active learning, increase motivation to participate and engage, make the learning process fun, and improve oral competences in students.

However, the data obtained through the instruments applied, it is visible that there is use of didactic strategies to try to help students to improve oral competence in the classroom. However, it is clear that they are not enough for this purpose.

Based on this assumption, here is a set of didactic strategies aimed to foster or improve speaking skill in students.

4.4 Didactic strategy proposal and activities to foster English speaking skill.

Oral communication could be the main skill when learning a language, it is not only considered as a communicative skill, but as the means that facilitates the acquisition of the language that is learned and its academic content. Through this ability, the student can express his thoughts, feelings and ideas; as well as understand facts and the feelings of others; this ability can only be obtained through practice. (Rojas, 2022)

Then, taking this into consideration, role plays, conversation circles, language games, and storytelling in presentations are some strategies proposed to help students improve this skill.

4.4.1. Strategy proposal to foster speaking skill.



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a) General Information

School: **Grade:** **Date:**

Time:

Topic:

Strategy Name: Active Learning Strategy: **Think-Pair-Share**

b) Purpose of the strategy

The strategy called **Think-Pair-Share** the classroom allows different game principles to be introduced during classes, with the aim of encouraging greater student participation and thus improving the educational experience. Also, it actively involves students in the learning process, making lessons more dynamic and interesting.

c) Problem to be solved

The main purpose to get over through this didactic strategy is specifically is to foster English-speaking skill, but if it pretends to get this goal, it is necessary first one to know the reason why is happened the down performance students of 7th grade of the La Corona school in English class that they could cross some weakness as lack of vocabulary, pronunciation in relation to spelling and inadequate activities.

For that reason, it is indispensable to create or look new way to keep students awake, motivated through the strategy Active learning that promoting an awesome environment to learn and thus

improves the wished English-speaking skill by applying some activities like role play, conversation circles, language game and storytelling.

d) Description of the step-by-step strategy

Think-Pair-Share: is a simple yet effective active learning strategy that encourages students to communicate their ideas, and learn from their peers.

Here's a step-by-step guide:

1. Pose a Question or Problem:

Present a thought-provoking question or problem related to the topic.

Example: "what classroom object are there on the desk?" in conversation circle

2. Individual Thinking Time:

Give students a few minutes to think individually about the question or problem.

Role play

Encourage them to jot down their thoughts.

3. Pair Discussion:

Have students pair up with a classmate.

In pairs, they should discuss their thoughts and ideas, building on each other's insights. Storytelling in presentation.

Encourage them to ask questions, challenge assumptions, and listen actively.

4. Share with the Class:

Call on a few pairs to share their discussion points with the class.

Facilitate a class discussion, encouraging other students to add their perspectives or ask questions. Language game.

Benefits of Think-Pair-Share:

Engages students: It actively involves students in the learning process.

Encourages participation: Even quieter students may feel more comfortable sharing their ideas in pairs.

Promotes critical thinking: Students analyze information and form their own opinions.
Fosters collaboration: Students work together to solve problems and share knowledge.
Builds confidence: Sharing ideas with a partner can help students gain confidence in expressing themselves.

In the following section, it shows some activities to improve English speaking skill that supporting the didactic strategy proposal in this research, with the purpose to achieve the goals, and expectations of the teacher in the classroom and make the class an environment recreative to learn.

4.4.1 Role-Play Activities

According to (Barbara Farland, 2023) Roleplay involves imagining the perspective of a person in a specific role and situation, and then speaking and behaving as one would imagine or would hope.

Then, role play is a dynamic used by people of different ages to represent characters and issues whether they are real or fictional, to encourage to students to use the language.

One of the advantages that role plays have is that students rehearse what they will say. This gives them the opportunity to practice their lines in advance. Pronunciation of difficult vocabulary, grammar structures to use and the correct words needed can be addressed in advance, so that at the time they act out they do have already practiced and improved their level.

4.4.2 Conversation Circles

In agreement with (Slade, 2023) A talking circle is NOT an action taking or decision-making process, nor a feedback method. Talking circles help to go into a topic with depth, to explore what is stirring underneath, to engage in the complexity together.

They serve to integrate students into a group to socialize and also share their own opinions, ideas or thoughts, at different levels.

Interaction and language use are some of the advantages of conversation circles. On the other hand, due to this strategy demands control over the language, it is necessary to have students' study in advance and practice, in order to participate adequately, which supposes language use.

4.4.3. Language Games

According to (Peters, 2020), Language-game or Sprintsail, a term invented by Wittgenstein and used in *The Philosophical Investigations* 'to bring into prominence the fact that the speaking of language is part of an activity, or a form of life'.

Language games mean more than just playing and more than just language use. They use simple everyday language. Due to the fact that there is a wide variety of games, using them is a good idea. Moreover, children and people of all ages love them. On the other hand, the resources available are plenty.

4.4.4 Storytelling in Presentations

In conformity with (Storie, 2024) Being a presentation storyteller does not necessarily mean that you tell stories in your presentation – although you might. Presentation storytelling is about utilizing tried and true storytelling techniques. It opens a new window in your presentation to communicate ideas in ways that engage and move your audience.

Storytelling is a strategy that leads students to use different resources in order to use the language, to produce orally and written, to work collaboratively, and to have students produce in the target language. By using these strategies, it is expected that students improve their speaking skill.

V. CONCLUSIONS

After analyzing the use of didactic strategies to foster English speaking skills in 7th grade “A” students, at La Corona School in the municipality of San Ramon, department of Matagalpa, in the second semester of 2024, the following conclusions are drawn:

1. Didactic strategies are essential in the learning process to develop and potentialize students’ abilities, understanding these as flexible structures that can be modified and adapted for specific purposes.

2. The incidence of didactic strategies in speaking skill development is that they promote active learning, increase motivation to participate and engage, make the learning process fun, and improve oral competencies in students. Also, this one help to get over some difficulties in English speaking skill presented for nonnative speakers, in the learning process concerned with limited vocabulary, pronunciation relation to spelling, and unsatisfactory activities developed.

3. The didactic strategy proposed to foster English speaking skills in 7th grade “A” students, La Corona school municipality San Ramon, department Matagalpa, in the second semester 2024 was think-pair-share adopted with the following activities like role-plays, conversation circles, language games, and storytelling in presentation.

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Appendix 1. Descriptors Matrix

Variables	sub variables	Sub categories and descriptors	
4.1 Didactic strategies	4.1.1 Definition		
	4.1.2 Characteristics		
	4.1.3 Types of didactic strategies	4.1.3.1 Autonomous	
		4.1.3.2 Active	
		4.1.3.3 Collaborative	
		4.1.3.4 Problem based learning	
	4.1.4 Importance in education		
4.1.5 How to create a didactic strategy			
4.2 Speaking skill	4.2.1 Concept		
	4.2.2 Elements of speaking skill	4.2.2.1 vocabulary	
		4.2.2.2 Grammar	
		4.2.2.3 pronunciation	
		4.2.2.4 Fluency	
		4.2.2.5 Comprehension	
	4.2.3 Importance		
4.2.4 difficulties for non-native English speakers	Lack of vocabulary Pronunciation relation to spelling. Inadequate activities.		
4.3 Incidence of didactic strategies in speaking skill development.	4.3.1 Promote active learning		
	4.3.2 Increase motivation to participate		
	4.3.3 Make the learning process fun		

	4.3.4 Improve oral competence	
4.4 Didactic strategies to foster English speaking skill	4.4.1 Role-Play Activities	
	4.4.2 Conversation Circles	
	4.4.3 Language Games	
	4.3.4 Storytelling in Presentations	

Appendix 2. Variables Operationalization

Variable	Concept	Indicators		Questions	Scale	instruments	To whom
Didactic strategies	UNIR (2023) mention that, “Didactic strategies are all the actions and activities programmed by the teacher	Definition		How do you choose the didactic strategies you apply?	Open	Interview	Teacher
		Characteristics		How do you describe the didactic strategies applied in the classroom?	Open	Interview	Teacher
				How do you describe the use of didactic strategies applied in the classroom?			
		Autonomous Active		What didactic strategies do you	Closed Autonomous	Interview	teacher

so that his students learn; they will depend on each topic and educational level, but also on the ideology of the centre.”	Types of Didactic strategies	Collaborative Problem based learning	use the most in your class?	Active		
				Collaborative		
			The teacher uses autonomous didactic strategies in the class.	Closed Yes No	Observation guide	Class
			The teacher uses active didactic strategies in the class.	Closed Yes No	Observation guide	Class
			The teacher uses collaborative didactic strategies in the class.	Closed Yes No	Observation guide	Class
			What didactic strategies do you use the most in class?	Closed Autonomous Active Collaborative	Interview	Teacher

		Importance		<p>What is the importance of didactic strategies in education?</p> <p>Does the use of didactic strategies make the class more entertaining?</p>	<p>Open</p> <p>Closed Yes No</p>	<p>Interview</p> <p>Survey</p>	<p>Teacher</p> <p>Students</p>
		How to create a Didactic strategy		Have you ever created your own didactic strategy to teach this group of students? If so, explain how.	Open	Interview	Teacher
	According to Study Corgi (2023) “English speaking skill		vocabulary Grammar pronunciation	The teacher focuses on vocabulary aspects in the lesson plan.	<p>Closed</p> <p>Yes No</p>	Observation guide	Class

English speaking skills	is the art of expressing or conveying one's feelings using language. Speaking can also be defined is a way of vocal communication aimed at engaging another person through language.”	Elements of speaking skill	Fluency	The teacher focuses on grammar aspects in the lesson plan.	Closed Yes No	Observation guide	Class
			Comprehension	The teacher focuses on pronunciation aspects in the lesson plan.	Closed Yes No	Observation guide	Class
				The teacher focuses on fluency aspects in the lesson plan.	Closed Yes No	Observation guide	Class
				The teacher focuses on comprehension aspects in the lesson plan.	Closed Yes No	Observation guide	Class
			What elements of the speaking skill				

			do you address mainly in your lesson plans?	Closed vocabulary Grammar pronunciation Fluency Comprehension	Interview Survey	Teacher Students
			What elements of the speaking skill does he address mainly in the lessons?			
			Do you believe that didactic strategies help communication?	Closed Yes No	Interview	Teacher
		Importance	Didactic strategies seem to help develop communication.	Closed Yes No	Observation guide	Classroom
			Do you consider that speaking activities are important in English class?	Closed Yes No	Survey	Students

				What is the importance of speaking activities in English classes?	Open	Interview	Teacher
	Difficulties for non-native English speakers			What is the most difficult aspect when speaking English?	Closed	Interview	Teacher
			The most difficult aspect when speaking is <i>lack of vocabulary.</i>	Lack of Vocabulary pronunciation relation to spelling. Inadequate activities.		Survey	Students
			The most difficult aspect when speaking <i>pronunciation relation to spelling.</i>	Closed Yes No		Observation Guide	Class

				The most difficult aspect when speaking <i>developing inadequate activities.</i>	Closed Yes No	Observation Guide	Class
Incidence of didactic strategies in speaking skill development.		Promote active learning		How do you promote active learning? The didactic strategies applied promote active learning in speaking activities.	Open Closed Yes No	Interview Observation Guide	Teacher Class
		Increase motivation to participate		What didactic strategies motivate students to participate?	Open	Interview	Teacher

				The didactic strategies applied motivate students to participate in speaking activities.	Closed Yes No	Observation Guide	Class
		Make the learning process fun		What didactic strategies make learning process fun? The didactic strategies applied make the learning process fun	Open Closed Yes No	Interview Survey Observation Guide	Teacher Students Class
		Improve oral competence		What didactic strategies help students improve oral competence?	Open	Interview Survey	Teacher Students

				The didactic strategies applied help students improve oral competence.	Closed Yes No	Observation Guide	Class
Didactic strategies to foster English speaking skill		Role-Plays Conversation Circles Language Games Storytelling in Presentations		What didactic strategies help foster English speaking skill?	Closed <ul style="list-style-type: none"> • Role-Plays • Conversation circles • Language games • Storytelling in Presentations • Others. (Explain) 	Interview	Teacher
				Which one of them do you use more often to foster English Speaking skill?		Interview	Teacher
				Which of these speaking activities do you like the most?		Survey	Students

Appendix 3. Interview to the teacher



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I. General Data:

Date: _____ Time: _____

School: _____ Area: _____

Interviewer: _____

Interviewed: _____

Age: _____ Gender: _____

II. Introduction

Dear teacher, we are doing some research on the use of didactic strategies to foster English speaking skills in 7th grade “A” students, La Corona school, municipality of San Ramon, department Matagalpa, second semester 2024 as a requirement for graduating as Bachelors of Arts in English. For this, we need your valuable collaboration. Please answer the following interview. Thank you in advance.

III. Objective

Analyze the use of didactic strategies to foster English speaking skills in 7th grade “A” students, La Corona school municipality San Ramon, department Matagalpa, in the second semester 2024.

IV. Development

Questionnaire

1. How do you choose the didactic strategies you apply?

2. How do you describe the didactic strategies applied in the classroom?

3. What didactic strategies do you use the most in your class?
 - a) Autonomous
 - b) Active
 - c) Collaborative

4. What is the importance of didactic strategies in education?

5. Have you ever created your own didactic strategy to teach this group of students? If so, explain how.

6. What elements of the speaking skill do you address mainly in your lesson plans?
 - a) vocabulary
 - b) Grammar
 - c) pronunciation
 - d) Fluency
 - e) Comprehension

7. Do you believe that didactic strategies help communication?
 - a) Yes
 - b) No

8. What is the importance of speaking activities in English classes?

9. What is the most difficult aspect when speaking English?
- a) Lack of Vocabulary
 - b) Pronunciation relation to spelling.
 - c) Inadequate activities.

10. How do you promote active learning?

11. What didactic strategies motivate students to participate?

12. What didactic strategies make learning process fun?

13. What didactic strategies help students improve oral competence?

14. What didactic strategies help foster English speaking skill?

- a) Role-Plays
- b) Conversation circles
- c) Language games
- d) Storytelling in Presentations
- e) Others. (Explain)

Appendix 4. Observation Guide



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I. General Data

School: La Corona

Time: 45 minutes

Date: -10-2024

Observant name: _____

II. Objective

Analyze the use of didactic strategy to foster English speaking skill in seventh grade “A” students, La Corona School, municipality San Ramón, department Matagalpa, second semester 2024.

III. Development

Indicators	Yes	No	Comments
The teacher uses autonomous didactic strategies in the class.			
The teacher uses active didactic strategies in the class.			
The teacher uses collaborative didactic strategies in the class.			
The teacher focuses on vocabulary aspects in the lesson plan.			

The teacher focuses on grammar aspects in the lesson plan.			
The teacher focuses on pronunciation aspects in the lesson plan.			
The teacher focuses on fluency aspects in the lesson plan.			
The teacher focuses on comprehension aspects in the lesson plan.			
Didactic strategies seem to help develop communication.			
The most difficult aspect when speaking is <i>lack of vocabulary</i> .			
The most difficult aspect when speaking <i>pronunciation relation to spelling</i> .			
The most difficult aspect when speaking <i>developing inadequate activities</i> .			
The didactic strategies applied promote active learning in speaking activities.			
The didactic strategies applied motivate students to participate in speaking activities.			
The didactic strategies applied make the learning process fun			
The didactic strategies applied help students improve oral competence.			

Appendix 5. Survey to students



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CENTRO UNIVERSITARIO REGIONAL MATAGALPA

CUR-MATAGALPA

Dear student, we are students of the fifth year of science of education with mention in teaching “English” career of CUR Matagalpa. We are conducting a survey with the purpose of gathering useful information to analyze the use of didactic strategies to foster English Speaking skill in 7th grade "A" students, La Corona school municipality San Ramon, department Matagalpa, second semester 2024. For this, we need your valuable collaboration.

Please answer the following survey. Thank you in advance.

I. General Data:

Name: _____ Age: _____

Date: _____ Community where you live: _____

Area: Urban / rural

II. Development

1. How do you describe the use of didactic strategies applied in the classroom?

- a) Motivating
- b) Meaningful
- c) Practical
- d) Boring

2. Does the use of didactic strategies make the class more entertaining?

- a) Yes

b) No

3. What elements of the speaking skill does he address mainly in the lessons?

- a) vocabulary
- b) Grammar
- c) pronunciation
- d) Fluency
- e) Comprehension

4. Do you consider that speaking activities are important in English class?

- a) Yes
- b) No

5. What is the most difficult aspect when speaking English?

- a) Lack of Vocabulary
- b) Pronunciation relation to spelling.
- c) Inadequate activities.

6. What didactic strategies make learning process fun?

7. What didactic strategies help students improve oral competence?

8. Which of these speaking activities do you like the most?

- a) Role-Plays
- b) Conversation circles
- c) Language games
- d) Storytelling in Presentations
- e) Others. (Explain)

Thanks for your collaboration!

Appendix 6. Activities Timetable

	Activities	Date	Responsible
I	Select the theme	August 17 th , 2024	All the group
II	Select the general and specific objectives, justification recollect information	August 24 th , 2024	All the group
III	Working on sketch and correction of justifications	August 31 st , 2024	All the group
IV	Elaborate description matrix, variable operationalization.	September 7 th , 2024	All the group
V	Working on the framework	September 14 th , 2024	All the group
VI	Finish the framework	September 28 th , 2024	
VII	Elaboration of instruments, interview and observation guide	October 5 th , 2024	All the group
VIII	Instruments: survey to student, interview to teacher, observation guide.	October 12 th , 2024	All the group
IX	Instruments application.	October 19 th , 2024	All the group
X	Analyze and discussion about results.	October, 26 th , 2024	All the group
XI	Conclusion, recommendation and reference	November 2 nd , 2024	All the group
XII	Working on introduction, abstract and keywords	November 9 th , 2024	All the group
XIII	Pre-defense	November 18 th , 2024	All the group