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**GENERAL TOPIC**

Didactic Innovation of the English Language Teaching in the speaking skill

**SUB TOPIC**

Didactics Innovation of the English Language Teaching in the Speaking Skill with Emphasis on the Creation of an Audio-Visual Video to Decrease the Lack of Vocabulary of Students from 10th grade "A"in the San Juan De Oriente Institute at San Juan De Oriente-Masaya from March to November 2015.

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# DEDICATION

Above all, to God, who is always in our side, giving us the strength and wisdom, directing our steps and making our dreams come true.

To our parents for their economic and unconditional support. For their encouragement and love.

To our masters who have helped us in this project sharing their knowledge and experiences teaching us during the years.

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# Abstract

This research has as a purpose provides methodological strategies that can be applied by the teacher to improve the vocabulary in the students through an innovative project. It will be carry out in the English classroom of the Institute San Juan De Oriente from San Juan De Oriente-Masaya in the academic year 2015 with a population of 60 students in the tenth grade from this high school.

Through class observation, interview to the teacher, survey, interview and a video audio-visual recording to the students, the research finds out that is a challenge for the teacher to achieve the vocabulary and the oral production in English classroom. It is due to some factors that affect students' second language learning such as lack of material, time, nervous, shyness, and lack of vocabulary as main factors. In the other hand, the wide range of students (60 students) in one classroom.

As a result of a video strategy, that we experimented with 9 samples students of San Juan De Oriente high school. During our research, we clearly observed that learners felt motivated, they took the risk and gain self-confidence because the activity was fun for them and for the good environment in which they collaborate each other to accomplish a common goal.

It is a qualitative research paper, because we gather data from the authentic environment; we observe the problem situation and give details of the real context. Also it is exploratory, because we use a project to directly observe classroom participants and get involved with them in the process.

**Keywords:** Innovation, Video audio-visual, Fluency, Strategy, Oral communication, Speaking, Cooperative learning, Vocabulary.

# INDEX

# 1. Topic:

Didactic Innovation of the English Language Teaching in speaking skill

# 2. Sub-Topic:

Didactics Innovation of the English Language Teaching in the Speaking Skill Emphasized on the Creation of a Video Audio-Visual to Decrease the Lack of Vocabulary of Students from 10th grade "A"in  the San Juan De Oriente Institute at San Juan De Oriente-Masaya from March to November 2015.

# 3. INTRODUCTION

The present work aims to the main difficulties, which students have with the vocabulary emphasized in the speaking fluency at San Juan De Oriente high school from San Juan De Oriente, Masaya.

It is anevident problem, to find out anextensive range of students with a poor base of English knowledge in fourth grade of high school. This represents a hamper in students´ learning process, at the same time makes complex the teaching development of instructors to pupils who want to learn and speak English with fluency and vocabulary knowledge.

It is evidentlyperceived the disposition of the teacher to teach and encourages the pupils. However, learners are not always to encourage using the target language among them.

Some factors affect scholars´ English learning, raise the lack of vocabulary, and decrease the oral production. Hence, it seeks out strategies toapply in the classroom and reduce the lack of vocabulary to enhance the oral production and the schoolchildren be able to communicate in English.

Finally, it is going to be possible through an innovative project. To do this innovation, we take nine students of 10th grade "A" of San Juan De Oriente high school as sample to create an audio-visual video.

The students participated in five sessions of class. In the first session was applied a class observation to identify the level of the students' English knowledge. In the second session, the objective was to reinforce and improve the vocabulary in the learners. The third session we presented a Pre-experimentation with a video example. In the four and fifth period were offered the new video and the final production (in this last stage the video is already corrected by the students).

# 4. OBJECTIVES:

## 4.1. <u>GENERAL OBJECTIVE:</u>

To apply a didactic innovation to improve the level of use of the vocabulary in the developing of the fluency in English language.

## 4.2. <u>SPECIFICS OBJECTIVES:</u>

**4.2.1** To identify thefactorsthat raise the lack of vocabulary in the students from $10^{th}$grade "A" at the San Juan De Oriente Institute.

**4.2.2** To applyan innovative teaching strategyto improve the vocabularyof the students.

**4.2.3** To value the learning acquired of the students in the use of the vocabulary during a video recording.

# 5. PROBLEM STATEMENT

## 5.1. CHARACTERIZATION OF THE PROBLEM

The lack of vocabulary is a factor that influence in the developing of the English language when it is spoken. For this reason, this research of the $10^{th}$ grade of San Juan De Oriente Institute from San Juan De Oriente-Masaya is characterizing to recognize the problems, which intervene in the requirement words in the English language.

This students show difficulties in speaking due to they do not use the right vocabulary, others do not have the necessaries words to communicate each other.

This investigation was chosen to look for a new and innovative project to help to the scholars to have an excellent use of the vocabulary, eloquence, and speaking.

## 5.2. Delimitation OF THE PROBLEM

Didactics innovations of the English teaching as a foreign language in the speaking ability focused in the lack of vocabulary through the creation of an audio-visual video with students from tenth grade "A" at San Juan De Oriente Institute, in San Juan De Oriente, Masaya in the afternoon shift from March to November 2015.

## 5.3. Formulation of the Problem

Which are the main factors that affect to the students from $10^{th}$ grade "B" when they use vocabulary in an oral production?

## 5.4. Systematization of the Problem

Do the students use enough vocabulary in oral production?

Does a Didactic Innovation an appropriate tool to helps learners to improve their problems about the lack of vocabulary?

Which are the factors that affect the vocabulary building in an oral production?

## 6. BACKGROUND.

Teaching English as a second language has become part of the learning curriculum of Nicaragua in all high schools during a student's education. Teachers must practice different teaching and learning strategies, which will facilitate the learning of the English language.

The high school, San Juan De Oriente Institute, is located at the Mayoralty 2 and a half block at East, San Juan De Oriente. Many families have low incomes, which do not allow parents to enroll their children in private schools. Therefore, most of the students graduate from this school. This school has many qualified teachers.

The English language is teaching in 45 minutes as a second foreign language from seventh grade to eleventh grade for a period of 3 hours lessons a week. The last year, the Ministry of Education implemented a new tool for teaching this subject.

There are not enough resources and knowledge about how to teach vocabulary in English to the students in public schools of Nicaragua. It is unknown how effective are the methods and teaching strategies, how much and how well students learn English and effectiveness of the evaluation processes. This research tends to demonstrate how the lack of vocabulary in English stops their development to speak it.

(Gandara & Contreras, 2009, pág. 140) Argument that the primary problem is that while many English learners appear to be orally fluent in English, they lack facility with reading comprehension, vocabulary, text analysis, and writing.

The lack of vocabulary do not just depend of the speaking skill but also of writing to use new or know words, reading comprehension, and text analysis makes that the student understands the language. In others words, what Gandara and Contreras tell us is to implement as many vocabulary as we can teach to make them able to understand different kinds of terms not just in speaking but also in the others English skills.

Conferring to (Liu, 2009, pág. 198) for most students, vocabulary was the biggest obstacle in learning spoken English, which often limited their choice of words, expressions, and sentences. Lack of vocabulary also made them less confident and more nervous when speaking English.

They ignore how to use the exact words as (A. Smith, 2009, pág. 147) Said, lack of vocabulary is due to the ignorance of the exact and appropriate word when trying to communicate an idea and it may interfere with fluency.

(Pawlak, Vaniek-Klimczack, & Majer, 2009, pág. 194) Claim the student finds it difficult to determine whether narrow vocabulary hinders his cognition and intensifies his anxiety or whether it is the speaking anxiety that causes all the problems.

# 7. CONTEXTUAL FRAMEWORK

The San Juan De Oriente high school is located in San Juan De Oriente, Masaya and its address is San Juan De Oriente mayoralty 2 and a ½ block to the east.

This school was built in the year 2003 as a Private School, but in the year 2006, it became in a Public School.

Currently this school has a population of 330 students and twoclasses shift, during the morning and afternoon. In the morning period are taught the grades from seventh grade to eighth grade and in the afternoon from ninth grade to eleventh grade. The building has also six classrooms and two administrative room distributed in two first grade, two second grades, two third grades, one fourth grade, and one fifth grade. There are eight teachers and two administrative workers.

The name of the current Principal is José David Cano Gutierrez.

It is important to know that this school has the best score in discipline and academic of all the department of Masaya. It has also participated in many scholar activities winning the first and second place in some of them.

# 8.  JUSTIFICATION

English is speaksaround the world and people are taking advantage of it. Effective communicative skill provides benefits to second language learning and they know that it will improve their own academic performance, increase their economical incomes or meet new peoples.

Unfortunately, non-native speakers find out many difficulties in learning English. In high school this difficulties has been a headache for the teacher and even for the students.

In the San Juan De Oriente Institute at San Juan De Oriente-Masaya is unknown the incidence of a subjective factor (The lack of vocabulary) about the students fluency of the 10$^{th}$ grade when they speak the English language.

This research paper pretends to establish precisely how is influenced this factor and how help to improvesthe quality of the students through a video recorder where the student will show the effectiveness of the uses of vocabulary to increase their knowledgeand the ability of communicate in English with others classmates and teacher.

With the results, it directly benefits to the students, because they participate in the learning process through real interaction, which will help them to better their communication in and outside the classroom. The learners lack of fluency using English vocabulary, and they feel fear to pronounce the words and make mistakes. For this reason, they required precise techniques that contribute to the developing and betterment of the Teaching-Learning. The pupils´ collaboration is an important element to lose the misgiving, shyness, and ameliorate their pronunciation and the self-amendment between them.

It suggest an interactive way of apply an innovative instrument, which let the students to exchange and practice vocabulary using the cooperative learning. It means, when they correct each other and drill in-group the expressions to perform in every one of the activities in the classroom. It is a project by learning because they will present a Didactic Innovation that will show them the advanced knowledge in fivesections in class, where they do a video talking about touristic placesin Nicaragua.

This strategy helps learners to improve their motivation, because they are going to visit parks, volcanoes, and cities, etc., another aspect is the self-confidence and risk taking when they oral-

ly interact in the elaboration of the activity and in the classroom because students exchange different situations and interviews based on real experience that tourists live when they visit these places.

# 9. THEORETICAL FRAMEWORK:

In this modern century there is the necessity of be actualized in the technology, but also in the education. English is considering part of the global modernization. People who speak this language have the ability of improve their lives. For this reason public school, pretend to immerse the student in this new way to acquire knowledge. In the context of education to learn a second language is a primary for students in that studying a language apart from the official language learned is a need, not a luxury.

Many years ago, people thought that the teacher was the only one who could transmit the knowledge and the student just a puppet to manipulate in the classroom. The learner had no active participation. Students' thoughts, feelings or emotions had no place in any stage of the process.

Awardingto (Zheing, 2015, pág. 409)the traditional English instruction model is task-oriented. The task of the teacher is instilling all the contents of this class in students, while the task of the students is to understand and grasp these contents. However, this instruction model is too simple and insufficient in teaching content, and teachers cannot know the students´ absorption situations with this method. In addition, being passive in learning, students can only get a limited knowledge because they can only learn what teachers give.

Nowadays the teaching-learning process generates changes that proposed new approaches in order to improve the quality of teaching and students´ development as an active participant in the educational process, but the student thinks that learn a new language is requirement to graduate from high school. These erroneous thoughts have to change and implement tools that allowed the pupil to be interesting in study a second language.

Agreeing to(Chanda C. , 2008) Learning a language allows an enriched life, experiencing new ideas, exercising the mind, benefiting from the world's cultural diversity and to improve career prospects considerably.

The innovative project will promote the students´ participation as protagonist of the Teaching-Learning process. The teacher also will have a new strategy to apply in others learners and induce them to develop their knowledge and production in the oral communication. They will be able to produce an acceptable vocabulary.

## 9.1. Communication.

It is the process by which information is exchanged and understood by two or more people, usually with the intent to influence or motivate behavior.(L. Daft & Samson, 2014)

Many people think communication is simple and natural. After all, we communicate every day even thinking about it. In reality, though, human communication is quiet complex and fraught with opportunities for misunderstanding. Communication is not just sending information, but sharing information in a planned way.(L. Daft & Samson, 2014, pág. 528)

We can communicate in different ways (sign, body gesture, oral or sound) and our intention is transmit clear information.

Communication is vital, being a tool of integration, education and training, exchange and development. The communication process involves the transmission of information between a sender and a receiver that decodes (plays) a certain message.

The message is encoded in a system of signs that can be defined gestures, sounds, signs, a natural language (Spanish, Portuguese, French, etc.), or other codes that have meaning (Ex. traffic light colors ), and the recipient is transported through a communication channel (the medium through which circulates the message, either by letter, telephone, television, internet, etc.).

This process can identify the following elements: sender, receiver, code (signal system) and communication channel. Another element present in the communication process is the noise, which is characterized by everything that affects the channel, which disturbs the perfect capture of the message (for example, lack of network or mobile phone coverage or interference).(Uitg, 2005, pág. 326)

### 9.1.1. Oral communication.

(Chaturvedi & Chaturvedi, 2011, pág. 60)It is also knows as verbal communication, is the interchange of verbal message between a sender and receiver.

The student will get the new vocabulary out smoothly and quickly by memorizing and practicing the recently words. Oral communication shall lead them to fix their problem of pronuncia-

tion, syntax, and lack of vocabulary. It also helps them to lose shyness and fear in the moment of speaking, taking into account the way they will speak, in this case through a video.

(Chaturvedi & Chaturvedi, Bussines Communication, Cases and Applications., 2011, pág. 60 and 61)State there are three communication situations in which oral communication takes place:

1. Face-to-Face.
2. Intercultural.
3. Via electronic media.

The learners will use these three modes to communicate. They will be in front of others students sharing different aspect about culture through an electronic presentation.

Oral communication is indispensable in any group or business activity. Here are some of the characteristic and principles of effective oral communication:

- Purpose: talking effectively is to be heard and understood by the listener.
- Lively Rhythm: oral communication should have, first a lively rhythm and tone.
- Simple words: it is important to use language that is free from long-winded sentences, clichés, and old-fashioned words and phrases. It is best employ commonly used words, short, and simple sentences.

## 9.1.2.        Advantage of oral communication.

The principal advantage of oral communication is that it makes possible speedy interchange with immediate feedback. People can ask questions and clarify points.(Koontz & Weihrich, 1 Nov., 2006, pág. 363)

Other advantages of oral communication relating with (Kushal & Ahuja, 2009-10, pág. 11)are:

1) **Quickness in exchange of ideas:** Ideas can be conveyed event to distant places quickly because this medium does not require messages to be written.

2) **Quick feedback:** A response during oral communication helps to understand the extent to which the receiver has understood the message through his feelings during the course of conversation.

3) **Flexibility:** Oral communication has an element of flexibility inherent in it. Flexibility means changing ideas according to the situation. It means changing of ideas according to the interest of the receiver.

4) **Personal touch:** Oral communication has a personal touch. Both the sides can understand each other´s feelings, being face to face.

5) **Motivation:** An element of instant motivation or encouragement exist during oral conversation, which can be used to an advantage.

6) **Removal of misunderstanding:** In this method of communication, clarification or doubt if any can be removed instantly.

To have a satisfactory communication is necessary to have a good oral production.

## 9.2. Oral production.

The oral production means delivering a public audience. It also refers to public speaking. It is a brief discussion of a defined topic delivered to a public audience in order to impart knowledge or to stimulate discussion. The skill in oral presentation is equally as important as effective writing.(Hettich, 2010)

Studentsoftenth grade at the San Juan De Oriente Institute implement these importantskills for the effectivedevelopment of fluencyand vocabulary when they speak inoral presentation.

### 9.2.1. Factors that influence oral productions.

Oral productions have acquired significant importance in the process of the Teaching–Learning in the classroom, for the student acquired new knowledge and losing their fear to speak to a certain audience, according to (Hettich, 2010)Confidence is an essential aspect of any good presentation.

Concurringto Olvido de Buzan have these factors:
1. Fear of making mistakes in vocabulary (find or remember the proper vocabulary)

2. The fear of public speaking in general because I think too much about grammar; I do not know how to say something correctly fluency, because I can´t react and respond quickly to the reaction of the teacher because I do not know what to say.

3. Reaction of classmate pronunciation and intonation because I do not understand what they say another quick.

4. Of public speaking, generally the self-correction increases the communication skills of the student. Also give students the opportunity to repair the error itself means less damage to self-esteem. One possible reaction is to ignore errors (Ribas & D´Aquino, 2004)But this can be useful and productive only on certain occasions, usually understood as lack of interest of teachers. Biggest concern when speaking students in class is not being able to find the right words to express our feelings is the most frustrating experience when a foreign language is spoken and we recognize the need to manage and increase our vocabulary.

## 9.3. What is vocabulary?

(Pearson, H. Hiebert, & L. Kamil, 2007, pág. 282 to 296).The vocabulary roughly complex terms that makes up a language or assembly language. The vocabulary varies for each language and its significant characteristic of transformed over time according to the aggregate or abandonment of some words. On the other hand, while the vocabulary is a social invention whose main objective communication between individuals, can also be generated individual vocabularies that have to do with the generation of more or less custom terms that only the subject in question can fully understand.

Vocabulary is a fundamental part in the developing of the learners´ fluency and is important that the teacher knows how to teach it, so that the student can use these words to speak with others.

### 9.3.1. How important is vocabulary?

(Thornbury, 2011). "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This is how David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent coursebook(H. & D.)"If

you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions".

The problem in the currents school is that the student is learning just grammar and nothing of vocabulary so they cannot develop a fluent speaking. They stay stop up in their own old and unused words.

This research also pretends how to find a strategy to help the students to use a new vocabulary, and they could implement in their live and in the Teaching-Learning process.

### 9.3.2.    How to teach the vocabulary?

(August, Carlo, Dressler, & Snow, 2005, págs. 50-57)English language learners (ELLs) who experience slow vocabulary development are less able to comprehend text at grade level than their English only peers are. Such students are likely to perform poorly on assessments in these areas and are at risk of being diagnosed as learning disabled. In this article, we review the research on methods to develop the vocabulary knowledge of ELLs and present lessons learned from the research concerning effective instructional practices for ELLs.

(August, Carlo, Dressler, & Snow, 2005, págs. 50-57)The review suggests that several strategies are especially valuable for ELLs, including taking advantage of students' first language if the language shares cognates with English; ensuring that ELLs know the meaning of basic words and providing sufficient review and reinforcement. Finally, we discuss challenges in designing effective vocabulary instruction for ELLs. Important issues are determining which words to teach, taking into account the large deficits in second-language vocabulary of ELLs, and working with the limited time that is typically available for direct instruction in vocabulary.

### 9.3.3.    How is learned the vocabulary?

(Thornbury, 2011)Knowing a word is one thing, but how is acquired that knowledge? In learning their first language, the first words that children learn are typically those used for labelling.

That is, mapping words on to concepts, so that the concept, for example, of dog has a name, dog or doggie. Butnotboth all four legged animals are dogs: some may be cats, so the child then has to learn how far to extend the concept of dog. In other words, acquiring a vocabulary requires not only labelling but also categorizing skills.

To teach and learn vocabulary is not so easy, so is important to implement strategies that allow the students to understand the category of every word and how it could be used. We learn words that are using in different context, but in English, there are words that have the same spelling but they are implementing in different situation in real life.

### 9.3.4.    Factors that affect the acquisition of vocabulary in English.

English is a difficult language to learn for those who are not native English speaker and it is because of some factors that affect their learning process.

Bestowingto (Liu, 2009, pág. 198) Reflecting on their past learning experiences the intervie-wees also believed that several factors had affected their succession learning spoken English, which are indicated in Table 6.29

| Limited Vocabulary | Poor Pronunciation |
|---|---|
| Lack Of Practice | Lack Of Motivation |
| Anxiety | Lack Of Adequate knowledge |
| Unwillingness to talk to others | Personality |
| No Interest In English | Fear Of Making Mistakes |
| Fear Of Not Understanding Others | No Time To Practice Spoken English |
| Being Lazy | |

Also to (Liu, Reticence and Anxiety in Oral English Lessons., 2009, pág. 198) Remarks, for most students, vocabulary was the biggest obstacle in learning spoken English, which often limited to their choice of words, expressions and sentences. Lack of vocabulary also made them less confident and more nervous when speaking English.

Another factor of the lack of vocabulary is due to pronunciation.

Again to (Liu, Reticence and Anxiety in Oral English Lessons., 2009, pág. 198) Point that pronunciation affected the students´ oral performance the second most. Many students often worried that their pronunciation was not standard enough, which made them hesitant or nervous to speak English to others.

## 9.4.    Cooperative learning.

Cooperative learning refers to instructional methods that teachers use to organize students into small groups, in which students work together to help one another learn academic content(Robert E., 2012-2014, págs. 359-378).

Cooperative learning is extensively methods researched, and under certain well-specified conditions,(Thornbury, 2011)they are known to substantially improve students´ achievement in most subjects and grade levels. Yet, the structured forms of cooperative learning that have proven to be effective are not used as often as forms that are more informal. Further, there remains considerable debate about the theoretical basis for achievement outcomes of cooperative learning. This chapter reviews and describes widely used, practical forms of cooperative learning, and presents evidence on their effects on academic achievement. (Robert E., 2012-2014, págs. 359-378)(APA, all rights reserved)


If the intention of the teachers are to reach a satisfactory learning in the students they should to understand that work with them in a cooperative way is an excellent tool to perform in the classroom. This strategy let leaner to labor together and share their own experiences and self-confident out and in the school.

### 9.4.1.   The benefit of the cooperative learning in the student who learn English.

(Ileana de León, 2013, pág. 46)Cooperative learning is particularly helpful to any student who is learning a second language. Cooperative learning activities stimulate peer interaction, which helps language development and learning of concepts and content. It is important to assign

ELLs to different teams so that they can benefit from the models in English. ELLs learn to express themselves with greater confidence when working in small teams. In addition to "capture" vocabulary, ELLs benefit from observing how their peers learn and solve problems. If you decide to assign a function to each student(such as reporting, record, track time and manage materials) must rotate weekly functions or activities. This avoids the typical situation happens if students choose their own functions: the same students end up doing the same tasks. By rotating, students develop skills that most need to practice.

(Powell & Rightmyer, 2011) Claim that when student s are assigned to work in heterogeneous groups on specific lessons, they can learn content and skill for each other and at the same time have the opportunity to identify with peers from different cultural backgrounds. In the KEEP program, students on similar assignments, with permission to help each other complete their work (Tharp &Gallimore, 1988). In Ladsong-Billings´ (1994) study of successful teachers of African American students, she found that effective teachers encouraged students to learn collaboratively and to take responsibility for one another. The teachers created a family like culture, and provided opportunities for students to work together to achieve common goals.

Also they say that a number of studies have documented the benefits of engaging students in cooperative tasks around text. Dill and Boykin (2000) compared the text recall and task engagement of African American students who participate in one of three learning contexts: individual, peer tutoring, and communal learning.

Collaborative learning contexts are especially beneficial for students with limited English proficiency.

Collaborative learning is a strategy that can be used to promote the study of a second language in the students. This investigation is looking for apply a video which will enhance the pupils´ vocabulary.

## 9.5. What is innovation?

According to (Christensen & Horn, 2008) Most literature on innovation in education and VET defines innovation as the implementation, not only of new ideas, knowledge, and practices but also of improved ideas, knowledge, and practices (OECD, 2009).

The experiences of the students who are involved in innovation videos can provide valuable information about the implications of the processes. More interviews with different groups of students or one-to-one conferences with the participants would provide insights concerning the effects innovation´s instruction. This process of learning to interact with environment individual reflection can even be integrated into the implementation of an innovative video.

## 9.6. Advantage of the use of video in the classroom.

The amount of video contents available to users is tremendous nowadays. The number of video files on the TV and the Internet is exponentially growing every day.

A lot of video files are generated every day. Some of them are created by professionals while others are created by ordinary users. They can be classified as follows.

- Professional video.
- Personal videos.(Schonfeld, Shan, Tao, & Wang, 2010, pág. 178)

A video could be used to provide a wide variety of linguistic environment.

 Matching with (Ivers, s. f, pág. 41) Students with limited English proficiency, or English language learners (ELL), can benefit from technology in multiple ways. Burns (1996) notes that the multimedia software and production tools provide ELL students with a richer linguistic environment, one that accommodates their needs by providing animations, video, and graphics to demonstrate difficult concepts, as well as clear audio to model correct pronunciation and to repeat sounds and words.

Video recorder can encompass a greater range of both verbal and non-verbal behavior, such as facialexpressions, board writing, the seating and grouping arrangements and so on. (Burns, s.f., pág. 95)

## 10. Methodological Design

The principal characteristic of this research paper is that it has a **Qualitative Approach**. We are going to use specific statistical data to collect the required information. This research is based on the exclusive experiences of our sample students. This research is qualitative because we as researcher students investigated our topic in the genuine environment and describedin situations specific details. Austin (2009) "Qualitative research is the approach which emphasizes on the socially constructed nature of reality. It is about recording, analyzing and attempting to uncover the deeper meaning and significance of human behavior and experience, including contradictory beliefs, behaviors and emotions".

(Hammersley, 03 enero, 2013, pág. 12) also state "qualitative research typically involves a relatively unstructured approach where the aim is to invite informants to talk at length about matters that are broadly relevant to the research, with the interviewer following up to encourage more elaboration, detail, or exemplification where necessary".

It is also an **objective research,** because it requires considering information from others authors.

Corresponding to (Vogt, Gardner, & M. Haeffele, 2012)"We have used term objective in this book to indicate data that can be confirmed externally, that do not depend on reports of research participants".

We use documental research to obtain information about the current problem. It is an exploratory research because we used an assignment to place participant in two groups.

### 10.1.              Data collection tools

Data Collection Tools consist in the different instruments that researchers have in theirorganization in order to collect data. The data of the current study was collected in San Juan De Oriente high school. The ages of the students of tenth grade "A" oscillate between 15 to 18 years all. We have several data collection instruments. According to the nature of the gathered information in this study, we implemented three different data collection tools in the research field: **class observation**, **written interview**, and a **survey**with the purpose of gathering the

essential facts from the involved population in this study in order that the results could be reliable.

"No research can be undertaken without data. All researchers look for the data which help them answer their research questions and achieve their research objectives". (Pawar, 2004)

The use of those data collection instruments is also with the purpose of collectdata, which was useful in our study object, in the analysis and the result of each instrument that provided important information.

### 10.1.1.                Class observation

Class observation in a qualitative research involves spending a prolonged amount of time in the setting. The class observation was done with the purpose to see the classroom, the teacher, and the students in their genuine environment, to get information and register it to be examined.

The class observation pointed to the teacher and the students to observe both behaviors. We considered some factors like how the teacher motivates her students to participate in class, and the strategies, which implemented and the level of her students´ engagement to the class.

### 10.1.2.                Interview.

We used written interviews to obtain information through questions we posed in function of the students and the teacher. Interviews were particularly useful for getting the story behind a participant's experiences. In fact (Spalding, 1 sept. 2005, pág. 117) "Conducting an interview can be the best way uncover information not found elsewhere".

Our interviews were structured. It uses standardized questions. It is means the answers were open-ended and provided to the interviewed (in the case of the students). The interview to the teacher was in a way of list were she had to write the specifics answers according to the truth context of her class and her experiences.Also our purpose with the interview to the educator was to know about the kinds of strategies that she applied, and what the teacher thought about the class; the students weaknesses or strengths; and what do the students need to improve in their performance.

Our intention with the interview to the students was to identify their appreciation toward the class, the kinds of strategies applied by the teacher, and the aptitude of their classmates toward the class and most important what the students thought about their difficulties to learn and use the target language.

### 10.1.3.                    Survey.

Surveys are techniques to obtain information from a person or a group of people. The purpose of our survey was to collect information from nine students of tenth grade "A" of San Juan De Oriente high school. We applied a printed questionnaire in a structured format. (Groves, 2004, pág. 2) Says, "A ´survey´ is a systematic method for gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of attributes of the larger population of which the entities are members".

The surveys aimed to the students to find information that allows us to know what expectations they had about the class.

In effect, Jack Fraenkel (2009) affirmed, "Rarely is the population as a whole studied, however. Instead, a sample is surveyed and a description of the population is inferred from what the sample reveals".

### 10.2.                    Data collection procedure.

The required information in the collection instruments consisted in visiting the 10th grade "A" from San Juan De Oriente high school. We spoke and explained to the Principal, teacher and students the purposes of our investigation, visits, and the reasons of why we implemented the collection tools (class observation, interviews, and survey), so they (Principal, students, and the teacher), agreed to collaborate. The teacher and the students answer our data collection tools.

First, we observed the teacher and students in their regular space. Our observation was aimed to the examination of the classroom because we were in straight contact with the phenomena (our object to study) to investigate. We also did not interfere with the groups in their activities since we collected the facts from the outside of the group, as the word says we were just observers.

Then we implemented a survey with a sample of nine students.

After that, we did a written interview to the teacher and to the nine sample students.

The interviews provided the information we needed to develop our analysis. In fact, we could gather useful information along with the data collected from the class observations and surveys.

## 10.3.    Research Instruments

We implemented and designed the interviews for each sample student, making an allowance for each variable in the research paper. As a result, we use seven items in the interview, with two to three answers options (yes, no; excellent, good, bad; and four possible activities). In the class observation, we wrote five questions with some possible answers. There were some closed questions, and weconsideredthe outcomes in the recommendation and conclusions.

## 10.4.    Universe, Population, and Sample.

In the present investigation was used a qualitative research created in an exclusive universe (students from San Juan De Oriente high school), our population (students from $10^{th}$ grade "A"), and our sample (9 students from the 60 students of the $10^{th}$ grade "A").

In the choice of our sample was important to contemplate the qualitative of the students. We chose our sample considering their level of performance (Advance Learning, Satisfactory Learning, Elemental Learning, and Initial Learning).

## 10.5.    Audio-visual Video program.

We also developed an activity with seven students of the nine students sample from the tenth grade "A" of San Juan De Oriente high school-Masaya. We divided the students in two group, one group with five students and the other group with four students. The activity consisted in record a video in which the students choose the topic according to the national English curriculum. The students named the program, and talked and promoted a place as a touristic destiny. They worked in-group in the developing of the program and taking turn in every set filmed. The whole process was limited to two days to film the videos of four different touristic places but we spent just 45 minutes to record the video. 10 minutes for the organization and a pre-practice. 10 minutes for the recording, 15 minutes to see the video and edit it, 6 minutes to show the four videos to the teacher and the Principal, and the length of the four videos a total of 9 minutes.

The students feel motivated to participate and they realized the recording and the set of the video. They show confident, no shyness to film the video and speak. The students participated in one way and other in this project working in group or in a cooperative learning.

## 11. Result Analysis.

In this side of the research paper is described the analysis result process which was succeed by each one of the objectives through one matrix in a qualitative research. It also are described well in the graphics, which are in the annexes on page 50 to 66.

### 11.1. Descriptive Analysis.

The specific objective number one to refer:

To identify the factors that raise the lack of vocabulary in the students from 10<sup>th</sup>grade "A" at the San Juan De Oriente Institute.

To the result analysis for this objective was achieved with the use of a student´s interview, student´s survey, a class observation, and teacher´s interview. (See annexes on the pages 47 and 63).

Some students considered that their orals presentation are very good, but they have difficulties to participate in the orals activities done for the teacher due to the nervousness, shyness, embarrassment, and poor vocabulary even when the teacher encourages them to participate giving them some advices and techniques.

It is so hard to find what discourage the students to learn more vocabulary because of the factors mentioned above. The teacher implements groups works and the students participate and understand the instruction. Besides, they correct each other their mistakes. The teacher tries to teach very well her class implementing games to achieve the vocabulary, this strategy is fine but not enough to get an excellent vocabulary development in the class. It is important to highlight that the motivation is so vital to develop the vocabulary as (University, 2008, pág. 228) an investigative research state "In particular, student´s personal motivation to devote themselves to vocabulary study appeared to have much greater impact on their vocabulary growth than it was originally expected".

We consider that the teacher must apply more techniques that improves the student´s self-confidence and motivation, to reduces the lack of interesting, to promotes the risk-taking, and of course to improve their vocabulary. She is the responsibility to apply strategies that strength and cheer her students to participate freely and voluntary with her and their classmate. We consider that the teacher is not restricted to put on practice different strategies, which allow learners interact, collaborate, and share their knowledge among them; strategies that foment the use of the target language in the classroom. As a result, teachers have to adapt their teaching centering on student´s needs and difficulties.

Thespecific objective number two to refers:

To apply an innovative teaching strategy to improve the vocabulary of the students.

Students participate in every activity during the class, the teacher motivates them to do their homework and work in groups and pair.

According to some students the orals activities, which have helped them to improve their vocabulary are songs, expositions and translation.Moreover, the teacher realizes activities like dialog, orals presentation, and games where the students have to speak. Those activities help students to better their orals skill (it is essential mention the good knowledge of vocabulary to perform such activities). We consider that the activities like dialog and orals presentation is excellent to enhance their speaking skill because they interact among them and the teacher.

Songs and expositions could help students to get new vocabularies that are applied in different context and situation. They also translate the words, but this kind of activity is not enough to develop the vocabulary that could be used in different situation. It is obvious that English vocabulary has diverse meanings and students could confuse their use and meaning when applying in specific and dissimilar circumstances.

The students do not use sufficient and adequate materials, which support their knowledge in English and this is complicated for the teacher to help them to obtain more vocabulary.

The teacher promotes students´ self-confidence to interact with her and their classmates. She uses dialog and interviews to help them, not just to interact but also to speak and improve their English.Students claim that would like to attend to classes that are more dynamic, practice conversation, and learn English songs. In our opinion, the teacher must adapt new strategies that develop the use of vocabulary. It is important the speaking and reading skill, but the teacher has also to practice the others skill like listening and writing. This will create that students learn to use more vocabulary, to pronounce and listen well the old and new words, and use them in a right way on sentences.

The specific objective number three to mention:

To value the learning acquired of the students in the use of the vocabulary during a video recording.

Audio-visual video:

This alternative activity helps students to feel motivated in English second language learning, work in-group, and benefit their oral production. The purpose of this activity is that students of 10th grade "A" of San Juan De Oriente high school use the new and old vocabulary to promote a touristic place as a T.V report.

They were the ones that decided the process; they collaborated among them and in group of four and five students. They filmed together and spoke in front of the camera in a natural way, without think in the mistakes, nervousness, and embarrassment. They were not afraid to mis-pronunciation and taking the risk to do something new and different for them.

They realized this activity by themselves and settling every step in the film process, bearing in mind their preferences and ideas; we were just facilitators and resources helping them with the pronunciation and vocabulary. As a result it allows us to show it in our research as a prove that if the students are involved in innovative strategy they could work, play, and learn in an interesting manner the English language. "This research has been founded on Pavio´s (1986) dual coding theory, which suggests that children learn better when information is presented both verbally and nonverbally".(D. Silverman, G. Meyer, & M. Hartranft, 2014, pág. 43)**.**

## 11.2.    Teacher´s Interview.

To obtain data information, an interview was applied to the teacher to know and collect information about the strategies, which she uses with her students to improve their vocabulary. This interview was structured with a set of open-ended questions.

The intention of this interview was to associate the information obtained from the classroom observation and teacher´s points of view.

The teacher revealed some strategies to improve the oral production because she consider that those strategies help her students to get more vocabulary. In the strategies that she practice are the dialogs, oral presentations and some games. These strategies were mention before and their result in the students. She also said that these activities provide a free way to use the target language.

In the other hand, the teacher expressed that dialog and interviews promote students´ self-confidence to interact with her and others classmates. The teacher also talked about that there are some difficulties to face in her every day teaching like the poor time and resources or materials.

We compered the interview with the class observation and found out that the teacher uses more oral presentations, readings, and repeating the words to help them in the pronunciation. In conclusion, it is clear that the teacher uses the strategies but she has to face with 60 students that make difficult her work of teaching.

### 11.3.    Class Observation.

At the beginning of the class, the teacher ordered the classroom to start the teaching. Some students obeyed her. During this time, six students started to behave in a bad way and left the class without matter that the teacher was in the classroom. Fortunately, she control the rest of the students, wrote the topic and explained them the objective of the new topic.

The students repeated the words and participated in the class. Then the students were assigned to do a landscape. The topic was "our environment" and during the activity some students did not participate in the task, some of the students were not paying attention to the activity and the class. The rest of the students wrote their own sentences to expose their landscapes. The teacher gave the instructions to her students. They use a dictionary and an example written on the board.

The teacher passed five students in front of the classroom to expose their work. It is important to say that the teacher spoke her students in the target language with a little use of her native language to explain the students the meaning or instruction that they did not understand.

In brief, the strategies, which the teacher applied, are good but not enough to develop the vocabulary and promote the oral production to have students with a good fluency in the speaking skill. There are not enough motivation to participate in class and the students just focus on passing the class.


## 12. Interpretative Analysis.

According to all the evidence from the class observation and teacher´s interview, this research paper showsthat,the teacher teach in a good way. She use some strategies and activities that make participate her students, but she has to face great part of her students who are not motivated (sometimes they do not attend or left the class) to learn English but just to pass the class. Unfortunately, she has to manage with 60 students that sometimes do not pay attention, the poor time, and the lack of resources.

The activities that the teacher apply help the students to participate but just some of them, because the time does not allow her to see the participation of other students.

During the class observation, we were focused on the teacher and the students. In the teacher, because we wanted to know what kind of strategy, stimulates students´ participation and the use of the vocabulary. In the students because we wanted to know if the activities used by the teacher make them to participate or feel bored.

Classes are taught in a traditional way because the teacher has good activities but she does not manage with all the pupils. It is important to put into action strategies that help students to learn more vocabulary and in this way to develop students´ oral production.

# 13. Conclusion.

Many factors obstruct students´English vocabulary learning and these factors can cause that the learners feel frustrated and not motivated to study a second language.

This research aimed at teachers in order to use innovative techniques that improve students´ vocabulary to be fluent in the speaking skill and identify, which are the weaknesses that they have in learning English vocabulary and find possible solutions to the problem.

The investigation also intended in the strategies and activities that the teacher applies in class and how the students behave according those class techniques.

There is a necessity to have good professional and English language is part of the people´s success. Teachers must worry about their students and help them to improve their life by learning a second language. Teachers have to apply strategies that help students to be involved in this language (English).

Do not forget that we are always learning, so let students to share their knowledge with the teacher and among them. Teacher should include them in cooperative or collaborative learning, be interested in their development of the English language by creating group work.

This project show that the vocabulary and the fluency of the students were improve, that be in front of a camera do not impede that they participate actively and in a natural way.

This was the first time that the students had participated in a project like record an audio-visual video. They view and suggest that could be this activity improved.

The importance of this research is that the teacher could apply the innovative strategy (audio-visual video) to develop not only the vocabulary but also others skill in English language. That she could use it in others grades and shares it with others teachers to involved their students in the target language (English).

## 14. **Recommendation.**

Encourage the students to learn English language by promoting meaningful and fulfilling class activities that raise the vocabulary and achieve:

1. Let know students what they are going to achieve with the language they are learning.

2. That the students understands the importance of study English as a second language.

3. Use and adapt techniques and activities in English that raise the acquisition of new vocabulary, the use of the old vocabulary, and that motivate them to learn the words. In addition to achieve the above goals, teacher must:

   - Use visuals activities and pictures to support oral language.

   - Emphasize vocabulary fluency and background knowledge for comprehension.

   - Uses activities in the classroomto develop the participation and the vocabulary likeTotal Physical Response (TPR), Sentence Frame, Music, Realia, Simulations.

   - Use an Audio-visual video to develop students´ vocabulary or others English skills.

4. Use the technology and update every day in the new and latest knowledge and techniques for language teaching.

5. Participate in more conference, research, and capacitations.

6. Involve more the students in the class activities.

7. Write your lesson plan and avoid the improvisation.

8. Use supporting materials.

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# ANNEXES

# ANNEX 1.

**Matrix.**

| Specific objective. | Guidelines questions. | Specific questions | Source | Instrument |
|---|---|---|---|---|
| **To identify the factors that raise the lack of vocabulary in the students from 10<sup>th</sup>grade "A" at the San Juan De Oriente Institute** | Which are the main factors that affect the use of appropriate vocabulary in the students? | ¿Cómo Consideras tus presentaciones orales en el aula de clase? | Student | Survey |
| | | ¿Cómo valoras la clase de inglés? Motivadora, Aburrida, Innovadora, Mecánica o Tradicional. | Student | Interview |
| | | ¿Qué dificultades tienes cuando realizas presentaciones orales? | Student | Survey |
| | | What kind of difficulties you have to teach English? | Teacher | Interview |
| | | What kind of innovative strategy do you practice to achieve the vocabulary in the fluency of the English language in oral activities? | Teacher | Interview |
| | | ¿Las orientaciones del maestro son claras, breves y precisas para las actividades orales? | Student | Interview |

| | | | | |
|---|---|---|---|---|
| | | ¿Cómo consideras la autocorrección y la corrección por parte de tus compañeros? | Student | Interview |
| | | ¿Qué actividades contribuyen a mejorar tu expresión oral en inglés? | Student | Interview |
| | | What attitudes influences in the students when making oral presentations? | | Class Observation |
| | | How is the students´ participation in oral activities during the class? Excellent, Good, It´s Ok, Improve. | | Class Observation |
| | | What do the students prefer when they are preparing oral activities? Work in Group, Pair, or Individually. | | Class Observation |
| | | How do you influence in the students´ difficulties with oral presentations? | Teacher | Interview |
| **To apply an innovative teaching strategy to improve the vocabulary of the students.** | What is the innovative strategythat helps to improve the vocabulary of the students? | ¿Cuáles son las actividades que te han ayudado a mejorar la expresión oral? | Student | Survey |

| | | | |
|---|---|---|---|
| | ¿Cuentas con los materiales didácticos de apoyo que necesitas para afianzar tus conocimientos de inglés? | Student | Survey |
| | ¿Has participado en actividades que te ayuden a mejorar la fluidez en el idioma Inglés? | Student | Survey |
| | How do the students practice oral activities in English class? | Teacher | Interview |
| | ¿Tu maestro te motiva a participar en la clase de inglés? | Student. | survey |
| | ¿Cómo te motiva a participar? | Student | Survey |
| | Do you use some strategies to develop oral production in your English class? Which ones? | Teacher | Interview |
| | What kind of strategies promotes students self-confidence to interact with you and among each other? | Teacher | Interview |
| | Do you develop the four English skills in your class? Which one you develop more? | Teacher | Interview |
| | ¿Participas en actividades orales durante la clase? | Student | Interview |
| | ¿Crees que estas innovaciones podrían mejorar tu vocabulario en el área de inglés? | Student | Interview |

| | | | |
|---|---|---|---|
| | | The fluency of students in the classroom is: Excellent, Good, Improve. | Class Observation |
| **To value the learning acquired of the students in the use of the vocabulary during a video recording** | How is the learning acquired of the students? | ¿Qué tipo de actividades te gustaría que tu maestro utilice para tu aprendizaje del idioma inglés? | Student | Survey |
| | | ¿De las actividades que tu maestro implementa cuales son las que más te gustan? | Student | Survey |
| | | ¿Te gustaría que tu maestro aplique actividades innovadoras que faciliten tu aprendizaje en el idioma inglés? | Student | Survey |
| | | ¿Te gustaría ser parte y protagonista principal de actividades innovadoras? | Student | Survey |
| | | ¿Te gustaría participar en algunas actividades de innovación que mejoren tu inglés? | Student | Survey |
| | | Are the students motivated in each oral activities prepared by the teacher? | Class Observation |

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA**
**FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO**
**CLASS OBSERVATION**

School´s name: _____

Grade: _____ Section_____

No. Observation: _____ Total Rating: _____

Date:_____ Time: _____

Comment:

_____

_____

1. What attitudes influences in the students when they are doing oral presentations?
    a) Nervousness _____
    b) Shyness _____
    c) Embarrass _____
    d) Forget Information _____
    e) Motivation _____
    f) Poor vocabulary _____
    g) Inadequate training _____
    h) Feeling _____

2. How is the student`s participation in oral activities during the class?
    a) Excellent
    b) Good
    c) It´s Ok
    d) Improve

3. Are the studentsmotivated in eachoral activities prepared by the teacher?
   Yes _____
   No _____

4. What do the students prefer when they are preparing oral activities?
    a) Work in Group
    b) Work in Pair
    c) Work Individually

5. The usevocabulary of the students in the classroom is:

 a) Excellent _____
 b) Good _____
 c) Improve _____

# ANNEX. 3.

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA**
**FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO**
**Teacher´s interview**

**OBJECTIVE:** Dear teacher, we request your cooperation in responding to the following questions. The purpose of the survey is to obtain information from students about their experiences with the English language based on their lack of vocabulary.

Dear Teacher.

1. What kind of difficulties you have to teach English?
   _____
   _____
   _____
   _____

2. Do you use some strategies to develop oral production in your English class? Which ones?
   _____
   _____
   _____
   _____

3. What kind of strategies promotes students self-confidence to interact with you and among each other?
   _____
   _____
   _____
   _____

4. Do you develop the four English skill in your class? Which one you develop more?
   _____
   _____
   _____
   _____

5. What kind of innovativestrategy do you practice to achieve the vocabulary in the fluency of the English language in oral activities?
   _____
   _____
   _____
   _____

6. How do the students practice oral activities in English class?

_____
_____
_____
_____

7. How do you influence in the students´ difficulties with oral presentations?

_____
_____
_____
_____

# ANNEXE. 4.

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA**
**FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO**
**Entrevista a estudiantes**

Fecha: _____

Nombre del estudiante: _____

Edad: _____

**OBJETIVO:**

Estimados estudiantes el objetivo de esta entrevista es obtener información acerca de cuáles son los principales factores que los estudiantes desarrollan en el vocabulario basado en la habilidad del habla del inglés.

**ENCIERRA EN UN CIRCULO LA LETRA QUE CONSIDERES CORRECTA.**

1. ¿Cómo valoras la clase de inglés?
   a) Motivadora.
   b) Aburrida.
   c) Innovadora.
   d) Mecánica.
   e) Tradicional.
2. ¿Participas en actividades orales durante la clase?
   a) Si.
   b) No.
3. ¿Las orientaciones del maestro son claras, breves y precisas para las actividades orales?
   a) Si.
   b) No.
4. ¿Cómo consideras la autocorrección y la corrección por parte de tus compañeros?
   a) Excelente.
   b) Buena.
   c) Mala.
5. ¿Te gustaría participar en algunas actividades de innovación que mejoren tu inglés?
   a) Si.
   b) No.

6. ¿Crees que estas innovaciones podrían mejorar tu vocabulario en el área de inglés?
   a) Si.
   b) No.

7. ¿Qué actividades contribuyen a mejorar tu expresión oral en inglés?
   a) Role Play
   b) Obras teatrales
   c) Canciones
   d) Videos Audio-Visual

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA**
**FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO**
**Encuesta a Estudiantes**

**Estimado estudiante:**

Solicitamos nos ayudes a responder el siguiente cuestionario con el objetivo de co-nocer los conocimientos que aprendes durante actividades orales en el área de inglés.

**ENCIERRA EN UN CIRCULO LA LETRA QUE CONSIDERES CORRECTA Y RESPONDE LAS PREGUNTAS CON LOS ESPACIOS EN BLANCO.**

1.  ¿Qué dificultades tienes cuando realizas presentaciones orales?
    a)  Nervios.
    b)  Timidez.
    c)  Vocabulario.
    d)  Las actividades son aburridas.
    e)  Ninguno.
2.  ¿Cuáles son las actividades orales que te han ayudado a mejorar la expresión oral?

    _____
    _____
    _____
    _____

3.  ¿Cuentas con los materiales didácticos de apoyo que necesitas para afianzar tus conocimientos de inglés?
    a)  Si.
    b)  No.
4.  ¿Tu maestro te motiva a participar en la clase de Ingles?
    a)  Si.
    b)  No.
5.  ¿Cómo te motiva a participar?

    _____
    _____
    _____
    _____

6. ¿Qué tipo de actividad te gustaría que tu maestro utilice para tu aprendizaje del idioma Ingles?

_____
_____
_____
_____

7. ¿De las actividades que tú maestro implementa cuales son las que más te gustan?

_____
_____
_____
_____

8. ¿Te gustaría que tu maestro aplique actividades innovadoras que faciliten tu aprendizaje en el idioma inglés?
    a) Si.
    b) No.

9. ¿Has participado en actividades que te ayuden a mejorar la fluidez en el idioma Ingles?
    a) Si.
    b) No.

10. ¿Cómo Consideras tuspresentaciones orales en el aula de clase?
    a) Excelente.
    b) Muy bueno.
    c) Bueno.
    d) Regular.

11. ¿Te gustaría ser parte y protagonista principal de actividades innovadoras?
    a) Si.
    b) No.

**Graphic Teacher´s Interview-**

The teacher said, the 32% of the student lack of material, 30% resources, and 38% need more time to learn the English Language.

*Tabla 1: TEACHER´S INTERVIEW*
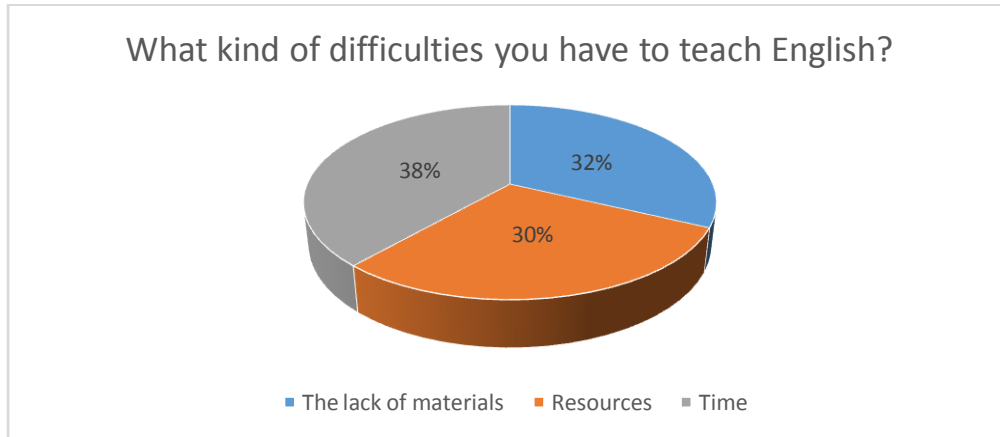


The teacher uses 49% of the Oral Presentation, 28% of the Dialog, 23% of the Games to develop the oral production in the class.
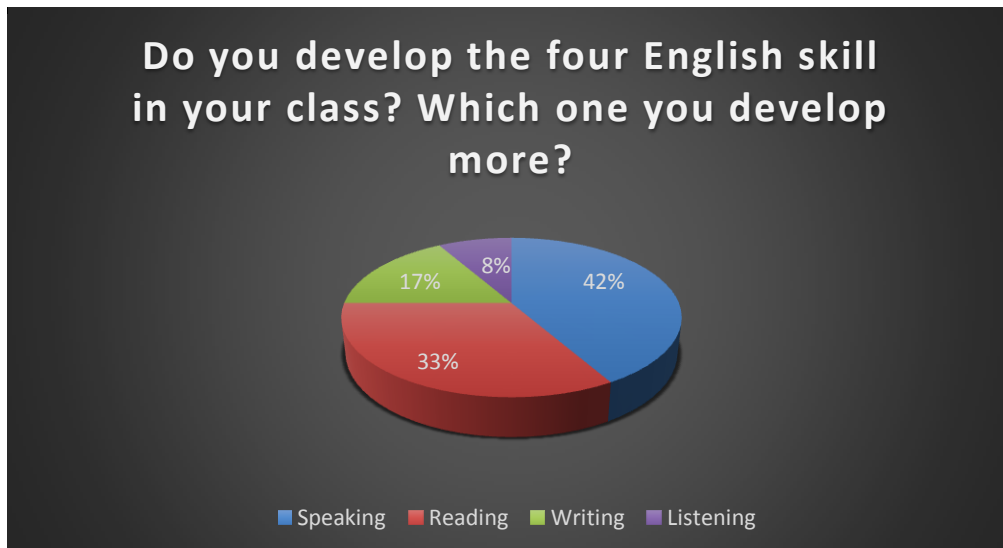
*Tabla 2: TEACHER´S INTERVIEW*
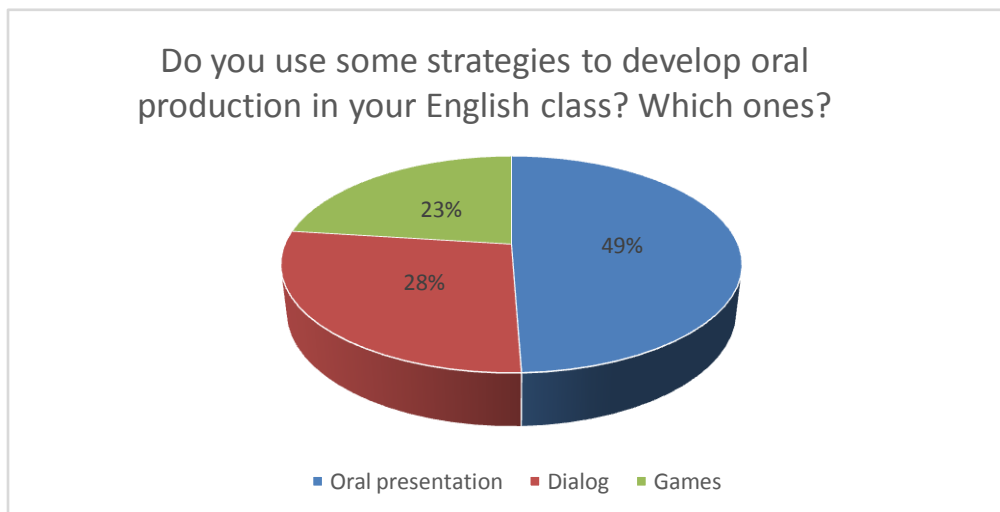
The teacher uses the 67% of the Dialog to promote the self-confidence and the 33% with the interview.

*Tabla 3: TEACHER´S INTERVIEW*
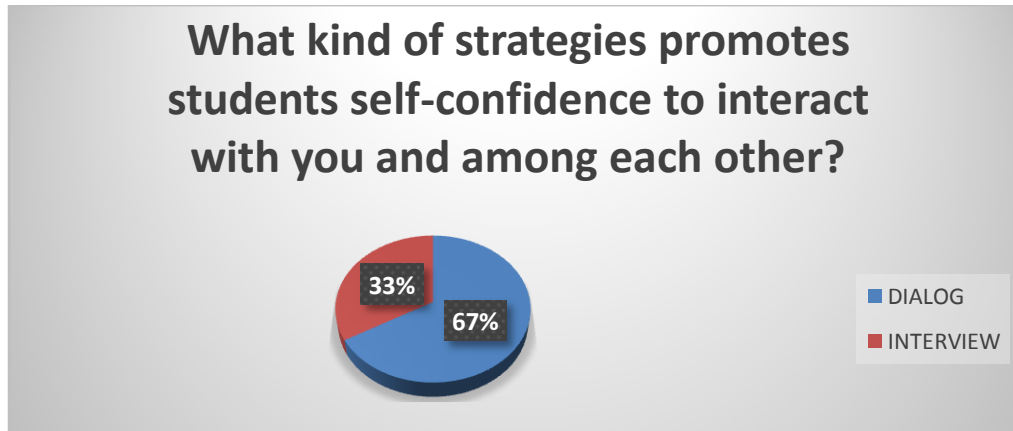


In this graphic, the teacher develops the four skills with the 42% in Speaking, 33% in Reading, 17% in Writing and just the 1% Listening.
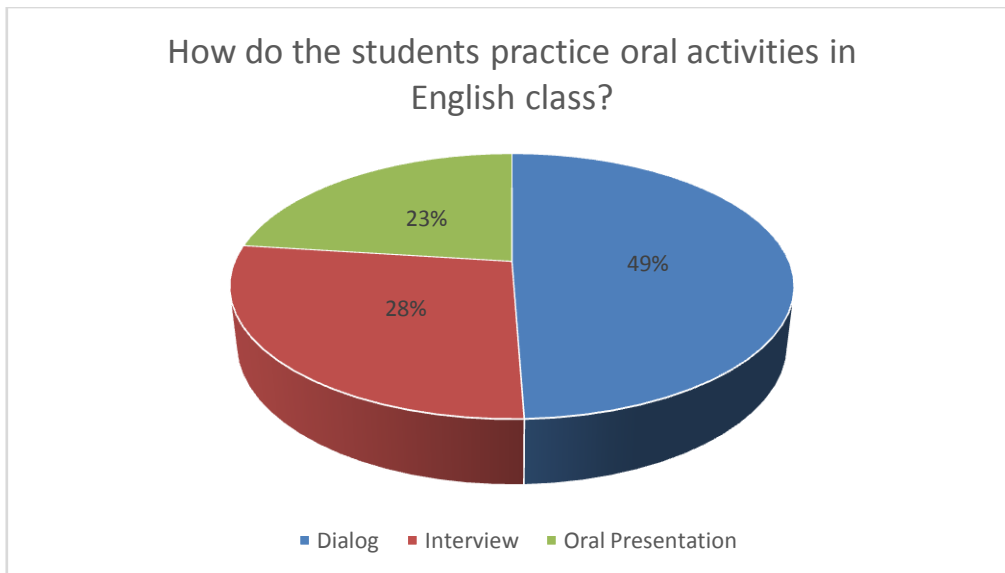
*Tabla 4: TEACHER´S INTERVIEW*

The teacher uses the 100% of the Games to achieve the vocabulary in the fluency of the students.

*Tabla 5: TEACHER´S INTERVIEW*

**What kind of innovative strategy do you practice to achieve the vocabulary in the fluency of the English language in oral activities?**

Games
100%

■ Games

The teacher uses 49% of the Dialog, 28% of the Interview, and the 23% of the Oral Presentation to practice oral activities in the class.

*Tabla 6: TEACHER´S INTERVIEW*

**How do the students practice oral activities in English class?**

23%

49%

28%

■ Dialog   ■ Interview   ■ Oral Presentation

The teacher influences in a 64% Giving advising and 36% Giving Techniques in the student´s difficulties with the oral presentation.

*Tabla 7: TEACHER´S INTERVIEW*



**How do you influence in the students´ difficulties with oral presentations?**

36%
64%

■ Giving Advicing
■ Giving Techniques
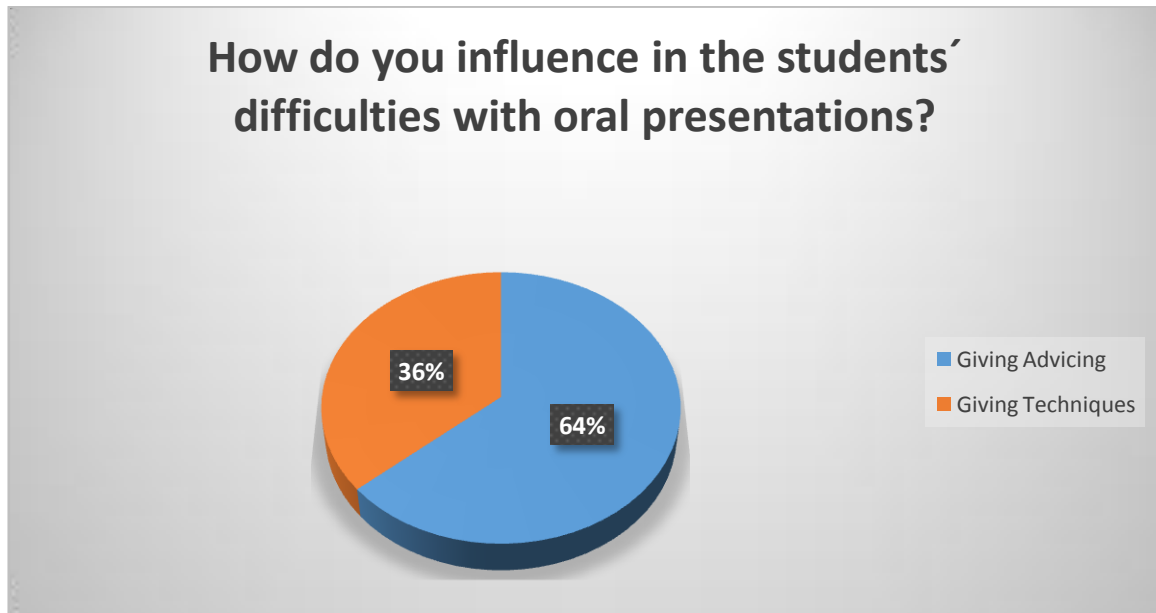
## Graphic Student´s Survey.

Of nine students observed as a sample the 54% feels Nervous, the 2%, Shyness, 33% Lack of Vocabulary, 0% agree that the activities are boring, and 11% have not difficulties with the orals presentations.

*Tabla 8: Student´s Survey.*
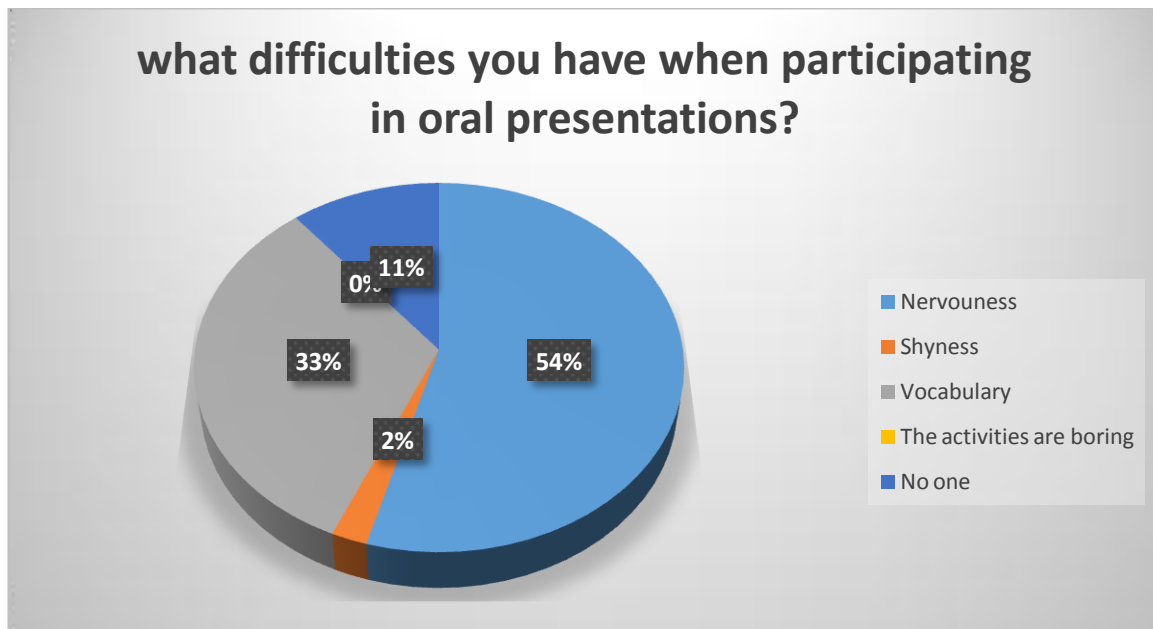


Nine of the students observed as a sample, the 27% tell that the Songs have helped them to better their oral expression, 24% with the Games, 22% with the Readings, and 27% with Translations and Expositions.
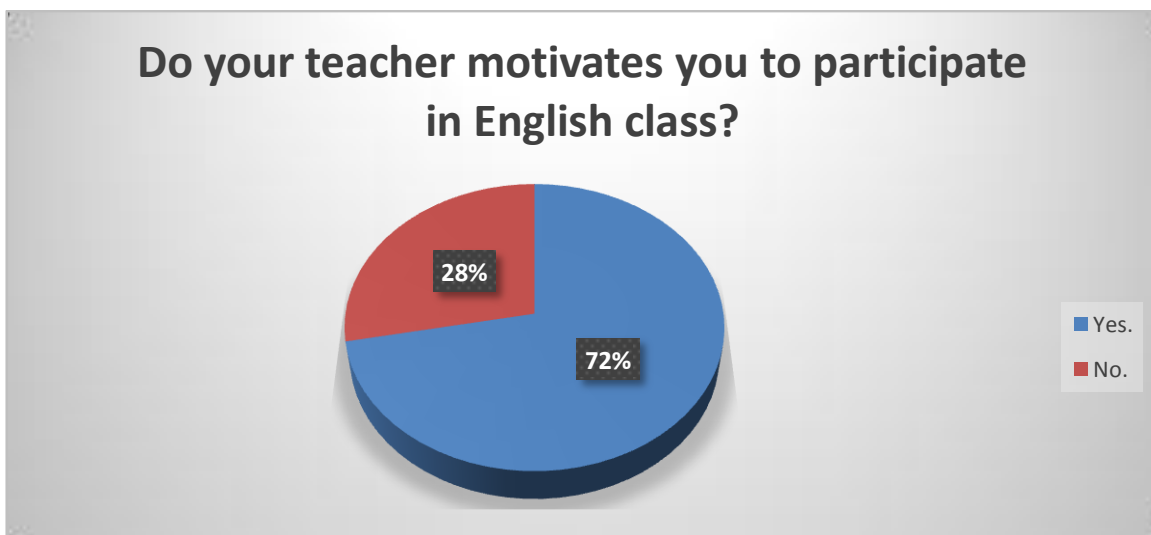
*Tabla 9: Student´s Survey.*
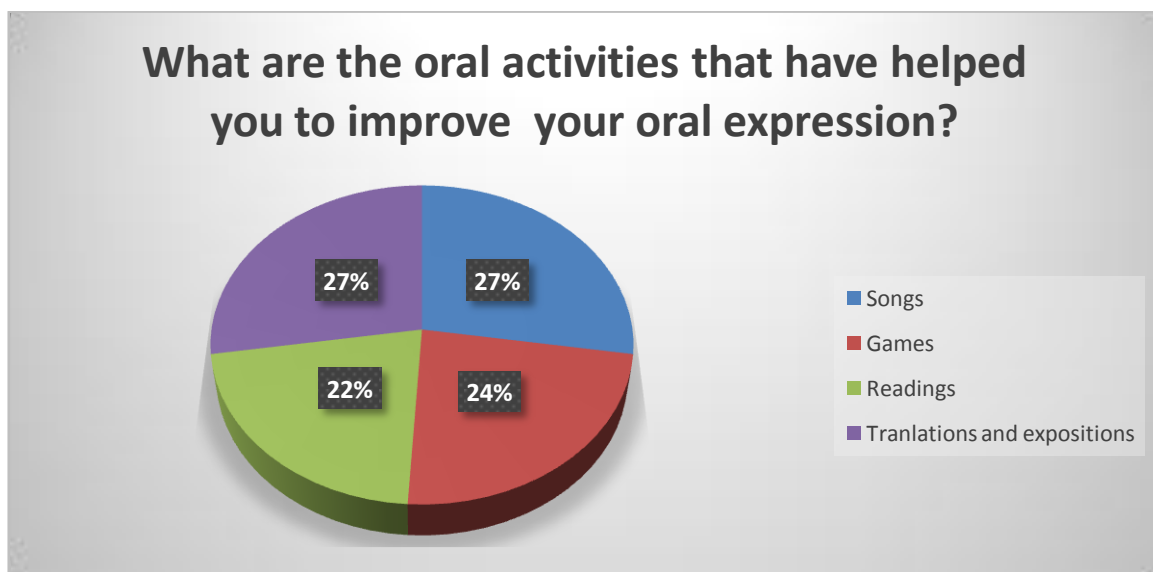
The 56% of the nine students taken as a sample have not material to develop their knowledge in English and 44% of them have the didactic materials.

*Tabla 10: Student´s Survey.*

**Do you have the support didactis materials, which you need to strengthen your Englishafianzar knowledge?**

44%

56%

Yes.

No.

The 72% of the students say that their teacher motivates them to participate in class but the 28% said that there is not motivation by the teacher.

*Tabla 11: Student´s Survey.*

**Do your teacher motivates you to participate in English class?**

28%

72%

Yes.

No.

The Nine students observed as a sample said that the teacher motivates them in a 12% to Read, 12% to Participate in expositions, 38% to Practice, and 38% with the Pronunciation.

*Tabla 12: Student´s Survey.*



**How she motivates you to participate?**

12%
12%
38%
38%

- Read
- Participate in expositions
- Practice
- Pronounce the words
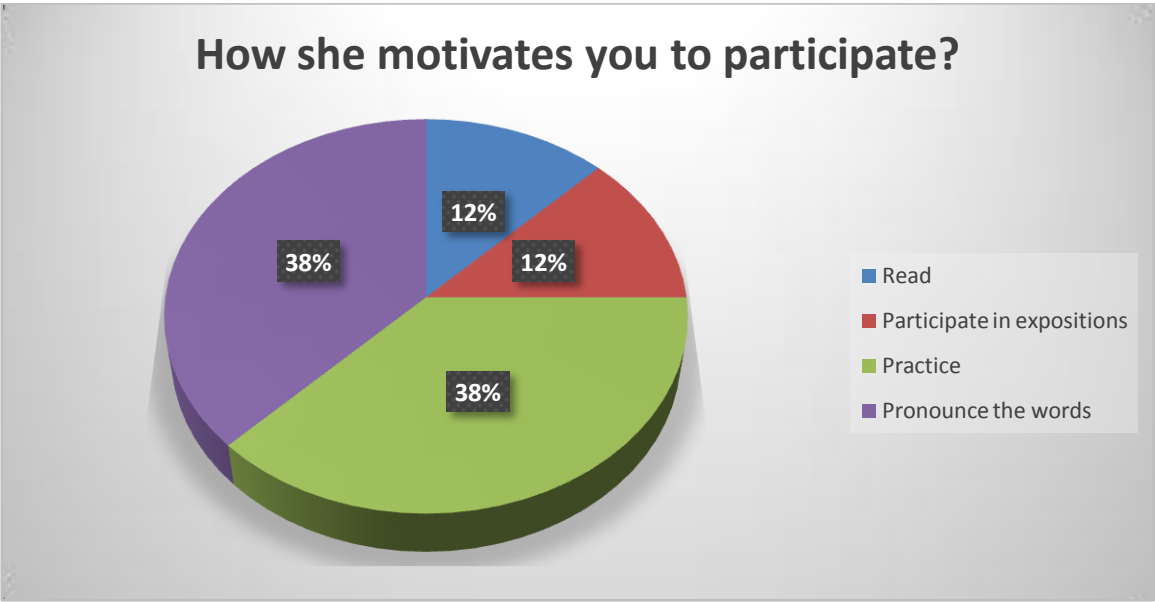
The 46% of the students would like that the teacher uses Games, 35% Music, and 19% Expositions to learn English.
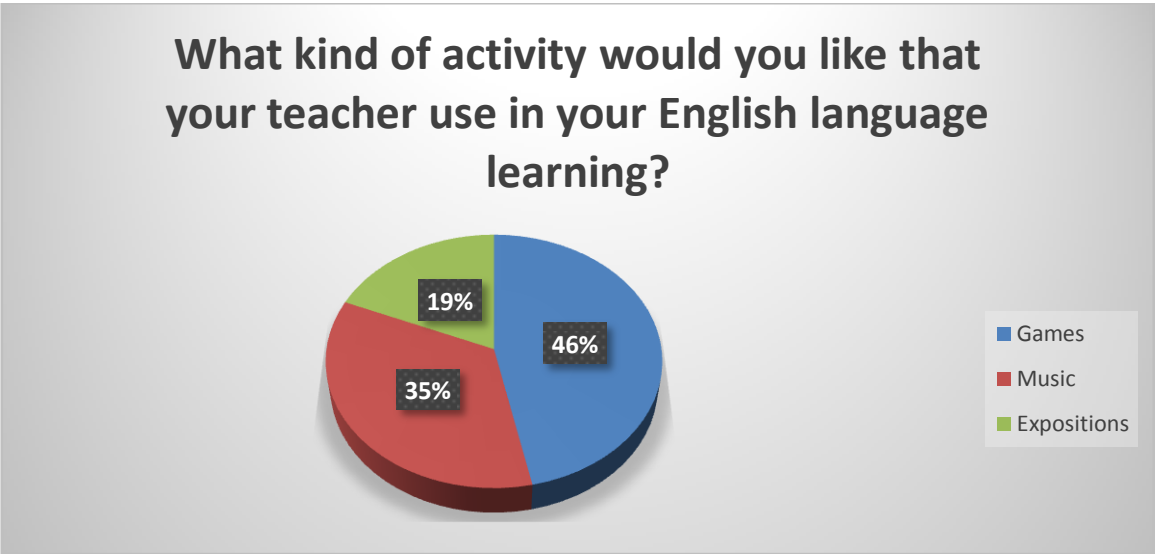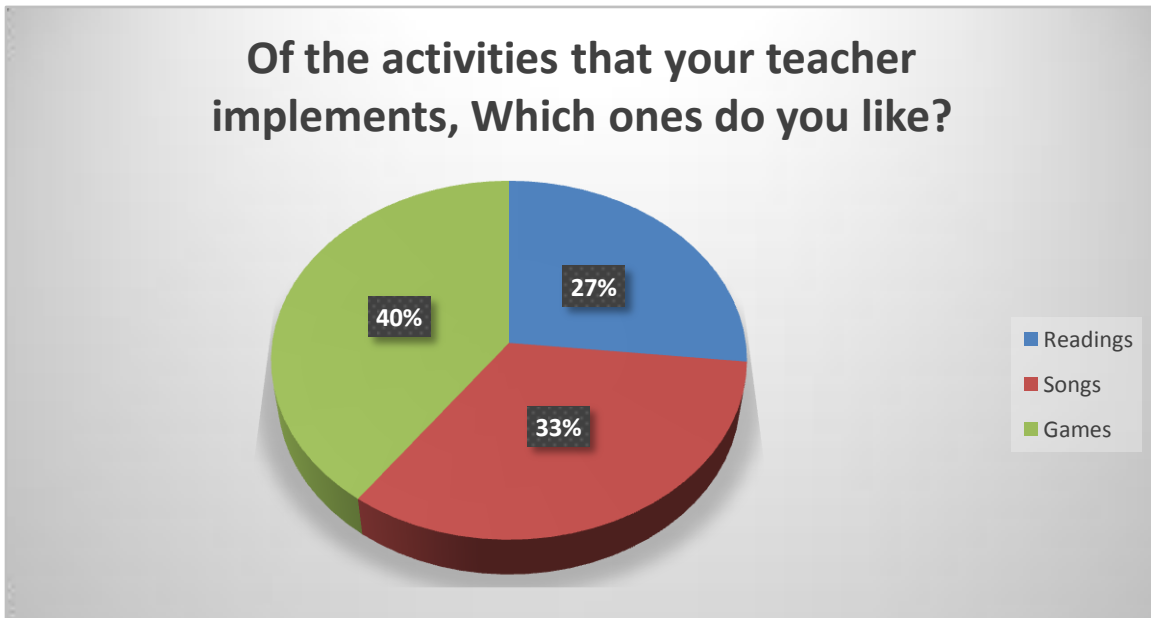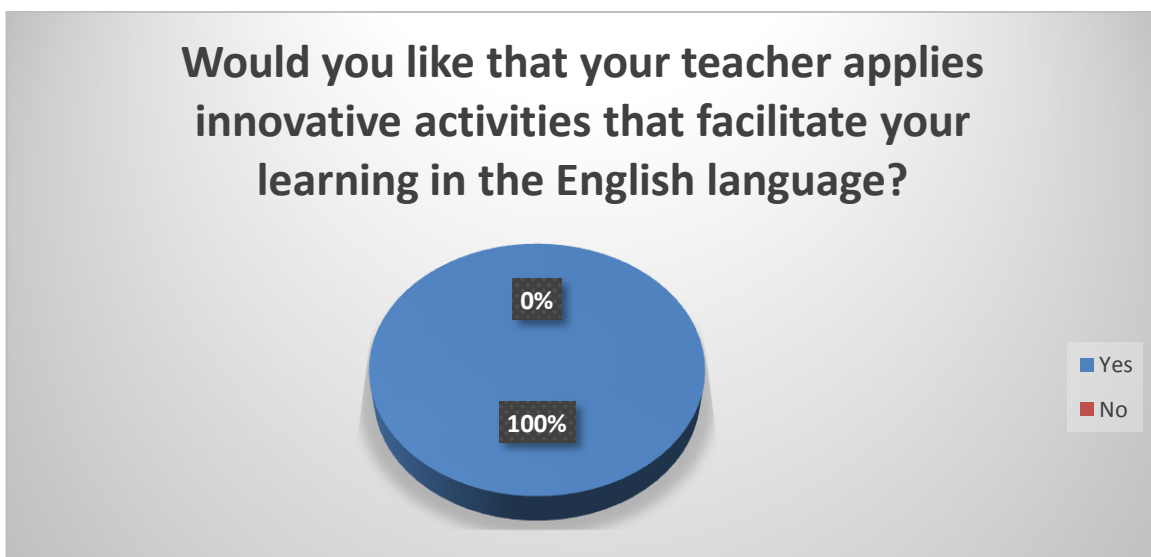
*Tabla 13: Student´s Survey.*



**What kind of activity would you like that your teacher use in your English language learning?**

19%
46%
35%

- Games
- Music
- Expositions

The students like 27% the Readings, 33% the Songs, and the 40% really like the Games.



Of the nine students observed as a sample, the 100% would like that the teacher uses innovative activities that helps their learning in the English language.
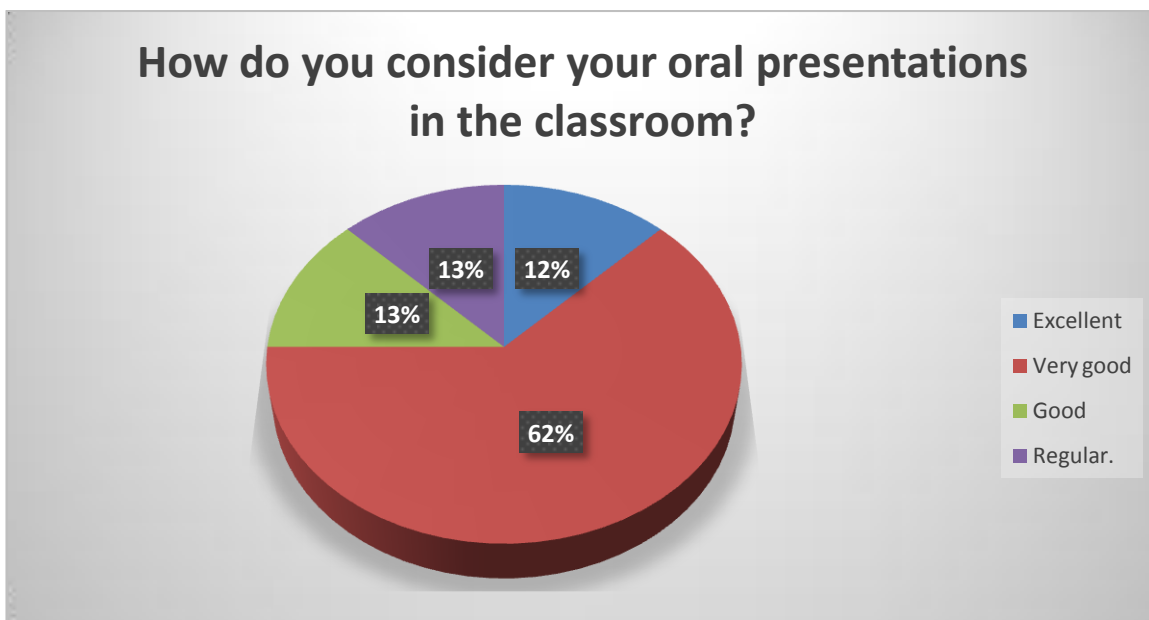
The 75% of the nine students taken as a sample told that have participated in activities, which has helped them to better their fluency in English and just the 25% said that never have participated in any activity.

*Tabla 16: Student´s Survey.*

**Have you participated in activities that help you to better the fluency in English language?**

25%

75%

- Yes
- No

The students consider their orals presentations in a 62% Very Good, 12% Excellent, 13% Good, and 13% Regular.

*Tabla 17: Student´s Survey.*

**How do you consider your oral presentations in the classroom?**

13%  12%

13%

62%

- Excellent
- Very good
- Good
- Regular.

Of the nine students observed as a sample the 100% want to be part and protagonist of innovative activities.

*Tabla 18: Student´s Survey*



**Would you like to be member and a main protagonist in innovatives activities?**
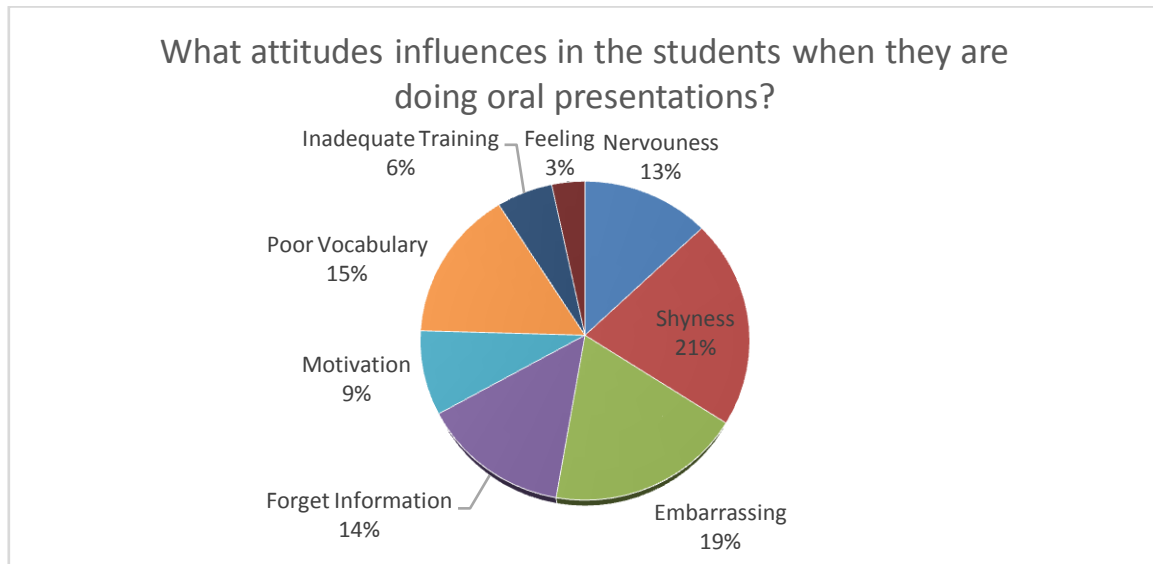
0%

100%

- Yes
- No

**Graphic Class Observation.**

During the class observation, the 21% of the students feel Shyness, 19% Embarrassing, the 15% had Poor Vocabulary, 14% Forgot the Information, 13% were Nervous, 9% were unmotivated, 6% had Inadequate Training, and 3% Feeling.
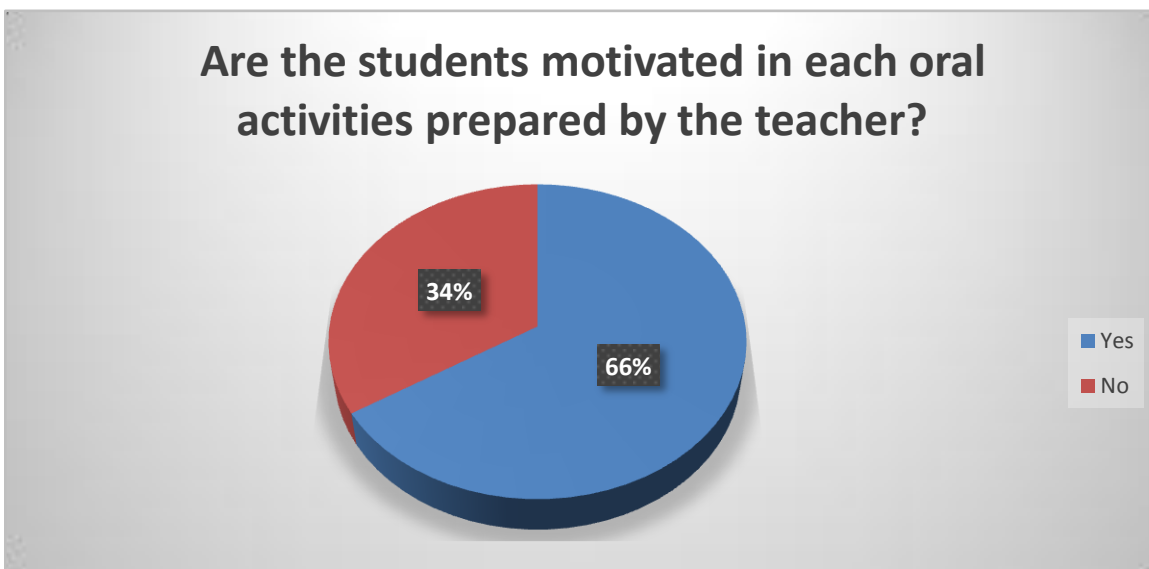
*Tabla 19: CLASS OBSERVATION*



What attitudes influences in the students when they are doing oral presentations?

In the class observation, the 18% of the students´ participation is Excellent, 36% is good, 20% It´s Ok and the 26% improve.

*Tabla 20: CLASS OBSERVATION*



How is the student`s participation in oral activities during the class?
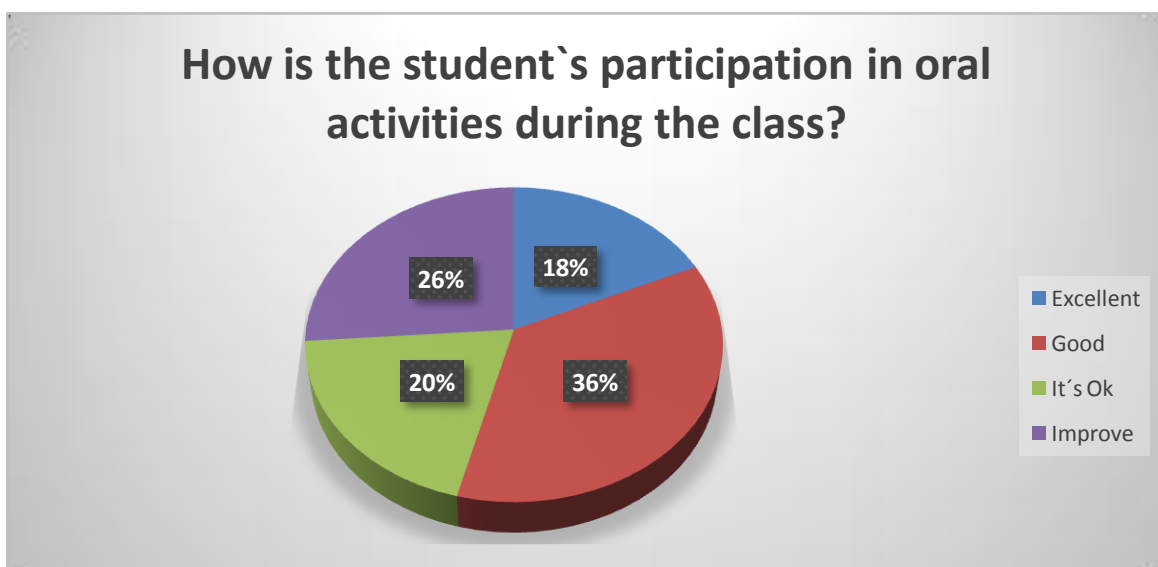
The 66% of the students feel motivation in each oral activity and 34% are unmotivated by the orals activities prepared by the teacher.

*Tabla 21: CLASS OBSERVATION*

**Are the students motivated in each oral activities prepared by the teacher?**

34%

66%

■ Yes
■ No

The 64% of the students prefer work in-group to prepare the orals activities, 25% prefer work in pair, and the 11% prefer work individually.

*Tabla 22: CLASS OBSERVATION*

**What do the students prefer when they are preparing oral activities?**

11%

25%

64%

■ Work in Group
■ Work in Pair
■ Work Individually
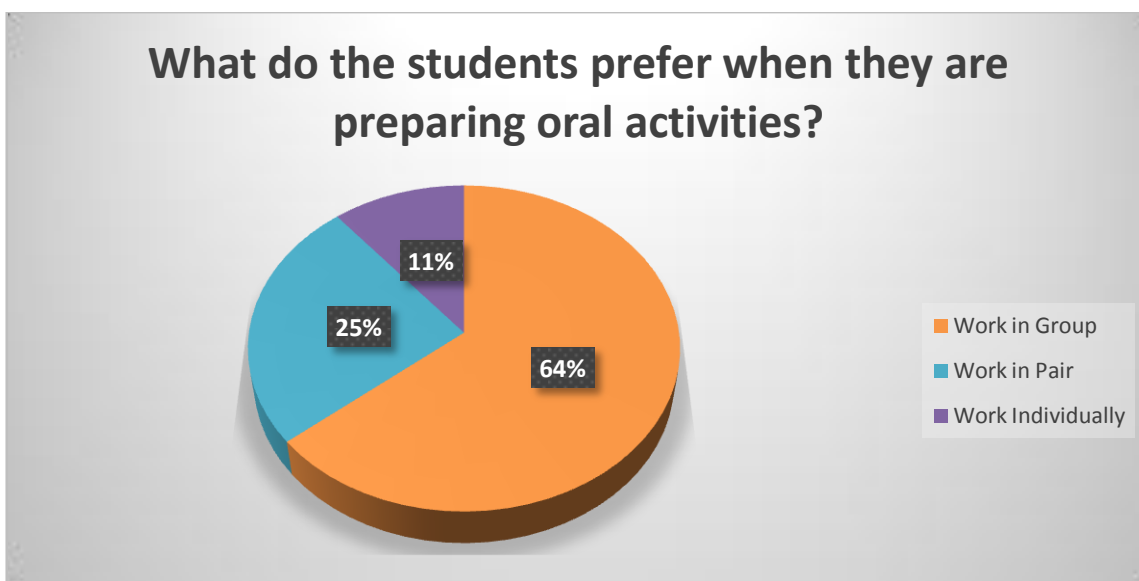
The vocabulary of the students during the class observation was 11% good, 25% excellent, and 64% of the vocabulary is improved.

*Tabla 23: CLASS OBSERVATION*

**The use of the students´ vocabulary in the classroom is:**

Excellent 25%

Improved 64%

Good 11%

Excellent
Good
Improved
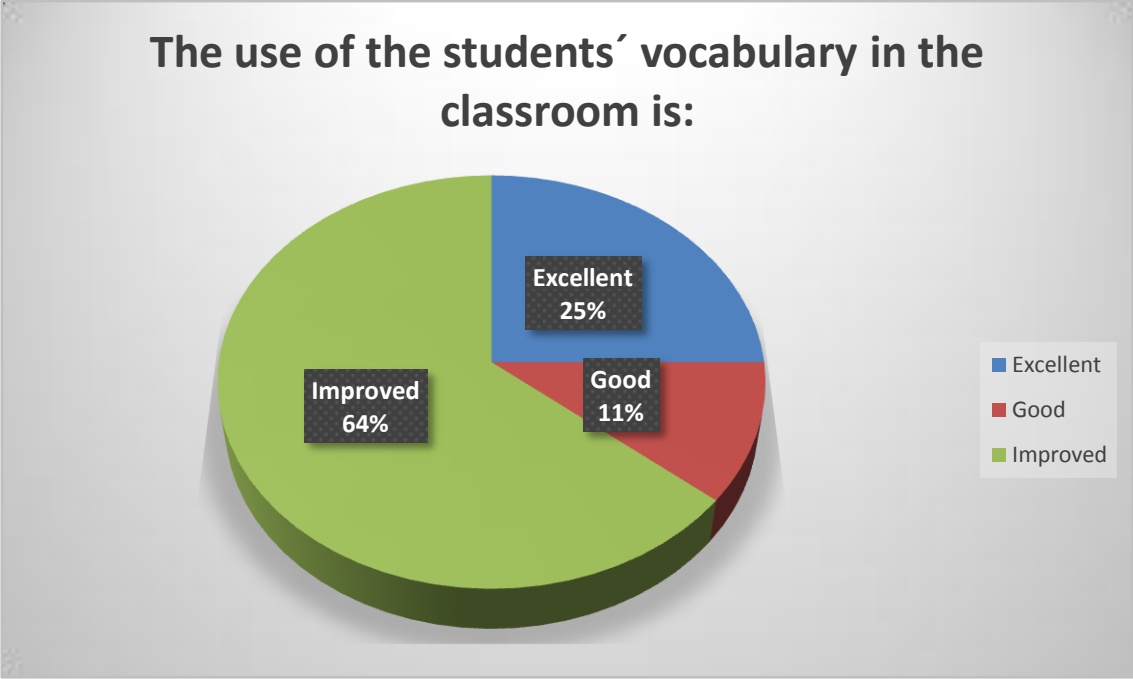
ANNEX. 9.

## Graphic Student´s Interview.

The students consider that their classes are 56% motivating; the 33% of the students consider their classes innovative, and the 11% mechanic.
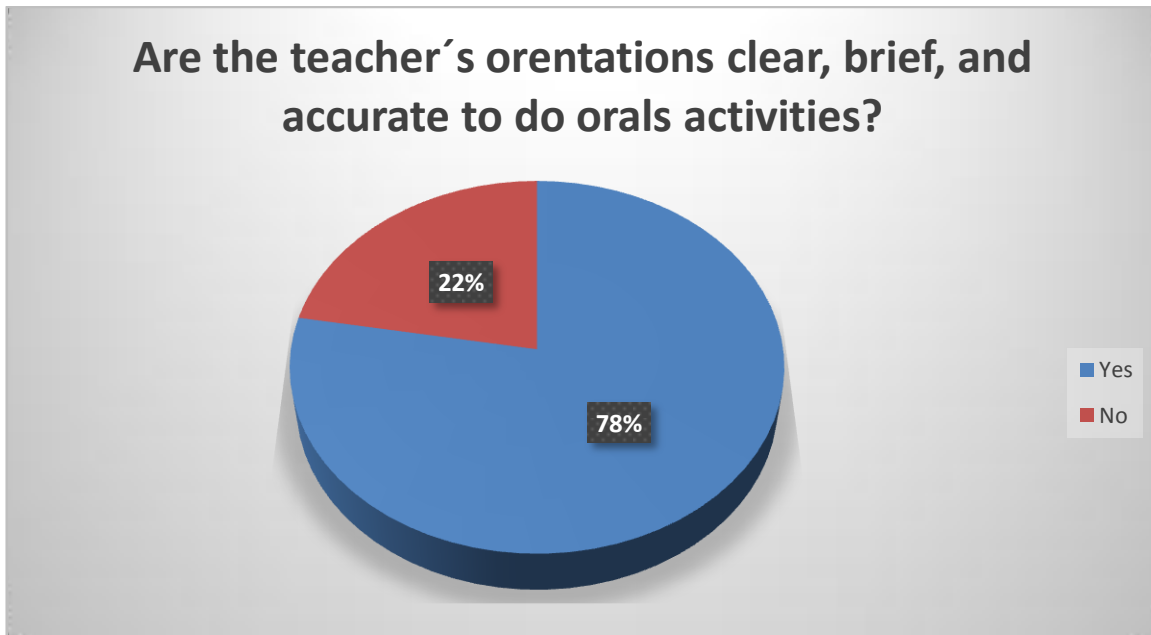
Student´s Interview.



HOW DO YOU CONSIDER THE ENGLISH CLASS?
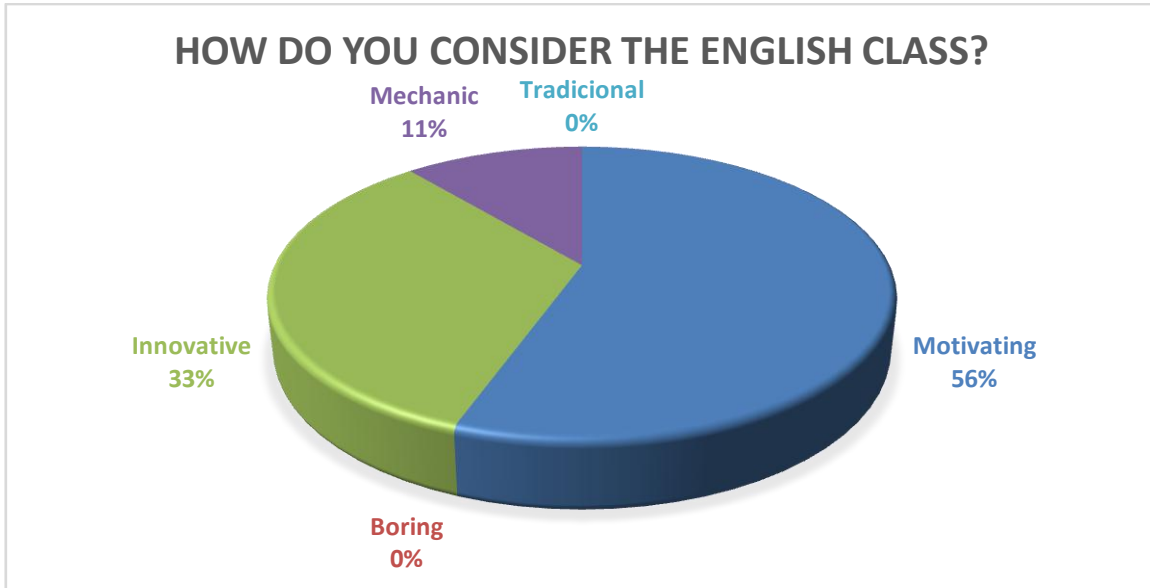
The nine students taken as sample the 100% participate in oral activities in classes.

Student´s Interview.



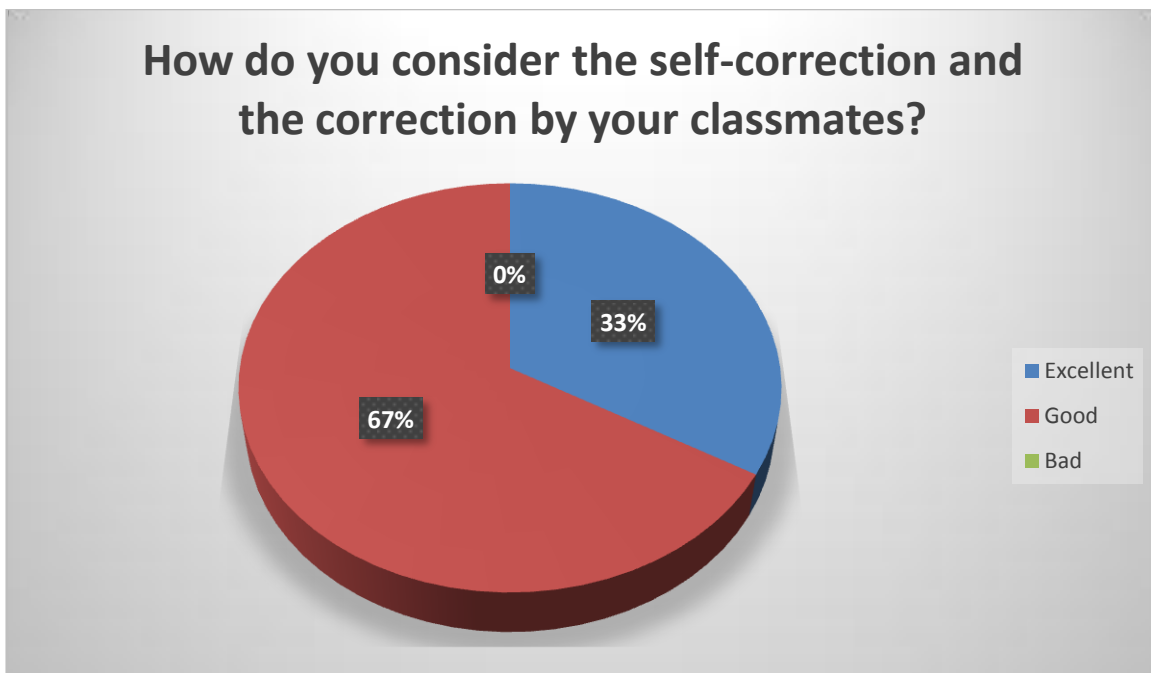Do you participate in oral activities during the English class?
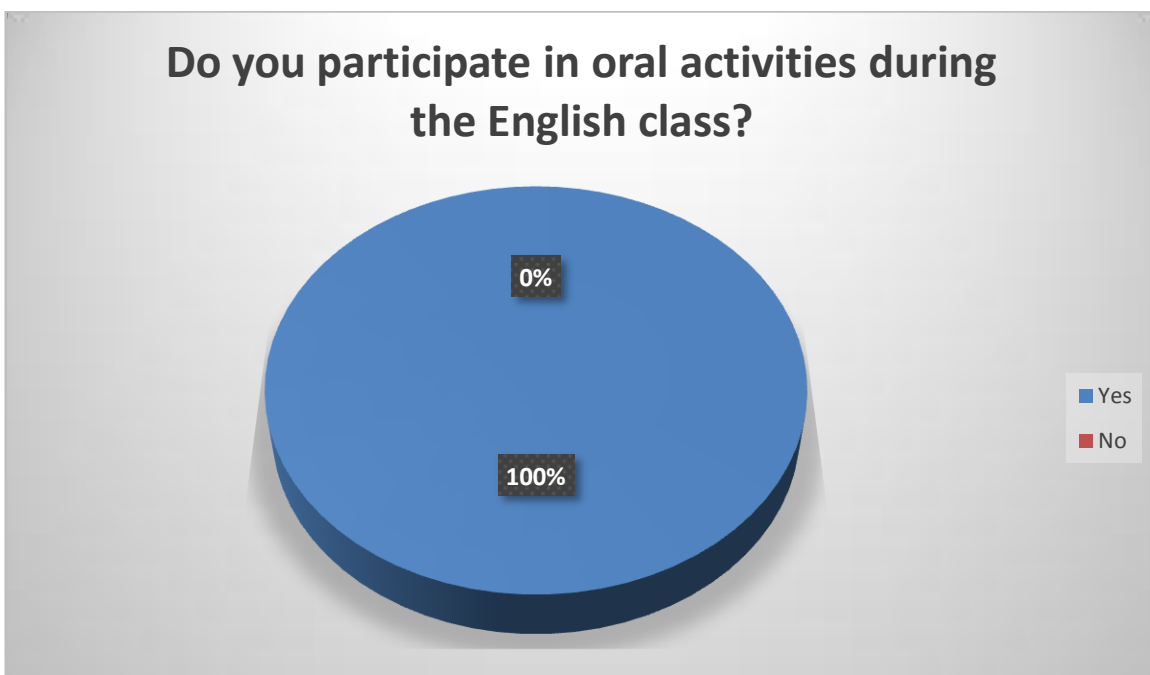
The 78% of the students taken as a sample said that the orientations given for the teacher in the oral activities are clears, briefs, and precises, and just the 22% said the contrary.

Student´s Interview.

**Are the teacher´s orentations clear, brief, and accurate to do orals activities?**

22%

78%

■ Yes
■ No

The 67% of the students taken as a sample told that the self-assessment and the assessment by their classmates and the 33% said that is excellent.

**Student´s Interview.**

**How do you consider the self-correction and the correction by your classmates?**

0%

33%

67%

■ Excellent
■ Good
■ Bad

The 100% of the students taken as a sample want to participate in innovative activities to better their English.

**Student´s Interview.**

## Would you like to participate in some innovative activities that better your English?

No
0%

Yes
100%

Yes
No
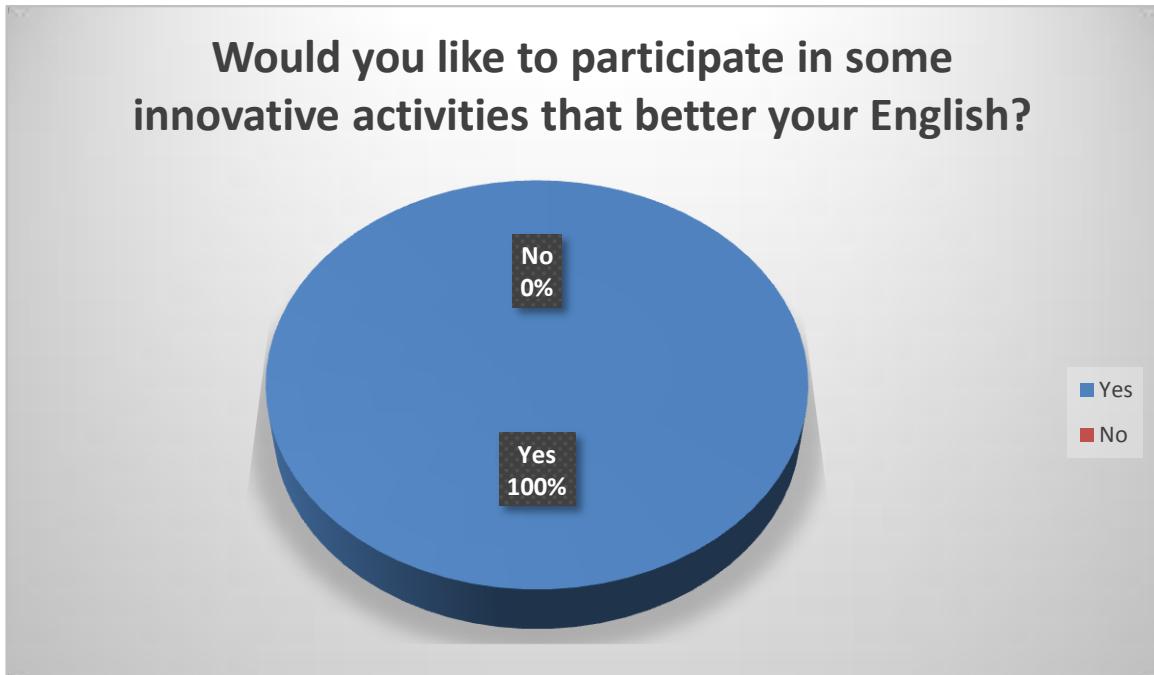
The nine students as sample believe in a 100% that innovative activities will help them to improve their English.

**Student´s Interview.**

## Do you think that this innovations could improve your vocabulary in English?

0%

100%

Yes
No
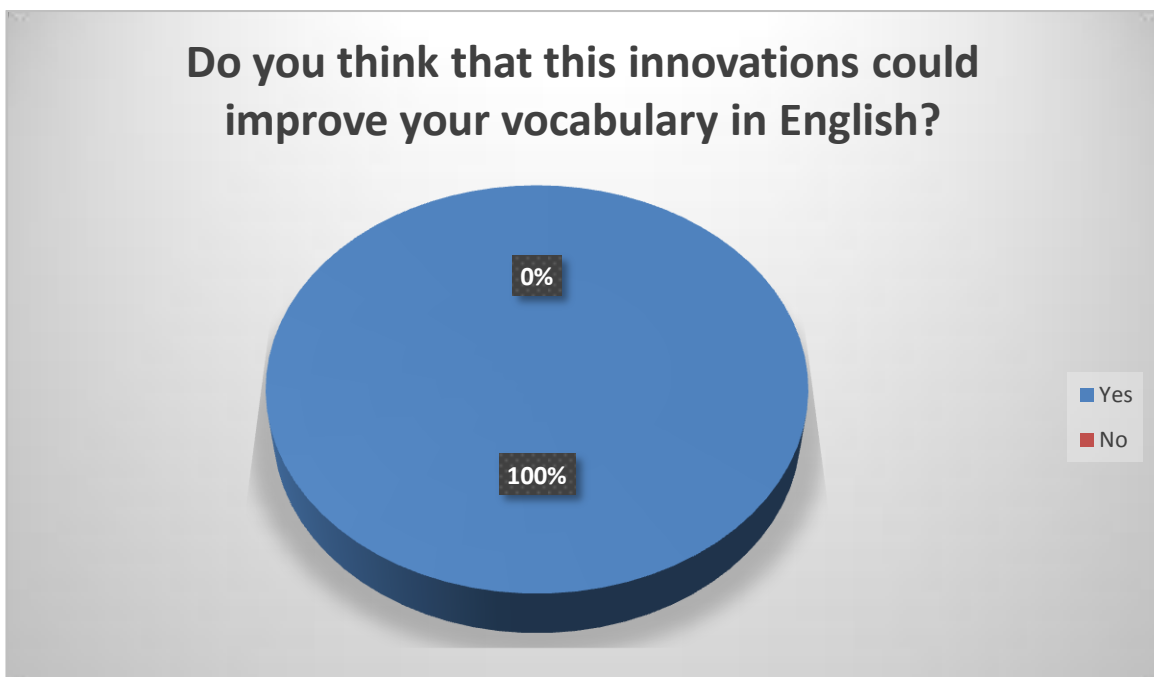
This graphic show that the nine students as sample agree in 67% that the songs contribute to improve their oral expression in English and 33% agree that videos can improve their oral expression in English.

**What activities contribute to better your oral expression in English?**
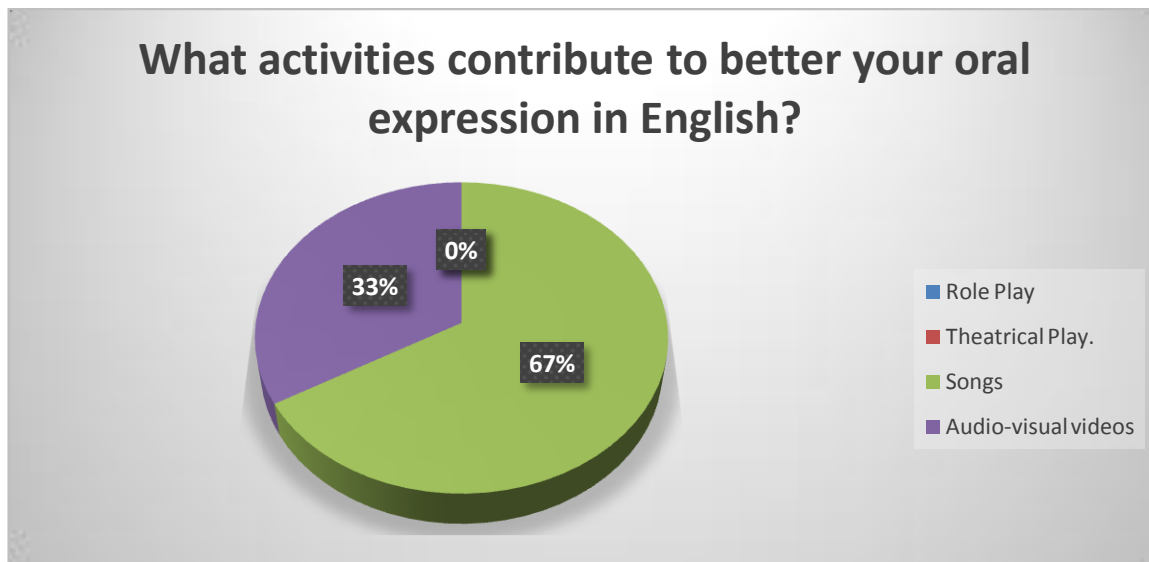
<p style="text-align:center"><strong>ANNEX. 10.</strong></p>

## SESSIONS.

| SESSIONS | ACTIVITIES | OBJETIVES | DATE TO CARRY OUT THE ACTIVITIES |
|---|---|---|---|
| SESSION 1 | DIAGNOSTIC TEST | To identify the previous know-ledges of the students about their English language domain. | From Sept. 07th to Sept. 11th. |
| SESSION 2 | INTERACTION OF THE STU-DENTS THROUGH DIFFERENTS ORALS ACTIVITIES. | To feedback and improve students´ vocabulary in English language. | From Sept. 21st to Sept. 25th. |
| SESSION 3 | PRE-EXPERIMENTATION. | a) Presentation of an Audio-visual model. <br><br> b) Cooperative and collabora-tive work among students through the Schedule of the places to visiting. <br><br> c) Feedback to students to do their Project. | From Sept. 28th to Oct. 02nd. |
| SESSION4 | PRELIMINAR PRESENTATION | a) Identify the possible weak-nesses found in the show of students´ videos. <br><br> b) To give them guidance and feedback to better their fi-nal product. | From Oct. 05th to Oct. 12th. |
| SESSION 5 | FINAL PRESENTATION | Presentation of the final project. | From Oct. 15th to Nov. 03rd. |

# ANNEX. 11.

SPEAKING RUBRIC

| CRITERIA | POOR 1pts | GOOD 3pts | EXCELLENT 5pts | SCORE |
|---|---|---|---|---|
| Introduction of topic | Topic introduced. | Topic introduced clearly, and purpose of talk was made clear. | Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given. | |
| Development of topic | Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant. | Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details. | A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details. | |
| Ability to engage and involve audience | Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective. | An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation. | Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humour, surprising facts, direct audience participation. | |
| Suitability of presentation for purpose and audience | Attempts were made to tailor the presentation content to the intended purpose of informing, interesting or persuading. | The presentation content and structure was tailored to the audience and to the intended purpose of informing, interesting or persuading. | The presentation content, structure and delivery were closely tailored to the audience and to the intended purpose of informing, interesting or persuading. | |
| Clarity | All questions and answers were awkward and incomprehensible. | Questions or answers were awkward at times but always understandable. | Questions and answers were clear and comprehensible. | |
| Pronunciation | Student's pronunciation was incomprehensible. | Student's pronunciation was understandable with some error. | Student's pronunciation was like a native speaker. | |

| Fluency | Student was unable to ask or respond to questions. | Students were able to ask and answer the questions with little difficulty. | Students were able to communicate clearly with no difficulty. | |
|---|---|---|---|---|
| Vocabulary, sentence structure, grammar | The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct. | The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct. | The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct. | |
| | | | TOTAL SCORE | |

# ANNEX. 12.

VIDEO RUBRIC

| Performance Level | Needs Improvement | Satisfactory | Excellent | Score/Comments |
|---|---|---|---|---|
| Group Cooperation | Students needed to be reminded to stay on task frequently. One or two people did all the work. Students argued with one another or left some students out of the process. 0-4 points | All students contributed a fair share to the project, though some workloads varied. Students had to be reminded occasionally to stay on task. Students made an effort to include all group members in the process. 5-10 points | All students contributed equally to the video. Students stayed on task at all times. Students worked with each other in a friendly manner. 11-15 points | |
| Storyboard | Students did not complete a storyboard or storyboard did not match video. 0-2 points | Students completed the storyboard on time, but some items are not thoroughly described. Storyboard matches the video. 3-5 points | Students completed storyboard on time. Storyboard is thorough and matches the video. 6-10 points | |
| Documentation | There is no documentation. 0 points | Most of the elements taken from other sources are documented; however, some documentation may be inaccurate or missing. 1-3 points | All elements from other sources are accurately documented. 4-5 points | |
| Subject Content | Subject knowledge is not evident. Information is confusing, incorrect, or flawed. 0-9 points | Subject knowledge is evident in much of the video. Most information is clear, appropriate, and correct. 10-20 points | Subject knowledge is evident throughout the video. All information is clear, appropriate and correct. 21-30 points | |
| Video content and organization | The video lacks a central theme, clear point of view, and logical sequence of information. Much of the information is irrelevant | Information is connected to a theme. Details are logical and information is relevant throughout most of the video 3-5 points | Video includes a clear statement of purpose. Events and messages are presented in a logical order, with relevant informa- | |

| | | | |
|---|---|---|---|
| | to the overall message<br>0-2 points | | tion that supports the video's main ideas.<br>6-10 points |
| Introduction | The introduction does not orient the viewer to what will follow.<br>0-1 points | The introduction is clear and coherent and evokes moderate interest/response from the viewer.<br>2-3 points | The introduction is motivating, and hooks the viewer from the beginning.<br>4-5 points |
| Mechanics | The text and audio have 4 or more grammar or spelling errors.<br>0-2 points | The text and audio have 1-2 grammar or spelling errors.<br>3-4 points | The text and audio have no grammar or spelling errors<br>5 points |
| Production | Video is of poor quality and is unedited. There are no transitions added or transitions are used so frequently that they detract from the video. There are no graphics.<br>0-10 points | Tape is edited. A variety of transitions are used and most transitions help tell the story. Most of video has good pacing and timing. Graphics are used appropriately.<br>11-15 points | Tape is edited. Video runs smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea. Shots and scenes work well together. Graphics explain and reinforce key points in the video.<br>16-20 points |
| | | | |
| TOTAL SCORE | | | |

**ANNEX. 13.**

ANNEX. 14.

| CRONOGRAM OF ACTIVIES | | |
|---|---|---|
| **Topic** | **Didactic Innovation of the English Language Teaching in the speaking skill** | TIME AND MATERIALS |
| | | |
| **Sub-topic** | **Didactics Innovation of the English Language Teaching in the Speaking Skill with Emphasison the creation an Audio-Visual Video to Decrease the Lack of Vocabulary of Studentsfrom 10th grade "A" in the San Juan De Oriente Instituteat San Juan De Oriente-Masaya from March to November 2015.** | **1 YEAR** |
| | | **LAPTOP, DIGITAL CAMERA, BIBLIO WEB, AND CELPHONES. BIBLIOGRAPHYS DOCUMENTS** |
| | | |
| **Authors** | **ELVIN ANTONIO MELENDEZ JIMENEZ** | |
| | **ALIPZA ARGENTINA FRANCO HECHAVERRY** | |
| | **ACTIVITY** | **DATE OF THE ACTIVITIES** |
| | **Choice of the Topic and sub-topic.** | March 14th to March 21st |
| | **Design of the objectives.** | March 28th |
| | **Design of the problem statement.** | April 4th to April 11th |
| | **Characterization, Delimitation, Formulation, and Systematization of the problem.** | April 4th to April 11th |
| | **Theorical Framework.** | April 18th to July 4th |
| | **Methodological design.** | August 22nd to November 03rd |
| | **Application of the data collection tools.** | September 07th |

| | | |
|---|---|---|
| | **Recollection of the data collection tools.** | September 08th |
| | **Performance of the innovative strategies.** | October 05th to November 03rd |
| | **Budget.** | **C$ 2.000, 00** |