

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FAREM-MATAGALPA



GRADUATION SEMINAR

General Theme

Difficulties in the teaching and learning process of English as a foreign language in high Schools, of Matagalpa and Jinotega, during the second semester 2011.

Specific theme

Effects of the teaching and learning strategies in the development of the speaking skill in the eight grade students of the National School Rosa Montoya, of El Cua, during the second semester 2011.

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General topic

Difficulties in the teaching and learning process of English as a foreign language in high Schools, in Matagalpa and Jinotega, during the second semester 2011.

Sub-topic

Effects of the teaching and learning strategies in the development of the speaking skill in the eighth grade students of the National School Rosa Montoya, of El Cua, during the second semester 2011.

Dedication

First of all, we dedicate this research paper to our creator, to our omnipotent “God”, for giving us life, intelligence, wisdom, and strength to finish this work successfully.

To our family who permitted us to continue with our studies and other people who motivated us to become professionals.

To the teachers at the National Autonomous University of Nicaragua, FAREM – Matagalpa, who gave us courage to continue with our classes during the five years of the career.

Acknowledgement

We give thanks to our special spiritual guide “GOD” who gave us the opportunity to work with love and intelligence for carrying out this research.

We give thanks to all people who collaborated in our investigation, the teachers at National School Rosa Montoya who gave us the opportunity to make this investigation in this school and gave us the necessary information to carry out the research.

In the same way, we'd like to thank to Lic: Marisela Coronado who gave us her understanding and her patience and helped us to carry out this research.

TEACHER'S VALUATION

It is a compromise and a responsibility for students of the English Major at UNAN-FAREM Matagalpa to investigate the problems that are affecting the English Teaching and Learning process. For this reason the members of this Graduation Seminar decided to focus their research in the topic: **“ Difficulties in the teaching and learning process of English as a foreign language in high Schools, in Matagalpa and Jinotega, during the second semester 2011 ”.**

The focus of the speaking skill is in four abilities of the language that consist in communicate orally , taking in account some strategies . Therefore the teachers should practice and develop the English classes with meaningful language in contexts in a communicative way.

As tutors of the seminar **“ Effect of the teaching and learning strategies in the development of the speaking skill in the eighth grade students of the National School Rosa Montoya, of El Cua, during the second semester of 2011”**, We consider that it fulfills the objectives and the requirements of a Graduation Seminar; therefore it is ready to be presented.

Lic. Marisela Coronado

Tutor

Summary

This investigation work is about the effects of the teaching and learning strategies in the development of the speaking skill of the students of eighth grade at the National School Rosa Montoya from El Cua during the second semester 2011.

The main aim of this research paper is to evaluate the effects of the teaching and learning strategies in the development of the speaking skill as well as to identify these strategies. It also describes and explains the benefits or the detriments and at the same way and suggest some suitable teaching strategies that help teachers develop more communicative and more dynamic classes to learn and achieve the objectives to be evaluated.

The speaking skill is one of the four abilities that the students should develop in the English subject in the classroom, expressing their knowledge and sharing opinions in a variety of context using the oral expression; this ability is developed through different activities that the teacher may do in a way that the students feel motivated in the classroom.

The teacher can use different strategies to develop the speaking skill where the students have the opportunity to speak in English, strategies like: role plays, simulations, interviews, brainstorming, information gap, picture descriptions and so on. These strategies encourage students to speak English.

In the classroom of eighth grade, there are many difficulties to develop the class successfully; one of them is the lack of didactic materials, lack of time to develop the class, and the lack of new strategies.

It is necessary that the teacher applies new strategies that permit students to interact in an oral way.

Introduction

This research took place at the National Institute Rosa Montoya Flores INPRMF in El Cua, Specifically with the teachers and students of secondary school from 8th grade during the first semester 2011.

The investigation problem refers to: the effects of the teaching and learning strategies in the development of the English speaking skill in the 8th grade section "A" of the National Institute "Rosa Montoya Flores" in El Cua, during the first semester 2011.

This problem was investigated during the first semester 2011, Through the utilization of different instruments of research that let us find a right response that will satisfy this investigation.

Different instruments were applied to obtain different data about the effects of the teaching and learning strategies in the development of the English speaking skill. As well as the different strategies that the teacher uses to develop the class in a communicative way. The instruments used were: interview to the teacher, survey to the students and observation guide.

In this research, the empirical method was applied with quantitative focus because it explains the different data obtained in the investigation with graphics and it is also qualitative because it explains the benefits and detriments of teaching and learning strategies in the development of the speaking skill in the students.

The universe was of 99 students and one teacher and the pool during the development of the work includes one English teacher and forty-nine students. The formula applied to obtain this result was:

Formula: $n = \frac{N \times P \times Q}{(N-1) D \pm P \times Q^2}$

N: Universe

N: pool

P y q: Probability parameters achievements and failures

(N-1): Universe less one

D: Errors which involves constant

N: 27 $n = \frac{N \times P \times Q}{(N-1) D \pm P \times Q^2}$

n:? $n = \frac{97 \times 0.5 \times 0.5}{(97-1) 0.00025 \pm 0.5 \times 0.5}$

P:0.5 $n = \frac{97 \times 0.25}{(96) \times 0.00025 \pm 0.25}$

Q:0.5 $n = \frac{24.25}{0.24 \pm 0.25}$

(N-1): 96 $n = \frac{24.25}{0.49}$

D: $(0.10)^{2/4} = 0.00025$ n: 49.8

n: 50

The variables that were measured are:

1-Teaching Strategies and learning Strategies

2-Speaking skill

Justification

This research will let us know the effective strategies of the application of the English speaking in the 8th grade section “A” of the National Institute Rosa Montoya Flores in El Cua during the II semester 2011; It will be very useful to the teachers to find and learn new learning strategies .

This work will help to the process of the students of the eighth grade high school and the teachers of this National Institute, there are possible answers to many questions about why the English teachers don't apply communicative strategies and also why the students are poor in the development of their English speaking skill . Furthermore, it will be useful in the teaching- learning process for all English teachers and students in our city.

By doing this research it is necessary to identify , describe and to explain the strategies of the application of the English speaking skill and to suggest some suitable teaching strategies for improving the development of the speaking skill in the 8th grade students at the National Institute Rosa Montoya Flores.

We know that this investigation will be a very important source of information for teachers of high schools in Matagalpa and Jinotega.

General objective

To evaluate the effects of the teaching and learning strategies in the development of the speaking skill in the 8th grade students of the National School Rosa Montoya , of El Cua during the second semester 2011.

Specific objectives

1-To identify the strategies for developing the speaking skill in the 8th grade students of the National School Rosa Montoya , of El Cua during the second semester 2011.

2-To describe the benefits and drawbacks of teaching strategies in the development of the speaking skill in the 8th grade students of the National School Rosa Montoya , of El Cua during the second semester 2011.

3-To explain the benefits and drawbacks of teaching strategies in the development of the speaking skill in the 8th grade students of the National School Rosa Montoya , of El Cua during the second semester 2011.

4-To suggest suitable teaching strategies for improving the development of the speaking skill in the 8th grade students of the National School Rosa Montoya , of El Cua during the second semester 2011.

Development

Characterization

Background

The High school began in 1988 in a local where it is now the teacher's house helping first and second year with the participation of the teachers:

Martin Blandón

Dennis Alvarado

Reyna Juliana Olivas

Yolanda Castillo Rizo

Later in 1995 and 1996, it began to function in building of the primary school Ricardo Morales Aviles with first, second and third year.

In 1999 it began fourth year for the first time and in 2000 begun fifth year for the first time too, the director was the teacher Margarita Picado Lopez, and at the same time she was the Spanish teacher; some others who worked in high schools were:

Biology: Dr. Omar Romero Urbina

Parish priest: Francisco Blandón

English: Engineer Cecilia Veermer, she is from Holland

Civic: Fatima Martinez

Mathematic: Jhonny Ali Cruz

In September 2000 the National Institute Rosa Montoya Flores was inaugurated a high school in regular courses.

In 1997 began on distance learning courses started with the objective that teachers of high school finished their studies in different universities (UNAN-Estelí, Matagalpa, UNN Jinotega etc.)

The objective of on distance learning courses is to motivate and to give opportunities to students that work during the week or students that live in communities far from El Cua.

Currently, there are sixteen teachers in regular secondary school, two teachers of English, they are studying fourth and fifth year of the English career.

There are 20 teachers, two teachers at on distance learning course two teachers of English are finishing the fifth year of the English major at the National Autonomous University of Nicaragua FAREM-Matagalpa.

Institute Mission:

To be an educational institution of formation to the high school graduates of the municipality with special emphasis in the human development and to provide students with a high quality and an efficient education that permits the students have a scientific and technical capacity for the possible future jobs.

Institute Vision

The vision of the institute is to provide teaching of secondary school in the different subjects with a wide inclusion and quality with an integral formation and human values.

Conceptualization

Teaching process is a method of instruction, it is a precise and systematic method of evaluating instructional tactics and curricula ([West & Young, 1992](#), p. 114)

In attempting to define what 'method' is, we can consider Edward Anthony's tripartite distinction of **Approach, Method and Technique** (Anthony: 1963).

This distinction was developed and recast by Richards and Rodgers (1982) as **Approach, Design and Procedure** encompassed within the overall concept of **Method** "an umbrella term for the specification and interrelation of theory and practice" (Richards & Rodgers 1985: p.16)

According to Richards & Rodgers the method has to see the theory with the practice in different situations.

Approach refers to the beliefs and theories about language, language learning and teaching that underlie a method.

Design specifies how theories of language and learning are implemented in a syllabus model teaching learning activities and materials in the classroom.

Procedure concerns the techniques and practices used in the classroom as consequences of particular approaches and designs.

Teaching methods "approaches in action, are of course the practical application of theoretical findings and positions. In a field such as ours that is relatively young, it should come as no surprise to discover a wide variety of these applications over the last hundred years, some in total philosophical opposition to others "(Brown, 2001)

According to Brown teaching methods are different steps or procedures that the teacher uses to teach the class .

It was considered that teacher must know the different kind of methods to apply in the teaching process.

Two methods of development - *inductively or deductively*

Deductive - identifying the concept to the class and illustrating with examples.

Inductive - identifying the concept through a process of observation and discussion the major aim is to help students and categorize information or experience into a meaningful intellectual framework (Barry ,K and , L 1997)

According to Barry K and Leg K the deductive method is when the teacher uses pictures or illustrations with different examples to introduce a topic , then the students deduce the concept and inductive method is when the teacher gives the concept or rules of a determined topic.

In the interview to the teacher she answered that she applies the deductive method and inductive method it depends of the topic to develop.

Methodology as pedagogical practices in general. Whatever considerations are involved in 'how to teach' are methodological" (Brown, 2001)

A glance through the past century or so of language teaching will give an interesting picture of how varied the interpretations have been of the best way to teach a foreign language. As disciplinary schools of thought – psychology, linguistics, and education, for example – have come and gone, so have language-

According to Brown the methodology is the manner of to teach the class and the interrelation of the theory with practice .

For this reason the methodology depends of the interest of teachers and responsibility about their students to improve the teaching and learning strategies in the speaking skill .

According to the interview applied, the teacher said that she uses programs, lesson plans, books, magazines and audio resources.

Including the observation guide the methodology of the teacher is according to the grade.

Techniques are defined by Brown (2001) as any of wide variety of exercises, activities or task used in the language classroom for realizing lesson plan according to student's level.

As Brown to the techniques are all activities to develop during the class.

According to the observation guide the teacher makes use of different techniques such as translation, she speaks on the different problems of the environment, reads paragraph underlining the principal idea.

Strategies: Chamot 1993 defines strategies quite broadly as procedure that facilitate a learning task. Strategies are most often conscious in goal driven.

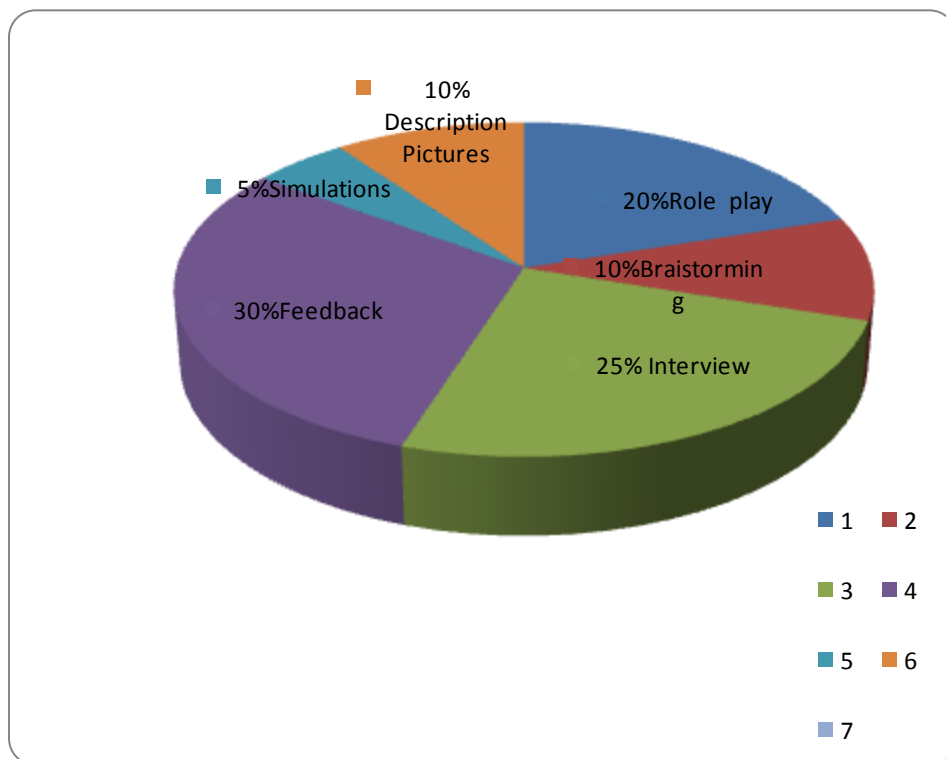
According to Chamot : are the different objectives that the teacher proposes to reach a goal of a determined topic.

There are different forms or procedures that the teacher uses during the class, making use of material, carrying beyond to the students interceding their courage for improving the speaking skill. They take the risk to make errors and mistakes, when the teacher practices different strategies with the students the class is easier and the learning process give us other opportunities and that it makes to feel well and get successfully the achievement.

In the survey to the students, they answered that they practice strategies when they speak English 20% Role play, 10% Brainstorming, 25 % Interview, 30% Feedback, 5 % Simulations, 10% Picture description. In the interview to the teacher she answered that it is very important to practice different strategies, because the students need to improve their oral

expression to communicate with other people and overcome some situation about real life.

Graphic 3 -The strategies that you practice during the classes are



Concept of speaking

It is designed primarily to help participants improve their oral presentation skills. Through videotape, replay, analysis and challenging speaking drills, participants will learn techniques for giving natural, dynamic and oral presentations.

“Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context; speaking is the crucial part of a second language learning and teaching.” (Chaney and Burk, 1998)

According with Chaney and Burn speaking is the ability that a learner or student has to communicate in the oral way. Speaking is expressing the student's feelings or emotions in different situations.

For instance in the observation guide, it was noticed that the teacher speaks more English and a little Spanish, but in the survey to the students they answered that they practice less English and more Spanish.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. (<http://www.nclrc.org/essentials/speaking/assessspeak.htm>)

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are

appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Characteristics of speaking

1-Clustering

Fluent speech is phrasal ,not word by word, learners can organize their output both cognitively or physically (in breath groups) through such clustering. (Brown, 1996)

2-Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3-Reduced forms

Contractions, elisions, reduced vowels, etc...all form special problems in teaching spoken English .Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4-Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number performance hesitations, pauses, backtracking, and corrections . Learners can actually be taught how to pause and hesitate.

For example when the students want to speak first they make a silent to order the ideas and they speak, too they use "fillers " as uh, um ,well and others.

5-Colloquial language

Make sure your students are reasonably well acquainted with the words ,idioms, and phrases of colloquial language and that they get practice in producing these forms.

6-Rate of delivery

Another salient characteristic of fluency of rate of delivery. One your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7-Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below .The stress-timed rhythm of spoken English and its patterns convey important messages.

8-Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component; the creativity of conversational negotiation.

Types of connection between listening and speaking skill

1-Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder " speech.(Brown, 1996)

For example : the teacher choose a topic that can be The Present progressive and pass six students that imitate an action or activity and the rest of the students will say the action using the -"ing" structure according to the topic.

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty—either phonological or grammatical.

Here are some useful guidelines for successful drills:

- ✓ Keep them short (a few minutes of a class hour only).
- ✓ Keep them simple (preferably just one point at a time).
- ✓ Keep them “snappy”.
- ✓ Make sure students know why they are doing the drill.
- ✓ Limit them to phonology or grammar points.
- ✓ Make sure they ultimately lead to communicative goals.
- ✓ Don't overuse them.

2-Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3- Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and not extend into dialogues.

4-Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information ,is an extended form of responsive language.

5-Interpersonal dialogue.

These conversations are a little trickier for learners because they can involve some or all the following factors:

- A causal register
- Colloquial language
- Emotionally charged language
- Slang
- Ellipsis
- Sarcasm
- A covert "agenda"

6-Extensive (monologue)

Finally students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports , summaries , or perhaps short speeches. Here the register is more formal and deliberate. These monologues can be planned or impromptu.

Principles for designing speaking techniques

1-Use techniques that cover the spectrum of learners needs, from language-based focus accuracy to message-based focus on interaction, meaning and fluency.

When you do a jigsaw group technique ,play a game, or discuss solutions to the environmental crisis, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language .At the same time, don't bore your students to death with lifeless, repetitious drills.

2-Provide intrinsically motivating techniques

Try all times to appeal to students ' ultimate goals and interests, to their need for knowledge , for status , for achieving competence and autonomy , and for " being all that they can be ". Even in those techniques that don't send students into ecstasy , help them to see how the activity will benefit.

For this reason the students don't know why the teacher ask them to do certain things.

3-Encourage the use of authentic language in meaningful contexts.

It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of teacher resource material.

4-Provide appropriate feedback and correction

It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5-Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals ,listening goals may naturally coincide ,and the two skills can reinforce each other . Skills in producing language are often initiated through comprehension.

6- Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

7-Encourage the development of speaking strategies

Develop their own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as:

- ✓ Asking for clarification (What?)
- ✓ Asking someone to repeat something (Huh? Excuse me?)
- ✓ Using fillers (Uh, I mean ,Well) in order to gain time to process
- ✓ Using conversation maintenance cues (Uh, huh, Right, Yeah , Okay, Hum)
- ✓ Getting someone's attention (Hey, Say, So)
- ✓ Using paraphrases for structures one can't produce
- ✓ Appealing for assistance from the interlocutor (to get a word or phrase , for example
- ✓ Using formulaic expressions (at the survival stage) (How much does ___cost? How do you get to the _____?)

Using mime and nonverbal expressions to convey meaning

Problems that affect the development of Speaking.

According to Crookes and Sctimidt “Students motivation in the learning process is often determined by their interest and enthusiasm for the material used in class, the level of their persistence with the learning task and the level of their concentration and enjoyment” (Forum, 2008).

Teaching has to be an enjoyable process but it depends on the teacher to increase or decrease students motivation. When the teacher uses the right material students feel interested and comfortable in the class, it is very strong in the teaching process because teachers who permit students participation provide ample opportunities for them to share ideas.

The motivation is the fundamental part of the teaching process. Teachers may use material like: a book, illustration for descriptions, thus the students feel motivated and they are interested in speaking English. The teacher not only may use material, he can use a game like a “questions Relay – race”, this game helps students practice speaking specially asking and answering questions.

According to the interview to the English teacher, she answered that there are difficulties in the classroom with the development of speaking skill because the students don't make the activities with love, they performance speaking skill just for getting their scores, but some students are intelligent, this will be because they study and practice vocabulary during the week.

According to the interview to the English teacher, she answered that there are difficulties in the classroom with the development of speaking skill because students feel free to present oral text, students feel nervous when they are speaking because they do not know the correct pronunciation of words and feel

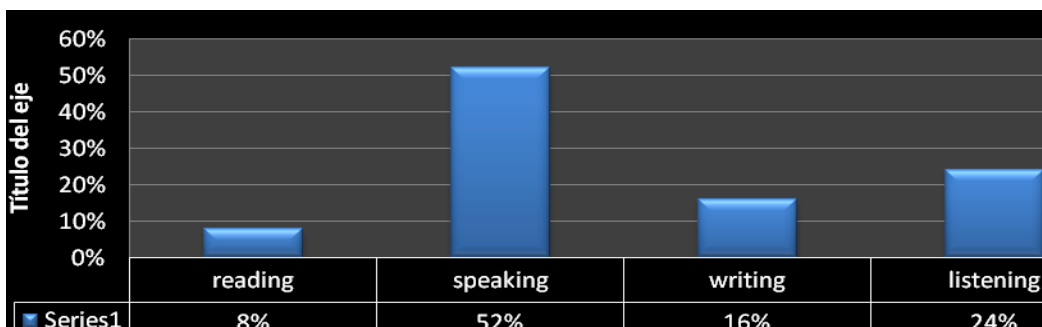
afraid that they will make mistakes and errors when they are reproducing a paragraph or sentence, etc.

Other difficulties that students have are that they do not feel interested in looking up new words and enhancing their vocabulary that help to develop the speaking skill and they do not have knowledge of grammar.

Survey to students

Out of the 100% of students surveyed, 8 % have difficulties in reading, 52% in speaking, 16% in writing and 24% in listening. The problem is bigger in speaking for the pronunciation and stress.

Graphic 1 What of the English skill is the most difficult for learning?



3.1 The lack of didactic material to develop the class.

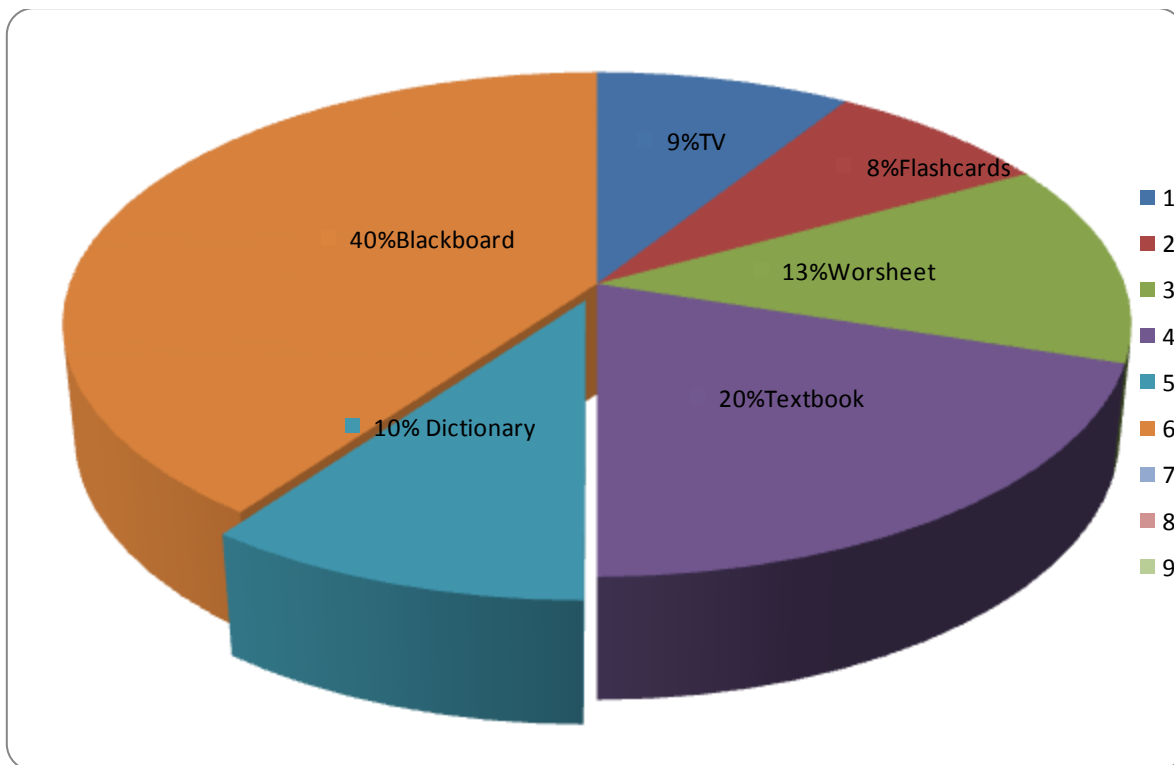
Didactic materials are a complement in all this process of teaching taking into account students' necessity.

“The teacher should be an artist, being able to discover every single necessity that students have” (Regueira, 1987).

According with Regueira the teacher each day should prepare/update and modernize with the changes of technology.

To teach a language, teachers need to use different means which will be used in order to make a more dynamic and attractive class for the students, at the same time students will feel a grateful environment and the way of learning will be easier and students will acquire more knowledge. It was observed that the teacher and students use textbooks, dictionaries, and blackboard to develop the class and the teacher uses other kind of strategies that permit to the students interact in class

Graphic 2 Materials used by teacher to develop speaking skills



3.2 Mispronunciation

Mispronunciation is defined as an incorrect or inaccurate pronunciation of words (<http://www.nclrc.org/essentials/speaking/assessspeak.htm>) The matter of what is or is not mispronunciation is a contentious Even. Within groups of the same class, different people can have different ways of pronouncing certain words. Standards vary among groups, depending a level of knowledge a standard can be more properly than another.

Common mispronunciation terms are:

Spoonerism : is an intentional exchange of letters or syllables between two words or even write a word.

Analogical pronunciation: Mispronouncing a word due to similar spelling of another word.

Aphesis: Propping the sound at the start of a word

3.3-Shyness or embarrassment

Another barrier to communicative language teaching (CLT) is the fact that students may feel too shy or embarrassed to speak in class or perform in front of an audience, especially in English (Brown, 1992).

There are many students that refuse to participate in the activities instead of sharing with the classmate. They do not like it or do not feel confident to speak because they think they will make mistakes. This is a common problem even for teachers, not all the people feel desire to participate.

In the classroom of 8th grade of the National school Rosa Montoya it was observed that there are shy students, that do not speak in English.

3.4-The lack of time

There is not enough time to develop the speaking skill in the classroom during the week. (45 minutes three times a week).It is negative not only for the student but also for the teacher.

The teacher expressed that she needs more time to teach the class of English .She has 2 hours and 15 minutes during the week for developing the class in different levels.

3. 5 Native language effect

“ It almost goes without saying that the native language of every learner is an extremely significant factor in the acquisition of the new language.”

(Brown ,1992)

According to Brown a native speaker of a language always thinks in his or her language to organize ideas in the second language.

It was observed that the teacher sometimes uses the native language because there are students that do not understand the explanation of the topic in English and don't pay attention.

The majority of a learner's error in producing the second language especially in the beginning levels, stem from the learners assumption that the target language operates like the native language; the native language is the most influential factor affecting a learner's pronunciation. If we are familiar with the sound system of a learner' native language we will better able to diagnose students difficulties.

3.6The lack of vocabulary

English language learners need a solid knowledge of vocabulary. A basic level of vocabulary will allow learners to communicate – whether in speaking/listening or writing /reading –can be accomplished when learners have acquired more vocabulary.

“At times not knowing a specific word can limit a communication; however, in many cases a lexical lapse can actually stop communication completely.” (Forum, 2008)

According to Forum when a person does not know a specific word to communicate attempts to lose the idea to be expressed .

“ A second language learner certainly recognizes that insufficient vocabulary is one of their biggest frustrations” (Folse, 2008)

Frustration is the fear to express in front of the people with a lack of vocabulary.

There are many students in the classroom who do not like to participate in the oral communication activity perhaps, because they do not know much vocabulary or feel nervous to speak English.

Teachers need to know what kind of classroom activities they can use to help their students gain new vocabulary, activities that help students to look up new words, activities that motivate them. It is necessary that the teacher knows that type of students she has in the classroom and what kind of activities students need to develop their vocabulary.

It was observed that the teacher corrects the error and mistakes when the students produce vocabulary; at the end of the class the teacher makes a correction of the correct pronunciation of the words.

What is a word?

Most people think of words as single units, such as cat, dozen. However, these single words are merely one part of the vocabulary load that our students face.

Activities : Define in psychology as the activity to realize by a being alive , that develop propelled for the instinct ,the reason, the emotion , or the will around objective.In this case in the observation guide was observed that the teacher teaches vocabulary ,using different activities to develop a new topic.

a. Important goals in selecting vocabulary activities

The most successful vocabulary activities are those that allow students to accomplish three goals:

- 1) Focus in the vocabulary: students learn second language vocabulary better when they notice or focus their attention on the vocabulary.
- 2) If students read a passage in which a certain unknown word is present but no essential to understanding the passage, students are less likely to learn the word.

To make sure that the students notice new words, teachers can write them on the board for all to see. They can also keep a separate section of the board for vocabulary or in classroom where this is not possible, post a large sheet of paper on the wall, where the new words are written.

Teachers should focus on words that are relevant to their students' actual language needs, which may include actual communication. Any teachers' goal is to select words that match students real world needs.

It is important that the teacher underlined or circle words that indicate are important to know.

- 2) Experience multiple retrievals of vocabulary: perhaps the most important single component in learning vocabulary efficiently is a high number of retrievals of the word.

Learners must interact with a word multiple times. Student should interact with a word in different ways.

These ways of retrieving a word could include matching themselves the meaning of a word, pronouncing a word, naming a word that is connected in some way (match cook or food with bake) or simple spelling a word.

3) Develop successful vocabulary learning strategies

Teachers need to acquaint students with a variety of strategies and encourage them to discover the strategies that they prefer. Teachers should continue to monitor students to help them become aware of their strategy use.

In this case teachers must train learners their own of set strategies and practice vocabulary of according to the environment where they live.

For example, give students vocabulary on animals or kinds of jobs, or names of food of Nicaragua ,all this can be made with illustrations.

a. Vocabulary activities for English language classroom

It explains activities that help learners focus their attention on the vocabulary, require learners to retrieve the forms and meanings of the new words, and encourage learners to identify and develop a personalized repertoire of specific prefaced strategies for vocabulary learning.

Activity #1 keeping a running list of words

Students remember a certain percentage of what they see and a certain amount of what they hear, but they will remember even more of what they see and hear.

Point out the words to focus learner's attention on the word. In addition to providing focus and multiple retrievals writing a list also shows the students an example of

keeping vocabulary in the note book, keeping the vocabulary list on the board is a good first step.

The job of the teacher is to make these words memorable and one way to do this is by doing something unique with the words. These unique actions could include pronouncing the word, making a story or even spelling it backwards. More common actions are asking if anyone knows the word already.

Activity #2 vocabulary cards

A very simple yet effective practice activity uses of vocabulary cards that contain one question, the teacher puts the students in pairs or small groups and their task is to discuss and solve the vocabulary question presented on the cards.

These cards can feature a variety of exercises, as seen in the following examples the word valley. True or false exercise

A valley is a kind of animal

True_____

False_____

a- Teaching strategies The attributes of a group or category that has already been formed by the teacher. To do so, students compare and contrast examples that contain the attributes of the concept with examples that do not contain those attributes. They then separate them into two groups.

b- Learning strategies Learning or instructional strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning style.

Wenden and Rubin (1987:19) define learning strategies as " any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information."

According to Wenden and Rubin teachers must use different strategies to get a successful class.

In the observation guide it was observed that the teacher practice some strategies as: role play, picture description, brainstorming.

III-Teaching strategies for developing speaking skill

1-Main categories of teaching strategies

1-Metacognitive strategies:

It is a term used in information-processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.(O Malley &Chamot ,1990)

Learning Strategies

Metacognitive strategies	Description
Advance Organizers	Making a general; but comprehensive preview of the organizing concept or principle in an anticipated learning activity.
Direct Attention	Deciding in advance to attend in general to the students learning tasks and to ignore irrelevant distracters.
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will due the retention of language input.
Self Management	Understanding the conditions that help one to learn and arranging for the presence of those conditions.
Functional Planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self Monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or the people who are present.
Delayed Production	Consciously deciding to postpone speaking in order to learn initially through listening comprehension.

Self-Evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.
-----------------	--

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of learning material itself.

Learning Strategy

Cognitive Strategies	Description
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Using target language reference materials.
Translation	Using the first language as a base for understanding and or producing the second language.
Grouping	Reordering or reclassifying, and perhaps, labeling, the material to be learned based on common attributes.
Note Taking	Writing down the main idea, important points outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.

Recombination	Constructing a meaningful sentence or larger language sequence by combining know elements in a new way.
Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations.
Auditory representation	Retention of the sound or a similar sound for a word, phrase or longer language sequence.
Keyword	Remembering a new word in the second language by <ul style="list-style-type: none"> 1) Identifying a familiar word in the first language that sounds like or otherwise resembles the new word. 2) Generating easily recalled images of some relationship between the new word and the familiar word.
Contextualization	Placing a word or phrase in a meaningful language sequence.
Elaboration	Relating new information to other concepts in memory.
Transfer	Using previously acquired linguistic and or conceptual knowledge to facilitate a

	new language learning task.
Inferencing	Using available information to guess meanings of new items predict outcomes, or fill in missing information.

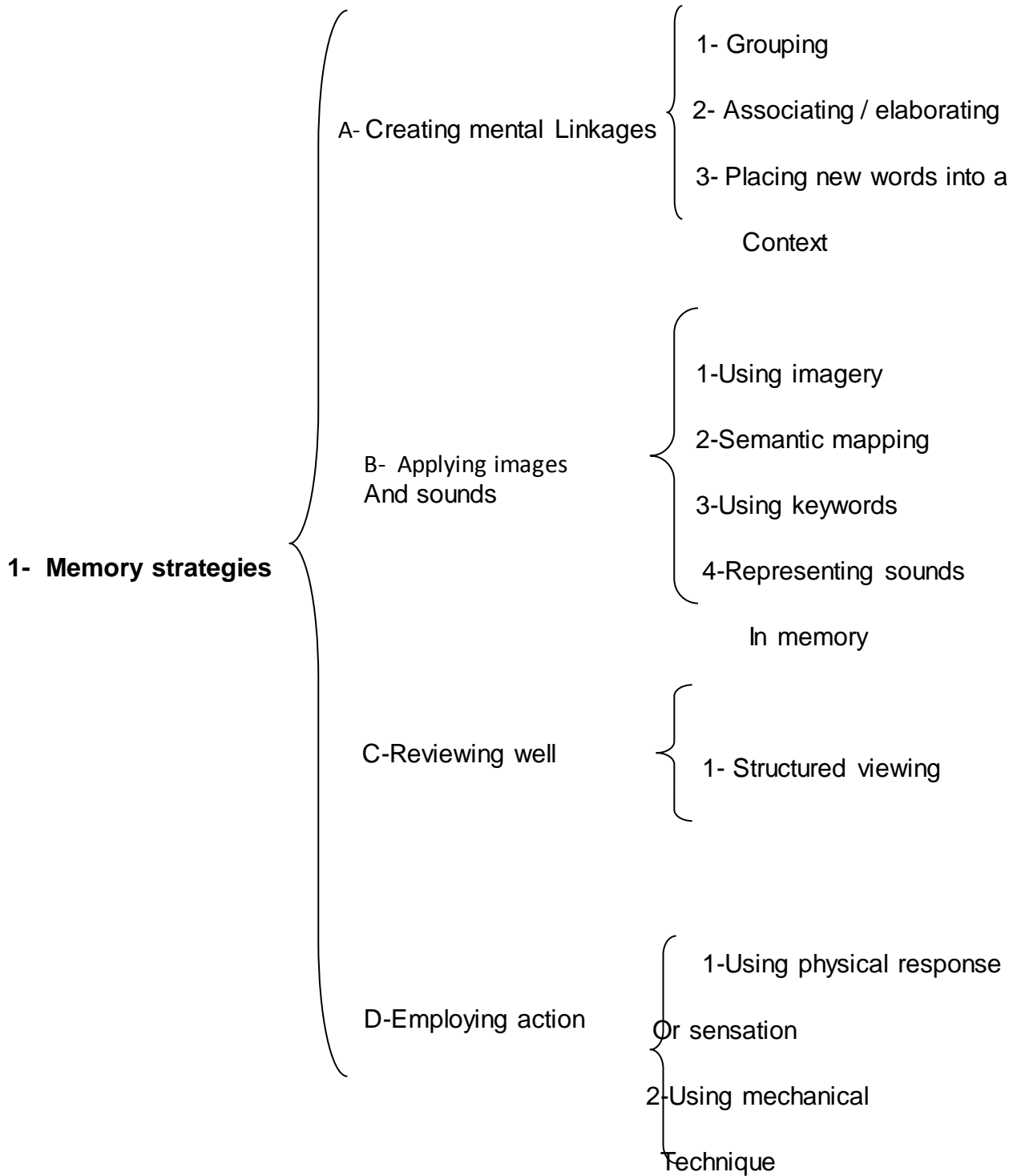
Socioaffective strategies have to do with social-mediating activity and interacting with others

Learning Strategy

Socioaffective strategies	Description
Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language activity.
Question for clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation or examples.

2-Kind of strategies for developing speaking skills. (Oxford, 1990)

Direct strategies: Memory, cognitive, and compensation strategies.



2 -Cognitive Strategies

A-Practicing

- 1-Repeating
- 2-Formally practicing with sounds and writing systems
- 3-Recognizing and using formula and patterns
- 4-Recombining
- 5-Practicing naturalistically

B –Receiving and Sending messages

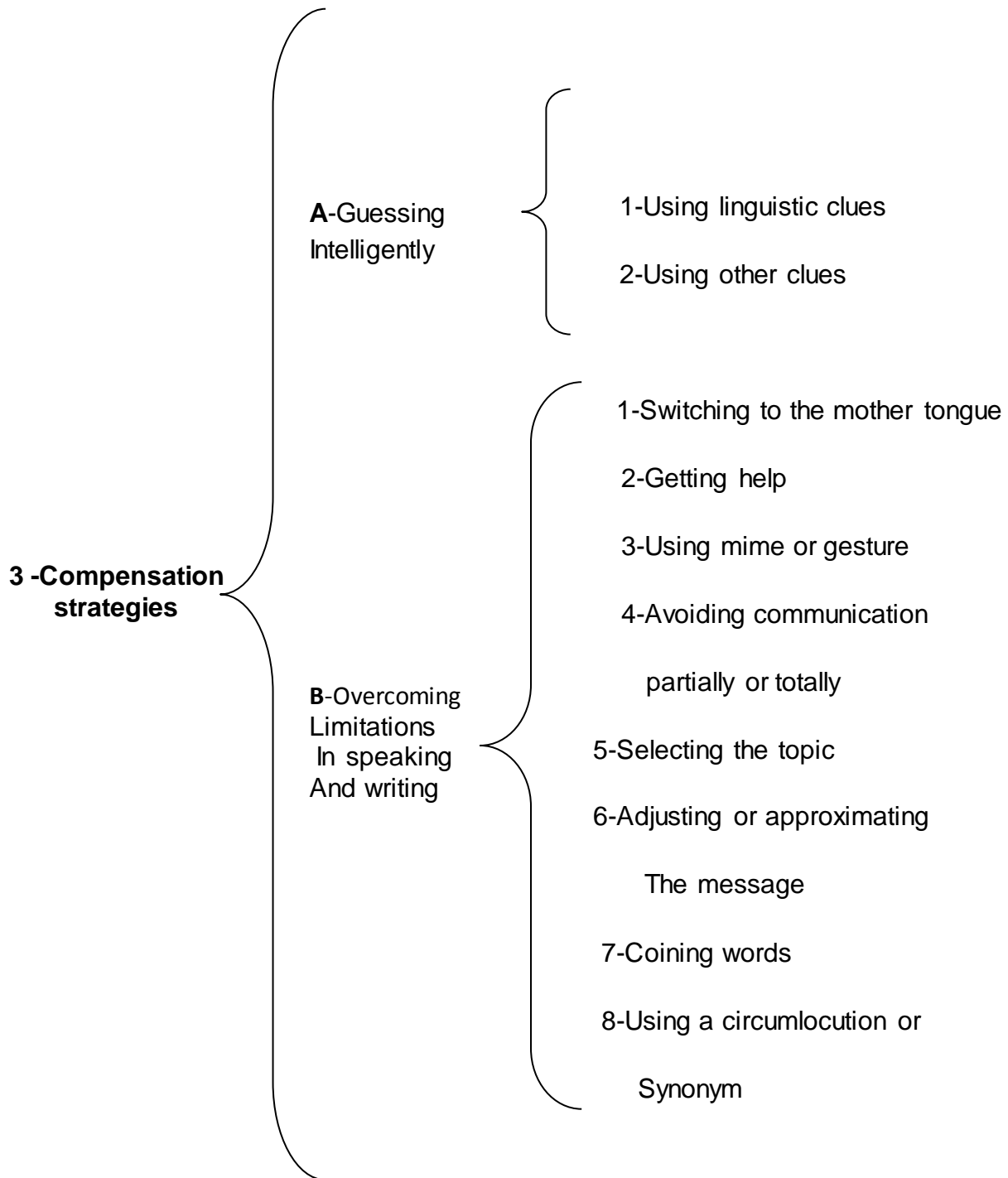
- 1-Getting the quickly idea
- 2-Using resources to receive and send messages

C- Analyzing and Reasoning

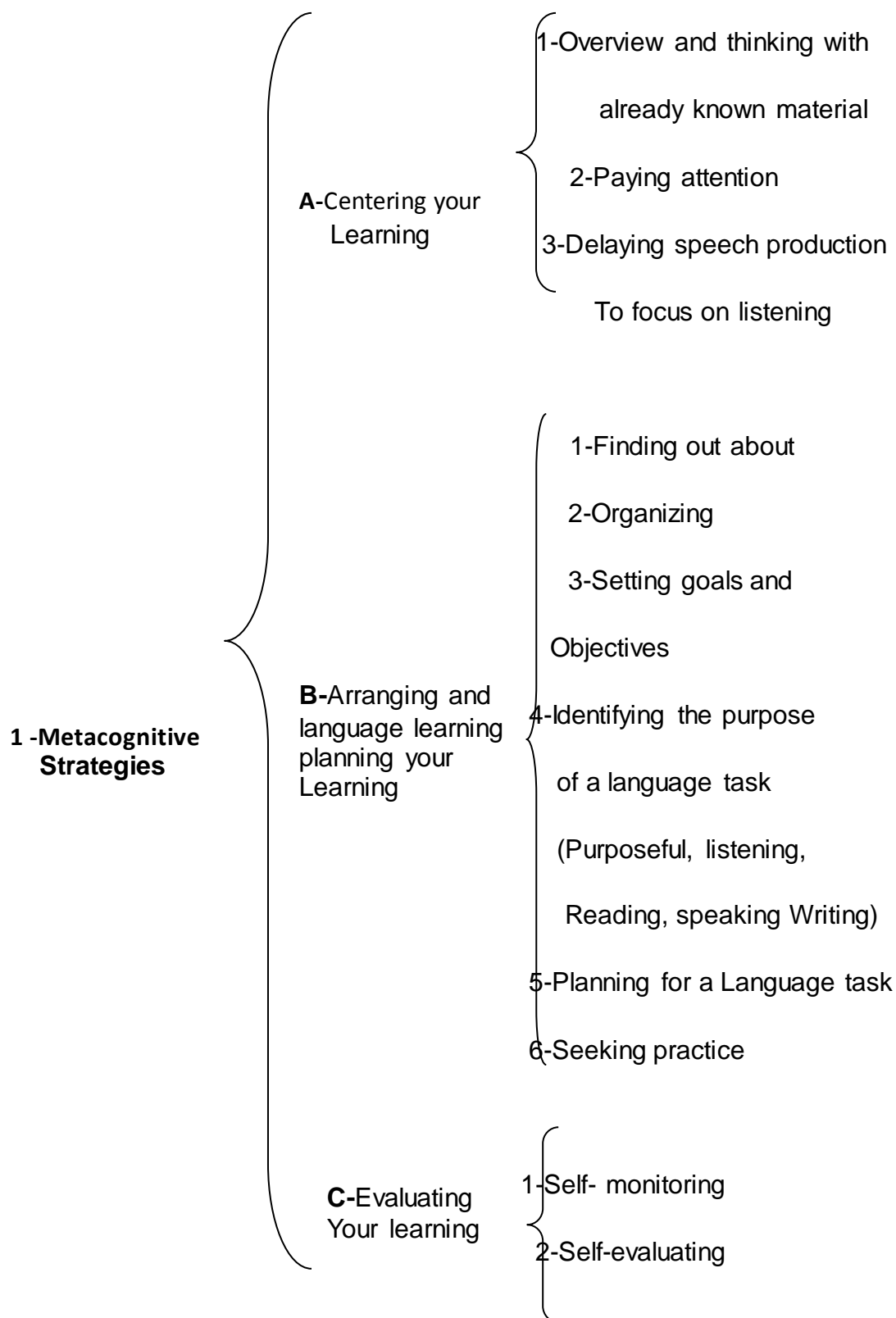
- 1-Reasoning deductively
- 2-Analyzing expressions
- 3-Analyzing contrastively
(Across language)
- 4-Translating
- 5-Transferrin

D- Creating structure For input and output

- 1-Taking notes
- 2- Summarizing
- 3- Highlighting



Indirect strategies: Metacognitive, Affective and Social strategies



2- Affective Strategies

A- Lowering your Anxiety

- 1-using progressive relaxation deep breathing, or meditation
- 2-Using music
- 3- Using laughter

B- Encouraging yourself

- 1-Making positive statements
- 2-Taking risks wisely
- 3-Rewarding yourself

C-Taking your Emotional Temperature With someone else

- 1-Listening to your body
- 2-Using a checklist
- 3-Writing language learning daily
- 4-Discussing your feelings

3 -Social Strategies

A-Asking Questions

- 1-Askin for clarification or verification
- 2-Asking for correction

B-Cooperating With others

- 1-Cooperating with others
- 2-Cooperating with proficient users of the new language

C-Empathizing with Others

- 1-Developing cultural understanding
- 2-Becoming aware of others thoughts and feelings

3-Teaching strategies and teaching activities for develop speaking skill.

Role play

Another way of getting students to speak is role play. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus the teacher can tell the students that they are David, you go to the doctor and tell him what happened last night and..... (Hammer, 1984)

This strategy can be used with large classes and it can based on topics and situations of the real life (Doff, 1988),

These are some examples of role play activities:

- a) One student imagines he/she is a farmer. Other student asks him/her questions about his/her daily routine.

- b) One student has lost a bag. He /she is at the police station reporting it to the police officer and ask for details.

Objectives of these activities are:

- ✓ The student improves their speaking skill.

- ✓ Role play is a way of bringing situations from real life into the classroom.

- ✓ In role play students improve and imagine. The situation is fixed, but they make up the exact words to say as they go along.

Simulations

Simulations are very similar to role plays but what makes simulations different from role play is that they are more elaborated. In simulations, students can bring items to the class create a realistic environment.

For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role play and simulations have many advantages:

First since they are entertaining, they are motivated. Second, they increase the self confidence of hesitant students, because in role play and simulations activities, they will have a different role and do not have to speak for themselves, which means they do not have the same responsibility.

-Information gap

In this activity, students are supposed to be working in pair. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve much purpose such as solving a problem or collecting information. Also each partner does not provide the information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

This activity is designed to be done by students working in pairs. To create a need to communicate, each pair is given different information. The activity can be develop in many ways:

- ✓ One student has some information and the other student has to find it out by asking questions.

- ✓ One student has some information and tells it to the other student.

- ✓ Both students have different information and they tell each other.

The advantages of this strategy are that it provides intensive and interesting language practice. Although the exercises are quite controlled and use simple language, the students are really exchanging information and using language communicatively.

Brainstorming

Students can produce ideas in a limit time .Depending on the context ,either individual or group brainstorming is effective and learners generate ideas quickly and freely.

The good characteristic of brainstorming is that the student is not criticized for their ideas , so student will be open to sharing new ideas.

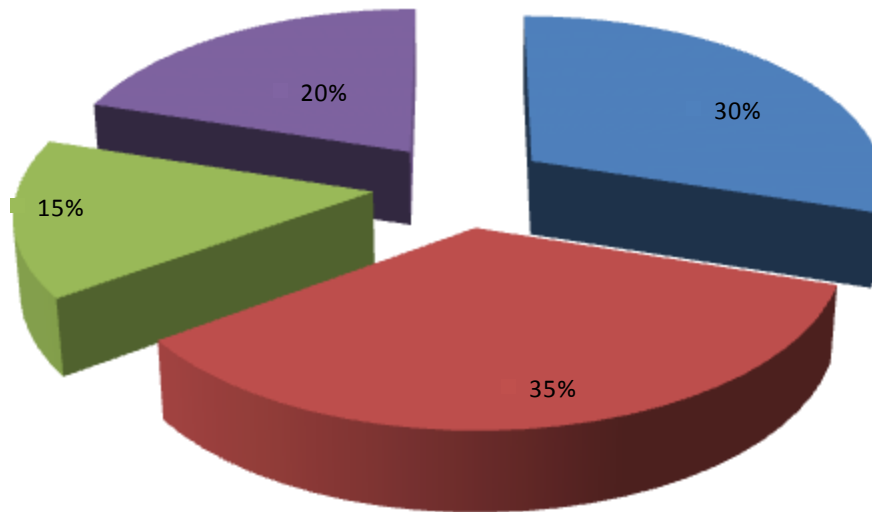
Motivation

Brown (1992) defined motivation as an inner drive, impulse, emotion or desire that moves people to particular action. In terms of needs or drives as a hierarchy of needs, which stem from basic physiological needs (air, food, shelter) to higher needs of safety, belonging, self esteem, and the need for self actualization.

For example, in the survey the students of eight grade expressed that teacher always motivates them by telling phrases such as ; excellent, very good, congratulations and others.

The teacher motivates saying phrases as

■ Excellent ■ Very good ■ Congratulations ■ Other phrases



Interviews

Students can conduct interviews on selected topics with many people. It is a good idea that the teacher provides a rubric to students, so that they know the type of questions they can or what path to follow, but students should prepare their own interview questions. Conducting interview gives students a chance for their speaking ability not only in class, but also outside and help them becoming socialized.

After interviews each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class. This activity encourages to the student to participate with a focus on speaking.

In the topic “Likes and Dislikes” of 8th grade, teachers can apply an interview with their students using different questions also students can answer questions interview one another to find a person that like or dislike to do something. Students ask only in English.

This strategy can be adapted to practice any lesson: questions, answers, describing pictures, sharing opinions.

Picture description

Another way to make use of pictures in a speaking activity is to give students just one picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then one person of the group describes the picture to the whole class. These activities encourage them to be creative and to be imaginative and it helps to develop the speaking skill.

IV-Learning strategies

1-Clasification of strategies and types of learning strategies

a)Cognitive models view of learning : as active ,dynamic process in which learners select from incoming ,encode it into long –term memory, and retrieve it when needed . Cognitive theorists generally postulate two types of knowledge:

1-Declarative knowledge, which consists of information that we know about, such as facts, beliefs and events.

2-Procedural knowledge ,which is knowledge of how to perform skills and processes , such as reading ,speaking, writing, and listening.

Three cognitive learning models shed light on how to learning strategies work: Information processing ,schema theory, and constructivism. These

models support both the importance of learning strategies and the goal of helping students become independent learners.(O Malley & Chamot, 1990)

Information processing

Information processing theory examines the thinking processes associated with learning and remembering. These processes involve routing information from a person's immediate awareness into that person's long – term memory. This is precisely the purpose of cognitive strategies such as summarizing, inferencing, and predicting.(Anderson and Schunk, 1996)

Another critical component is metacognition, the executive control over thinking processes. The components of metacognition include both declarative knowledge about one's own thinking processes and learning strategies as well as procedural knowledge about how to monitor and direct learning and thinking.

Explicit introduction to strategies including when and why they are useful, helps support this Metacognitive executive control.

Schema theory

Schema theory suggest that learning occurs as we try to organize and understand life experiences according to our pre-existing knowledge (Bartlett, 1932; R.C. Anderson ,1984)

This pre-existing knowledge is stored in organized structures called schemata, which can be thought of as concept maps of central concept and its associated ideas .Schemata can also be scripts for specific situations.

Constructivism

Constructivism goes to a step beyond schema theory by suggesting a more interactive relationship between new information and existing knowledge. (Bransford, Barclay, &Franks, 1972; Spiro 1980)

b)Social –cognitive models of learning.

Social –cognitive models focus not only the individual learner ,but also on the social nature of learning and other factors. Such models offer explanations not only for why strategies work, but also for how strategies can be taught.

Bandura's Social-Cognitive theory

Social cognitive theory , learning is based on complex ,reciprocal interactions among behavior, environment, and personal factors. Social cognitive theory places special emphasis on the role of personal motivation. Self-efficacy can ,in turn, affect whether the student is willing to try a task ,as well as the student's persistence at the task , thoughts during the task, and eventual performance (Bandura ,1997)

Self-regulated learning

In self-regulated learning theories ,cognitive , metacognitive ,and motivational strategies interact to create effective learning(Borkowski,Carr,Rellinger,&Presley,1990 ; Shunk, &Zimmerman ,1994)

Self-regulated learners have coordinated the use of several cognitive strategies such as predicting ,visualizing and summarizing.

Vygotsky's Social-cognitive theory

Vygotsky's (1962,1978) social learning theory suggests that students develop mature thinking by observing how teachers and other experts by practicing experts processes with coaching from the teacher.

Students learning depend of their environment, the teachers motivation and other factors.

Conclusions

According to the results gathered in this research work **Effect of the teaching and learning strategies in the development of the speaking skill in the eight grade students of the National School Rosa Montoya, of El Cua, during the second semester 2011.**

In conclusion :

There are many effects of teaching and learning strategies in the development of the speaking skill:

a- Lack of strategies applied by the teacher.

b-Teacher doesn't use a specific resource for speaking.

c-Lack of didactic material.

d-Lack of motivation by the students toward the English Subject.

e-Insufficient time to teach the English class.

f-Lack of interest by the students to search information on new vocabulary on the Internet or dictionaries.

g-Lack of dedication to the study at home.

h-Lack of attention by the students.

- MINED should provide sufficient materials as (books,markers ,dictionaries,magazines and others) so that the teacher can achieve his/her objectives.
- Motivate to the students and explain the importance of the subject.

➤ To request MINED to expand the English class periods along the week to deliver a good teaching/learning of English.

➤ The teacher needs to apply new strategies to improve the speaking skill in the classroom .

There are some strategies that the teacher can develop and practice with the students such as: picture descriptions, simulations gaps , brainstorming, feedback, role play, and so on.

➤ Teachers must involve with new techniques for teaching speaking.

➤ Students must learn vocabulary according to the achievement.

➤ Teachers must apply methods according to students' level.

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Appendix 1

Variable

Variable	Concept	Sub-variable	Indicator	Scale	Techniques	Directed to
Strategies	<p>Learning or instructional strategies determine the approach for achieving the <u>learning objectives</u> and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles</p>	Learning strategies of speaking skill	<p>Feedback Methodology Materials Motivation Condition of the Classroom</p>	<p>Check with a X the right answer of according to the observation</p> <p>1-the teacher start giving the objectives and then the topic Yes____ No____ Sometimes____</p> <p>2-The activities is according to plan Yes____ No____ Sometimes____</p> <p>3-The methodology is according to the grade Yes____ No____ Sometimes____</p> <p>4- The teacher speaks English during the class</p>	Observation guide	Teacher

				<p>Yes____ No____ Sometimes____ which ...? _____</p> <p>5- The teacher uses strategies in class</p> <p>Yes____ No____ Sometimes____</p> <p>6- The teacher always is motivates to the students</p> <p>Yes____ No____ Sometimes____</p> <p>7- Materials the teacher prepares in his/her class</p> <p>1-Tape recorder____ 3-Worksheet____ 5- DVD____ 2-Flash cards____ 4-TV____ 6-Portfolio____</p>		
Strategies	The attributes of a group or category that has already been formed by the teacher. To do so, students	Teaching strategies of of speaking skill	Techniques Material Activities Dominate of the	Choose the right answer for you. Make a circle around the letter. 1- What of the	Survey	Students

	<p>compare and contrast examples that contain the attributes of the concept with examples that do not contain those attributes. They then separate them into two groups.</p>		<p>teacher Participation Communication Interest</p>	<p>English skill is the most difficult for learning? a) Listening b)Speaking c)Reading d)Writing</p> <p>2-The teacher uses materials in English speaking a)TV /DVD b)Flashcards c) Worksheet d)Textbooks e) Dictionary f)Blackboard</p> <p>3-The strategies that you use to practice speaking during the classes are: a) Role plays b) Brainstorming c) Interview d) Feedback e) Simulations</p>		
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				<p>f)Picture description</p> <p>4-When the teacher is explaining you are:</p> <ul style="list-style-type: none">a) Listening to the teacherb) Listening to music on the cell phonec) Distract with other things away from the class <p>5-The participation from their in class is:</p> <ul style="list-style-type: none">a) Excellentb) Regularc) Bad <p>6- Your communication with the teacher is</p> <ul style="list-style-type: none">a)Excellentb)Goodc)Regular <p>7-The teacher masters the</p>		
--	--	--	--	--	--	--

				<p>subject</p> <p>a)Excellent</p> <p>b)Regular</p> <p>c)Bad</p> <p>8 -The teacher assesses the strategies of the speaking skill in:</p> <p>a)Alone</p> <p>b)Groupwork</p> <p>c)Pairwork</p> <p>9-The teacher motivates saying phrases as:</p> <p>a)Excellent</p> <p>b)Very good</p> <p>c)Congratulation s</p> <p>d)Other phrases</p> <p>9- What of the English skill is the most difficult for learning?</p> <p>a) Listening</p> <p>b)Speaking</p> <p>c)Reading</p>		
--	--	--	--	---	--	--

				d)Writing		
Speaking skill	Is designed primarily to help participants improve their oral presentation skills. Through videotape replay analysis and challenging speaking drills, participants will learn techniques for giving natural, dynamic oral presentations.	Teaching speaking	Fluency Stress Intonation Materials Interest Methodology Active Strategies	<p>Answer these questions according with your knowledge</p> <p>1-Do you think the English speaking is active using strategies? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2-What kinds of materials use in speaking class?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3-Do you think the English speaking is active? Why? _____</p> <p>_____</p> <p>_____</p> <p>4-Which are the reasons to</p>	Interview	

practice the strategies in English speaking?

5-What are your suggestions to improve strategies for teaching speaking?

6- What kinds of method do you use in the English speaking? Deductive or Inductive.Explain

Appendix 2

Observation guide

General data

Teacher's name: _____

Level: _____

National Institute: _____

Subject: _____

Time: _____

Check with a X the right answer of according to the observation

1-the teacher start giving the objectives and then the topic

Yes____ No____ Sometimes_____

2-The activities is according to plan

Yes____ No____ Sometimes_____

3-The methodology is according to the grade

Yes____ No____ Sometimes_____

4- The teacher speaks English during the class

Yes____ No____ Sometimes_____ which ...? _____

5- The teacher uses strategies in class

Yes____ No____ Sometimes_____

6- The teacher always motivates to the students

Yes____ No____ Sometimes_____

7- Materials the teacher prepares in his/her class

1-Tape recorder_____ 3-Worksheet _____ 5- DVD_____

2-Flash cards_____ 4-TV_____ 6-Portfolio_____

Appendix 3
National Institute Rosa Montoya Flores
Survey

Student's name: _____

Level: _____ Section: _____ Date _____

Dear Student

We are students of English career making a research about the effect of the teaching and learning strategies in the development of the English speaking

The information that you give us will be useful.

I-Choose the right answer for you. Make a circle around the letter

1- What of the English skills is the most difficult for learning?

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

2-The teacher uses materials in English speaking

- a) TV /DVD
- b) Flashcards
- c) Worksheet
- d) Textbooks
- e) Dictionary
- f) Blackboard

3-The strategies that you use to practice speaking during the classes are:

- a) Role plays
- b) Brainstorming
- c) Interview

d) Feedback

e) Simulations

f) Picture description

4-When the teacher is explaining you are:

a) Listening to the teacher

b) Listening to music on the cell phone

c) Distract with other things away from the class

5-The participation from their in class is:

a) Excellent

b) Regular

c) Bad

6- Your communication with the teacher is

a) Excellent

b) Good

c) Regular

7-The teacher masters the subject

a) Excellent

b) Regular

c) Bad

8 -The teacher assesses the strategies of the speaking skill in:

a) Alone

b) Groupwork

c) Pairwork

9-The teacher motivates saying phrases as:

a) Excellent b) Very good c) Congratulations

d) Other phrases

Appendix 4
National Institute Rosa Montoya Flores

INPRMF-EI Cua

Interview

General Data

Teacher's name: _____

Level: _____ Section: _____ Date: _____

Dear teachers:

We are students of the English career and we are making a research about the effect of the teaching and learning strategies in the development of the English speaking skill.

The information that you provide us will be useful.

I-Answer these questions according to your knowledge

1-What methodologies do you use in your English class?

2-What kind of materials do you use in a speaking class?

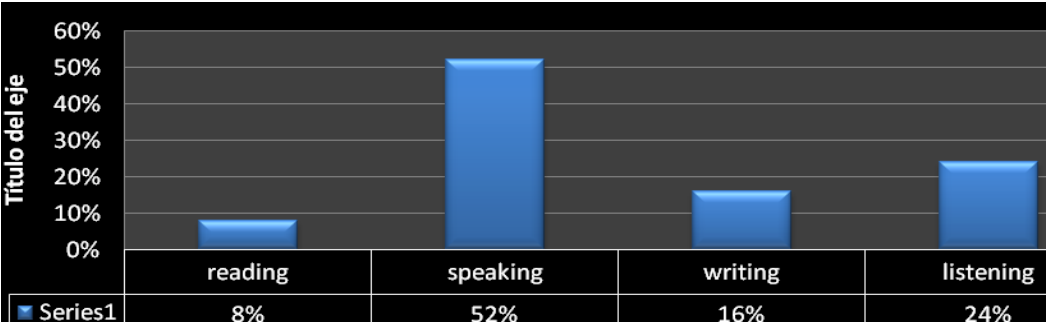
3-Do you think the English speaking is active? Why?

4-Which are the reasons to practice the strategies in English speaking?

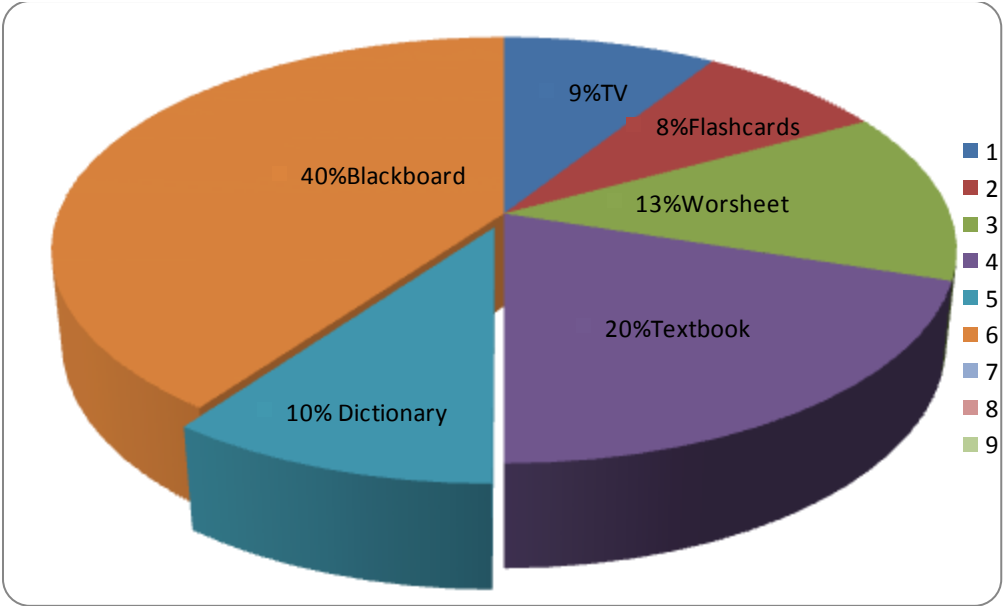
5-What are your suggestions to improve strategies for teaching speaking?

6-What kinds of method do you use in the English speaking? Deductive or Inductive. Explain.

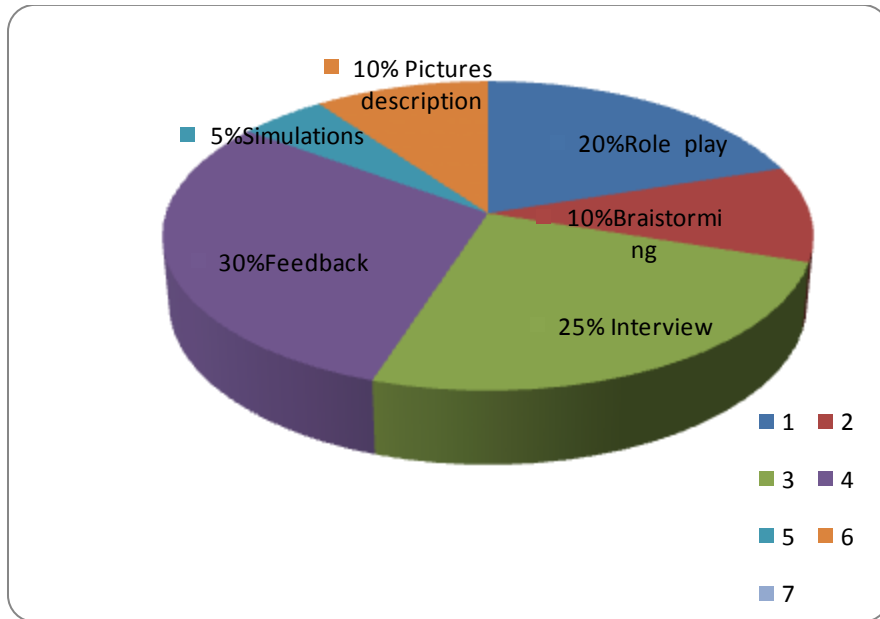
Graphic 1- What of the English skill is the most difficult for learning?



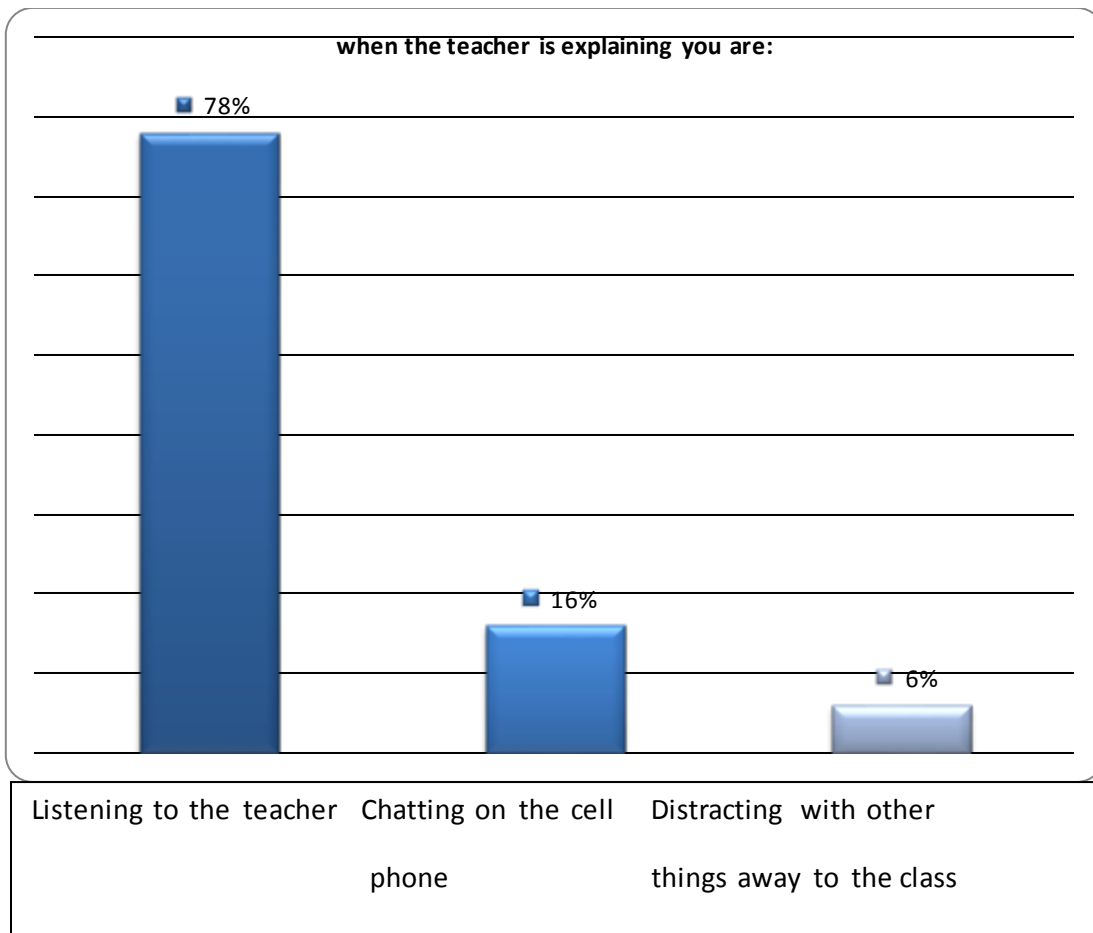
Graphic 2- Materials used by teacher to develop speaking



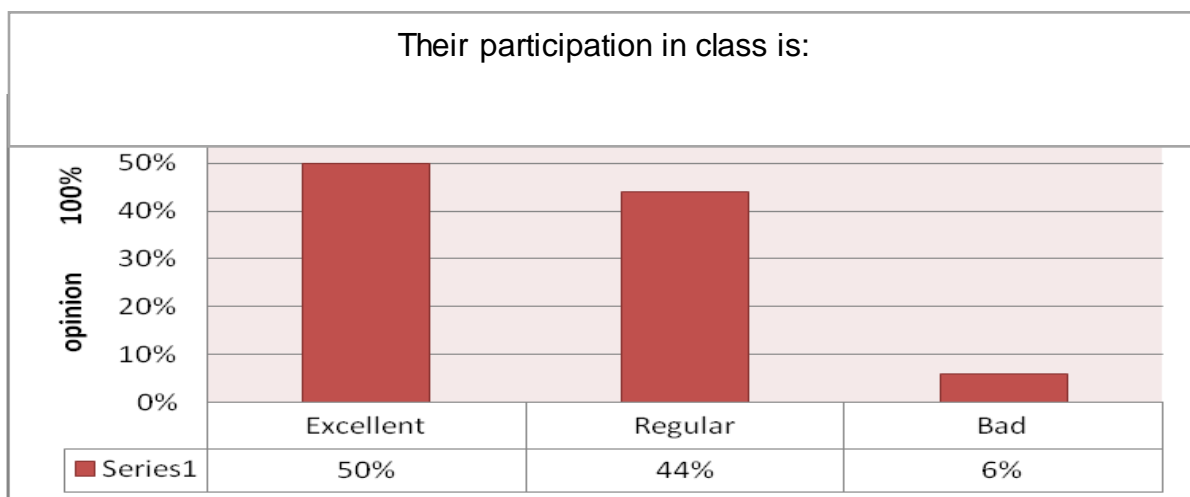
Graphic 3 -The strategies that you practice during the class are:



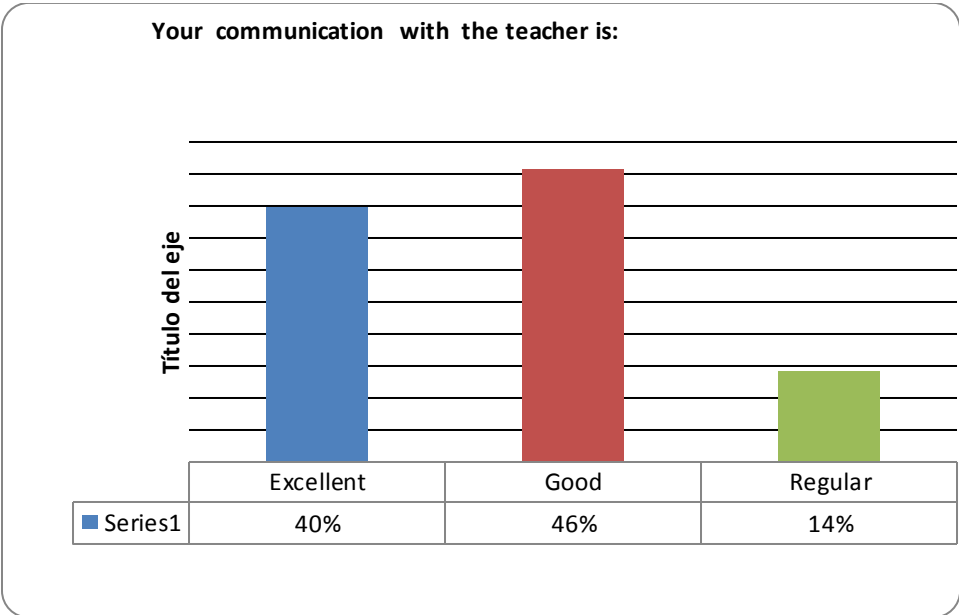
Graphic 4



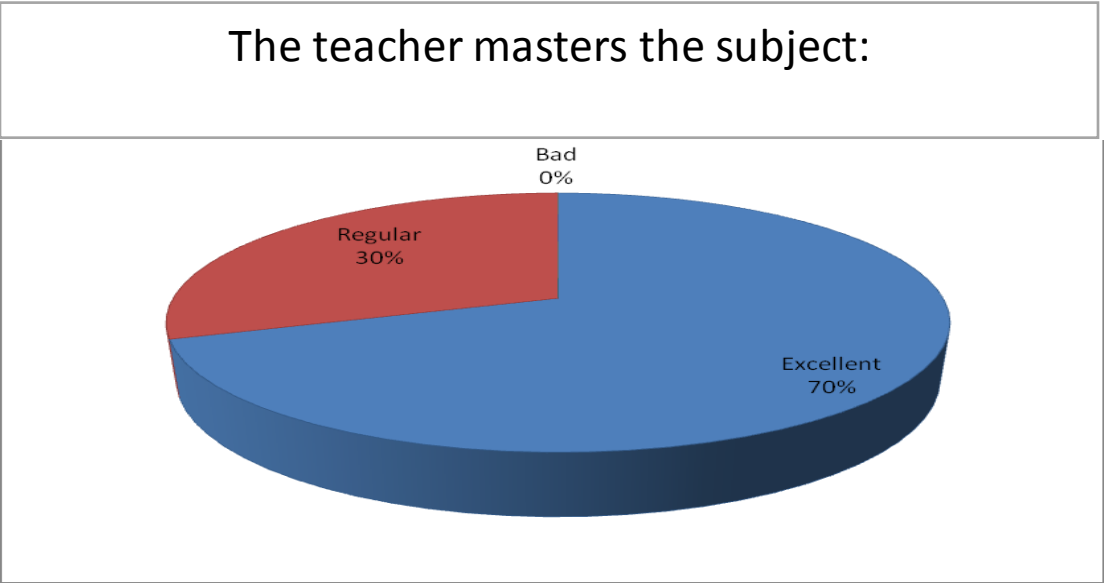
Graphic5



Graphic 6



Graphic 7



Graphic 8



Chronogram.

Week	Content	Date	Responsible	Observation
1 st	-Definition of the subject -Formulation and review of specific and general objectives	July 31 st	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
2 nd	-Selected Bibliography -Bibliography review -Elaboration of cards - Organization and review of File Content Cards.	August 6 th	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
3 rd	-Writing justification revision general and specific objective .	August 13 th	- Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
4 th	-Variable definition and operationalization. -research justification -bibliography revision -writing bibliography -Content cards	August 20 th	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
5 th	-Justification final draft	August 27 th	-Maria Esther Garcia Acuña.	

			-Juan Enrique Poveda Williams	
6 th	-Writing instruments -Data collection.	September 3 rd	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
7 th	-Research development -Writing and revision.	September 10 th	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
8 th	-Research development Writing and revision.	October 1 st	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
9 th	-Writing the research development. -Revision.	October 8 th	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
10 th	-Writing the conclusion.	October 15 th	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams	
11 th	-Bibliography (reference) and annexes	October 22 nd	-Maria Esther Garcia Acuña. -Juan Enrique Poveda Williams.	

	<p>organization revision.</p> <p>-introduction and summary (abstract) report.</p>			
12 th	<p>-Revision of the introduction.</p> <p>-Summary and acknowledgements.</p> <p>-Research report draft revision.</p>	October 29 th	<p>-Maria Esther Garcia Acuña.</p> <p>-Juan Enrique Poveda Williams</p>	
13 th	-Pre- defense of the first draft.	November 12 nd	<p>-Maria Esther Garcia Acuña.</p> <p>-Juan Enrique Poveda Williams</p>	
14 th	-Pre- defend of the first draft.	November 19 th	<p>-Maria Esther Garcia Acuña.</p> <p>-Juan Enrique Poveda Williams</p>	



