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RESEARCH ASSIGNMENT

TITLE:

Methodological strategies in order to help first-year students to overcome the fear of speaking in English of Introduction to Oral Communication class at FAREM-Estelí, during the second semester of 2016.

Authors:

1. Angelica Massiel Romero Arteta. (12053504)
2. Carol Aracely Perez Rivera. (12050864)

Advisor: Ph.D. Israel Zelaya.

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*Universidad Nacional Autónoma de Nicaragua, Managua
(UNAN-MANAGUA)*

*Facultad Regional Multidisciplinaria Estelí
Departamento Ciencias de la Educación y Humanidades*

Carta de recomendación del tutor

Por medio de la presente hago constar que **Angelica Massiel Romero Arteta** y **Carol Aracely Pérez Rivera**, estudiantes de la carrera Licenciatura en Ciencias de la Educación con mención en Inglés, han cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura Seminario de Graduación.

Por lo anterior se autoriza para que realicen la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los dos días del mes de febrero del año dos mil diecisiete.

Atentamente,

Israel Ramón Zelaya
Docente
UNAN-Managua/FAREM-Estelí

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Dedicatory

This research is dedicated first of all, to God, to our parents, to the teachers and all of those who are involved in our professional growth.

Abstract

Speaking is a language skill that is highly affected by human psychology (Haidara, 2014). Each individual has their own problems in the learning process and each problem is different from the other. That is why, most learners find it difficult to express themselves in a language that is not their mother tongue.

This research paper investigates the effect of methodological strategies implemented in order to help students to overcome the fear of speaking in English. The study also reflects data collection, includes an observation guide, an interview and a survey analyzed descriptively. In the interviews and survey both students and teacher share their opinions about the factors that affect learners' speaking performance. Findings indicate that the methodological strategies the teacher uses are appropriate with the level of knowledge students have. Those strategies can help them greatly because they participate actively and voluntarily. Also, the factors that obstruct their speaking ability evolution are fear of making mistakes and classmates criticism.

Based on the research findings some recommendations were made. The study was intended to help students to speak in oral tasks.

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Chapter I. Introduction

Language is one of the most useful tools we have as humans (Atanas, 2014). Nowadays English as a foreign language seems to be the worldwide language to connect people from different backgrounds around the world. It is significant to characterize the learning of the English language in our country. It is also important to our research to know the effect of methodological strategies in order to help students to overcome the fear of speaking English in the classroom. As well as the main difficulties faced by students when they use the foreign language to communicate.

The main reason why people learn English is to be able to communicate with others when they do not have a first language in common. Most students want to speak English well; to use it communicatively in real life. Unfortunately, the chance they have in the classroom to improve their performance is limited and over focused on English Grammar as traditional teaching method. Even though English is a foreign language, teaching and learning English in the university must be congruent with the function of speaking, as a means of communication that is not only used in the written form, but also involves oral performance.

As a result, there are a lot of students who are good in Grammar but their speaking skill is not as good. When they find a chance to present their speeches in front of the class, observing the feedbacks given, this could help the students to be more self-motivated, come up with new ideas and form opinions to share in real situations.

1.1 Previous Studies

In this part, some previous studies relating to this research will be reviewed. These investigations were carried out to identify the methodological strategies to help first-year students, to overcome the fear of speaking the English language.

In January-March 2015, an investigation was made in the Regional Multidisciplinary Faculty FAREM-Estelí, concerning the area of Education Sciences entitled “Alternative techniques to facilitate the learning processes of the English language” (Técnicas Alternativas de

Facilitación de procesos de aprendizajes del Inglés). The primary objective of this research was the application of techniques to facilitate English language learning and the level of fluency that future graduate teachers should have to communicate in English, with students of third-year of the Major in English Language Teaching at FAREM-Estelí. They claim that the use of the communicative method is very effective since it integrates the four language skills (speaking, reading, writing and listening). This method facilitates the English language learning and enables students to achieve greater fluency to communicate; which is ultimately the main objective of the academic profile. In addition, they applied techniques such as experiential learning, sponsorship, reading comprehension and pictionary (Urrutia Mirena & Pereyra Lopez, 2015).

Additionally, at the Regional Multidisciplinary Faculty FAREM-Estelí, another investigation was made about “Methodological Strategies for improving the Teaching-Learning process of the English class” in March 2010. This study dealt with the application of six strategies based on the Communicative Language, which were Interview, Storytelling, Role-play, Simulation, Information gap and Describing pictures. They arrived at the conclusion that various speaking strategies, such as those listed above, can contribute a great deal to students in developing basic interactive skills necessary for their lives. These activities make students more active in the learning process and at the same time make their learning meaningful and fun for them (Lagos Reyes & Velasquez Casco, 2010)

1.2 Problem Statement

Given that, most of the students in first year have little knowledge of the English when they enter the process of learning a foreign language, they face many challenges that affect their learning process. In most cases, this can lead to low academic due to lack of motivation and confidence.

As Urrutia and Pereyra (2015) comment in their research paper most students have limitations in the command of the language. Sometimes they only participate and perform in academic activities in class. In addition, they do not practice outside the classroom, that is to say, there is an absence of self-study. Similarly, some of the challenges that are evident in

the class such as the correct use of grammar, which can be tricky, especially when they are in a conversation with someone. The inaccurate use of vocabulary is noticeable when it comes to verb variations and understanding which tense should be used in various situations. Getting to know how to pronounce words in English can be very difficult as it is not always obvious; students are taught how to pronounce words to communicate the right message. Furthermore, certain words can often be hard to pronounce properly.

Consequently, it is important to apply different speaking strategies that could solve that problem. If the learners acquire vocabulary and the teacher helps them to improve their speaking skill as well as the other skills (writing, listening, reading) they will be successful in their language learning process. The problem needs to be fixed as soon as possible in the next few years in order for students to become proficient in English which will help future graduates to be better prepared as professionals. In addition to that, a positive environment can make a classroom a more pleasant place to be. This in turn will make the classroom a more effective place to learn which could have positive results in the successful learning of students. With these ideas in mind, we state our problem as follows:

How does the implementation of proper methodological strategies help students to overcome the fear of speaking the English language in the classroom?

1.2.1 Research question

For the sake of finding solution to our research problem, we propose the following research questions:

- What are the main difficulties faced by students of first-year when they speak English in the classroom?
- What is the effect of methodological strategies implemented to promote the use of English among students in the classroom?
- What alternatives can be proposed to motivate students to overcome the fear of speaking in English in the classroom?

1.2.2 Research Objectives

General Objective

- To investigate the effect of methodological strategies implemented in Introduction to Oral Communication, in order to help students to overcome the fear of speaking the English language in the classroom.

Specific Objectives

- To identify the main difficulties faced by students of first-year when they speak in English in the classroom.
- To describe the effect of methodological strategies implemented to promote the use of the English language among students in the classroom.
- To propose alternatives to motivate students to overcome the fear of speaking English in the classroom.

1.2.3 Importance of the study

The purpose of this research about methodological strategies to help first-year students to overcome the fear of speaking in the Introduction to Oral Communication class. This emerges from the necessity to know and understand the main difficulties that students experiment when they have to speak English in the classroom. Some of them might feel afraid of getting negative feedback; they are usually self-conscious of what others might think about them. On the other hand, the goal of this study is to help students to improve their abilities to communicate inside classroom as well as outside the classroom. Likewise, find possible alternatives to motivate students to dare to speak English.

This situation reflects the necessity to identify the background of the issue at hand to determine the factors that directly influence on how students feel when they speak English. Language learners are familiar with the experience of feeling like a child again, of not having the words to express themselves, and the struggle to maintain their dignity in the face of self-criticism. In addition, this study describes some of the perceptions that the teacher has about the process of teaching–learning English.

Some of the reasons why students are afraid, feel insecure and nervous to express themselves in English or learn a foreign language is due to their cultural environment. This prevents them from learning a new language free from the reactions of the people around them which in some cases includes mockery which in turn leads to demotivation.

In addition, the results of this research can be used to provide learners with alternatives to overcome fear. This will also help them to empower themselves and gain more confidence in the improvement of their skills. The only way to move forward and become a confident and proficient English speaker is to face insecurities to leave fears behind.

1.2.4 Definition of Key Terms

Learning Strategies: learning strategies refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies (Culatta, 2015).

Fear of Speaking: Fear of public speaking is the most common of all phobias. It is a form of performance anxiety in which a person becomes very concerned that he or she will look visibly anxious, maybe even have a panic attack while speaking (Carbonell, 2016).

Oral Communication: is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either Formal or Informal (Swarthout, 2015).

1.2.5 Organization of the Research Paper

This research assignment is structured in the following way.

Chapter one is an introduction to the problem. It includes previous studies, problem statements, research questions, research objective, justification of the study and key terms. Moreover, it indicates how this paper is structured. Chapter two is a literature review of different studies and concepts that support theoretically this study, aspects such as methodological strategies and factors that affect student's performance are mentioned. Chapter three describes the methodology applied in this study; this chapter includes: Research design, subject selection, data collection and data analysis. Chapter four presents relevant information such as results and discussion of this study. Finally, chapter five includes conclusions and recommendations.

Chapter II. Literature Review

In this section, different theories and concepts were taken as reference and basis to develop this research. Emotional factors, communication strategies, etc. are mentioned.

2.1 What makes speaking a difficult task?

Acquiring a foreign language can be a difficult and slow process. Education is one of the most important aspects for the sociocultural, personal and economic development of society; the teaching of English language in our country has become a necessary global tool. A learner-centered classroom is one in which learners are actively involved in their own learning process (Nunan, 1999). For the same reason, students need to feel confident and motivated in an appropriate ambience in the teaching space.

In recent years, there has been an emergence of communicative methodology in language teaching and a rapidly rising popularity of its various forms. It became widely recognized that the aim of foreign second language teaching is to develop a learner's knowledge (Nijaradze & Doghonadze, 2014). According to Shahrokhi (2013), when learners were involved in little listening they tried to pay attention to keywords, the pronunciation of words, intonation and tone of voice, parts of speech of the words, and accent. In other words, they paid attention to the details and small units of speech that the teacher taught them.

If students want to be able to speak fluent English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech (Harmer, 2007). When students are not confident about their speaking skills they will not have a good performance thus reflecting difficulties to properly articulate phrases which is a limiting factor in their learning. In this study, several methodological strategies and factors affecting speaking performance are described in order to deepen in this context.

2.1 Methodological Strategies

Teachers implement different methodological strategies with the aim to help learners to develop their speaking performance, thus providing them several tools that result in an increase of the students' confidence evidenced in their speaking production.

Conversational Strategies

Survival and repair strategies: students need to be able to use repair strategies when listening in interactive situations (Harmer, 2007). In a real conversation, learners need to be able to use repair strategies to obtain various phrases and expressions that allow them to hold a successful conversation and listen carefully to acquire vocabulary through repetition. According to Harmer (2007), in real talk if students are to be involved in free face-to-face conversation outside the classroom with competent English language speakers, they probably need to be exposed to more than just the kind of question that are commonly found in course books. Therefore, inside the classroom the methodology and didactic resources that the teacher uses are correctly structured; for this reason, students need to be prepared and put into practice strategies with the purpose of developing their speaking abilities in real situations.

Students and Speaking

Learners are frequently reluctant to speak English when they feel worried or shy due to the fear of making mistakes, and people criticize their speech. The value of repetition has many beneficial effects, each new encounter with a word or phrase helps to fix it in the student's memory; repetition has other benefits too: it allows students to improve on what they did before (Harmer, 2007).

Big groups, small groups: a major reason for the reluctance of some students to take part in speaking activities is that they find themselves having to talk in front of a big group (Harmer, 2007). Certainly, an effective way to motivate students might be working in groups that lead them to foster their communicative abilities and help active learning; but in some cases without planning and facilitation, group work can frustrate students and tutors, and they feel it is a waste of time.

2.2 Aspects Disturbing Speaking Performance

Foreign language learning process is unique process, because learners are required to communicate using a language, which they have not mastered perfectly (Haidara, 2014). With the purpose to help learners to overcome fears of speaking in the English language, it is helpful for teachers to know what are the main factors that influence their oral communication skills. Even then teachers do not always identify those different factors and often attribute their unwillingness to participate in speaking tasks to the lack of motivation or low performance.

Performance circumstances

Language performance can be achieved through meaningful students' classroom activities, assignments and tasks such as the implementation and application of language competence (knowledge) they have as a result of learning the language grammatical rule, structure and vocabulary (Astuti Karyani, 2013). The performance circumstances influence the development of the oral communication tasks due to learners' need to have enough time for prepare their performance, also the criteria standards that the teacher has to evaluate presentations and the amount of support from both teacher and classmates.

Emotional Factors

Nowadays, one of the big problems that affect EFL students' English speaking practices is without any doubt the psychological barrier (Haidara, 2014). Learning a foreign language is not as the same as acquiring a mother tongue especially while we have to use it for communicative purposes. In every learning situation or environment, human psychology plays a significant role; English speaking is a language that is highly affected by human psychology (Haidara, 2014). Learners are emotionally disturbed when they are presenting an oral task for various factors such as, fear of making mistakes and fear of criticism.

Listening Comprehension

Good listening has an enormous quality of nowness (Brandon, 2014). Listening activities are rarely practiced in the Nicaraguan high school classroom. Students need to be able to

understand and develop listening abilities to achieve a satisfactory progress in their oral performances taking into account that both are closely related. Listening levels of learners are different from each other, because listening is affected by different factors (Gilakjani & Ahmadi, 2011). In addition to that, some students are introverts who do not speak but listen carefully, besides the noise inside the classroom tend to be a disturbance that interferes on their paying attention to the listening activity.

Motivation for language learning

Motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners (Gardner, 2006). As individuals, humans are unique in the sense that they are capable to decide how much want to know and learn. They have to be motivated in order to have a significant English language learning.

Chapter III. Methodology

3.1 Research Design

We used a qualitative approach in our research. It is an approach to explore and understand the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014).

This allowed us to focus on individuals, identify a problem of practice and collect data seeking to understand the phenomenon. The main objective of the study was to investigate the effect of methodological strategies implemented in the Introduction to Oral Communication class. This was carried out in order to help first year students to overcome the fear of speaking the English language in the classroom.

3.2 Subject selection

3.3.1 Population and Sampling

The research site selected for this study was the Regional Multidisciplinary Faculty (FAREM-Estelí). The population are an English teacher and 40 students in total, from the first year of Major in English Teaching as a Foreign Language in the evening shift in the Introduction to Oral Communication class. The sample of 20 students was selected by convenience.

3.3 Data Collection

The instruments used in this study were an interview to teacher, a students' survey and an observation guide. The interview questions directed at the teacher consisted on ten open questions to investigate the impact of methodological strategies implemented in the Introduction to Oral Communication Class. This was carried out in order to help first year students to overcome the fear of speaking the English language in the classroom.

The survey consisted of a questionnaire, which includes general information and twelve closed-form questions. They were focused on identifying the main difficulties faced by students of first-year of Introduction to Oral Communication class, when they talk in English in the classroom.

The observation guide had as a purpose to describe the effect of methodological strategies implemented in relation to the use of English language among students in the classroom. Firstly, asking for permission from the teacher who is in charge of this class. Class observation took place during five weeks before the interview and survey had been designed.

3.3.4 Data Analysis

The process of qualitative data was indispensable for this research; first an observation guide was made that led us to prepare the questions for the interview and survey. The data were consequential from the instruments in order to answer the three research questions and what happened in every class observed was described in detail.

Chapter IV. Results and Discussion

4.1 Results

After the data had been collected, we found that the qualitative data derived from the students' survey and the teacher's interview were analyzed descriptively in order to answer the three research questions taking as a sample twenty students and one teacher. It is detailed in the following order.

Twelve students were female and eight were male between the ages from sixteen to thirty-six years old. Most of them (eighteen students) have been studying English for one year, and two of them for two and four years respectively. In their speaking skills, six students said they rather speak very much in the oral communication class; nine students said they liked to participate the normal rate, and two students said they like to speak a little and one said nothing at all. Three learners rarely practice speaking outside the classroom, five usually practice speaking in their free time and twelve practice only sometimes.

Twelve of the surveyed students think that the speaking skill is very necessary for their future job and eight think that it is necessary. Eighteen learners answered that the teacher gives them enough time to perform, one said not enough, and one said nothing. Eight students answered that they are not prepared before performing an oral task and twelve said they are prepared, seven students said they do not feel pressure to perform well and thirteen answered they do feel pressure.

Thirteen learners feel motivated in the oral communication class, six other students feel anxious and one expressed that he feels confident. Four students consider their listening skill is average, two think it is very bad, nine that it is good, five that it is very good. Ten students answered that the teacher always corrects their mistakes, three said sometimes, two rarely and five said often.

Ten students think that the factor that affects their speaking performance is lack of enough time of preparation, four said that they do not have motivation to speak; three of them think that the problem is their listening skill, two students claim that it is the pressure to perform

well and one said nothing. Seven students said that the problems they have had in oral communication class are fear of criticism, five expressed being worried about making mistakes, three said they are shy, two of them feel no motivation to express themselves and finally two cannot think of anything to say.

On the other hand, the teacher's interview showed that the performance conditions in the speaking task are very good; the classroom is big. She can rely on technology and most of the students are eager to learn English and they usually are very energetic taking into account that they work during the day. Sometimes they look tired but they try hard to learn anyway. Some of the methodological strategies that the teacher frequently uses during the class are role-played, drillings, guessing games, icebreakers as motivators in order to start the class. She also uses music to keep the spirit in the class and tries to use English with them all the time. In students' listening skills, most of them try hard to understand, and they do. Only a few do not understand at all sometimes what the teacher means or what their classmates mean.

Class observation was carried out to see how students performed and what problems they had in speaking English during the class. Some of the challenges that are the most common in the different classes we observed were that when the students were asked to work in groups, not all of them were eager to share their opinions in English. The teacher uses different methodological strategies such as conversation starters, energizers, concentration exercises and team-building activities. She also speaks Spanish when it is necessary because these students are still beginners and she has to be a little flexible with them.

In addition to that, the students have a time limit to perform a speaking task, but the teacher walks around the classroom in order to be sure that they are working instead of wasting time. Some of them participated actively, but the others spoke very little or not at all. While the students were making presentations, the other students in class did not listen attentively. They even talked with the people next to them when their classmates were speaking. The students looked very nervous when they spoke in front of the class. Sometimes, they did not know what to say and kept silent.

4.2 Discussion

The main difficulties faced by students of the first year in Introduction to Oral Communication class were that these students were reluctant to participate in speaking activities. While a number of factors can account for this, the instruments used in this research showed that their unwillingness was not because they did not realize the value of learning English, laziness, or lack of interest in the English language.

These students provided strong evidence that the reason why they did not participate in speaking activities is because they believed that they were not good at speaking. Another source of fear of negative feedback was the belief that they should produce correct sentences. Consequently, they feared that their classmates would evaluate them negatively. The main factors that disturb students' speaking performance can be using too much Spanish in the classroom or out of the classroom. The attitude of some classmates who are not motivated enough and do not try to use the English language in the classroom can also have a negative effect on students. Lack of frequent practice out of the classroom and the fear of being embarrassed in front of their classmates are other factors to be considered.

In a different way, the effect of methodological strategies implemented to promote the use of English among students in the classroom as a research question for instance we observed that some students during the classes were asked to work in groups, not all of them were eager to contribute with their opinion in English. They also tended to use Spanish when they discussed in groups. Additionally, was noticeable that they read what they had written on a piece of paper. They did not remember the structures and vocabulary to speak naturally. The students had to do a lot of things in a forty-five-minute period. They were always in a hurry because they were given limited time for every task.

On the other hand, the teacher tries to motivate the students in order to correct their mistakes immediately or after a short while. This does not have to be done right away, it depends on the situation. According to the teacher, she also cannot interrupt the students all the time because this may block their learning. Sometimes it is better to wait for a while. Moreover, she tries not to look angry but sometimes she cannot help it.

From the class observation results, a significant number of students also mentioned that they were fearful of criticism or losing face. They had no motivation to use English to express themselves. Some students participated in the classroom activities actively while the others did it unwillingly.

The situations described above are closely related to the theory, which allowed us to identify the main factors that influence and affect the development and improvement of speaking ability. This was of great value to our work, it was useful as a support to verify and answer our research questions in order to find alternatives to decrease this problem.

The concepts described in the literature review theoretically support the arguments expressed in our research.

We arrived at the conclusion that, through this study we were able to recognize and understand the importance of the speaking skill and the different challenges faced by students and teacher in the English teaching-learning process. The results of this research showed that it is evident that the students face many problems in the Introduction to Oral Communication class. Additionally, many aspects contributed to their success and failure in performing speaking tasks. Some alternatives were proposed to motivate students to overcome the fear of speaking in English (see chapter V, 5.1).

Chapter V. Conclusion

This paper deals with the methodological strategies used in order to help first-year students to overcome the fear of speaking in English. Furthermore, in the theories related to motivation in communication skills, we found that there are a lot of aspects that affect or disturb learners in the English learning process.

It is obvious in the Introduction to Oral Communication class that the strategies teacher uses are properly applied according to the level of knowledge that beginners have. Applying speaking strategies in the classroom is a very important part of the second language learning process. Students need to feel more confident with these types of speaking strategies that promote oral communication in the classroom. As a result, they can make the learner become active and more motivated during the class.

It is worthy to emphasize that there exist different aspects or difficulties faced by students, that do not allow them to improve their speaking abilities. However, this is a problem that cannot be fully eradicated but instead, it can be reduced through teachers' help and the appropriate use of methodological strategies.

5.1 Recommendations

The fear of speaking in English, as we have seen, is a very complex phenomenon. That presents a series of aspects which, sometimes disjoins the real possibility to create an output explaining the factors this problem originates. The following strategies that we applied which, gave satisfactory results during the classes could be incorporated into practice by teachers to further improve the language support given to learners:

Questioning: Teachers should try to ask more open ended questions to their students and direct these questions to specific individuals to ensure all students have the opportunity to participate.

Increase verbal communication: Teachers should provide opportunities to increase verbal communication in classroom activities to help ensure that students are exposed to as many different types of accurate language as possible and allow students opportunities to practice using the target language.

To conclude, we suggest those students to stop thinking that the English language as difficult to learn, they should to think less about what others think about their performance in English speaking, and try to keep confident. They must practice the language as much as they can, without thinking too much about mistakes. Nobody is perfect, exactitude is impossible and they should think that mistakes are not necessarily a bad or negative thing. “People learn from their mistakes, so they should think of them as useful and positive” (Sousa, 2012).

5.2 For future research

In concluding this study, we want to invite teachers and students to inquire in those two main aspects:

- Due to the relevance of the subject it would be good for future research to investigate if the methodological strategies implemented to help first-year students helps them later to speak the English language in real conversations.
- It is important to dig deeper into this issue about the use and effect of methodological strategies in high school to help students overcome the fear of speaking English.

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Annexes

Annex N° 1 Interview Guide



Universidad Autónoma de Nicaragua, Managua

UNAN-Managua

Facultad Regional Multidisciplinaria, Estelí

FAREM-Estelí

The present interview to be applied to the teacher, has as its purpose to investigate the effect of methodological strategies implemented in the Introduction to oral communication class in order to help students to overcome the fear of speaking the English language in the classroom.

1. What is your educational level? Specify?
2. How long have you been teaching English?
3. What are the performance conditions of Introduction to Oral Communication class?
4. How are your students in Introduction to Oral communication class?
5. What are the methodological strategies that you use frequently during the class?

Annex N° 2 Survey Guide



Universidad Nacional Autónoma de Nicaragua, Managua.

UNAN-Managua.

Facultad Regional Multidisciplinaria.

FAREM-Estelí.

Student survey

This survey is designed to identify the main difficulties faced by the students of first- year of Major in English teaching as a foreign language, in the Introduction to Oral Communication class when they communicate in English language in the Classroom.

Your assistance in completing this survey is greatly appreciated please put a check () in the box beside the option(s) you choose.

General Data

1.) Gender

male female

2.) Age

Years

3.) How long have you been learning English?

Year(s)

Factors affecting students speaking performance

4.) How much do you like speak in oral communication class?

- very much rather normal little not at all

5.) How often do you practice speaking outside the classroom?

- always usually sometimes rarely never

6.) What do you think about the necessity of speaking skill to your future job?

- very necessary necessary normal unnecessary

7.) How are the performance conditions in the in the oral communication class?

a) Are you given plenty of time to perform in an oral communication class?

- Yes No

b) Do you prepare for a task before a task is performed?

- Yes No

c) Do you have the pressure to perform well?

- Yes No

8.) How do you feel in the oral communication class?

- Motivated anxious confident

9.) Can you evaluate your listening skills?

- Very bad bad average good very good

10.) How often do the teachers correct your mistakes while you are performing your oral tasks?

- always often sometimes rarely never

11.) What factors affect your speaking performance? (you can choose more than one choice)

- time of preparation pressure to perform well motivation to speak
 confidence anxiety listening ability

12.) Which problems do you encounter in oral communication class? (you can choose more than one choice)

- You are worried about making mistakes
 You are fearful of criticism or losing face
 You cannot think of anything to say
 You have no motivation to express yourself
 You use Spanish
 You are shy

Thank you very much for taking your valuable time to complete this survey. Your opinions are greatly appreciated

Annex No 3

Observation sheet date:

Time	Content	Teachers activities	Students activities	Observations
5:45 pm	<ul style="list-style-type: none"> • Initial activities 			
	<ul style="list-style-type: none"> • Warm up 			
	<ul style="list-style-type: none"> • Speaking activities 			
	<ul style="list-style-type: none"> • Practice pronunciation and correct mistakes 			
6:45 pm	<ul style="list-style-type: none"> • Homework 			

Annex No4 Time table of activities

Activity schedule:

Activities/ Months	September				October				November				December			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Choice of research subject																
Realization of general and specific objective																
Describe the problem statement																
Working on previous studies																
Write justification																
Look for information for literature review																
Write the literature review																
Elaboration of Methodological design																

Observation class																
Elaboration of instruments																
Apply instruments																
Data analysis																
Conclusions																