

TECHNIQUES USES BY STUDENTS LEARNING ENGLISH  
AS A FOREIGN LANGUAGE AS A WAY TO IMPROVE ORALITY

By

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## Abstract

The lack of interactive speaking activities that include learning techniques to enhance the ability of adult students speak English as a foreign language at the intermediate level, results in poor performance when speaking.

Through this project, we expect to find valuable information to help solve the various problems facing the students speak the target language in the classroom.

The purpose of this research study is to analyze the main techniques used for intermediate students of the Autonomous University of Santo Domingo (Curse-Uasd) to learn English as a foreign language as a way to improve their orality.

The method used in this project is the action research with case study format. It consists of an intervention program in which a series of interactive oral activities are implemented including learning strategies for students to improve their oral production. These strategies were selected according to the type of activity and its characteristics.

Through this study, it has been found that by applying oral activities involving learning strategies, training in the use thereof, careful selection of activities to be applied, and pleasant working environment, the oral production of adult learners of English as a foreign language intermediate level improved considerably.

Keywords: EFL learning strategies, interactive oral activities, and speaking

## Introduction

Learning another language requires attention, perseverance, work and above all time and interest. But being able to communicate with other people in their native tongue compensates the effort. Wide learning English language student horizons, since knowing a second language will benefit you in your professional development.

Dubin and Olshtain (1991) points out that English is the language most requested around the world for being the most used language to communicate. This is also the for English as a foreign language taught in high home studio. Different situations observed in the classroom aroused the interest of working on this project. First, students of intermediate level English semester 2015-2, were eager to talk, but to do so, among other things noticed intimidated, pressured by time or peers tended to use their mother tongue. If you do not know a particular word they stopped talking and refused to continue participating.

With regard to oral skills, Huntley says in the concluding section of his research in UASD in 2010 that "classes remain mostly teacher-to-face and conducted few activities in pairs or groups" (Huntley, 2010, p.3). He noted that the time to talk to students was uneven, some students talked a lot while others remained silent. Teachers used to speak English throughout the class at the highest levels, but at a basic level class was given in Spanish because the teachers assumed that students could not understand them if they spoke only in English.

This research work is structured as follows:

Chapter I stated the problem to be investigated, formulation, questions, objective, background and importance's of the topic and the glossary of terms.

Chapter II the review of theoretical literature.

Chapter III the methodology of research, where the type of design and procedure, expected results, and the schedule of activities.

Chapter IV contains the analysis and interpretation of results.

Chapter V consists of conclusions and references.

## Antecedents and Importance of the Theme

Folse and Yvonne (2005) indicate that some students are good to talk naturally and tend to participate in all exercises of conversation, while others may be quiet and reserved. That is, while some other students are extroverts tend to remain silent depending on your personality. However, understanding why adult learners of English as a foreign language had poor oral production required further research.

With regard to oral skills, Huntley says in the concluding section of his research conducted in Uasd – Santo Domingo in 2010 that "classes remain mostly master-to-face and are held few activities in pairs or groups "(Huntley, 2006, p.3).

He noted that the time to talk to students was uneven; some students talked a lot while others remained silent. Teachers used to speak English throughout the class at the highest levels, but at a basic level class was given in Spanish because teachers assumed that students could not understand them if they spoke only in English.

Learning a foreign language is a necessity recognized worldwide, being applied on a mandatory basis in the educational system in the countries considered to have a second language. The importance of language is widespread since it is considered as a means of economic, social development and technology; therefore the teacher must be innovative in language teaching, from the beginning, that is, from the basic level for long-term positive results. Educators say that meaningful learning cannot be acquired only through foreign teachers and excellent explanations; primary focus is student, arouse their interest, and develop skills and abilities to increase the pleasure of working in class and group.

The official proposal of the Dominican State for social communication, it is evident that the teaching of oral communication is assumed from the semantic approach which are enshrined in the curricular alignment of Spanish Language (2004-2008), and therefore aims the development of communicative competence of students (Ministry of Education, MINRED, 2017).

The curriculum guidelines of the Spanish language; is evidence that teaching orality especially through so proposed axes: the construction or acquisition system significance: reading, writing, orality. And the axis referred to the principles of interaction and cultural processes involved in the ethics of communication refers to the processes associated with the construction of respect for cultural and linguistic diversity.

## Nature of Problem

The need for students to learn to speak a language is something that is constantly discussed; despite the efforts of teachers to impart knowledge of the language in schools and universities, we can clearly see that the reality is different; because these students are not learning to speak English or another language with the emphasis that is required. Some who speak good English, do not know how to write well, the writer cannot speak, or to put it another way do not listen or interpret well what is spoken, oh what they want to communicate is less clear to receiver.

Although the characteristics of learning a foreign language itself require an open and continuous learning approach, a methodology that offers the possibility to enrich the knowledge acquired with other prior or subsequent to shape the student's language proficiency; from the concept of lifelong education is also necessary to integrate the content of a future perspective, not only for application to the various professional fields, but also to continue the level achieved with new training courses, as evidenced by the fact that a large number of people conduct their studies at this prestigious home studio.

After leaving school, students cannot even hold a simple conversation with your teacher even worse with a foreign person, among other reasons, this is because the language is not in its natural environment, and the student feels out of answer, not only in the social and geographical location but also in the classroom. This results in difficulties for student use techniques to learn English as a foreign language and improve their oral ability and already in adulthood.

Lack of interactive oral activities, including Learning Strategies paragraph Improve the ability to speak Adult Learners of English as a Foreign Language Intermediate, is negative the Talk As poor performance.

Through this project, we expect to find valuable information that will contribute to solving the various problems students face to speak the target language.

In short the difficulties presented by adults to learn a language can make students feel unable to cope with these and may even disappoint them could not get to finish college.

## Objectives

### General Objectives

To analyze the main techniques use by students learning Ingles as a Foreign Language as a way to improve increase orality.

### Specific Objectives

1. To identify what is the proficient all about.
2. To analyze the main strategies of learning that the teacher uses to help students better manage their orality.
3. To investigative the appropriate methodology to be used at the Center for the study of oral ingles language learning is more effective in the students.
4. To present as facilitators can carry out a good program, in order to improve the difficulties faced by adult learners.
5. To inquire about the main demographic characteristics that distinguishes the student's oral language learning.

### Research Questions

1. What are the techniques that the student uses to learn a foreign language as a way to improvise orally?
2. What is proficient all about?
3. What are the main strategies of learning that the teacher uses to help students better manage their orality?
4. What is most appropriate methodology to be used at the Center for the Study of Oral English language learning is more effective in students?
5. What are the main oral learning skills that cause some impact on students?

## Term Definitions

Learning Strategy: steps are taken by students to extend their learning.

Social interaction: it's a process of communication and mutual influence involving contact between two or more minds.

Language: is the basis of communication and social interaction, through which students can express their thoughts and feelings to those around him.

Speaking: is the set of techniques that determine the general guidelines to be followed to effectively communicate orally, I mean, is not the way to express what is thought barrier, of course without excess or damage to third person.

Strategy: is considered a guide to the actions that follow. Therefore they are always conscious and intentional.



## Literature Review

Techniques used by students learning Ingles as a Foreign Language as a way to improve increase orality.

In the house of higher learning UASD, the department of language, especially the subjects of English as a foreign language teaching methodology based on which form part of a multilevel series for adults and young adults that combines the best of traditional methods and approaches in language teaching.

The methodology of the Language Centre, aims to develop communication skills and independent learning both in the classroom and in the Center for Auto access. The curriculum integrates the skills of writing, reading, listening, and speaking through meaningful activities for students.

### Learning strategies

The learning strategy used by teachers to help students manage the new language is the key to making a difference in the process learning.

Steinberg (2001, p.76-77) says: "learning strategies are the particular approaches or techniques that learners employ to try to learn a second language." He notes that learners use a particular strategy depending on the problem they are facing, such as pronounce or remember a new word. Students can also remember and explain what they did to remember that word. That is, learning strategies used by students vary from student to student depending on their individual mental processes.

For the purposes of this project, the definition of learning strategies that will be used is that of Oxford (1990), because it offers a holistic vision, which includes making easier and more enjoyable through the application of learning strategies. Oxford says, "Learning strategies are steps taken by students to extend their learning.

Strategies are especially important for language learning because they are tools for active participation and self-directed, which is essential to develop competition communicative.

Learning strategies appropriate languages result in better performance and greater confidence. "(Oxford, 1990, p.1)

Oral production skills:

Bygate (1991) presents a number of facilitation and compensation strategies that students naturally employ to facilitate his speech. He says, "Firstly, we can see how useful it is for apprentices to facilitate their oral production using these devices, and how important it is for them used to compensate for problems "(Bygate, 1991, p. 20).

Facilitation strategies are: simplification, ellipsis, shortcuts, devices to gain time, and formulaic expressions.

Oral activity that cause some impact on learners.

Different authors consulted in this project, provided a wide variety of interactive oral activities based on their experience. Some their views and suggestions are briefly described below:

Folse and Ivone (2005) indicate that ask students to write their ideas before engaging in a discussion allows them to reexamine, rethink and recycle their thoughts.

Tillitt and Newton (1993) suggest a simple way for students to learn communication strategies and functional language use.

They believe that students of English as a second language need to know the social rules of language use that may differ from those in their own culture. They distinguish between formal and informal speech that people use when speaking.

Yorkey (1985) suggests several activities designed to be performed by two students in order to practice the skills of listening and communication. You need to work cooperatively to solve different situations such as following routes on a map, reproduce drawings by lines, strip stories, and make appointments and others. The intent of these activities is to help students develop real-communicative competence.

Zelman (2005) proposes a series of oral activities to promote conversational fluency as interviews, changing roles, group work and discussions.

The roles change activities, present hypothetical situations in which two or more students interact with each other without preparation. This kind of activities demand creativity and imagination of students, it helps improve your fluency, and creates a pleasant atmosphere in the classroom.

This research will have a theoretical foundation based on techniques uses by student learning English as a foreign language as a way to improve orality. The issue of the inclusion of techniques of study in foreign language teaching arguable began with the writings of Malinowski in 1923 after Sapir, and anthropologist- linguist, declared that " the language does not exist apart from techniques study" (Sapir, 1921, p.206).

However, this had little impact in language education until the 1963, with a principle of the communicative revolution 'that "The language teaching should take greater account of the way that language worked in the real world and try to be more responsive to the needs of learners in their efforts to acquire it. (Tubino Blanco, Mercedes-Proquest LLC, 2010, p. 326)

The data I have included here stood out for me because they express why the learners considered teaching and learning oral of language to be important and how the experience affects them.

## Methodology

In This paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research. In order to improve the problems arising during the same and make some recommendations to solve this problem.

## Research Design

The research is descriptive, analytical and documentary.

Descriptive because it is a project that describes a situation that is currently happening in the students of this study center.

Because analytical analyzes the points of view from which this problem is occurring.

And because it helps Documentary books, magazines, Internet and other texts that speak of one form or another of the issues described above.

## Participants

The subjects of study in this project are adult learners of English as a foreign language intermediate level semester 2015-2, who volunteered to participate when they were invited. The research was carried out during regular classes at the Autonomous University of Santo Domingo (Curse-Uasd), Bonao, Dominican Republic.

## Procedures

The development of this research is carried out according to the theme chosen for the study itself, which is about the techniques used by students learning English as a foreign language as a way to improve oral. (Applied to students Curse-UASD, during the second half of 2015 and is aimed at all students who are currently studying this semester of signatures language, especially students of term.

## Research Instruments

According to the purpose of the investigation proceeded to use two instruments to collect information were the technique of observation and the questionnaire administered to students this semester end of 2015. That will allow us to detect problems arising.

## Expect Results

The data collection was carried out in two stages. The first consisted of observation, I mean in meeting study subjects to identify their needs and situational language. The second was applied a questionnaire ten interactive oral activities during field research, followed by analysis and interpretation of information through content analysis.

Within the first stage of the research, conducted in the third week, a questionnaire was applied to meet the study subjects.

## General and Specific Limitation

The greatest difficulty presented during the course of the research study was the understanding because I had no clear way of using the methodology described by the facilitator, and that it cannot deliver on time.

## Schedule (Chronogram) of Activities

Schedule of Activities 2015

Activity	Week 1	Week 2	Week 3	Week 4
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X		
Application Survey		X		
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report				X

## Discussion

Learning another language requires attention, perseverance, work and above all time and interest. But being able to communicate with other people in their native tongue compensates the effort.

Wide learning English language student horizons, since knowing a second language will benefit you in your professional development.

Learning a foreign language is a necessity recognized worldwide, being applied on a mandatory basis in the educational system in the countries considered to have a second language.

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## Conclusion

According to the main findings of this research, we can say that it has been proved that through the application of interactive speaking activities that include learning strategies, training in the use thereof, careful selection oral activities, and environment nice work, oral production adult EFL intermediate level improved considerably. This was manifested in the following aspects:

a) The students lost the fear of speaking.

b) Their lack of vocabulary was not a big problem because students were taught useful language before each activity, use synonyms, put new words in context depending on the situation, and mime, between other management strategies of language. Knowing that they could make use of these strategies could communicate with each other.

c) Training in the use of strategies enabled students to succeed in activities. There was a tendency for students to self-assess their performance as something fluid or fluid, which indicates that, through training in the use of strategies they gained confidence and faith in themselves.

d) The limitations of time usually affect oral production could be decreased by selecting subjects that were familiar to students according to the context and the choice of topics in the textbook. Therefore, it was easier to handle the pressure of thinking what to say and how to say it. Furthermore, the use of devices to time gave them to handle items limitations.

In conclusion, according to the results, the activities that help students improve their oral production should take into account the following aspects: They must not cause stress on the student and should help you develop self-confidence, the instructions must be clear and brief, preparation is necessary in the use of language and knowledge of the subject, do not interrupt the fluency, training in the use of strategies learning must be made in advance and include the use of teaching materials in the activity.

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Attached

## Student Survey

We are students of the Bachelor of Arts, mention Modern Language (English) of the Autonomous University of Santo Domingo (UASD). Thank you answer anonymously and with confidence, the following questionnaire that we want to know a little more about the perception of the students about the area languages, especially English, which will help our research process as teachers languages. Each item has its respective response instructive; please fill briefly.

Sex: Male (                    ) Female (                    )

Level: \_\_\_\_\_ Semester: \_\_\_\_\_ Date: \_\_\_\_\_

Provenance: Rural (                    ) Urban (                    )

In the following questions choose the answer that most consider.

1. When you start the cycle of studies at the university their knowledge of languages (English, French, German) were the same level as their peers?
  - a) Yes
  - b) No
2. Does listening to the CD in English class helps improve the pronunciation of some words and phrases?
  - a) Yes
  - b) Sometime
  - c) Never
3. Pronounced clear a few short paragraphs in class?
  - a) Yes
  - a) Sometime
  - b) Never
4. When your teacher asks you to do oral exercises you can to structure sentences correctly?

- a) Yes
  - b) Sometime
  - c) Never
5. Understand your teacher when you speak English?
- a) Yes
  - b) Sometime
  - c) Never
6. Does your teacher ask you to perform tasks in a group?
- a) Yes
  - b) Sometime
  - c) Never
7. Does your teacher use songs, games, for to teach the language orally?
- a) Yes
  - b) Sometime
  - c) Never
8. Does your teacher explains clearly and slowly matter for you to learn the pronunciation more easily?
- a) Yes
  - b) Sometime
  - c) Never
9. Does your teacher makes you constantly participate in class?
- a) Yes
  - b) Sometime
  - c) Never
10. Are you predisposed to memorize words or sentences Ingles and then pronounce to improve your vocabulary?
- a) Yes
  - b) Sometime
  - c) Never