General topic:

Teaching Strategies in the teaching-learning process of English language during the period from March to October 2014

Sub-topic:

The strategies used by English teacher in the developing of speaking activities at 8th grade in the Public School Maria del Socorro Ponce Chavarria during the second semester of 2014. Managua.

By

Ana Patricia Montalván Mayorga

Harol Manuel Padilla Vásquez

Jessica Massiel Sequeira Delgadillo

5th Year

Universidad Nacional Autónoma de Nicaragua

UNAN-MANAGUA

Tutor: Msc. Manuel Rivera

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I.   INTRODUCTION

Along our lives through our learning process we try different strategies in order to store important elements in our memory; for instance, when we are learning to speak; As children, our parents or the people around us use strategies to teach us to say certain words or sounds in order to communicate with them. The most common words that we are taught would be "mom", "dad", "milk" among others, but why do parents teach these basic words? And, which strategy or strategies do they use so that babies get familiar with the use of language or sounds? Most parents teach babies by repetition and association. For example, when they are drinking milk parents teach them the word "milk", until the baby is able to associate the meaning of the words, and start to produce the language. Therefore, strategies take an important place during the learning process; each individual chooses the one that is the most suitable for him or her. (Oxford, 2004 cited by Murrieta and Hernández, 2012)

The Teaching of speaking language involves more than just providing students with speaking fluency practice. Teachers need to focus on skills and strategies that will help students negotiate meaning and communicate effectively with other people (Languages International, 2005).

O'Malley and Chamot (1990, p.1) define learning strategies as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." As Hismangolu (2000) mentions, language learners are continuously looking for ways of applying strategies to deal with situations in which they face new input and tasks proposed by their instructors. It is important for students as well as

for the teacher to know the strategies used during the learning process. This information has a positive impact on deficient learners through the use of these strategies in their learning process (UQROO, 2006).

Strategies for language learning and language use have been receiving evergrowing attention in the areas of foreign language teaching and learning (Oxford 1990, Cohen 1990, O'Malley & Chamot 1990, Wenden 1991, Brown 1991, Rubin & Thompson 1994, Mendelsohn 1994, McDonough 1995). It is fair to say that language educators in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign languages. The application of foreign language learning and use strategies is viewed as one vehicle for promoting greater success. A strategy is considered to be "effective" if it provides positive support to the students in their attempts to learn or use the foreign language.

Speaking is considered one of the main challenges by students and teachers, therefore, it was proposed to carry out a research based on the strategies used by the teacher during the development of speaking activities in students of 8th grade at Maria del Socorro Ponce High school. The main objective of this study is to identify the strategies used in the classroom and how these affect students' speaking skills. For this study, the research approach is merely deductive and the class of research method is transversal.

II.   STATEMENT OF THE PROBLEM

The skill of speaking is as crucial as any other language ability. The four language skills (reading, writing, speaking and listening) naturally appear together in every English class. However, most programs only emphasize on reading and writing skills and speaking and listening are largely ignored (Khameis, 2006).

At Maria del Socorro Ponce High school, students of 8th grade are having complications while speaking English in the classroom. Moreover, the teacher has trouble in the implementation of activities that may fulfill students´ learning. Many times, the teacher tries hard to make students speak, but they do not feel encouraged in the practice of speaking activities. Therefore, students are having trouble on acquiring speaking skills in English classes. As consequence, the speaking lesson requires the application of adequate speaking strategies and resources to improve the situation. From this perspective, the following topic has been stated:

Students have difficulties speaking English during the practice of speaking activities in the classroom and sometimes they show a negative attitude. Besides, there is a concern about the speaking strategies the teacher uses to overcome these issues.

Because all the reasons mentioned above, it was decided to do a research on the speaking strategies that teacher currently implements during English classes. The primary purpose of this study is to find out what specific strategies are used and their effectiveness on students speaking skills. Besides, it is necessary to know if factors such as feedback and didactic materials influence learning.

2.1. Subproblems

The main subproblems concerning speaking strategies are the following:

1. Are speaking strategies affecting students´ learning and consequently, speaking skills?

2. Do students consider speaking strategies effective?

3. What type of feedback is delivered by the teacher during speaking activitites?

4. Are didactic materials important for developing students speaking skills?

III. JUSTIFICATION

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. (Oxford, 1990, p.1). The use of learning strategies is an integral part of second language learning and school success. Students need to spend time hearing, seeing, reading, writing and speaking the language in ways that excite them.

Teaching Speaking in a new language requires, among other factors, strategies and resources that promote the process of learning the language and present it as a useful and necessary tool for life. Therefore, the results of this research will benefit the English teacher and 8$^{\underline{th}}$ grade students at Maria del Socorro Ponce High school. Besides, it will propose what kinds of strategies would be helpful for students to become more fluent and successful learners. On the other hand, it can highlight deficiencies in speaking lessons.

To the English teacher: he will be aware of the current strategies implemented and how these are developing students speaking skills. Additionally, some recommendations will be given in order to improve his classes. He will find out how to be a better teacher and solve some students' social and affective issues.

To students: the results will help students to be aware of the role they play on the improvement of English classes. Besides, they will realize that they have the potential to be better learners and the capability of helping each other.

IV.   RESEARCH OBJECTIVES

4.1. General objective

4.1.1. To analyze the English speaking strategies that are being used by the English Teacher in the 8th grade at Maria del Socorro Ponce Chavarria High School.

4.2. Specific objectives

4.2.1. To identify the strategies that are being used in English classes to help students develop their speaking skills.

4.2.2. To describe the effect of English speaking strategies on students of the 8th grade.

4.2.3. To know the type of feedback delivered by the teacher during speaking activities.

4.2.4. To explain the influence of teaching resources in the development of students´ speaking skills.

V.   THEORETICAL FRAMEWORK

5.1. What´s speaking?

There has been a myriad of definitions of speaking. According to the Oxford Dictionary of Current English (2009, p. 414), speaking is "the action of conveying information or expressing ones' thoughts and feelings in spoken languages." Chaney (1998, p.13), however, considered speaking a process: "speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts". Sharing the same viewpoint, Florez (1999) added that speaking is an "interactive" process, which consists of three main stages "producing, receiving and processing information."

In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003, p.48) put it that "speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning." He differentiates it from writing. In spoken language, speaking must be listened by others. It has temporary and immediate reception. When we do listen from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly. By speaking activity, orator or speaker have to pay attention of planning and editing by channel.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

On the other hand, in written language, any activity performed to learn and improve writing is done visually. The time for doing it, is permanent and it is delayed reception. The writer uses punctuation as well to make others clearer in vision or reading the meaning. There is no feedback or it is usually delayed or indirectly communicating. The planning is unlimited and there are often editing and revision in any parts of the written language.

5.2. The Importance of Speaking

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very important role in human life (Nunan, 2003).

Ramelan (1992:13) says that all human being whenever they live always speak language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important in mastering foreign language. Thus speaking capability can be measured whether a foreign language learner in successful in learning or not. But in mastering speaking skill can be seen.

5.3. Teaching speaking

Teaching speaking is not merely asking the students to produce sound. According to Nunan (1991:40), "speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind", so speaking is not only expressing our ideas, but also presenting new

information to others. Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context. The classroom is only one of many environments to which children can increase the linguistic competence (Stewig: 54).

Teachers need to reflect on how to provide their students with appropriate activities, materials and principles to face up to the emotional and sociocultural demands of language learning. However, teachers" efforts must go beyond merely achieving instructional aims. Instead, teachers must strive to observe, question and understand the teaching settings in which they work and the teaching practices they follow. In other words, teachers" reflections should be directed at bringing to light the implicit rationale behind what, why, and how things are done in class and at examining the beliefs and values that form or shape actions in class. This way, teachers can not only focus on the learner as an individual with affective needs and reactions that must be considered as an integral part of their language learning, but also open their own work to critical inspection and construct valid accounts of their educational language practices (Finch, 2000).

5.3.1. Classroom speaking activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

5.4. Language Learning Strategies (LLS)

The term 'strategy' comes from the ancient Greek word *strategia* meaning 'generalship' or 'the art of war'. The expression implies characteristics of planning, competition, conscious manipulation, and movement towards a goal. In non-military contexts, the strategy concept has been interpreted as a plan, step, or conscious action towards the achievement of a goal. In education, this concept has taken on a new meaning and it has been transformed into learning strategies (Oxford, 1990).

Griffiths (2008) has pointed out that "the concept of language learning strategy has been notoriously difficult to define" by many theorists in the field. However, she

proposed a definition: "language learning strategies are activities consciously chosen by learners for the purpose of regulating their own language learning." Additionally, Brown (2000) describes language learning strategies as "the moment-by-moment techniques that we employ to solve 'problems' posed by second language input and output."

A recent definition claims that language learning strategies are "the learner's goal-directed actions for improving language proficiency or achievement, completing a task, or making learning more efficient, more effective, and easier" (Oxford, 2011b).

Second language learning strategies encompass both second language learning and second language use strategies. Taken together they constitute the steps or actions consciously selected by learners either to improve the learning, the use of it or both. On the other hand, Strategy research has led to a distinction between strategies employed for different purposes such as communication, performing in the language, retrieving information and the processes of speaking, listening, reading and writing, to name only a few. (Cohen, 1998).

5.4.1. Classification of language learning strategies

Language learning strategies have been classified by many researchers (O'Malley & Chamot 1990; Rubin, 1987; Oxford, 1990; Stern, 1992). These taxonomies are presented as follows:

**A. O'Malley & Chamot (1990)**

O'Malley and Chamot (1990) define language learning strategies (LLS) as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. They divide language learning strategies into three main categories:

1) *Metacognitive strategies*: Express executive function and involve planning, monitoring, and evaluating learning activities.

2) *Cognitive strategies*: Limited to specific learning tasks and involve more direct manipulation of the learning material itself.

3) *Socioaffective strategies*: Related to social-mediating activity and transacting with others.

B. Rubin's (1987) classification of language learning strategies

Rubin (1987) categorized LLS into three main groups: Learning strategies, Communication strategies, and Social strategies. The following Figure is a summary of his classification.

Figure 1. Rubin's (1987) classification of language learning strategies
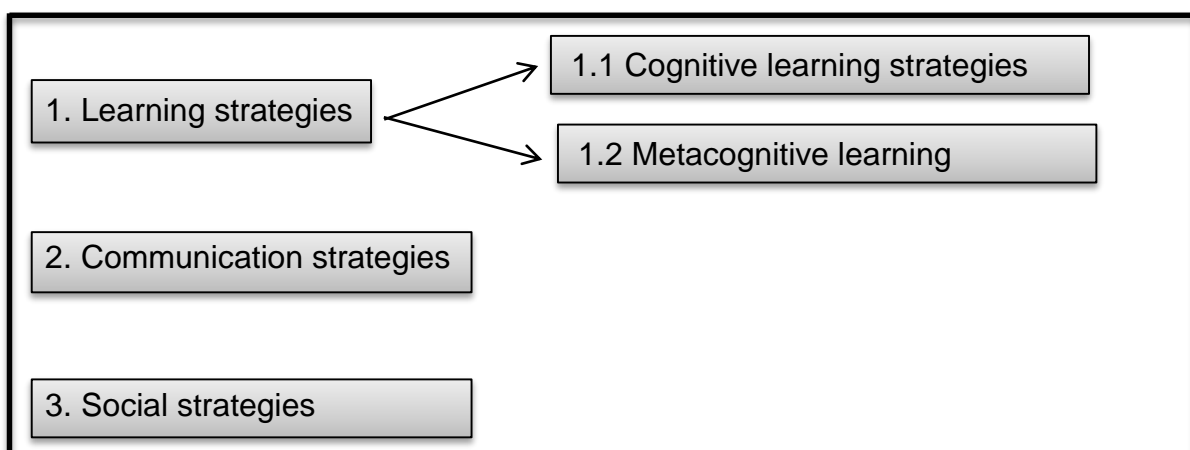
According to Rubin (1987), learning strategies include all strategies that are directly related to learning (cognitive) or those which indirectly involve the learning process (metacognitive). By cognitive he means clarification, practice, memorizing, and monitoring, and by metacognitive planning, setting goals and self-management. Based on what Hismangolu (2000) states, communication strategies are used to handle communication difficulties and Social strategies are employed in conditions where individuals need to practice their knowledge.

C. Stern's (1992) classification of language learning strategies

Stern (1992) classifies language learning strategies into five categories: management and planning, cognitive, communicative-experiential, interpersonal, and affective. Management and planning strategies are concerned with learners' intention to regulate their own learning, with the help of teachers, whose roles are as advisors or resource persons. Cognitive strategies refer to operations employed in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials, whilst communicative-experiential strategies are activities done by learners, such as circumlocution, gesturing, paraphrase, or asking for repetition or explanation, so that a conversation keeps going. Interpersonal strategies constitute efforts to monitor learners' own learning progress and to evaluate performance, and affective strategies are concerned with emotional issues in the learning process.

D. Oxford's (1990) taxonomy of strategies

Oxford's (1990) places learning strategies in two major classes: direct and indirect. Direct strategies are those that directly involve the target language. These strategies require mental processing of the language. Indirect strategies are those that support and manage language learning without directly involving the target language. **See Annex 5. Oxford´s strategy classification system.**

1. **Direct strategies**

The first major class, direct strategies, is divided into three sub-classes called memory, cognitive, and compensation strategies. Firstly, memory strategies are strategies that help language learners store and retrieve new information. As displayed in *Figure 2* overleaf, this sub-class constitutes creating mental linkages (grouping, associating/elaborating, and placing new words into a context), applying images and sounds (using imagery, semantic mapping, using keywords, and representing sounds in memory), reviewing well (structured reviewing), and employing action (using physical response or sensation, and using mechanical techniques).
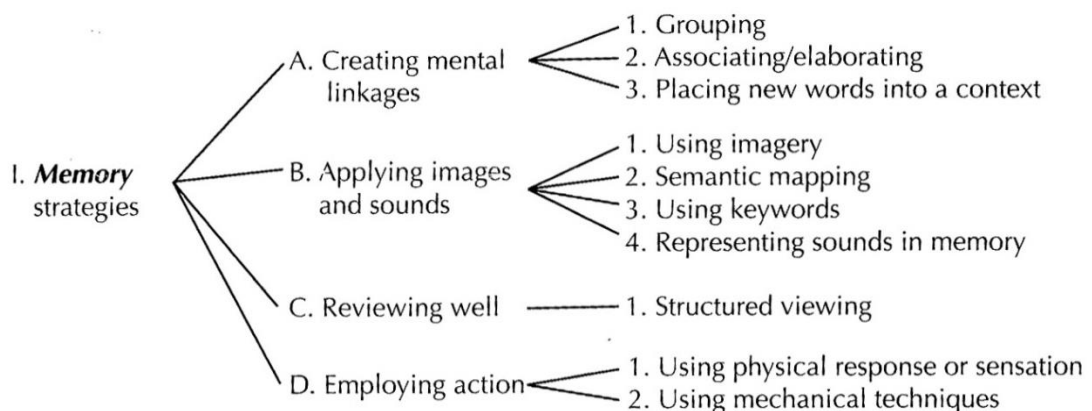

Figure 2. Memory strategies

Second, cognitive strategies are those that enable language learners to understand and produce new language by many different means. *Figure 3* overleaf shows that this sub-class constitutes practising (repeating, formally practising with sounds and writing system, recognizing and using formulas and patterns, recombining, and practising naturalistically), receiving and sending messages (getting the idea quickly, using resources for receiving and sending messages), analysing and reasoning (reasoning deductively, analysing expressions, analysing contrastively across languages, translating, and transferring), and creating structure for input and output (taking notes, summarizing, and highlighting).
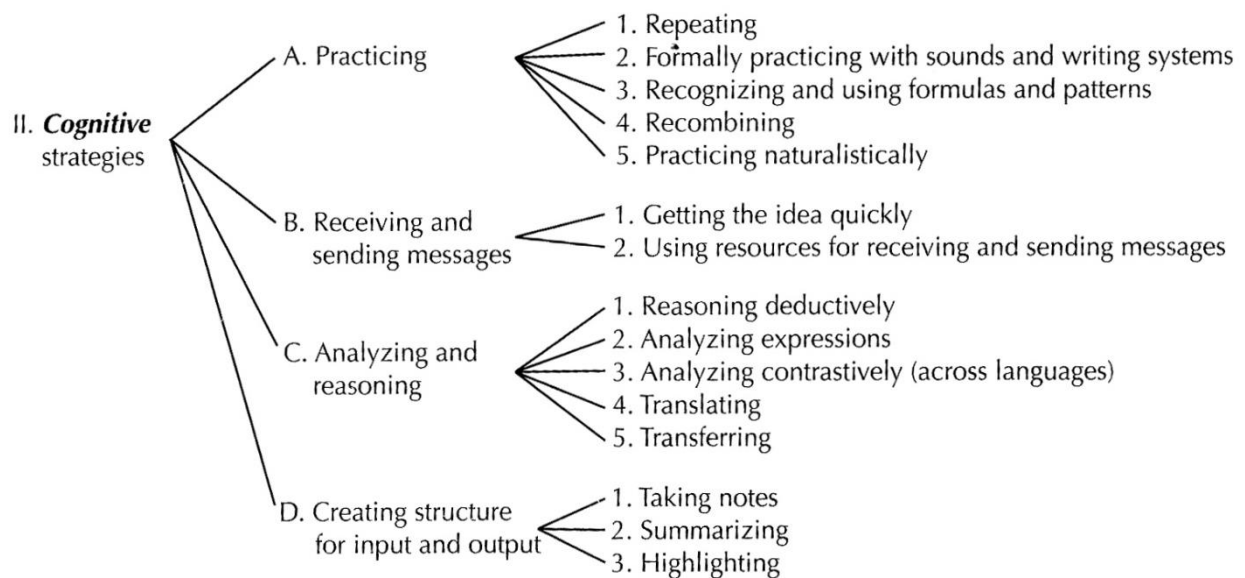

Figure 3. Cognitive strategies

Third, compensation strategies are those that allow language learners to use the language despite their large gaps in knowledge. This sub-class, as displayed in *Figure 4* overleaf, constitutes guessing intelligently (using linguistic clues, using other clues), and overcoming limitations in speaking and writing (switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or

totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym).
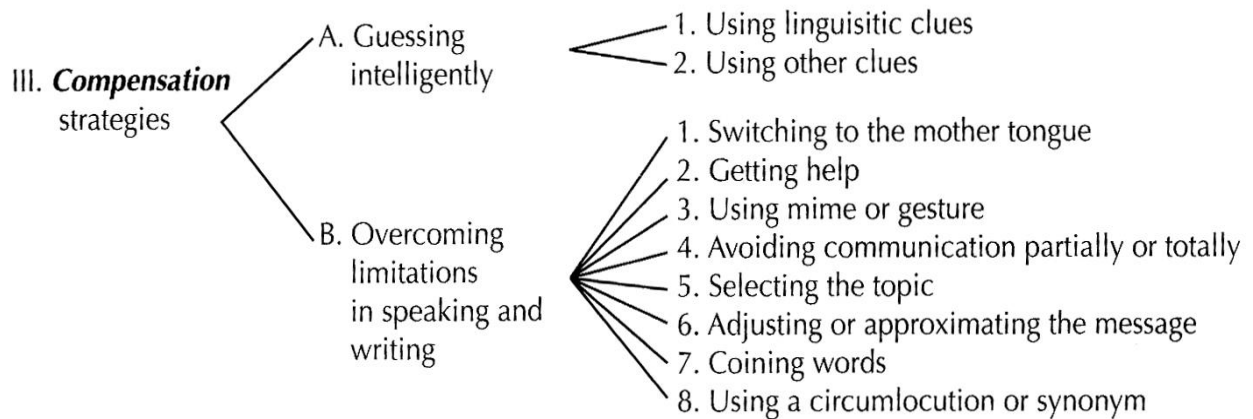

III. ***Compensation*** strategies

A. Guessing intelligently
 1. Using linguisitic clues
 2. Using other clues

B. Overcoming limitations in speaking and writing
 1. Switching to the mother tongue
 2. Getting help
 3. Using mime or gesture
 4. Avoiding communication partially or totally
 5. Selecting the topic
 6. Adjusting or approximating the message
 7. Coining words
 8. Using a circumlocution or synonym

Figure 4. Compensation strategies

2. Indirect strategies

The second major class, indirect strategies, is also divided into three sub-classes, called metacognitive, affective, and social strategies. Firstly, metacognitive strategies are those that allow language learners to control their own cognition. As displayed in *Figure 5* overleaf, this sub-class comprises centering one's learning (overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening), arranging and planning one's learning (finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities), and evaluating one's learning (self-monitoring, self-evaluating).
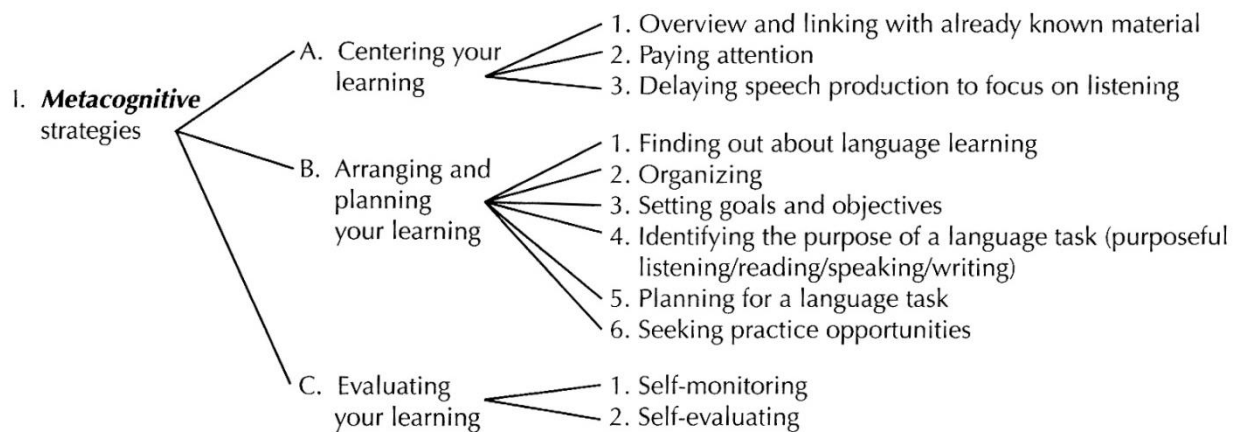
Figure 5. Metacognitive strategies

Secondly, affective strategies are the ones that help language learners regulate emotions, motivations, and attitudes. *Figure 6* overleaf shows that this sub-class includes lowering one's anxiety (using progressive relaxation, deep breathing, or meditation; using music; and using laughter), encouraging oneself (making positive statements, taking risk wisely, and rewarding oneself), and taking one's emotional temperature (listening to one's body, using a checklist, writing a language learning diary, and discussing one's feelings with someone else).
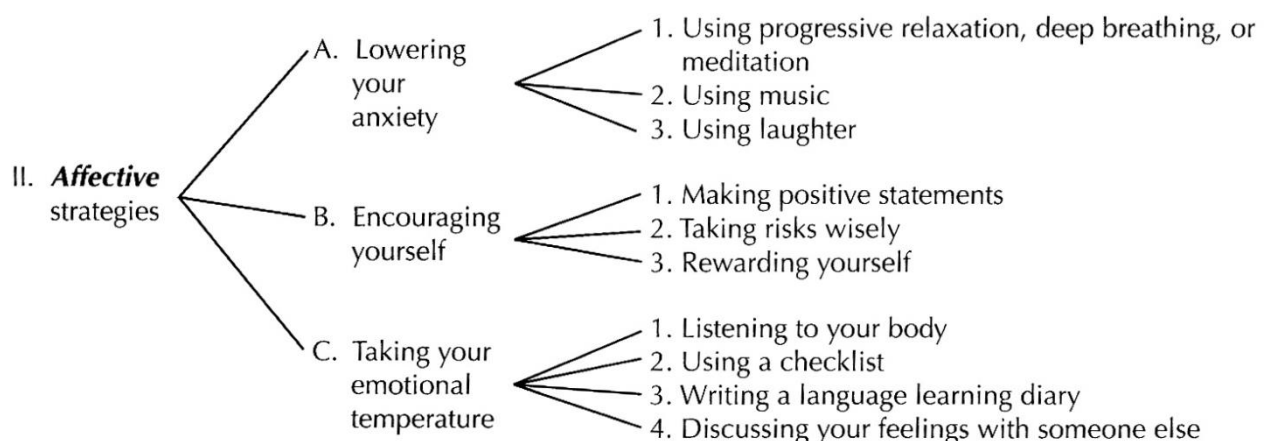

Figure 6. Affective strategies

Thirdly, social strategies are those that help language learners learn through interactions with others. This sub-class, as displayed in *Figure 7* overleaf, constitutes

asking questions (asking for clarification or verification, and asking for correction), cooperating with others (cooperating with peers, cooperating with proficient users of the new language), and empathizing with others (developing cultural understanding, becoming aware of others' thoughts and feelings).
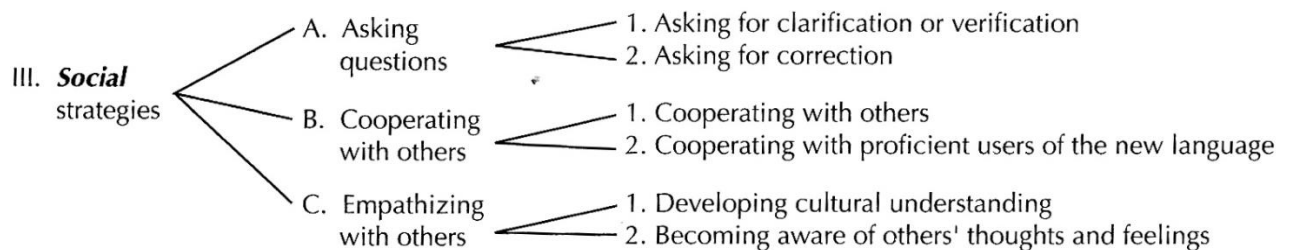
III. *Social* strategies
- A. Asking questions
  - 1. Asking for clarification or verification
  - 2. Asking for correction
- B. Cooperating with others
  - 1. Cooperating with others
  - 2. Cooperating with proficient users of the new language
- C. Empathizing with others
  - 1. Developing cultural understanding
  - 2. Becoming aware of others' thoughts and feelings

Figure 7. Social strategies

5.4.2. Speaking strategies

An important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; for the purpose of this study *speaking strategies* are those devices used by students to solve any communication problem when speaking in English. According to O'Malley and Chamot (1990), speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language" (p.43).

One goal of a language learner may be to speak the foreign language in different oral exchanges and ultimately to be a competent speaker. For Hedge (2000), a competent speaker knows how to make use of speaking strategies. Hedge (ibid) comments that: "These strategies come into play when learners are unable to

express what they want to say because they lack the resources to do so successfully" (p. 52). These verbal and non-verbal strategies (e.g. verbal circumlocution, clarification, non-verbal mimicry, gestures, etc.) may be used to compensate for a breakdown in communication or for unknown words or topics, and they may also be used to enhance effective communication.

Speaking strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. Canale (1983) encourages training in speaking strategies because learners must be shown how such a strategy can be implemented in the second language. Furthermore, learners must be encouraged to use such strategies (rather than remain silent) and must be given the opportunity to use them. (p.11)

Oxford (1990) further claims that 46 out of 62 strategies from her whole strategy taxonomy are useful for the learning of speaking. The strategies are summarized in Table 1.

. Because of its high degree of comprehensiveness (Ellis, 1994), as well as being the most detailed and systematic strategy taxonomy to date (Radwan, 2011), Oxford's (1990) general strategy taxonomy and list of strategies useful for the learning of speaking form the theoretical foundation in the study.

Table 1. Language learning strategies useful for speaking skills

Item	L2 Speaking Strategies (Oxford, 1990)	Group	Class
1	Placing new words into a context	Memory	Direct
2	Representing sounds in memory		
3	Structured reviewing		
4	Repeating	Cognitive	
5	Formally practising with sounds and writing systems		
6	Recognizing and using formulas and patterns		
7	Recombining		
8	Practising naturalistically		
9	Using resources for receiving and sending messages		
10	Reasoning deductively		
11	Translating		
12	Transferring		
13	Switching to the mother tongue	Compensation	
14	Getting help		
15	Using mime or gesture		
16	Avoiding communication partially or totally		
17	Selecting the topic		
18	Adjusting or approximating the message		
19	Coining words		
20	Using a circumlocution or synonym		
21	Overviewing and linking with already known material	Metacognitive	Indirect
22	Paying attention		
23	Delaying speech production to focus on listening		
24	Finding out about language learning		
25	Organizing		
26	Setting goals and objectives		
27	Identifying the purpose of a language task		
28	Planning for a language task		
29	Seeking practice opportunities		
30	Self-monitoring		
31	Self-evaluating		
32	Using progressive relaxation, deep breathing, or meditation	Affective	
33	Using music		
34	Using laughter		
35	Making positive statements		
36	Taking risks wisely		
37	Rewarding yourself		
38	Listening to your body		
39	Using a checklist		
40	Writing a language learning diary		
41	Discussing your feelings with someone else		
42	Asking for correction	Social	
43	Cooperating with peers		
44	Cooperating with proficient users of the new language		
45	Developing cultural understanding		
46	Becoming aware of others' thoughts and feelings		

5.5. Feedback

5.5.1. Definition of Feedback

In the context of teaching and learning languages, there is a big number of feedback definitions. Littlewood (1981) and Lewis (2002) both equaled feedback with telling learners about their progress and showing them their errors in order to guide them to areas for improvement. Other definitions of feedback is quoted by Berewot (2001:17) present that the feedback is the closing of a 'loop' in the learning process which serves to fix the leaning result and make it permanently available. It means that as students already accomplish their learning, they need correction, criticism, or even appreciation from any other sources to assess their learning result. From those two definitions, it can be concluded that feedback is beneficial to be provided for students to improve their performance from what they have learnt.

5.5.2. Forms of Feedback

Cohen (1999:109) proposes two forms of feedback. These are: written and oral feedback.

1) Written Feedback

In written feedback, comments, correction and/or marks are given to students' written work. The marks may be on words or quick symbols such as underlining, circles, and other signs. This form fits well with older students (late elementary through high school). Written information of students' efforts is more helpful when they are personalized or stereotyped and when they provide constructive information.

2) Oral Feedback

Oral feedback, also known as oral conference, refers to personal consultation between teacher and student during the evaluation of communication activities. The major problem in conducting this feedback is that the teacher needs to have sufficient time. Oral feedback fits well in younger students to pinpoint and correct the misconception immediately.

5.5.3. Sources of Feedback

Lewis (2002: 15-23) writes that there are three sources of feedback, namely, teacher feedback, peer feedback and self evaluation, which is equivalent with self-directed feedback.

1) Teachers

Teachers have been the main source of feedback both in oral or written languages in many classes (Lewis, 2002: 15). This situation also occurs in speaking lesson and according to Harmer (2001) when students have completed an activity, it is vital that teacher allows them to assess what they have done and then tell them what in teacher's opinion went well.

The best question in this case is when and how to give feedback in speaking lesson. It can be answered by considering carefully the effect of possible different approach. In line with this, Harmer also states that when students are in the middle of speaking task, overcorrection may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out

of difficult misunderstanding and hesitations and everything depends upon teacher tact and appropriate of the feedback they give in particular situations.

2) Peer

Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their speaking.

3) Self-Evaluation (self-directed feedback)

Self-evaluation means the students correct and evaluate their own mistake. It has some advantages, there are it may increase students' independence as they are supposed to find their own mistakes. Next, by finding their own mistakes, the students are expected to remember what mistakes they have done so they will not make the same mistakes later on. Moreover, self-evaluation saves time in a large class.

5.5.4. Types of Feedback

1) Immediate feedback

Immediate feedback refers to teachers' comments delivered on the spot when a mistake or a good point is made by students. Rodgers (2001) proposes that this feedback type is employed by teachers when the aim of the stage of the lesson is to promote accuracy, particularly during the drilling of the target language and during guided practice. Richards (1992) who was concerned about spontaneous correction asserts that it can help learners aware of the mistake straight away.

The advantages of using immediate feedback are that it enables teachers to give support or encouragement when students are confused about their making mistakes, when students need to be motivated and also the opportunity for immediate feedback to make sure the message was understood. Although immediate feedback has some advantages, it also has a weakness that is miscommunication. Sometimes what the students hear is not what is meant. The simplest words, for example, have a different connotation for the students. As stated by Richards (1992), he puts emphasis on the fact that sometimes immediate feedback type discourages learning from speaking as they may feel that every word in their speech is being judged.

2) Delayed feedback

Immediate feedback is not recommended in the fluency stage of a speaking lesson. In this case, delayed feedback should take place. Seeing that spontaneous feedback can backfire sometimes, it is suggested that techniques of delivering should be employed. Ur (2006) recommends that spontaneous feedback should be "unobtrusive" to avoid the interruption students' "flow". Another point as stated by Rodgers (2001) who may distinguish on-the-spot from delayed feedback is that whereas the former one tends to be used for individuals' performance, the latter is for group work. Although delayed feedback has the advantage that is it is not backfire the students, this kind of feedback also has the weakness. Teachers give delayed feedback after the students' performance; it means that the feedback is too late to be received by the students. And in the speaking activity sometimes students forget the mistakes that they have made.

As mentioned before feedback can be delivered immediately or with delays. By looking to the advantages and disadvantages of each types of feedback the researcher concerns on the giving of immediate oral feedback by the teachers. This concern is based on the limitation of the study in Chapter 1 and also in reality in the classroom speaking activity the teachers often use immediate oral feedback to give comment, correction and also praise to the students to make sure that the feedback would be accepted.

5.6. Teaching materials

Materials play a very important role in the teaching and learning process, as Tomlinson (1998) says, they can help teachers and students to develop more critical thinking, or to construct ideas about language and its linguistic communities. In the case of traditional conceptions, teaching materials tend to be considered as instruments to access the target language. They are a means of dealing with grammar, syntax, phonetics, and cultural matters, among others.

Conceiving teaching materials as instruments is an idea supported by theories related to input. "A teaching material is considered anything which is used by the teacher or learners to facilitate the learning of a language. Materials could be cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks or photocopy exercises. They could also be newspapers, food packages, photographs, and instructions given by a teacher, tasks written on cards", among others (Tomilson, 1998, p. 5). In other words, they can be anything which is used to increase the learners´ knowledge and experience of the language.

Teaching materials are more than accessing cognitive target instruments. Far from the idea of mere instruments, materials are ideological constructions to deal with language matters and the world. Accordingly, materials help teachers conform particular systems of values regarding the language and culture in study. Like tests, teaching materials are full of discourses about what language is, what its study should cover, and what teachers and students should know and learn. In this regard, "didactic materials are cultural reproductions and reproducers because they serve as fillers selecting that knowledge and truth in favor of the dominant class´interests" (Torres, 1999, p. 38).

Also, teaching materials can decide the opinion of the world that students and teachers construct in regards to linguistic aspects such as grammar, syntax and pronunciation. Moreover,   "the importance of didactic materials is that it facilitates the access to certain contents but that it conditions the message" (Parcerisa, 1999, p. 38).

5.6.1. Didactic materials

Didactic materials refer to any kind of resources which help students and teacher achieve their goals throughout the whole learning process. There are two different types of didactic materials, learning and teaching. Learning materials are the ones that support learners during their process (books, games, worksheets, etc.). And teaching materials provide academic staff with tools to guide and support student´s learning process.

5.6.2. Materials development

Teachers have realized that a whole industry has been built up around changing teaching resources ad methodologies. Considerable attention is now being

paid to develop instructional materials and recognize the importance of teaching resources and strategies used to maximize students´s language learning (Tomilson, 2000, p. 358).

Most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning process needed by EFL/ESL learners. For many decades, materials development was merely the production accompanying a wide range of learning resources to illustrate methods. However, things have started to change due to teahers´ awareness of two issues. First, the huge production in the interest of methodologies and materials used for teaching; and second, the importance of including students voices in order to update teaching materials in terms of the ways learners would like to learn and what they need to learn in today´s increasingly globalized world (Aldana, et. al, 2011)

5.6.3. Teaching speaking and materials

When teaching speaking, teachers should consider if materials and textbooks they use reflect the features of spoken language both in their recorded and transcribed forms.

More than thirty years ago, Crystal and Davy (1979) complained of the tendency of textbooks not to be real: People in textbooks, it seems, are not allowed to tell long and unfunny jokes, to get irritable or to lose their temper, to gossip (especially about other people), to speak with their mouths full, to talk nonsense, or swear (even mildly). They do not get all mixed up while they are speaking, forget what they wanted to say, hesitate, make grammatical mistakes, argue erratically or

illogically, use words vaguely, get interrupted, talk at the same time, switch speech styles, manipulate the rules of the language to suit themselves, or fail to understand. In a word, they are not real. (p. 3)

All these features are still deliberately being omitted from language teaching and simplified and unauthentic materials are used. According to Burns and Joyce (1997), authentic materials create a false impression of speech presenting them with "unrealistic models of spoken interactions" (1997: 87).

Burns and Joyce (1997) claim that: If the overall aim of language programs is to prepare students to use spoken language effectively in social situations, then teachers need to present students with authentic spoken texts in the classroom. This may include the use of recordings and transcripts of authentic discourse. Teachers need to know how authentic texts differ from scripted and semi-scripted texts and how to use this knowledge to assist second language learners to develop speaking skills. (p. 85)

5.6.4. Media in Teaching and Learning Process

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer et al (2010) states media such as slides and

films delivered information in more concrete and therefore more effective ways than lectures and books did.

Media is part of communication. Whenever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences (Kamaludin, 2009).

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media those are appropriate to the students in the teaching and learning process. According to Smaldino et al (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. The use of videos in the teaching and learning process can be more communicative than long explanation, or it can supplement the teacher's explanation. Besides, videos can make students motivated and attracted to the teaching and learning process. Richards and Renandya (2002: 364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.

It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, using media is

meaningful and clear for the students because they become more creative to various to do various activities, for example, creating an interesting learning atmosphere and solving limited space which increase students' motivation.

Teaching and learning process cannot be separated from the use of media because media are considered as teacher's language. Media are tools that facilitate the tasks of language learning. One of the media that can be used in the teaching and learning process is video. According to Harmer (2001), videos can help students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, and also uniquely bridge the cross culture understanding. It is stated clearly that videos can support the teaching and learning process. Besides, video can combine the audio and visual elements that other media cannot do. Therefore, the students can learn a language by listening how native speakers pronounce some words and also by observing their facial expressions. These advantages can be maximally used in teaching and learning of speaking to improve the students' speaking skill.

VI.   RESEARCH QUESTIONS

To guide the study to achieve its purposes, 4 research questions were developed. The questions are as follows:

1. What kind of speaking strategies students use the most?

2. Are speaking strategies effective on students learning?

3. What type of feedback is used while practicing speaking activities?

4. What type of teaching materials is the teacher using to develop communication skills in the classroom?

VII.   RESEARCH METHODOLOGY

The methodology adopted for this research consists on a survey questionnaire, the teacher´s interview and a classroom observation which were designed taking into consideration the specific objectives and variables of the research problem found at 8th grade in Maria del Socorro Ponce Chavarria High school located in the capital city of Managua, District V, II Semester of 2014.

7.1. Research Method

The research method for this study is quantitative. Quantitative methods can be used for pilot studies, to illustrate the results of a statistical analysis, in mixed methods studies, and in independent qualitative research projects (c.f. Denzin & Lincoln, 1998). On the other hand, the class of research method for this study is transversal which means that involves a representative subset at one specific point in time.

7.2. Population and Sample

Students of 8th grade that are currently learning English were selected to carry out the present study. This population belongs to the only class group in the school and those students are divided according to gender in 18 girls and 12 boys. The sample was 10 students out of the hole group. The students that took the survey were selected randomly and emphasis was put to gender, so boys and girls had equal opportunities.

7.3. Instrument

The instrument is intended to provide academic and non-academic information for policy makers to assist them in making informed decisions. It consists on a paper-based survey which contains multiple choice and open-ended questions. Most multiple choice questions use ranking scales where Likert scale was taken into consideration.

For the purpose of this research, three instruments were designed: teachers´ interview instrument, students´ survey instrument and a classroom observation. The questions range from general to basic ones.

7.3.1. Teacher´s interview instrument

The purpose of this instrument is to get the perspectives the English teacher has regarding speaking activities and find out the main strategies and resources used while teaching speaking. On these terms, most of the questions of this instrument are open-ended. The instrument is divided into five sections: the first one asks personal information and labor experience regarding teaching English;The second one inquires about academic data which is intended to know teacher´s educational background; The third one investigates about the English speaking activities performed in class; The fourth one has questions related to strategy use; Finally, the fifth one explores the teaching resources that are being used in order to help students to develop their Speaking skills. In this way, this tool was applied to the English teacher in English.

7.3.2. Students' survey instrument

The objective of this instrument is to get the perspectives students have about teachers' strategies and resources used in speaking activities that can be very helpful to improve their classes. In this way, it will be determined how effective the English speaking strategies are and their influence on students learning. Besides, it will indicate how important the teaching resources are on the development of students´ speaking skills. This survey is divided into fourth sections: the first one explores about the speaking strategies students use in English classes; The second one determines the effectiveness of these strategies; The third one will get the types of feedback during speaking activities; Lastly, the fourth one will specify the resources students currently use. This survey was design in English but it will be applied in Spanish. However, the data collected will be processed in English.

7.3.3. Classroom observation

Observation is a qualitative data collection procedure of gathering open-ended, direct information by observing participants in order to identify and record behavior and interactions occurring at research site (Creswell, 2005; Glatthorn & Joyner, 2005). One of the main strengths of conducting observations is that allows the research to gather data that covers in real time and encompass the entire context of an event (Corpuz, 2011).

The classroom observation guide helps to identify the weaknesses of the teaching-learning process during speaking activities. This tool will support the findings of the teacher´s and students´ instrument. There were four classroom observations during a period of four weeks (once per week). This instrument is divided into three main sections: The first one evaluates the effect of the English

speaking activities practiced during English classes; The second one describes the strategies that are being used in order to help students to develop speaking skills; Finally, the third one indicates the usefulness of teaching resources.

7.4. Instrument validity and reliability

To establish the validity of the instrument, Professor Manuel Rivera who was tutoring this study, conducted a review of the items and suggested a lot of modifications which were valuable for a good elaboration of this project research during this process.

On the other hand, a pilot study was performed utilizing students of 8th grade who belong to the school and receive English classes. The purpose of this was to find out how well they understood directions and questions facilitated in the survey questionnaire. Consequently, little modifications were applied to it.

7.5. Data processing and analysis

To perform the data analysis and address the research questions a Microsoft Excel Version 2010 was used to design graphics, tables, and charts, among others. This program helped to process the results obtained from the teacher´s survey, student´s survey and the classroom observation instrument. Besides, the program was involved in measurements of frequencies as well as percentages and their corresponding interpretation.

On the other hand, the instrument helped to measure the variables with its respective indicators. *Table 2* shows each objective with its respective variables and indicators. It also demonstrates the different instruments used to get the results of the present study.

Table 2. Variables Matrix

Specific Objective	Variable	Indicators	Instruments
To identify the strategies that are being used in English classes to help students develop their speaking skills.	Strategies applied in English classes	• Type of speaking strategies • Types of speaking activities • Frequency of speaking activities • Importance of speaking activities	• Classroom Observation • Teacher´s Interview • Students survey
To describe the effect of the English speaking strategies on students.	Effectiveness of the English Speaking Strategies	• Level of satisfaction • Effectiveness of speaking strategies • Speaking inside and outside the classroom	• Students Survey
To know the types of feedback delivered by the teacher during speaking activities.	Types of Feedback	• Immediate and delayed Feedback	• Classroom Observation • Teachers Interview • Students survey
To explain the infuence of teaching resources in the development of students speaking skills.	Influence of the teaching resources	• Type of teaching materials • Frequency of use • Importance of teaching resources	• Classroom Observation • Students Survey • Teachers Interview

VIII.   RESULTS AND DISCUSSION

This section provides a discussion of the key findings of the study. It consists on three sections. the first one discusses the speaking strategies applied in classes and has three subsections: the first subsection identifies the main speaking strategies currently applied in speaking lessons; the second subsection includes what speaking activities students practice the most; enventually, in subsection three is discussed how effective are speaking strategies on students learning.

The second section explains the types of feedback delivered by the teacher during speaking activities. Finally, the third section describes the influence of didactics materials the development of the speaking skills of students.

8.1. Strategies applied in English classes

8.1.1. Speaking strategies

The results show that there were several speaking strategies applied in class but it also lacks important ones. *The tables 3 and 4* represent the speaking strategies used in English classes based on Oxford´s taxonomy (1990). Adittionaly, all the speaking activities reported in the teacher´s interview, the student´s survey and the classroom observation are placed. *Figure 8* clearly reveals that out of the 46 strategies stablished by Oxford (1990), only 14 strategies are applied in English classes which represents 30%. It was also found that the teacher does not implement any new speaking strategy by his own. With respect to the tables and *Figure 8*, the colour blue highlights the speaking strategies and their corresponding activities applied in English classes, whereas the colour green shows the strategies that were not applied.

In this study, students actively practice memory and congnitive strategies that correspond to direct strategies. Basically, these strategies are related to learning and applying techniques. Consequently, in this school, students as well as the teacher are more focused on the ability to speak English rather than managing learner´s feelings. On the other hand, affective and social strategies are not used at all which means the students´emotional needs are not taken into consideration. This is important because it helps them to interact and help each other, specially in speaking where students tend to be shy. So, teaching is not only having class and acquire knowledge but also provide a positive, funnier and relaxed environment where students open up easily.

This result is similar to the finding of Ambrosi (2007) who found out a higher use of cognitive and compensation strategies in secondary school. She argues that secondary school learners are less spontaneous and not independent enough in choosing the most appropriate strategy that improves their success.

On the contrary, most studies differ with the findings in this study because adult learners have a tendency to use metacognitive strategies. So, the studies of Sri Wahyuni (2013), Lee and Oxford (2008) and Riazi (2007) reveal that students favoured metacognitive strategies the most and memory strategies the least.
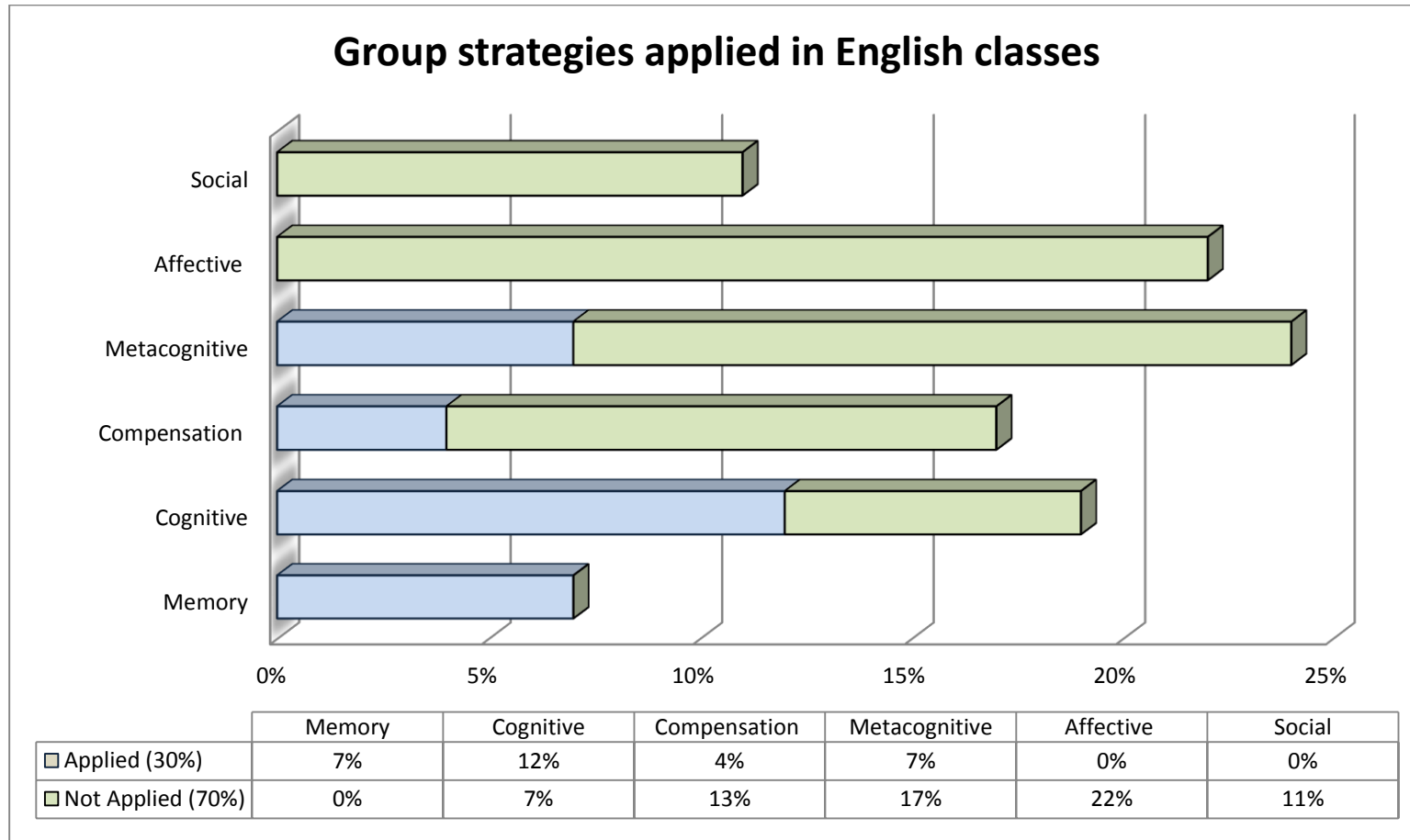
Table 3. List of Direct strategies useful for the learning of Speaking in English classes

Classes	Strategy Group	L2 Speaking Strategies (Oxford, 1990)	Actual Speaking Activities in Class
D I R E C T S T R A T E G I E S	M E M O R Y	Placing new words into a context	Worksheets, pamphlets, readings.
		Representing sounds in memory	Communication inside and outside the classroom, worksheets (associating terms)
		Structured reviewing	Practicing vocabulary, worksheets, feedback.
	C O G N I T I V E	Repeating	Vocabulary, pronounciation exercises
		Formally practising with sounds and writing systems	Sing a Song
		Recognizing and using formulas and patterns	Worksheets (completion exercises)
		Recombining	None
		Practising naturalistically	Interviews, Speeches.
		Using resources for receiving and sending messages	Radio, cellphones, Internet resources
		Reasoning deductively	None
		Translating	Pre-communicative stage of a speaking lesson
		Transferring	None
	C O M P E N S A T I O N	Switching to the mother tongue	None
		Getting help	Discussions, Debates, Interviews, speeches
		Using mime or gesture	None
		Avoiding communication partially or totally	Discussions, Debates, Interviews, speeches
		Selecting the topic	None
		Adjusting or approximating the message	None
		Coining words	None
		Using a circumlocution or synonym	None
	Strategy Group	**New L2 Speaking Strategies (Added by the teacher)**	**Actual Speaking Activities in Classes**
	-	None	None

Table 4. List of Indirect strategies useful for the learning of Speaking in English classes.

Classes	Strategy Group	L2 Speaking Strategies (Oxford, 1990)	Actual Speaking Activities in Classes
I N D I R E C T S T R A T E G I E S	M E T A C O G N I T I V E	Overviewing and linking with already known material	Dialogues, debates, pronunciation exercises.
		Paying attention	Discussions, debates, dialogues, role plays, readings.
		Delaying speech production to focus on listening	Speech
		Finding out about language learning	None
		Organizing	None
		Setting goals and objectives	None
		Identifying the purpose of a language task	None
		Planning for a language task	None
		Seeking practice opportunities	None
		Self-monitoring	None
		Self-evaluating	None
	A F F E C T I V E	Using progressive relaxation, deep breathing, or meditation	None
		Using music	None
		Using laughter	None
		Making positive statements	None
		Taking risks wisely	None
		Rewarding yourself	None
		Listening to your body	None
		Using a checklist	None
		Writing a language learning diary	None
		Discussing your feelings with someone else	None
	S O C I A L	Asking for correction	None
		Cooperating with peers	None
		Cooperating with proficient users of the new language	None
		Developing cultural understanding	None
		Becoming aware of others' thoughts and feelings	None
	Strategy Group	New L2 Speaking Strategies (Added by the teacher)	Actual Speaking Activities in Classes
	-	None	None

Figure 8. Group strategies applied in English classes

Group strategies applied in English classes

|	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
☐ Applied (30%)	7%	12%	4%	7%	0%	0%
☐ Not Applied (70%)	0%	7%	13%	17%	22%	11%

8.1.2. Classroom speaking activities

a) Types of speaking activities

When asked the types of speaking activities practiced in the classroom, students answered that dialogues (25%), role plays (21%), readings (19%), singing songs (10%) are the most used activities *(Graphic 1)*. With regard to dialogues and role plays are activities where there is interaction and the students have the opportunity to practice fluency, accuracy and also feel confident. As a result of this, they learn speaking and listening which are two essential speaking skills. Usually, these activities take extended periods of time (two minutes or more).

It is also noticed that readings have a higher score with respect to other activities that are more important in teaching speaking such as pronunciation exercises (5%) and speeches (2%). Readings can be done at home and more focused should be put on practice speaking skills.

Unfourtanetly, singing songs represents a low score (10%) but this activity is crucial to make students improve their pronounciation and become fearless at the moment of speaking. On the other hand, there are not activities related to picture describing or pictorial techniques that are relevant to improve students´ competence in speaking.
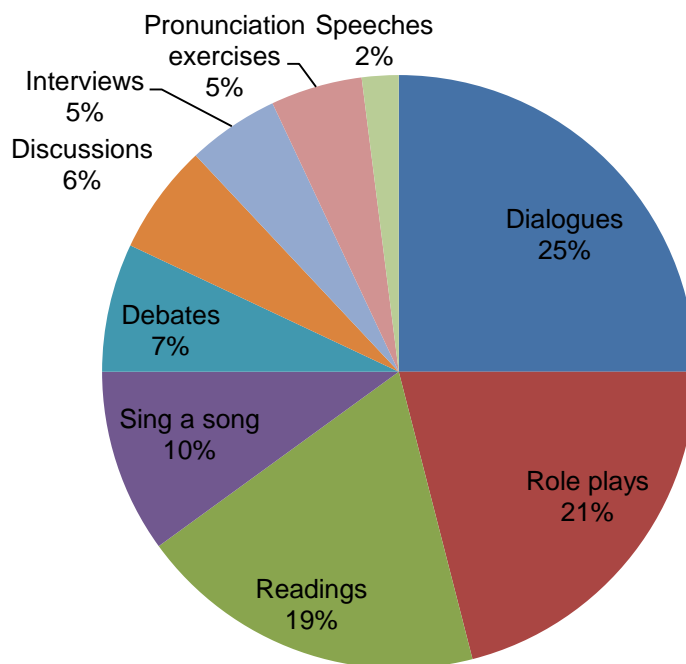
*Graphic 1.* Different speaking activities practice in English classes

b) Frequency and importance of speaking activities

Concerning the frequency of speaking activities *(Graphic 2)*, 50% of students agree that sometimes the teacher conduct speaking activities in the classroom. It seems that the other half of students perceive the teacher barely plans speaking activities or he does not do it at all. These results stablish that about half of students (almost never with 33% and never with 17%) are not aware about the speaking strategies which can be detrimental for their learning.

Even though the frequency of speaking activities is questionable, *Graphic 3* demonstrates that most students (72%) recognize these are very important. This shows how well students feel in the improvement of their spoken language proficiency.
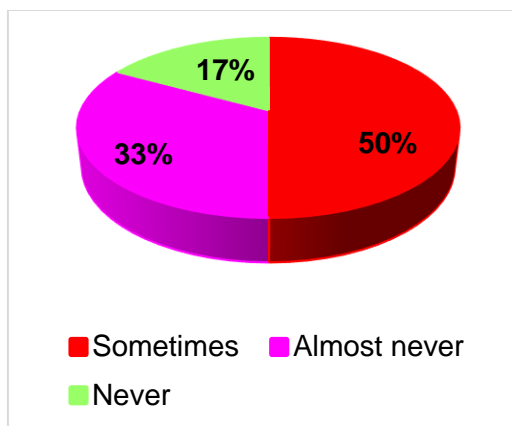
Graphic 2. Frequency of speaking activitites
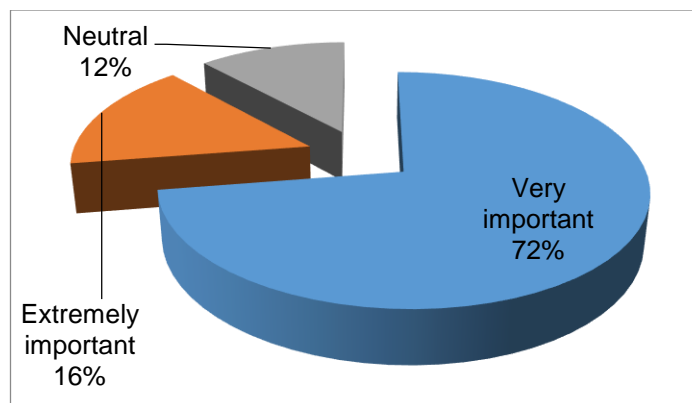
Graphic **3. Importance of speaking activities**
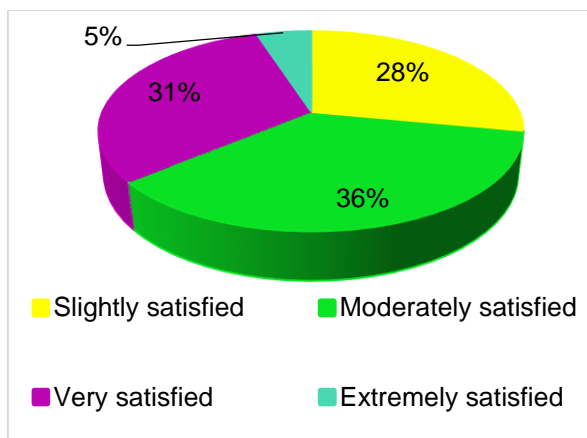
8.2. Effectiveness of English speaking strategies on students´ learning

### 8.2.1. Level of satisfaction and effectiveness of speaking strategies

When asked if students felt satisfied with the delivery of speaking lesson, 36% of them answered they were moderately satisfied, followed by 31% of students who felt very satisfied. *Graphic 4* shows the level of students´ satisfaction with respect to English classes. It seems students are somehow disappointed and they wish there were more variety of speaking activitites and therefore, more effective use of strategies. So, putting more effort in these activities would be enjoyable for students.

Concerning the effectiveness of speaking strategies on students´ learning, 35% of students considered them very good and 31% accepted they were good *(Graphic 5)*. This is due to the fact that speaking activites helped students to develop

communication skills. As it was presented in *Graphic 1, 2 and 3*, everything indicates that a frequent use of strategies makes successful learners.


Graphic 4. Satisfaction with the teacher
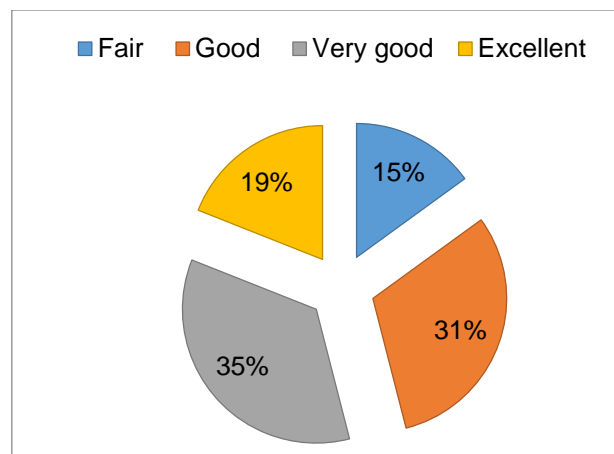
Graphic 5. Effectiveness of speaking activities

## 8.2.2. Speaking outside and inside the classroom

This section is intended to know if speaking strategies go beyond classroom activities. So, this is important because reveals how these affect students´attitudes towards speaking.

Graphics 6 and 7 show that most students never speak English either inside (83%) or outside (66%) the classroom. These students have demonstrated not to feel any interested for developing their speaking skills. However, both Graphics reveal that the small amount of students who speak English do it more outside than inside the classroom. This is due to the fact that they have friends which speak English and sometimes they try to talk with them in a foreign language. Nevertheless, *Graphic 8* indicate these students feel shy (66%) or nervous (34%) when they speak. They argue it is natural to feel in that way while communicating in front of others. So, it is necessary to work on it.

Even though the strategies applied in class are a few, these have a little impact on students in a way that they develop cultural understanding and become aware of others' thoughts and feelings. Students have some interest in speaking outside the classroom that is why it is priority to implement affectice and social strategies in English classes.
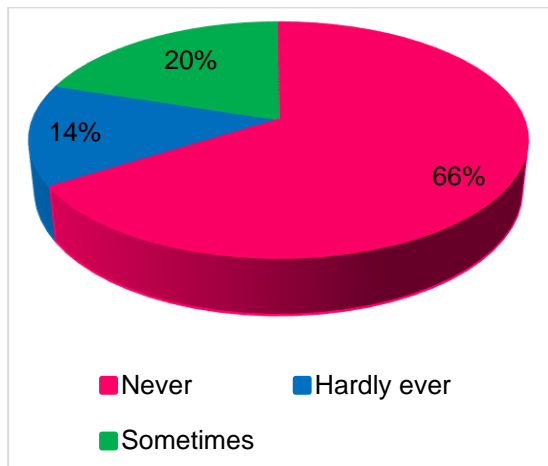
Graphic 6. Students speak outside the classroom.
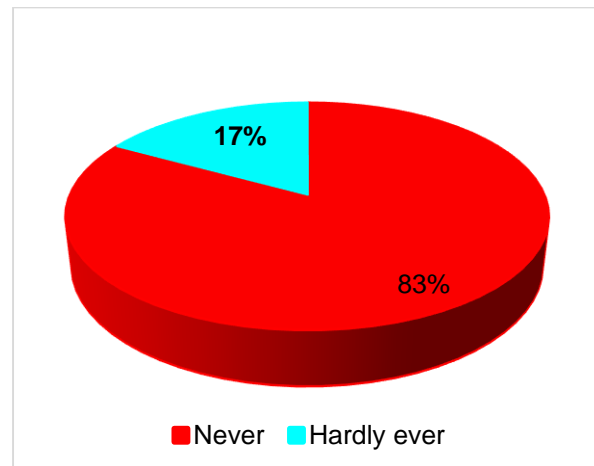
*Graphic 7.* Communication among classmates inside the classroom.
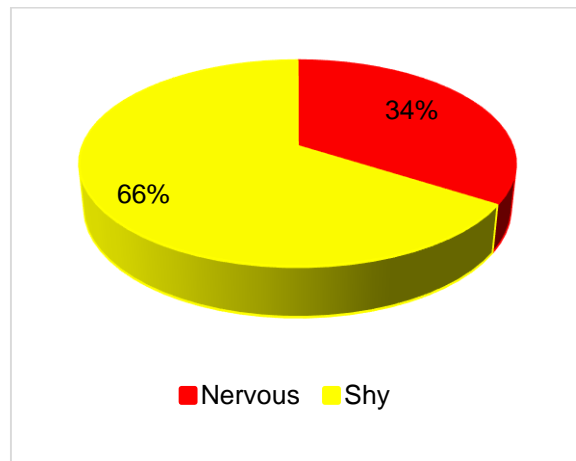
Graphic 8. Students feelings when they speak in public.

8.3. Feedback in speaking lessons

In the classroom the teacher can use a variety of types of feedback when speaking activities take place. *Graphic 9* shows that 66% of students confirm that the teacher corrects them during the developing of speaking activities which means he mostly uses immediate feedback. For instance, giving students feedback without delays allows teacher´s help and encouragement. On the other hand, 34% of students responded they received correction at the end of the activity, so, in this case, delayed feedback is portrayed.

No matter if the feedback is given at the end or during the activity, what is important is that this should be executed according to the type of speaking activity. For example, if a teacher wants to correct a student while singing a song, it is better to wait at the end. On the contrary, if a student works with pronunciation exercises, the best is correct them immediately.
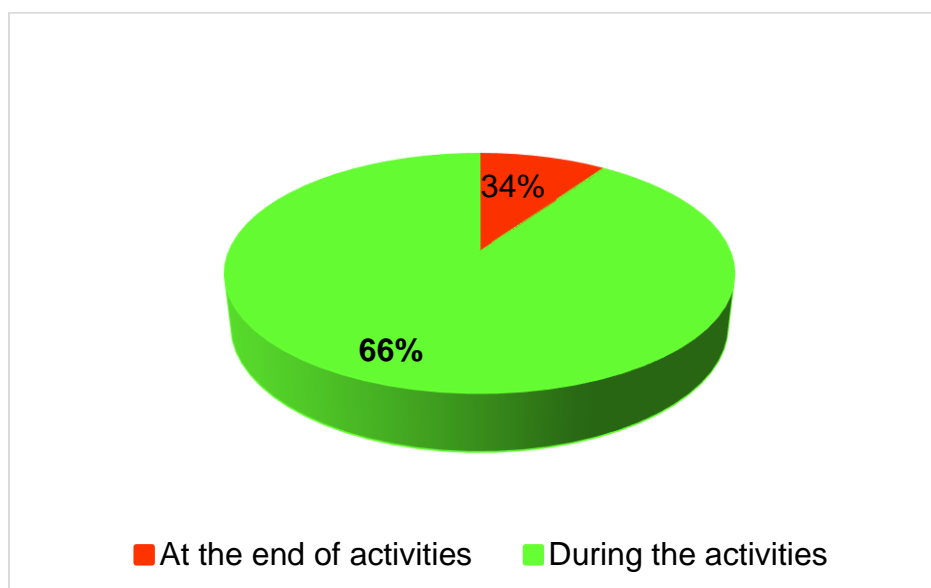

Graphic 9. Correction time of students.

8.4. Influence of teaching resources in the development of speaking skills

8.4.1. Use of didactic materials

It is noticed in *Graphic 10* that worksheets (32%), pamphlets (17%) and the radio (21%) are the teaching resources mostly used. Conerning speaking, these materials are good but not enough to develop speaking skills. So, during the classroom observation, it was found out that the English class lacks important materials to learn speaking such as flascards and media (e.g.recording, video).

In the school, there is a lab available for students and it is necessary to take advantage of that resource.
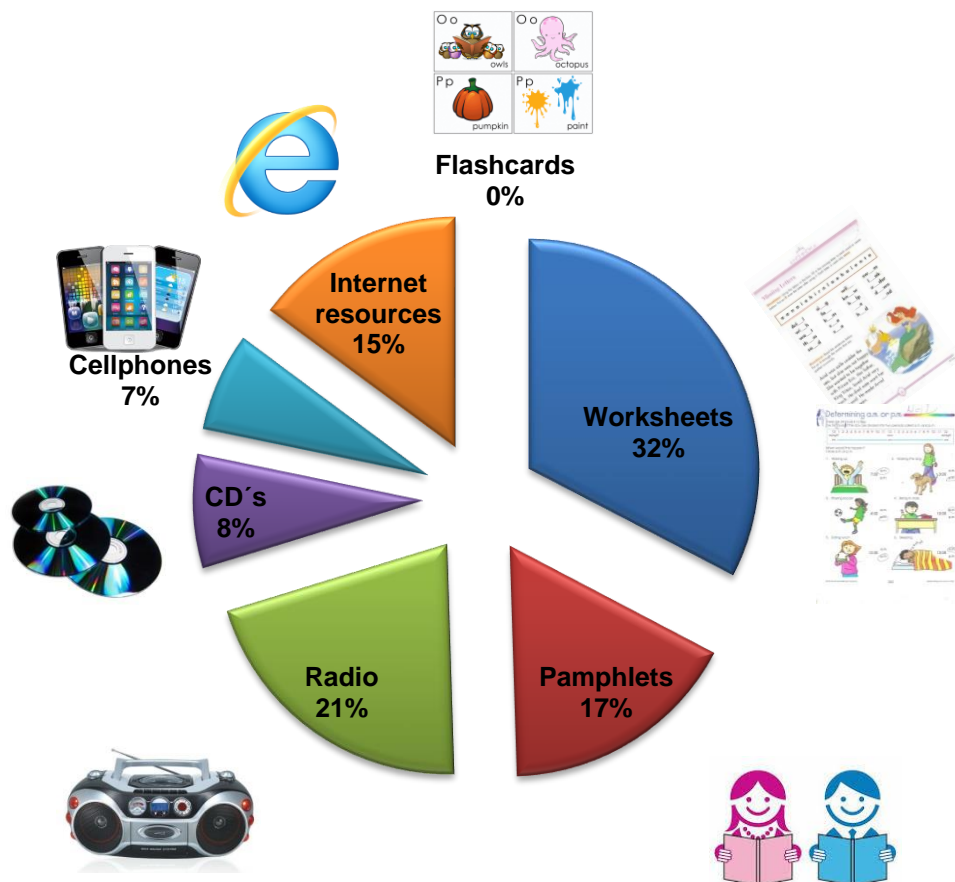
Graphic 10. Teaching resources used in English classes.

8.4.2. Frequency and importance of teaching resources

In *Graphic 11,* it is observed that teaching resources are mostly used once a week (70%). However, 65% of students considered them very important and 8% think these are extremely important (*Graphic 12).* All this is crucial because materials helped students to participate more in class and overcome difficulties. It was observed that students feel they improve their speaking and listening if materials are linked with activities.

Graphic 11. Frequency of use of teaching resources*.*
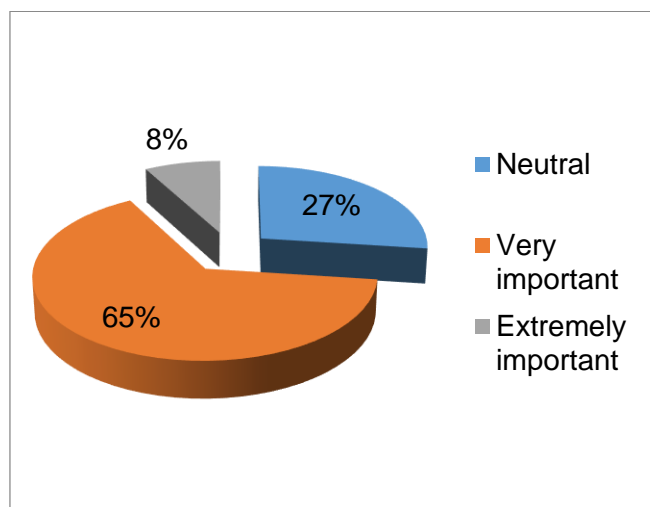
Graphic 12. Importance of teaching resources.

IX.   CONCLUSIONS

Concerning the overall strategy use, it is concluded that, the findings of the present study clearly demonstrated the application of direct strategies more than indirect strategies during English classes which means these are largely ignored.

With reference to the strategy groups, the memory and cognitive strategy groups were revealed to be the ones students favored the most. Nevertheless, affective and social strategy groups were not applied at all.

Dialogues, role plays and readings were the most implemented activities in English classes which helped students to improve their fluency, accuracy and self-confidence. However, these are not enough to develop students´ competence in speaking.

The study showed that the frequency of speaking activities is very low which points out that little time and preparation is dedicated to them; nonetheless, most students recognize activities are very important because they have better language proficiency.

Most students are disappointed with the delivery of speaking lessons; however, when activities are practiced, students accept they are highly beneficial due to the fact that helps them to develop communication skills.

The majority of students never speak English either inside or outside the classroom. On the other hand, there are a few students who have a high interest in speaking English but they feel shy when they do it. The positive thing about this is that these students develop socio-cultural competences through interaction with other people out of the school.

The results have suggested most students perceived immediate oral feedback whereas a few of them recognized delayed feedback. When it comes to feedback, the type of speaking activity must be considered because none of the types of feedback is better or worse than the other.

Worksheets, pamphlets and the radio were the most used material in English classes. These materials are helpful but not enough to ensure effective communication. Additionally, they are utilized once a week even though most of students considered them very important.

X.   RECOMMENDATIONS

It is recommended to increase the overall strategy use and therefore, a greater number of strategy categories which will be influential in students´ language performance. Besides, the teacher can implement new strategies by his own.

The teacher should implement affective and social strategies which would address classroom interaction, increase learning motivation and oral practice but above all treat students' emotional problems.

It is necessary that students perform activities that improve competence in speaking such as picture describing, picture sequencing, and storytelling, among others. Pictorial techniques promote discussions and also help students understand the informational and cultural background of various topics.

There is need to increase the frequency of speaking strategies and clear orientations must be given before their implementation. So, students would be aware of activities´ objectives. On the other hand, students talking time may be increased.

In order to increase the level of satisfaction, the teacher should be more creative and involve students´ interests and perceptions in the delivery of speaking activities. So, if students´ opinions are considered, they become protagonists of the English atmosphere in the classroom.

The results suggest the application of social strategies, specially, on students with low interest in speaking. So, it is necessary to carry out activities that are funny and reduce students´ fear in front of their peers; For example, games and unscripted role plays could empower students to communicate independently, made them feel comfortable and foster interaction with one another.

The teachers as well as students need to involve speaking activities not only inside the classroom but also out of it and, if possible, contact other people who can help to facilitate learning.

Students should be corrected according to the speaking activities they perform. Therefore, the teacher needs to make appropriate decisions, taking into consideration that different types of feedback tend to benefit different types of students.

It is recommended that the teacher should not be the only source of feedback; peers can also take part in correcting oral mistakes. This is beneficial because it allows the learner to play an active role in the correction time; students become less teacher-dependent and increase their self-confidence. Besides, the teacher obtains information about learners" current abilities.

It is necessary to continue designing activities and implementing new materials (specially, media) for helping those students that have difficulties and are reluctant to speak. Additionally, technology is a tool and a medium that facilitates language teaching and students´ learning.

Teaching materials must be highly linked to speaking activities, and these, as well be enjoyable. Besides, students can take part in choosing materials that best fit their interests.

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XI. ANNEXES

Annex 1.
Students´ Survey
Instrument in English

Universidad Nacional Autónoma de Nicaragua
UNAN-MANAGUA

Faculty of Education and Languages
English Department
Survey Questionnaire for Students

This survey is intended to know the speaking strategies practice during Speaking lessons. Adittionally, to find out how students develop speaking skills during the execution of speaking activities in the classroom.

CASE NUMBER:

I. Speaking strategies

Use a tick (✓) to indicate your response where appropriated

1. What kind of activities does the teacher use to develop speaking in the classroom?

Pronunciation Exercises ☐   Dialogues ☐   Interviews ☐

                              Readings ☐   Speeches ☐

Debates ☐   Sing a song ☐   None ☐

Role Plays ☐   Discussions ☐   Other_____

2. How frequently do you practice English speaking activities?

Never ☐   Almost never ☐   Sometimes ☐

Almost every time ☐   Every time ☐

3. How important are the English speaking activities for you?

Not at all important ☐   Low importance ☐   Neutral ☐

Very important ☐   Extremely important ☐

II. Effectiveness of speaking strategies

1. Are you satisfied with the way teacher develop speaking lessons?

Not at all satisfied ☐   Slightly satisfied ☐   Moderately satisfied ☐

Very satisfied ☐   Extremely satisfied ☐

2. How do you evaluate speaking strategies during English classroom?

Excellent ☐   Very good ☐   Good ☐   Fair ☐   Poor ☐

3. How often do you try to speak with your classmates inside the classroom?

Always ☐   Sometimes ☐   Hardly ever ☐   Never ☐

4. How often do you try to speak with your classmates or friends outside the classroom?

Always ☐   Sometimes ☐   Hardly ever ☐   Never ☐

5. How do you feel when you speak English in front of your classmates, friends and teacher?

Shy ☐   Nervous ☐   Ashamed ☐   Self Confidence ☐

Other_____

III. Feedback during English classes

1. When does your teacher correct your oral mistakes?

During the activities   ☐   At the end of the activities ☐

At the end of class   ☐   In Private ☐

2. How often does the teacher give you feedback when you mispronounce some words, expressions or sentences?

Always ☐   Sometimes ☐   Hardly never ☐   Never   ☐

IV. Teaching Resources

1. Choose the materials that teacher provides during development of speaking activities.

Worksheets ☐   Pamphlets ☐   Radio ☐   CD´s ☐   Cellphones ☐

Internet resources ☐   Flashcards ☐   Other_____

2. How frequently does the teacher provide you with materials during the development of speaking a ctivities?

Never ☐   Hardly never ☐   Once a week ☐   Twice a week ☐

3. How important are materials for you?

Not at all important ☐   Low importance ☐   Neutral ☐

Very important ☐   Extremely important ☐

Thanks for your collaboration!

Annex 2.

Students´ Survey Instrument in Spanish

Universidad Nacional Autónoma de Nicaragua
UNAN-MANAGUA

Facultad de Educación e Idiomas
Departamento de Inglés
Encuesta de los estudiantes

El objetivo de esta encuesta es conocer la estrategias de enseñanza del habla del Inglés que aplica el maestro en las diversas actividades en el salón de clase. Además, conocer como los estudiantes desarrollan habilidades linguisticas del idioma Inglés.

N° DE CASO:

I. Estrategias del habla utilizadas por el profesor

Marque con un check (✓) en el lugar que corresponda

1. ¿Qué tipo de actividades utiliza el maestro para desarrollar el habilidades del habla Inglés en el salón de clases?

Ejercicios de pronunciación ☐   Discusiones ☐

Debates ☐   Entrevistas ☐

Dramatizaciones ☐   Discursos ☐

Dialogos ☐   Ninguno ☐

Lecturas ☐   Otro_____

Cantar una canción ☐

2. ¿Con que frecuencia se practican actividades del habla del idioma Inglés?

Siempre ☐   Casi siempre ☐   A veces ☐

Casi nunca ☐   Nunca ☐

3. ¿Qué tan importante son las actividades del habla del idioma inglés para ti?

Muy importante ☐   Importante ☐   Moderadamente importante ☐

Poco importante ☐   Nada importante ☐

II. Efectividad de las estrategias del habla del idioma Inglés

1. ¿Estas satisfecho con la manera en que tu maestro desarrolla las clases de habla del idioma Inglés?

Totalmente satisfecho ☐   Muy satisfecho ☐   Satisfecho ☐

Poco satisfecho ☐   Insatisfecho ☐

2. ¿Cómo consideras las estrategias del habla Inglés que el profesor emplea en el salón de clases?

Excelente ☐   Muy bueno ☐   Bueno ☐   Pobre ☐   Deficiente ☐

3. ¿Con que frecuencia tratas de hablar Inglés con tus compañeros dentro del aula de clase?

Siempre ☐   A veces ☐   Casi nunca ☐   Nunca ☐

4. ¿Con que frecuencia tratas de hablar Inglés con tus compañeros o amigos fuera del aula de clase?

Siempre ☐   A veces ☐   Casi nunca ☐   Nunca ☐

5. ¿Cómo te sientes cuando hablas inglés frente tus compañeros y maestro?

Tímido(a) ☐   Nervioso(a) ☐   Avergonzado(a) ☐   Seguro(a) ☐

Otro_____

III. Retroalimentación

1. ¿Cuándo el profesor corrige los errores de pronunciación cuando hablas Inglés?

Durante las actividades ☐   Al finalizar las actividades ☐

Al final de la clase ☐   En privado ☐

2. ¿Con cuánta frecuencia el profesor da retroalimentación cuando ustedes pronuncian mal algunas palabras, expresiones u oraciones?

Siempre ☐   A veces ☐   Casi nunca ☐   Nunca ☐

IV. Recursos didácticos

1. Marque el tipo de materiales didácticos que el profesor facilita durante el desarrollo de las actividades del habla.

Folletos ☐   Radio ☐   Figuras ☐

Hoja de trabajo ☐   CD´s ☐   Internet ☐

Otros_____

_____

2. ¿Con qué frecuencia el profesor facilita materiales didácticos durante el desarrollo de las actividades del habla?

Nunca ☐   Casi nunca ☐   Una vez por semana ☐

Dos veces por semana ☐

3. ¿Qué tan importante son los recursos didácticos durante el desarrollo de las actividades del habla?

Muchisimo ☐   Mucho ☐   Poco ☐ Nada ☐

!Gracias por su colaboración!

Annex 3.
Teacher´s Interview Instrument

Universidad Nacional Autónoma de Nicaragua
UNAN-MANAGUA

Faculty of Education and Languages
English Department
Interview Questionnaire for the teacher

The purpose of this instrument is to determine the main speaking strategies the teacher uses during English classes and how these influence students´ learning. In this way, it will also serve to explore the teaching resources applied in the course of speaking activities. The results will be crutial to improve speaking lessons and also develop students´ speaking skills.

I. Personal Information

Use a tick (✓) to indicate your response where appropriated

a) Gender   b) Age:_____

Male ☐   Female ☐

II. Academic Data:

1. Degree Obtained

English courses ☐   Degree in ☐   Ph.D. ☐
                       English   Other:

Undergraduate ☐   Master´s degree ☐   _____
English student   _____

2. Labor

1) Working Experience: _____   2) Working as a English teacher _____

3. Have you study anything related to speaking? If Yes, explain.

No ☐   Yes ☐ _____

III. English speaking activities.

1. **When do you plan your English class, do you stop thinking in your classroom needs?**

_____
_____
_____
_____
_____

2. **Do you check homework before starting a new topic?**

_____
_____
_____
_____
_____

3. **How well your students do regarding speaking activities? Do students improve their speaking skills? And what are your thoughs about the effect these activities produce in them?**

_____
_____
_____
_____
_____

IV. Strategy use.

1. **How often does the teacher conduct speaking activities in the classroom?**

_____
_____
_____
_____
_____

2. **How frequently do you use different kind of strategies during your speaking activities in the classroom? Do you mention the type of strategy use to your students?**

_____
_____
_____
_____
_____

V. Effectiveness of the teaching resources.

1. What kind of resources do you consider effective on your students learning? Please, explain why.

_____
_____
_____
_____
_____

2. What kind of didactic resources do you provide to improve students speaking skills in the classroom? Please, explain.

_____
_____
_____
_____
_____

*Thanks for your collaboration**

Annex 4.
Classroom Observation Instrument

Universidad Nacional Autónoma de Nicaragua
UNAN-MANAGUA

Faculty of Education and Languages
English Department
Classroom Observation

High School' Name: _____

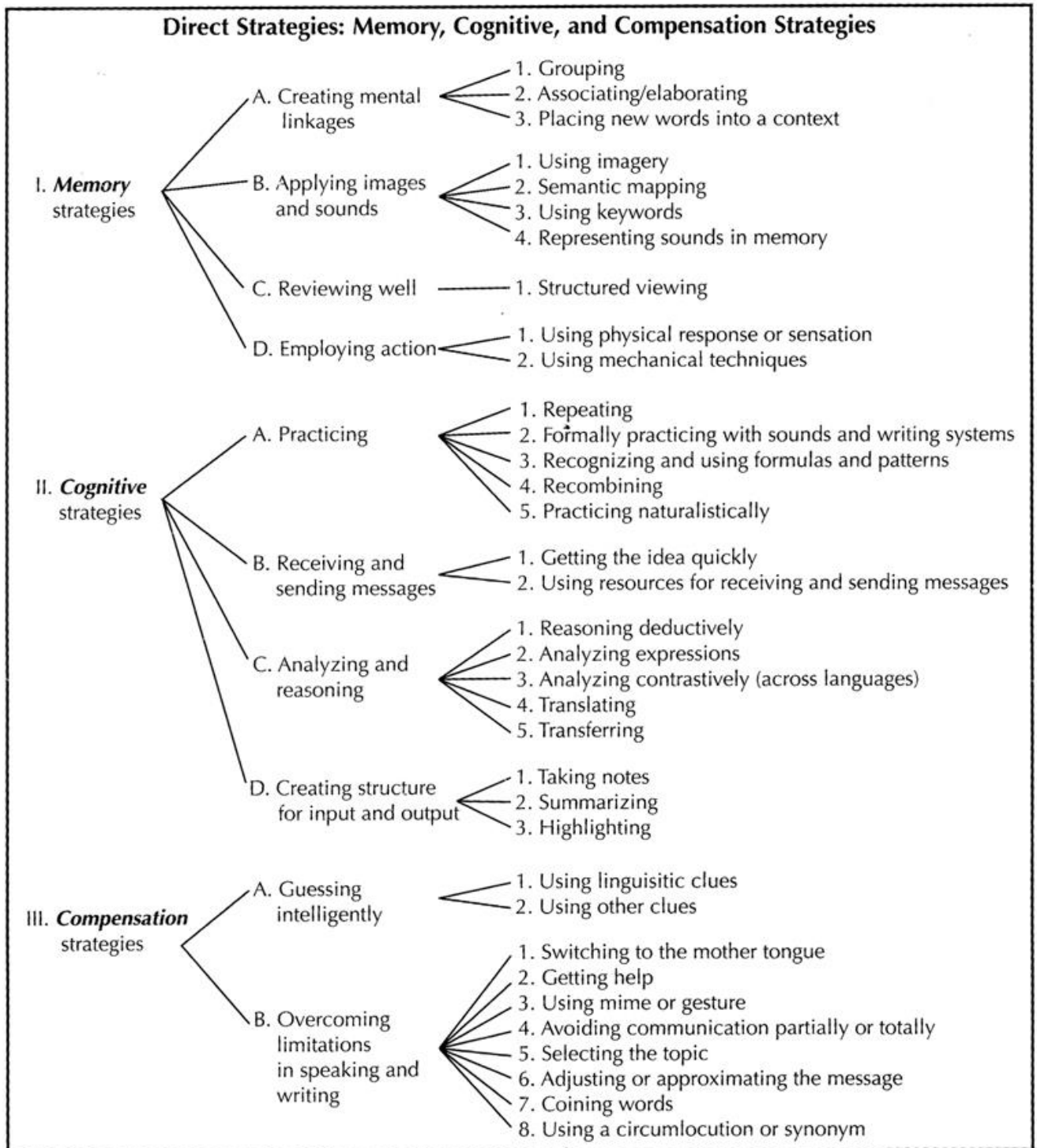Level: **_____** Teacher' name: **_____**Subject: **_____**   Date:_____

Observed by:_____

This Classroom Observation has the purpose to determinate the kind of English speaking strategies used by the teacher in the classroom.
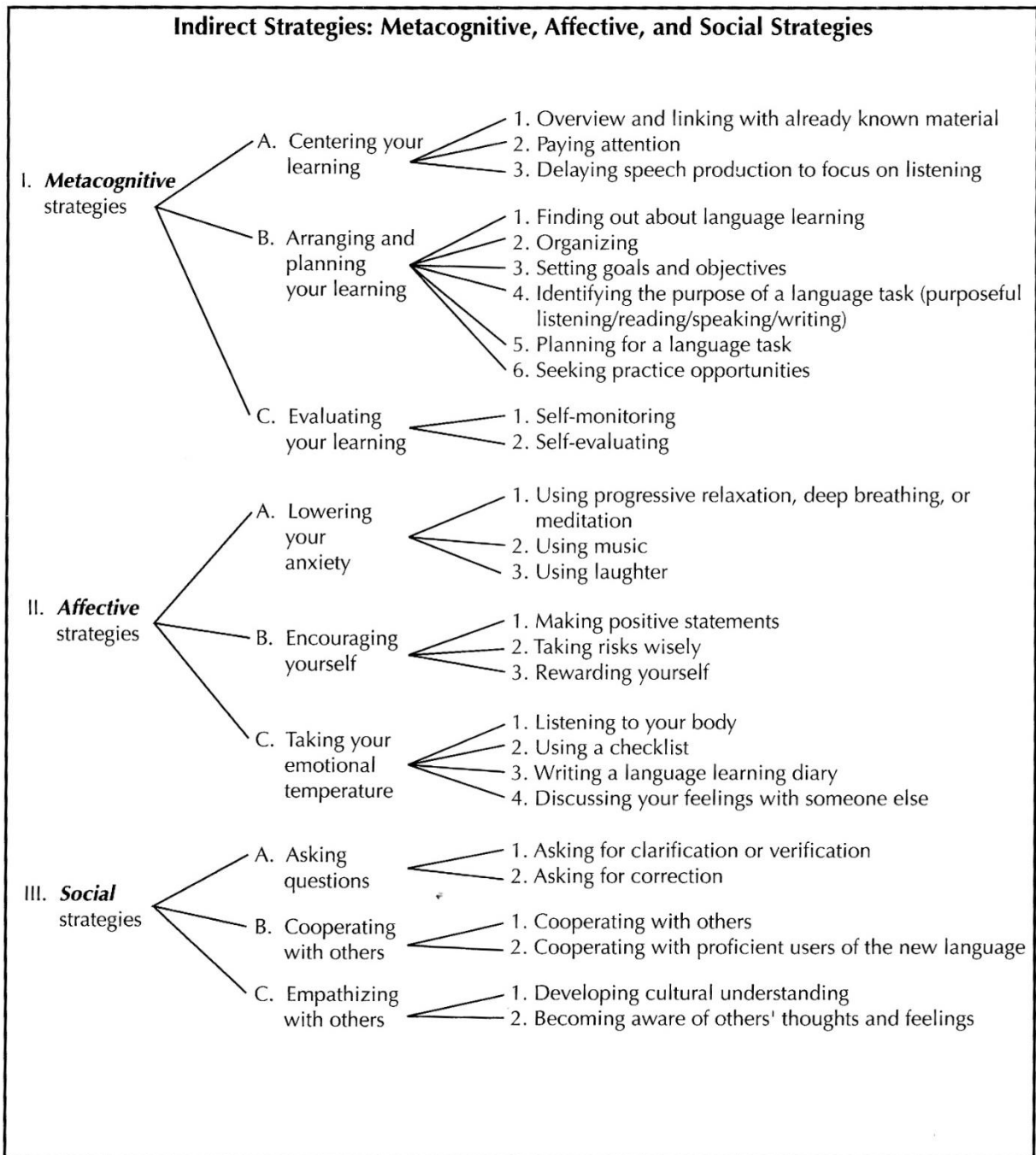
English speaking Activities	Always	Sometimes	Hardly ever	Never
Teacher uses speaking activities in the classroom				
Teacher explores prior students' knowledge				
Teacher explanations are clearly				
Teacher gives feedback at the end of every class				
Teacher takes into account the level of students				
Student feels interested in English speaking activities				
Strategy use				
Teacher conducts speaking activities				
Teacher uses variety of didactic materials				
Teacher uses school' resources in every class				
Teacher has time for giving right vocabulary pronunciation				
Teacher creates discussion among students				
Teacher promotes debates in speaking activities				
Students speaks each other without teacher directions				
Students try to interact between teacher-students or students-students				
Teaching resources				
Students are integrated into the activities of speaking without the teacher ask you to please be part of the process				
Students are interested in all kind of resources that teacher uses in their learning process				
students show interest in speaking English				
students show demotivation to the activities that the teacher develops				

Observations:

_____

_____

_____

_____

_____

Annex 5. Oxford´s strategy classification system

Direct Strategies: Memory, Cognitive, and Compensation Strategies

I. **Memory** strategies

- A. Creating mental linkages
  - 1. Grouping
  - 2. Associating/elaborating
  - 3. Placing new words into a context
- B. Applying images and sounds
  - 1. Using imagery
  - 2. Semantic mapping
  - 3. Using keywords
  - 4. Representing sounds in memory
- C. Reviewing well
  - 1. Structured viewing
- D. Employing action
  - 1. Using physical response or sensation
  - 2. Using mechanical techniques

II. **Cognitive** strategies

- A. Practicing
  - 1. Repeating
  - 2. Formally practicing with sounds and writing systems
  - 3. Recognizing and using formulas and patterns
  - 4. Recombining
  - 5. Practicing naturalistically
- B. Receiving and sending messages
  - 1. Getting the idea quickly
  - 2. Using resources for receiving and sending messages
- C. Analyzing and reasoning
  - 1. Reasoning deductively
  - 2. Analyzing expressions
  - 3. Analyzing contrastively (across languages)
  - 4. Translating
  - 5. Transferring
- D. Creating structure for input and output
  - 1. Taking notes
  - 2. Summarizing
  - 3. Highlighting

III. **Compensation** strategies

- A. Guessing intelligently
  - 1. Using linguisitic clues
  - 2. Using other clues
- B. Overcoming limitations in speaking and writing
  - 1. Switching to the mother tongue
  - 2. Getting help
  - 3. Using mime or gesture
  - 4. Avoiding communication partially or totally
  - 5. Selecting the topic
  - 6. Adjusting or approximating the message
  - 7. Coining words
  - 8. Using a circumlocution or synonym

Annex 5. Oxford´s strategy classification system (continued)

Indirect Strategies: Metacognitive, Affective, and Social Strategies

I. Metacognitive strategies

A. Centering your learning
1. Overview and linking with already known material
2. Paying attention
3. Delaying speech production to focus on listening

B. Arranging and planning your learning
1. Finding out about language learning
2. Organizing
3. Setting goals and objectives
4. Identifying the purpose of a language task (purposeful listening/reading/speaking/writing)
5. Planning for a language task
6. Seeking practice opportunities

C. Evaluating your learning
1. Self-monitoring
2. Self-evaluating

II. 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
1. Listening to your body
2. Using a checklist
3. Writing a language learning diary
4. Discussing your feelings with someone else

III. Social strategies

A. Asking questions
1. Asking 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

Annex 6. Applying Metacognitive Strategies

Applying Language Learning Strategies

Task-Based Strategies

Metacognitive Strategies

Problem-Solving

What You Know

- Background
- Inferences
- Predictions
- Personalize
- Transfer/
- Cognates
- Substitute/
- Paraphrase

Plan

Monitor

Manage

Evaluate

Access
- Information
- Sources
- Cooperate
- Talk Yourself
- Through It

Variety of Resources

- Imagery
- Real Objects/
- Role Play

- Patterns
- Group/Classify
- Graphic Organizers/
- Take Notes
- Summarize
- Selective Attention

Your Imagination

Organizational Skills

Annex 7. Affect-Based Activities

Affect-Based Activities

Improvisation (dialogs done without any preparation, using models and conversations from a textbook)	*Skills-based tips* (practical techniques and ideas to work with the different areas of the target language)	*Role-plays in front of the class* (training activities in which students pretend to be in particular communicative situations)
Presentations (planned activities in which students describe or present ideas, places, or situations)	*Chats with classmates* (informal talks between two or three students)	*Interviews* (activities in which a student asks classmates questions to get information about a particular topic)
Videos (a television program, or a real-life situation, recorded for students to fill out a worksheet or do learning activities)	*Songs* (activities to enjoy music, work with lyrics, and develop listening skills)	*Discussions* (talking with others in order to exchange ideas, decide something, or reach a consensus)

Annex 8. Socioaffective Language Learning Strategies and affective factors

AFFECTIVE FACTORS		SOCIOAFFECTIVE LANGUAGE LERANING STRATEGIES
Beliefs	The constructed assumptions, opinions, conceptions and expectations that EFL learners have about themselves as learners, the language, their classroom and the learning process.	**Affective language learning strategies**
		Lowering one's anxiety: Using progressive relaxation, deep breathing or meditation; using music, and using laughter.
		Encouraging oneself (self-reinforcement): Providing personal motivation by arranging rewards for oneself, making positive statements and taking risks wisely.
Attitudes	The evaluative and socioaffective reactions, thoughts and predispositions that EFL students have toward language learners, English and its culture, the learning situation itself, and the value of the learning process.	Taking one's emotional temperature: Listening to your body; using a checklist; writing a language learning diary; discussing your feelings with someone else.
		Self-talk: Mental techniques that make one feel competent to do a learning task
Anxiety	A subjective state of apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system which occurs at the learner, language, classroom and learning level when a student is expected to perform in a foreign language.	**Social language learning strategies**
		Asking questions: Asking for explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
		Cooperating with peers (others): Working together with peers to solve a problem, pool information, checking a learning task, modeling a language activity, getting feedback on oral or written performance, cooperating with proficiency users of the new language.
Motivation	The desire, the interest, the satisfaction, the persistence and the effort that learners have to achieve tasks or reach goals satisfactorily at the learner, language, classroom and learning levels.	Social-mediating activities (Exposing oneself to social activities in TL) and transacting with others: Active participation in learning tasks, start and maintain conversations (show interest, use follow-up questions, make comments, etc).
		Empathizing with others: Developing cultural understanding and becoming aware of others thoughts and feelings.

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ABSTRACT

In this study, it was researched the main speaking strategies used in English classes and how these affect students´ learning. The study also addresses the types of feedback practiced by the teacher during speaking activities as well as the influence didactic material in the development of speaking skills. The methodology to conduct the study consisted on a teacher´s interview, students´ survey questionnaire and a classroom observation. With respect to the analysis, the research method applied was quantitative. The results showed that the students used a narrow range of speaking strategies which mostly belong to memory and cognitive strategy groups. However, the little use of speaking strategies demonstrated to be quite effective in students´ learning. Satisfactorily, students expressed immediate oral feedback when practicing speaking activities and proved that didactic materials are essential to ensure effective communication. To conclude, the speaking strategies applied in English classes are not enough to promote speaking skills and language competence even though feedback is appropriate

. A wide variety of strategy use and more didactic materials are needed to improve students learning.

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