The Helpfulness of Social-Affective Strategies for the Developments of Speaking Skill in Low Achievers

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I thank God first of all for giving us life, for giving us the patience, wisdom and ability to finish this work. To my parents, who are one of the most fundamental pillars in my life, especially to my mother Aracelys Mora; although she is no longer with me in this world, this achievement is for her. To my family in general, who motivated me to continue with my studies; to our tutor Estela Hernandez for being a guide in this work, I would also like to express my deep gratitude to the supervisors and validators of our research, Professor Sandra Rios and Geraldine Lopez for their patience, dedication and support throughout this process, for their words of encouragement and understanding during all these years of study.

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Abstract

The ability to speak a foreign language is considered one of the most difficult aspects in the learning of a second language. In reality, many students find it difficult to express themselves in other language than in their mother's tongue. Each student has their own problems. The purpose of this study was to find out the helpfulness of Socio – Affective Strategies to improve speaking ability in 8th grade students, at Rigoberto Lopez Perez Institute in Managua. The subjects of the study were 34 students from 8th grade, and 1 teacher of English. Class observation guides, student survey, and an interview to the teacher were used as data collection techniques.

This paper aims to point out the helpfulness of socio-affective strategies. The findings suggest that the strategies most suitable for the development of the speaking ability in 8th graders of Rigoberto Lopez Perez Institute are the socio-affective strategies. Students demonstrate that they actively apply the four socio-affective strategies described by O'Malley and Chamot's (1990). The effectiveness of socio-affective strategies is centered on working with others and emphasizing with others. Through the application of the data collection techniques mentioned above we notice some of the factors affecting the development of the speaking ability, also the strategy most important to students of Rigoberto Lopez Perez Institute.

1. Research scope

1.1. Introduction

On a daily basis, speaking is of great significance for people's interaction. This research was carried out by fifth-year students of the English Major at UNAN-MANAGUA on the morning shift. The researchers wanted to find out the helpfulness of Socio – Affective Strategies to improve speaking ability in 8th grade students, at Rigoberto Lopez Perez Institute in Managua. Socio-affective strategies fall under the category of indirect language learning strategies as a discrete subset of language learning strategies.

Language learner use learning strategies like actions, procedures, or methods to speed up language acquisition. Speaking is required by people to interact among them. The demands of the new world, such as commerce, labor and culture, make the methodologies and strategies for learning a new language forced to improve and adapt to current problems, such as occurring in classrooms, and the lack of motivation on the part of the students, and the lack of strategies used by students. Socio-affective strategies help learners believe in themselves and build their confidence when it comes time for them to speak in front of the class.

Additionally, Habte-Gabr (2006) in Lystiana Nurhayat Hakim and Yuan Yuniar (2019; 128) proposed that socio-affective strategies are strategies that use feelings in the teaching-learning process in order to build a positive effect, because the relationship between the instructors and the students is crucial. Additionally, they claim that the most widely acknowledged strategies for enhancing students' learning are socio-affective ones. By the end of this semester, it will be apply some data collection tools to students of eight grade "A" and their teacher from the Rigoberto Lopez Perez Institute; to study the strategies and the helpfulness of them to develop the speaking skills. This skill is very important for learning English; this research has the objective of determining the strategies applied in the learning of the speaking skill. Because the teacher's resources are frequently insufficient, it is harder for them to acquire this skill. Due to these factors, our research is focused on identifying the strategies most used for the development of the speaking skill and finally, to recognize the main speaking skills developed through the socio- affective strategies of eight graders at Rigoberto Lopez Perez Institute

1.2. Rationale

It has been decided to work on this topic because the strategies applied for the development of the English speaking skill have become the successful learning of English. Through this research paper we will provide an insight exploration on the strategies applied to the learning of the speaking skill, in 8th grade "A" students, at Rigoberto Lopez Perez Institute. Moreover, this research will help Rigoberto Lopez Perez Institute students and teachers to understand some problems that affect their teaching and learning of speaking skills and it will drive them to take some advices to improve their speaking. At the same time, to integrate students in a communicative environment for the development of English speaking skills. The students of this institution will be the most benefited with this research because their teacher can take into account some suggestions, and then he/she will teach them how to use the suitable strategies to develop the speaking skills in their students. Moreover, the students will notice strengths and weaknesses in their speaking skill process. Consequently, they will have more interest in the English class. Nowadays, speaking plays an important role in a foreign language setting because this skill helps students in developing their social, affective, intellectual, and emotional part. Also, another reason for this research is the use of socio-affective strategies that help students in the development of their speaking skills. In some cases, students put these strategies into practice. These types of strategies are considered non-academic in nature and involve the stimulation of learning by establishing empathy between student – students and teacher – students' interaction. Additionally, socio-affective strategies give learners the opportunity to obtain their own independence and provide them with control of their own learning

1.3 State of the art / Background

In previous studies done in the area, it was found that social and affective factors are the ones that affect the students the most when speaking inside the classroom:

Study 1

In 1995, Michelle and Tony Luxon in their study called "The ODA ELT Project: Nicaragua" related secondary schools in Nicaragua. Michelle and Tony Luxon provide through the ODA ELT Project a real picture of English Teaching in Nicaragua. The ODA ELT Project was designed for three years and the baseline study was done at a period of time when data was collected from secondary state schools with two of the most important universities participating: UCA and UNAN. The main purpose of this study was to discover the present state of English language teaching in Nicaragua and showed that the problems that exist within the secondary schools have been exacerbated by the fact that there are insufficient formal mechanisms for communication between the institution that supplies the trained teachers and the deficit situation with them, students methodology and many other aspects of ELT in Nicaragua. Many questions were analyzed and solve as: English classes were mostly in Spanish, the teachers English was a problem, only a few teachers had a satisfactory level of English and referring to techniques, the teachers choice of methods was not based on knowledge of any method or approach and the teacher presented the class for a long time and there was not much time for students to talk without non-communicative activities and focus more on accuracy than fluency.

Study 2

In 2012, Hendra Heriansyah in his study called "Speaking problems" was faced by the English Department of the Faculty of Teacher training and education at Syiah Kuala University with third semester students at the English Department who got the lowest passing grades in speaking class. This study showed some indicators in students' speaking problems: being afraid of speaking, lack of vocabulary, not being good at grammar and not confident to speak. As a conclusion of this study, the suggestions we can find here are for example: in speaking activities, we face the problem that many students have a fear of expressing ideas well, not on forms. The lecturers should provide the students with the expressions that are needed for speaking create communicative and fun activities to motivate and increase students to speak inside and outside of the classroom. Suggestions with the lack of vocabulary mentioned are: help students to learn vocabulary in context, play down the role of a bilingual dictionary, and encourage developing strategies for determining the meaning of words. As a conclusion, the study claimed that the students should use every opportunity to practice English in and out of the class and make commitments with classmates to use English as much as possible and implement techniques to increase vocabulary, such as: consulting the dictionary, listening to music or watching TV. This study focused on students' perception of their problems in speaking class and the causes of their problems were that they were afraid.

1.3. Problem statement

A foreign language like English has become one of the most spoken languages worldwide. It is known that in Nicaragua, there are a lot of problems related to the teaching and learning of English as a foreign language more in high school, because the majority of the time this language is only used inside the classroom. Another thing that is necessary to take into account is that the Mined program does not promote speaking activities; they focus more on grammar and writing. For that reason, students present problems in the development of their speaking proficiency. Also, teachers do not speak English during the entire class period. Sometimes they speak 50 or 75 % in English and the rest in Spanish; it is very common for teachers to listen that the students speak the majority of the time in Spanish. So, teachers need to be more enthusiastic and improve the speaking ability of their students. One of the ways that teachers can use to raise the speaking ability of their learners is using socio-affective strategies, because these types of strategies involve learning through setting up a level of empathy between teacher-students; another factor is that these strategies use the emotions and attitudes in favor to help learners to learn through contact and interaction with others. Finally, the researchers took the decision to work on this topic because they think that the most useful strategies that can help learners to achieve their speaking skills and sub-skills are socio- affective strategies.

The following main questions of the present research are:

What are the socio-affective strategies most used for the development of the speaking skills in eight graders?

What are the main speaking skills developed through the use of socio- affective strategies in eight graders?

2. Objectives

2.1 General Objective

To explore the socio-affective strategies employed to develop speaking skills in eight graders at Rigoberto Lopez Perez Institute.

2.2 Specific Objectives

To identify the socio-affective strategies most used for the development of the speaking skills in eight graders at Rigoberto Lopez Perez Institute.

To recognize the main sub-skills of speaking developed through the socio- affective strategies in eight graders at Rigoberto Lopez Perez Institute.

3. Theoretical framework

Nowadays, the correct approach to the use of learning strategies for the development of students' speaking skills has a great impact on foreign language education in Nicaragua. Pre A1 Starters is the first of three Cambridge English Qualifications designed for young learners. This category introduces children to everyday written and spoken English and is an excellent way for them to gain confidence and improve their English. According to Klipp (2019) in her article named "CEFR descriptors for young learners", she mentioned that there are a few differences between Pre-A1 and A1 level speakers, but at the same time similarities. Both groups can communicate about things that are familiar to them, in everyday situations, and require the communicating partner to speak slowly and clearly. The Pre-A1 learner also requires that the speech be accompanied by body language and visual instruments, and the language must be directly addressed to him/her, pre- A1 Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality). The length of text changes as well: Pre-A1 learners can cope with a word or two at a time, but A1 learners can communicate using very simple sentences.

3.1 Speaking

3.1.1 Definition of speaking skill

Speaking is one of the basic skills in learning foreign language besides listening, reading, and writing. Speaking also is one way to communicate which ideas and thoughts are messages orally. Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. Besides, Oxford (2006) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the main motor of language change. According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct.

3.1.2 Function of speaking skill

As speaking functions, Richards (2008) states that the functions of speaking are classified into three groups; talk as interaction, talk as transaction and talk as performance. Talk as interaction refers to conversations used in daily activities in social interaction, e.g. when people meet, they exchange greetings, narrate the experiences, and so on. While talk as transaction is about situations focused on the meaning and the message delivered. And, talk as performance refers to public speaking done by speakers who transmit information to an audience, such as public announcements, and speeches.

3.1.3 Purpose of speaking skill

Efrizal (2012) and Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people's interaction where they speak everywhere and every day. From the definition above, it can be concluded that the main purpose of speaking is to communicate in order to express thoughts effectively, it being understood that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation.

3.2 Speaking Sub-skills

3.2.1 Fluency

Nation (1991) defines fluency as the ability to get across communicative intent without too much hesitation and too many pauses or cause barriers or a breakdown in communication. In agreement with this definition, made by Baker & Westrup(2003), fluency as speaking with ease and without thinking about possible errors. Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and do not get lost.

3.2.2 Accuracy

Skehan and Foster (1999) define accuracy as "the ability to avoid errors in performance, to control the language and to avoid challenging structures that might provoke error" (p.96). Besides, it is the ability to produce grammatically and phonologically well-

formed words, phrases, and sentences Ferris & Tagg (1996). Controlled practice activities are the most common way of working on spoken accuracy Lackman (2010).Also, accuracy focuses on creating precise examples of language use. These are the subs-kills of accuracy: Range of grammar, words and pronunciation.

3.2.3 Pronunciation

The Cambridge Dictionary (2020) defines "Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in". Also a good way to practice your pronunciation is coping. Just listen to how someone with good pronunciation speaks or native speakers, and try to imitate them as closely as possible. These are the sub-skills of pronunciation: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language.

3.3 Strategies for the development of speaking skill

The French Didactics Dictionary defines it as: The Methodological choices to develop in the student the competence to communicate presented to be adaptable and open to the diversity of concepts, always organized according to the objectives from the functions (acts of words) and notions (semantic grammatical categories such as time, and space) Strategies for the development of speaking skill are developed from a critique of the audio-oral and audiovisual methodologies for the teaching of languages. Its main purpose is to establish communication, taking into account the needs of the student that determine the skills that the student wishes to develop: oral comprehension and expression or written comprehension and expression, with the use of authentic documents of daily life for a better and faster language acquisition. The knowledge acquired will be used in real situations, respecting socio-cultural codes.

Different teacher speaking strategies could be applied, for example:

3.3.1 Using minimal responses

As Gardner (1998) states, the primary function of using minimal responses is to make a claim to another participant about how that talk has been received by his or her listener. This strategy is used to encourage those students with lack of confidence in the ability of oral interactions. Especially with beginners who are not comfortable with participation, it allows

them to exchange information and express agreement, doubt or indicate that they are paying attention to what the other person is talking about without having a plan of response. (P.19, 204-224).

3.3.2 Recognizing scripts

English language learners benefit when more opportunities are given for practicing English Language skills. Scripts are predictable and prepare students for different situations, such as: greeting, invitation, interview job or other functions that might be influenced by social or cultural norms that a script could be structured. This is a common strategy used in the classroom by teachers to help students to develop speaking ability to make them aware of the scripts of different situations and what responses they should have.

3.4. Factors that affect speaking skill

3.4.1 Speaking problems

The focus of teaching speaking, of course, is to improve the oral production of the student. Therefore, language teaching activities in the classroom should aim to maximize individual language use (Haozang, 1997). When these activities are not achieved among English EFL learners it's possible that this happens for many reasons. According to Ur (1996) there are many factors that cause difficulty in speaking and they are as follow:
1. Inhibition. Students are worried about making mistakes, fearful of criticism or simply shy.
2. Nothing to say. Students have no motivation to express themselves.
3. Low participation. Only one participant can talk at a time cause of larger classes and Other students don't have the opportunity to talk.
4. Mother- tongue use. Learners who share the same mother tongue tend to used it because It is easier and because they feel less exposed if they are speaking their mother tongue.

Teaching strategies could be another factor that affects the speaking process. Most English teachers focus on teaching grammar points and writing items rather than teaching speaking. Teachers attributed this to the shortage of time and their willingness to finish the lesson steps that do not include speaking as they claimed.

3.4.2 Lack of vocabulary

The use and availability of operative functions of vocabulary in different backgrounds and situations, EFL instructors faced challenges to identify the most relevant, effective and suitable strategies that can be useful to facilitate EFL learners for developing the number of their vocabulary items. Schmitt (2008) has explained that vocabulary learning is essential as it is a vital indication of language proficiency. When a student does not have the capacity to express their ideas or knowledge to another person because of a lack of vocabulary it consequences are he/she will be shy to speak and feel insecure, as in many cases in the classroom that we can see. To face this problem the teacher needs to decide which better strategies to use in the classroom to put in focus to improve vocabulary in their students; reporting of the new learned words, lectures as well as motivation to self-study at home, etc.

3.4.3 Fear about making mistake

The key factor to the success of learning speaking is the students themselves and for this to happen the student has to be brave and confident to speak without feeling afraid of making mistakes. They should use every opportunity to use and practice English inside and out of the class, in this way they get used to speaking in every situation of their daily life. Strategies used by teachers in this case can be the lectures that simulate their students to speak so that they are eager to speak and persuade them not to worry if they make mistakes in speaking. Brown (2001:62) lectures of speaking should provide effective supports, such as:
- Showing a supportive attitude to the students
- Selective challenges topics and activities
- Considering student's language ego states
- Showing patience and understanding to the students

3.4.4 Lack of motivation

Motivation is what pushes a learner to try to learn, in the tradition of the teacher, "to motivate" means to get the students to apply the learning at hand (Wingo and Morse, 1969)). In line with the idea of motivation, (Norris, 2001:2) claimed that "it is taught that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even

integrate into the society which language is used". The teacher's job is to somehow find the techniques to engage in variation activities to the students that will result in the desired learning as well as creating a favorable atmosphere in the classroom. According to Brown (2001, p.75),"If learners have the opportunity or desire to learn for its own sake, such as to become competent users of that language, they will have a higher success rate in terms of long-term learning than if they are driven by only external rewards". Intrinsic motivation plays an important role here, the instructor or teacher has to implement the desire not only to learn a new language, but also make their students enjoy the speaking process.

3.5 Types of methods to teach speaking

3.5.1 Communicative approach

This method is more focus in the development of communication skill for that reason put more emphasis in the interaction as both the means and the ultimate goal of learning a language (David´s English teaching world, 2007). Also, the principal objective of the communicative approach is to help students to develop their communicative competences. In the application of this method is necessary to use some strategies such as: the use of role-play, cards, pair work tasks, magazine, newspaper, movies, script a book or thing from the real world outside the classroom and it is possible to associate with others method (Crystal, 2001); all of these activities help the students to adapt different situations in a real context. Communicative approach is not only useful for the development of the speaking also grammar lesson can be integrated with a speaking lesson creatively and unique.

3.5.2 The natural approach

This approach is a method that normally is used of a second language or foreign language learning, this method is centered in communication skill; also is focused on language exposure; this method at the beginning do not take into account grammar structures and rules because the principal point in this method is that the students learn similar to how their learn their first language (Stevie, 2022). McArthur stays that this method is referred to acquire as large vocabulary as fast as possible and then they increase and sharpen their management structures (1990). The teacher used text to introduce the vocabulary and structures and they repeat this every day .in Nicaragua principally in the public school use this method because have a big is the most easiest method. The aim of the natural approach is to develop communicative skills, and it is primarily intended to be used with beginning learners (Watkins, 2005).

3.5.3 The communicative grammar translation method

According to Kaharuddin (2018) this method is the combination between the communicative approach and the grammar translation method; in this case the communicative grammar translation method is focus on how to teach communicative skills not only in written also in spoken part. This method has another methodology in English

pedagogy that could be used by English teachers to teach the communicative skills in the classroom. There are three principal steps in the communicative grammar translation method that are the following: the first one is the structure procedure that allows students to learn grammar rules and vocabulary; the second step is called the transitional procedure; this is more focus on give the opportunity to students to practice and at the same time apply the rules not only in translation also in pronunciation exercise. The third one is the communicative process that gives student the opportunity to use their knowledge of grammar and vocabulary in communicative process. For many instructors and students, this combination may be ideal. It can be argued that without understanding the grammatical foundation and vocabulary of a language, learners are only in possession of a selection of communicative phrases for basic communication, which will prove to be very challenging when the learners are required to perform any kinds of more complicated tasks. The alignment enables the learners to learn grammar rules and vocabulary then practice using them in spoken conversation for the remainder. We can therefore conclude that a new, stronger hybrid will result from fusing the best elements of the grammar-translation approach with those of the communicative methods.

3.6Learning strategies (Learner`s strategies) in language learning

According to Schumaker & Deshler (1992) they mentioned that learning strategies are individual ways of organized and employed certain set of skills to learn materials or complete other activities more quickly and effectively in academic and non-academic environment. Leaning strategies teach students how to learn and how to apply what they have learned to solved problems and succeed, also these strategies are consider instructions that are focused on tactics that support the active learning process.

In the 1960s research into language learning strategies began. Cognitive psychology was particularly developed and this influenced much of the research done in language learning strategies (Williams & Burden 1997). The aim of most of the research on language learning strategies has been "identify what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while leading a second or foreign language." (Rubin & Wenden, 1987, p.19).

The first attempt on learner strategies was the study entitled "The Method of Inference in Foreign Language Study" (Carton, A.1996). In 1971, Rubin after Carton started

doing research focusing on the strategies of successful learners and stated that, once identified, such strategies could be made available to less successful learners. Rubin (1975), Chamorro and O'Malley (1985), Cohen and Aphek (1981), Tarone (1977), Stern (1992), Oxford (1990) and many others studied strategies used by language learners during the process of foreign language learning.

3.6.1 Definition of language learning strategies

Learning strategies have been described by (Wenden and Rubin, 1987) as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" (p.19). it was disputed (Richards, Platt & Platt, 1992) that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information" (p.209). Learning strategies were also defined as "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (O'Malley and Chamot, 1990, p. 1). Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information.

3.6.2 Classification of language learning strategies

The literature mentioned that exist three types of language learning strategies that are the following: Cognitive, Metacognitive and Socio – Affective (Ungureanu & Georgescu, 2012).Language learning strategies have been classified by many researchers (O'Malley & Chamot 1990; Rubin, 1987; Oxford, 1990; Stern, 1992). One of this taxonomy is presented as follows:

O'Malley's (1985) Classification of Language Learning Strategies
O'Malley (1985) divided language learning strategies into three main categories:

A. Metacognitive Strategies, B. Cognitive Strategies, and C. Socio Affective Strategies

A. Metacognitive Strategies

O'Malley (1985) states that metacognitive is an expression to indicate an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advanced organizers, directed attention, selective attention, self- management, functional planning, self-monitoring, delayed production, and self-evaluation.

B. Cognitive Strategies

It has been stated (Brown, 2007) that "Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself" (p.134). Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration and transfer are among the most important cognitive strategies. In the case of this research, we focus more on Socio- Affective strategies that help students to develop their speaking skill.

C. Socio-Affective Strategies

In English learning and teaching, teachers need a strategy to achieve their students' goals, such as improving students' self-confidence, enhancing students' speaking skills, etc. One of the strategies that teachers can be used is socio-affective strategies. Oxford (1990), defines socio-affective strategies are the ones that are non-academic and deal with intriguing learning through setting up a level of empathy between the instructor and students. They consist of considering factors such as emotions and attitudes.

O'Malley and Chamot (1990) define socio-affective strategies as strategies that help learners regulate and control emotions, motivations, and attitudes toward learning and help learners, learn through contact and interaction with others. Kamran (2013) states that socio-affective strategies are the types of strategies associated with mediating social activity and transacting with others. Based on the definition of socio-affective strategies from some

experts, the researcher can conclude that socio-affective strategies help learners control their emotions, attitude, and build social interaction with others.

3.7 Types of Socio-Affective Strategies

Brown (2007) stated the socio-affective strategies divided into two subs strategies:

3.7.1 Asking Questions: asking questions is the learners may ask questions for clarification to their teacher or native speaker (asking for repetition, explanation, paraphrase, or examples). Otherwise, the learners also may ask correction when they are difficult to pronounce words or know the good pronunciation of their teacher or native speaker.

3.7.2 Cooperation: the language learners may use the cooperative strategy to do their work in the class to get feedback and more information from other learners. The learners can work with native speakers, usually done outside the classroom when there is a school visit to a tourist spot that many tourists usually visit (native speakers).

3.8 Types of Socio-Affective Strategies by O'Malley and Chamot

Besides that, as quoted in O'Malley and Chamot (1990) discussed socio-affective strategies that refer to interaction and affective control through questioning for clarification, cooperation, self-talk, and self-reinforcement. They are the main socio-affective strategies which are defined as follows:

3.8.1 Questioning for Clarification: Asking for an explanation, verification, rephrasing, or examples about the material or the task.

3.8.2 Cooperation: Peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance.

3.8.3 Self-talk: Reducing anxiety by using mental techniques.

3.8.4 Self-reinforcement: Providing personal motivation by arranging a reward for one self.
By using peer cooperation, interpersonal connection, mediating social activities, asking clarifying questions, self-talk, and self-reinforcement, Fandino (2010) explains how O'Malley and Chamot's (1990) idea of learning techniques refers to interaction and affective control. Social strategies entail asking questions, working with others, and empathizing with others, whereas effective strategies center on reducing anxiety, motivating oneself, and measuring one's emotional temperament (Oxford, 1990).

(Table 1)

O'Malley and Chamot (1990)	Oxford (1990)
Socio-affective strategies: Related to mediating social activity and transacting with others. (Learning strategies that support students in cooperating with each other to solve problems)	Indirect strategies: Support and manage language learning without directly involving the target language: Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with other with the target language. In this case with the use of English as a foreign language.

Fandino(2007) in his research mention and explain each of the socio- affective strategies by one.

(see table 2)

Socio-Affective Strategies		
AFFECTIVE STRATEGIES	Lowering one's anxiety	Using progressive relaxation, deep breathing or meditation; using music, and using laughter (Oxford, 1990)
	self-reinforcement	Providing personal motivation by arranging rewards for oneself when a language learning activity has been completed (O'Malley and Chamot, 1990) Making positive statements; taking risks wisely, and rewarding yourself (Oxford, 1990)
	Taking one's emotional temperature	Listening to your body; using a checklist; writing a language learning diary; discussing your feelings with someone else (Oxford, 1990)
	Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do a learning task (O'Malley and Chamot, 1990)

SOCIAL STRATEGIS	Asking questions	Asking for an explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self (O'Malley and Chamot, 1990) Asking for clarification and asking for correction (Oxford, 1990)
	Cooperating with others	Working together with other to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance (O'Malley and Chamot, 1990) Cooperating with others and cooperating with proficiency users of the new language (Oxford, 1990)
	Engaging in social-mediating activities and engaging in interpersonal interactions	Active participation in learning tasks, start and maintain conversations (show interest, use follow-up questions, make comments, etc.)
	To be empathetic with others	Developing cultural understanding and becoming aware of others thoughts and feelings (Oxford, 1990)

In short, based on the explanation that some researchers provide above, it can be said that there are four types of socio-affective strategies as follows: questioning for clarification, cooperation, self-talk, and self-reinforcement. In this research not only focuses on one type of strategies. Also focuses on all types of socio-affective strategies that are questioning for

clarification, cooperation, self-talk, and self-reinforcement. The researcher wants to know what types of socio affective strategies students used unconsciously because without conscious and controlled attention, the unconscious can contribute to the acquisition, access and application of knowledge (Kuldas, Hashim, & Bakar, 2013).

3.9 Socio-Affective Strategies in Speaking

The socio-affective strategies are those that students choose to use when interacting with their teacher or other students. They might converse with native speakers if that's possible. According to Hayati (2016), socio-affective strategies are a potent way for English language learners to advance their speaking abilities and actively engage with a native speaker. As stated by Halimatus (2010), socio-affective strategies are the best ones for improving student learning. Socio-affective learning strategies support students' academic progress, enable them to pick up knowledge from other people's contact and engagement, and boost their self-confidence in English speaking.

Two socio-affective strategies can be used when speaking is being learned working with others and asking explanation and correction (Aswati 2019). Students can have brief chats with their friends or teachers to ask questions about a subject they are unclear on in order to receive explanation and correction. When they run into problems, students can approach the teacher for clarifications. And in order for students to comprehend the material, the teacher must explain.

Cooperation with others is the second socio-affective strategy. Cooperating with peers and cooperating with advanced speakers (native speaker, teacher) of the new language make up this strategy. This strategy helps students to grow and at the same time assess their performance, particularly when working cooperatively.

4. Methodological design

4.1 Type of research

This research is considering qualitative and exploratory research because this research is conducted to address an issue that is not yet well understood. It is carried out to gain a deeper comprehension of the current issue, but it does not produce definitive findings (Tegan, 2022). When doing such a study, the researcher begins with a broad concept and uses the research as a tool to pinpoint potential research topics. It's crucial that the researcher be open to altering course in response to the discovery of fresh information or insight.

This research uses a student survey, teacher interview and class observation as instruments to collect reliable data. All the instruments cover information related to socio – affective strategies in order to validate the data and observe the relationship that the data had between teacher and students' perspectives on socio-affective strategies. This type of validation is called triangulation of data and gives researchers the opportunity to establish credibility.

.4.2 Population and sample

The population was 34 eighth grade students. Moreover, the sampling of this research was selected purposefully in order to collect reliable information. They were students from 12 to 15 years old, who 8 are males and 7 females.

These students are from middle economic level, who all of them live with their parents. Also, some of them have parents that are teachers from Rigoberto Lopez Perez Institute and work for the government. It is important to identify that all students do not work just study.

The students of 8th grade are categorized to be in level pre-A1 that corresponds to the basic uses of the language. They should be able to introduce themselves and others, also ask and answer questions about personal information and understand and use every day expressions.

English teacher in charge of students from 8th grade "A" of Rigoberto Lopez Perez institute is graduated from the UNAN-Managua University.

4.3 Study area

The present study was conducted at Rigoberto Lopez Perez institute that is a public school in Managua, during the second semester of the year 2022 of the morning shift. The facilities of this institute are in good condition, haves whiteboard, desk for students but do not have desk for the teacher, they have to use a chair to put their papers and briefcase.

4.4 Data collection Techniques

The techniques to collect data were three types of instruments: students' survey, teacher´s interview and class observation.

4.4.1 Survey

The survey is appropriate for exploratory research because using this data collection technique the researcher can extracts important and high -level information in depth. Survey is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). The purpose of this survey was to identify the problems students have in the learning process of the speaking skill. Likewise, the survey contained questions about the teaching learning process. The kind of questions applied to the students was closed questions in Spanish to avoid misunderstanding in answering the questions.

4.4.2 Interview

The interview enables the researcher explore participants' thoughts, feelings, and beliefs regarding a specific subject, and delve deeply into delicate and sometimes intimate matters that helps researcher in their study. An interview can be simply defined as "a conversation that has a structure and a purpose. But, the interviewer introduces the topic of the interview and also critically follows up on the subject's answers to his or her questions". Kvale, (2009). The purpose of this interview was to obtain useful information that helps us to determine the strategies applied in the learning of the speaking skill. The kinds of questions were opened so that the teacher can feel confidence in answering the questions.

4.4.3 Class observation:

Class observation gives the researcher the chance to see an individual or a group of individuals and infer conclusions from their responses to predetermined conditions. There is no direct contact with the participant during such a study .Juneja, P (n.d). The observation class was done over a period of two weeks. The main objective of this research is to analyze the teaching-learning process related to speaking, which helps us gather information about the strategies applied by the teacher in the teaching of the speaking skill. The questions were opened and closed.

4.8 Validation of the instruments

A key step in the process of intellectual endeavor is the validation of the research methodology and its findings. Experiments, surveys, and observational studies have all been utilized as research methods in the fields of teaching and learning. Lucko, G., and Rojas, E. (2009). Also serving as jury experts for this validation were M.A. Geraldine Abril López Darce and Sandra Rios, and Ph.D. Alber Sanchez, head of the English Department at UNAN-Managua University.

Student survey

Regarding the evaluations made by various validator about the student survey intended to be validated by experts and then updated in accordance with jury
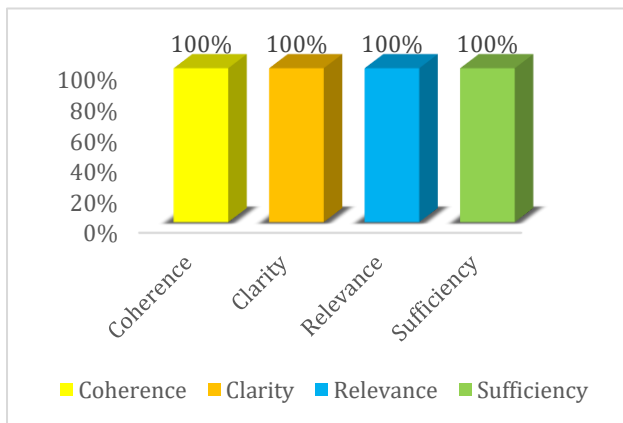

recommendations so that they may be used with 15 students in 8ᵗʰ grade "A" from Rigoberto Lopez Perez Institute.

The left chart shows the rating given by the jury experts. The coherence was 100%, the clarity was 100%, the relevance was 100 %, and the sufficiency was 100%. The scale to rate was from 1 to 4. The validation indicated that the student survey was good and pointed out the dimensions of the study partly, making this instrument ready to be applied

Class observation guide

This overview of the approval given by various validators for class observation guide was created so that they could be approved by judges and then enhanced in accordance with jury recommendations so that they could be apply by teachers and students during the teaching and learning process. Particularly with the aim of understanding several investigated components in this research, which help to analize the development of socio-affective strategies in the classrom in eight graders "A" at Rigoberto Lopez Perez Institute.
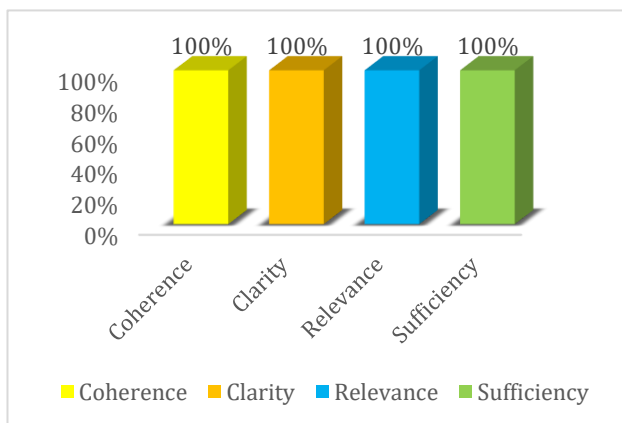
The left chart shows the rating given by the jury experts. The coherence was 100%; the clarity was 100 %; the relevance was 100 %, and the sufficiency was 100 %. The scale to rate was from 1 to 4. So the validation indicated that the class observation kept the dimensions to be applied.

Teacher interview

Regarding the evaluations made by the various validators regarding the teacher interview, which was created to be validated by validators and then improved in accordance with jury recommendations so that it could be used to the teacher in a hurry away from the class so that he spoke openly and with confidence. especially with the aim of understanding how he organized the English class and engaged the students.
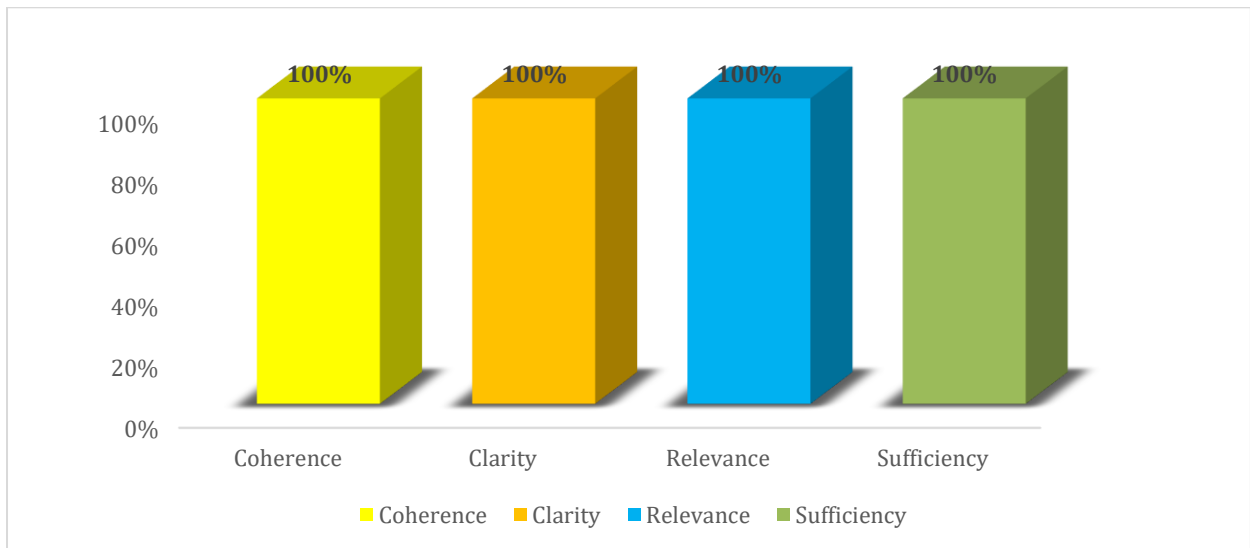
The above chart shows the rating given by the jury experts. The coherence was 100%, the clarity was 100%; the relevance was 100%, and the sufficiency was 100%. The scale to rate was from 1 to 4. So the validation indicated that the teacher interview was good and pointed out the dimensions, needing some improvement, and then be applied.

4.6 Research Matrix

| Specific Objectives	Variables	Sub - variables	Indicators	Instruments
1 To identify the social – affective strategies most used for the development of the speaking skill in eight graders at Rigoberto Lopez Perez Institute	**Socio- Affective Strategies** (O`Mally and Chamot)	**1.Questioning for clarification** Yes – No questions Wh-questions Oral presentation: short description using 3 to 5 statements. **2.Cooperation** Peer work Grouping Teacher- students Students- students **3. Self-talk** In front of a mirror Internal dialogue **4.Self-reinforcement** Work hard Take responsibility	1. If the students ask good, inquisitive questions teachers can offer them helpful feedback. 2. In order to solve a problem, pool information, check learning tasks, model language activity, and provide feedback on oral or written performance, peers, groups, and teacher-student contact are used.	**Survey** **Interview** **Observation**
2 To recognize the main speaking skills developed through the socio-affective strategies in eight graders at Rigoberto Lopez Perez Institute.			3. Self- talk is a reference to positive visualization. The idea is that you get comfortable talking and sharing by seeing yourself do it. You can play out various scenarios and practice them before getting out there in the real world. 4. Self-reinforcement is an example of a self-regulatory process in which students can reward themselves if their behavior matches self-prescribed standards of performance.	

6. Data analysis

Data processing instrument: SPSS/Graphics Excel.

Results and analysis

The analysis was conducted in the following manner: The various item outcomes were examined individually, with two or three item results were compared or contrasted in order to describe and discuss how the variables related to one another (1) The student questionnaires, (2) the class observation guide and (3) the teacher interview were briefly examined and discussed.

Graphic No. 1: Age of 8th grade "A" students from Rigoberto Lopez Perez Institute.

These graphic shows the age of the 15 students involved in the research paper, there were 9 **(60%)** students that are 13 years old, 5 **(33.33%)** students that are 14 years old, and 1 **(6.66%)** student that is 15 years old.

	13 years old	14 years old	15 years old
■ Age	9	5	1
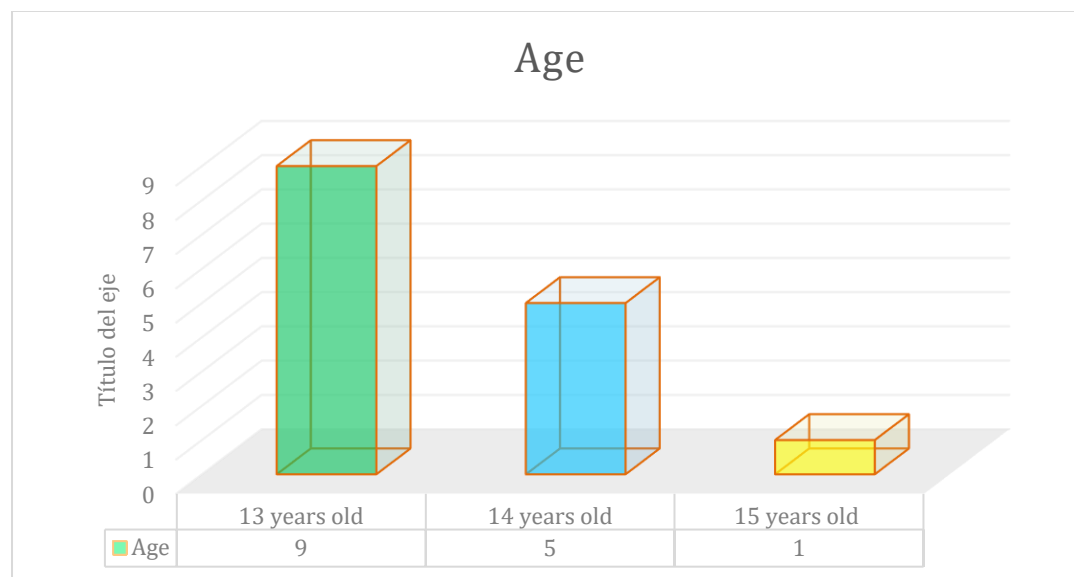
Graphic No. 2: Gender of 8th grade "A" students from Rigoberto Lopez Perez Institute

This graphic shows the gender of the students. There were 7 **(46.6%)** students that are females and there were 8 **(53.33%)** students that are males.
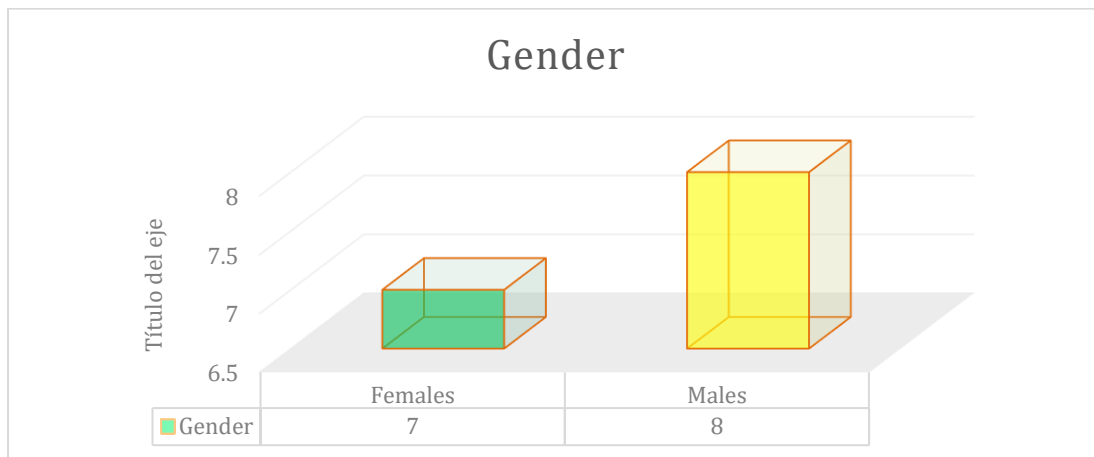
**Student Questionnaires**

Based on the information obtained from the student questionnaires applied to 15 students throughout this research paper, whose title is "The Helpfulness of Socio-Affective Strategies for the Developments of Speaking Skill in Low Achievers."

Graphic No. 3: According to the results from question NO.1, this graphic shows how many students of 8th grade "A" students from Rigoberto Lopez Perez Institute like the English class. There were 13 **(86.6%)** students that like the English class and there were 2 **(13.4)** students that didn´t like it the English Class. To sum up, the students do have interest in English class. The 86.6% percent of students answer positively the question.
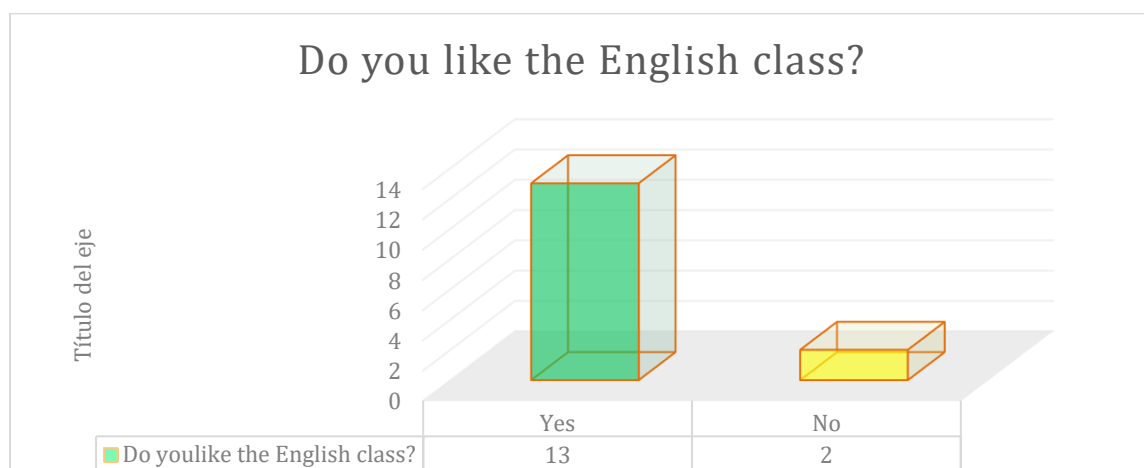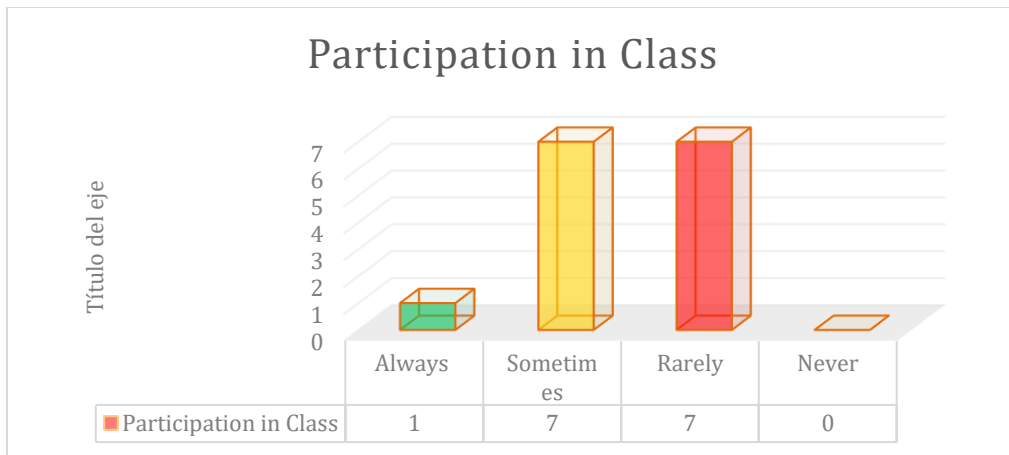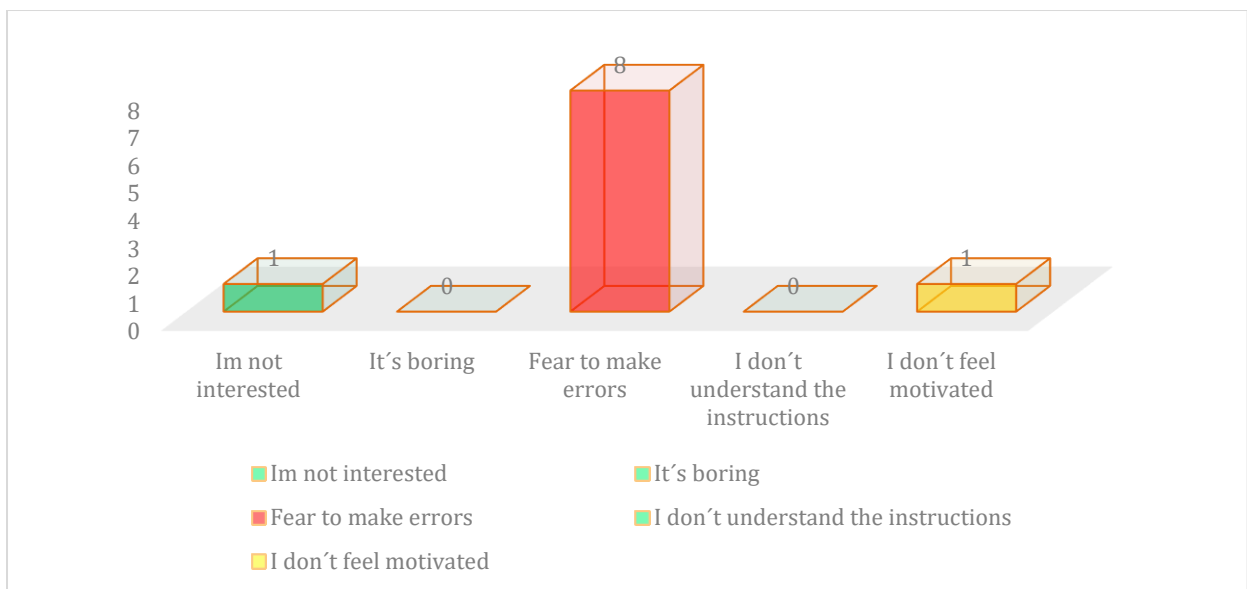
Graphic No. 4: According to the results from question NO.2, this graphic shows how many students of 8th grade "A" students from Rigoberto Lopez Perez Institute speak English in class. There were 1 **(6.66%)** student who answered "Always" speaks English in class, 4 students whom answered that they speak English "sometimes", 8 **(53.33%)** students answered that they "Rarely" speak English in class, and finally 2 **(13.33%)** students answered that they "Never" speak English in class. In this case, we have 2 **(13.33%)** students that answered do not speak English in class. What has some relevance, because the same 2 **(13.33%)** students answered that they do not like the English class in the previous question.

Do you speak English in class?

	Always	Sometimes	Rarely	Never
Columna1	1	4	8	2
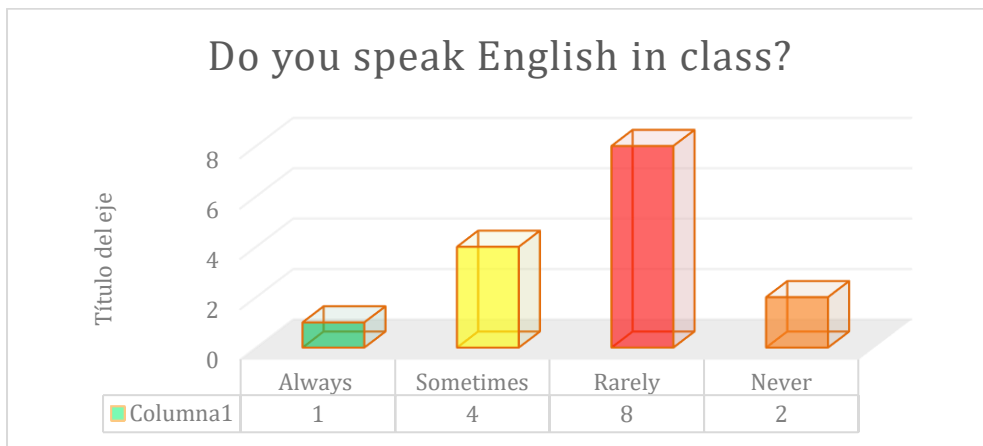
Graphic No. 5: According to the results from question NO.3, This graphic shows how often students of 8th grade "A" from Rigoberto Lopez Perez Institute participate in the English class. There were 1 **(6.66%)** student that "Always" participate in class, 7 **(46.66%)** students replied that they "Sometimes" participate in English class, 7 **(46.66%)** students replied that they "Rarely" participate in English class and finally, we have that every student who participate of the survey actively participate in English class.

Participation in Class

	Always	Sometimes	Rarely	Never
Participation in Class	1	7	7	0

Graphic No. 5: According to the results from question No.4, This graphic shows the reason of those students who answered that they "Rarely" or "Never" participate in English class, according to the previous question (Question No.3, How often do you participate in English class?). There was one student who show "Not Interest" in the class, 0 students replied that they consider the class "It´s boring", but 8 **(53.33%)** students replied that one of the factors affecting their participation in the English class is due to the "Fear to make errors", on the other hand, 2 **(13.33%)** students replied that they "Do not feel motivated".

35

Graphic No. 6: According to the results from question No.5, This graphic shows how the following speaking activities used by the teacher have helped them develop their speaking skills.

-Dialogue: 6 of the students that participate in the survey answered that dialogue speaking activity have helped them a lot, 5 students considered that dialogue have helped them "A little bit" and 4 students answered that dialogue have helped them "Nothing" to develop their speaking skills.

- Drilling: 8 of the students answered that drilling have helped them "A lot", 7 of the students answered that drilling have helped them "A little bit" and none of them considered that drilling have helped "Nothing" to develop their speaking skills.

-Role Play: 3 students answered that role play helped them "A lot" to developed their speaking skills, on the other hand 9 students consider that role play has helped them "A little bit" and just 3 students answered that role play have helped them "Nothing" to develops their speaking skills.

-Oral presentations: 10 students answered that oral presentations have helped them "A lot", 3 students answered that oral presentation have helped them "A little bit" and 2 students considered that oral presentations did not help them "Nothing" to develop their speaking skills.

To sum up, it can be concluded that the best speaking activities for the development of speaking skills in 8th graders from Rigoberto Lopez Perez Institute is "Drilling" having the most positively results. Secondly are the oral presentation activities where the 66% percent of the students replied positively to this speaking activity. On the contrary, "Dialogue" and "Role play" have halfway results.

Speaking Activities for the Development of Speaking Skills

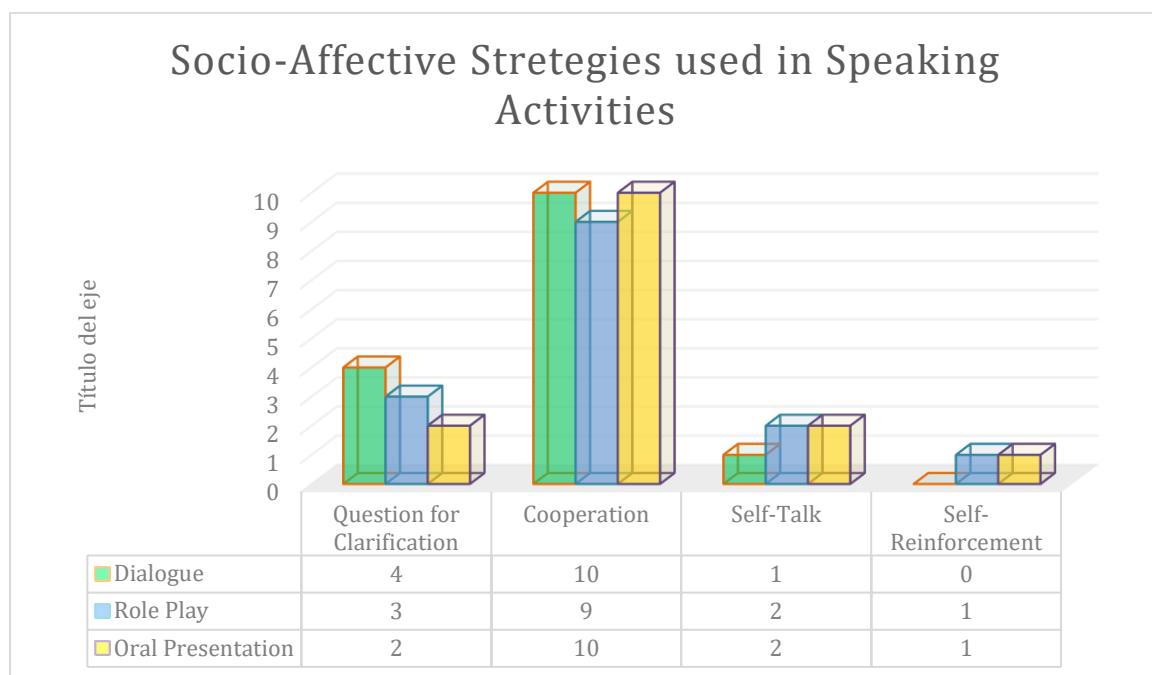|	Dialogue	Drilling	Role play	Oral Presentation
■ A lot	6	8	3	10
■ A little bit	5	7	9	3
▢ Nothing	4	0	3	2
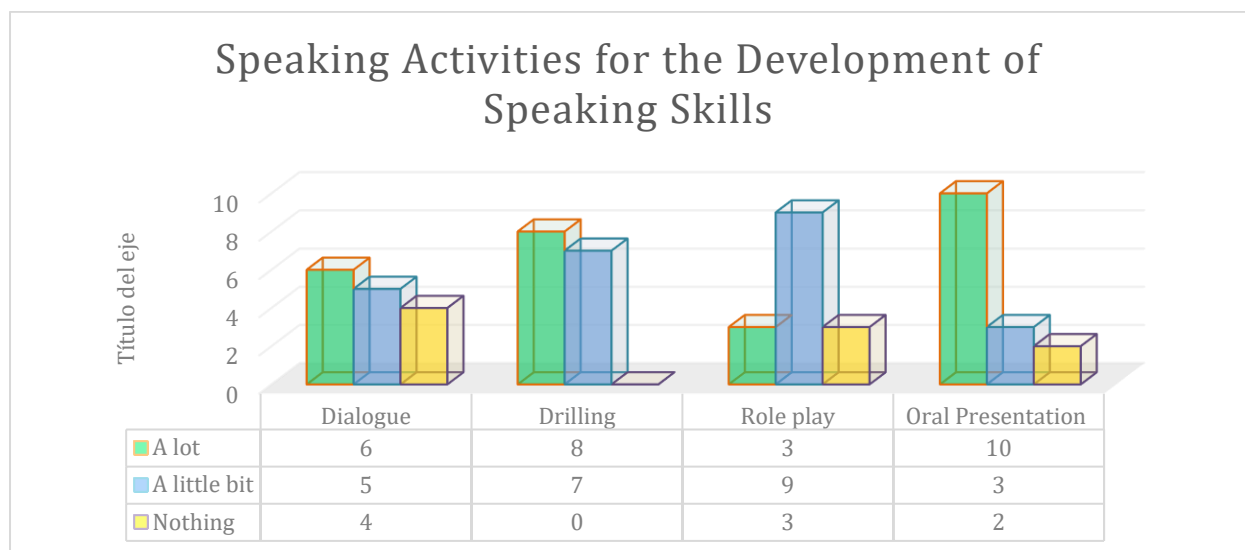
Graphic No. 7: According to the results from questions No.6, No.7 and No.8. This graphic shows which socio-affective strategies 8th grade students from Rigoberto Lopez Perez Institute used in speaking activities.

-Dialogue: 4 students replied that "Question for clarification" is the socio-affective strategy used when they have dialogues, 10 students replied that "Cooperation" is the strategy that they used for dialogue activity, 1 student use the "Self-talk" socio-affective strategy for dialogue and any students use "self-reinforcement" for dialogue activity.
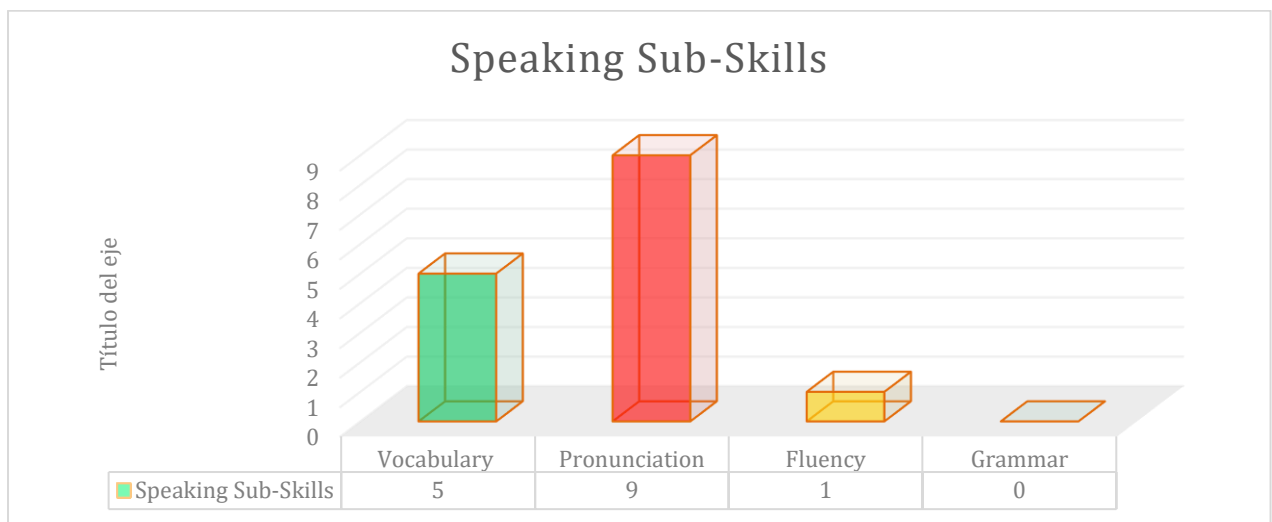
-Role play: 3 students answered that they use "Question for clarification" as a strategy for the role play activity, 9 students use "Cooperation" as a strategy when they have role play activities, 2 students use "Self-talk" strategy and 1 student use "Self-reinforcement".

-Oral presentation: 2 students answered that use "Question for clarification when they have oral presentation as a strategy for the reinforcement of their speaking, 10 students use "Cooperation", 2 students use "Self-talk" strategy and 1 student use "Self-reinforcement".

To sum up, "Cooperation" is the socio-affective strategy most used and most effectively for 8th grade students of Rigoberto Lopez Perez institute when they have dialogue, role play and oral presentation activities for the development of their speaking skills in the classroom. This phenomenon happened because one of their classmates has the creole English as a mother tongue.

Socio-Affective Stretegies used in Speaking Activities

	Question for Clarification	Cooperation	Self-Talk	Self-Reinforcement
Dialogue	4	10	1	0
Role Play	3	9	2	1
Oral Presentation	2	10	2	1

Graphic No. 8: According to the results from question No.9, this graphic show what speaking sub-skills were develops by the 8th grade students through the use of the socio-affective strategies. 5 **(33.33%)** students replied that vocabulary is the speaking sub-skill that they develop more through socio-affective strategies. 9 **(60%)** students replied pronunciation was the speaking sub-skills they developed the most through these socio-affective strategies. However, just 1 **(6.66%)** student replied that fluency was the speaking sub-skill he developed. Finally, none of the students replied that grammar was the speaking sub-skill developed.

	Vocabulary	Pronunciation	Fluency	Grammar
Speaking Sub-Skills	5	9	1	0

Graphic No. 9: According to the results from question No.10, this graphic illustrates the evaluation strategy these students prefer more for their speaking activities. 3 **(20%)** students answered that they prefer the use of rubrics, 2 **(13.33%)** students answered they favored when the teacher assessed their performance by providing oral or written feedback, 3 **(20%)** students answered that they chose checklist as a self-evaluation tool, 2 **(13.33%)** students answered that they preferred when the teachers provides informal comments after the speaking activities , 3 **(20%)** students answered that they favored when the teacher makes corrections in oral presentations, finally, 2 **(13.33%)** students answered that they preferred when the teacher or classmates use nothing to measure their performance. In this part of the survey, we noticed that students were exposed to a variety of evaluation tools and that they became familiar with the use of each assessment method. It is important to highlight that for each speaking activity done in class, their participation was not even since we had absentees, and for the period of class not everyone had the chance to participate in all the speaking activities..

Evaluating Speaking

Título del eje

	Rubric	Oral or Written feedback	Checklist	Informal Comments	Making Corrections	Nothing
Evaluating Speaking	3	2	3	2	3	2
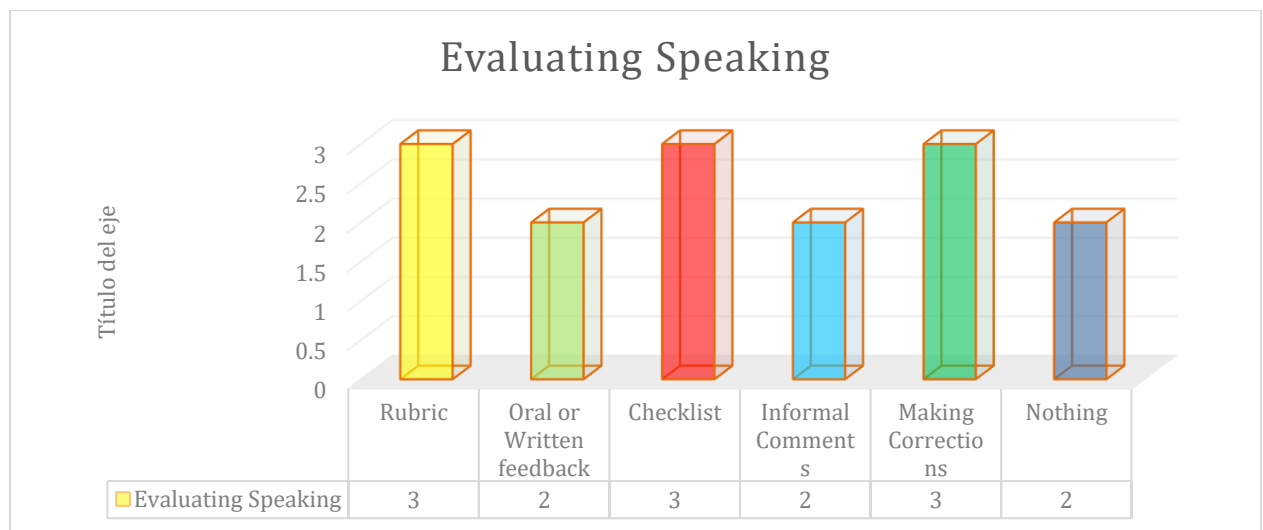
Teachers Interview

Based on the interview done by the teacher, the results are the following, based on his responses:

Questions	Short answers
How many times per week do you develop speaking activities for each lesson?	Once a week because speaking is done only in a set day each week.
Which classroom interaction have you used more in class and how effective was it?	S =Students active, teacher mainly receptive
How do you evaluate your student's speaking?	Through the use of rubrics and making corrections at the end of each class session.
How many socio-affective strategies focused on speaking skills do you teach to your students? Mention which strategies.	Cooperation and questioning for clarification
What are the speaking skills that your students improved more this year?	Pronunciation was the main speaking skill develop

During the interview, the researchers asked about how many times the teacher has developed speaking activities to improve the speaking ability in their students, and he explained that he has designed only one activity because the class sessions are very short. The students have sessions twice a week: on Tuesdays for 90 minutes and on Thursdays for 45 minutes, which they only use for speaking activities' development. Also, the teacher mentions that the strategies most commonly used by the students to develop their speaking ability during the speaking activities are mostly cooperation and asking for clarification; related to the development of speaking skills through the use of socio-affective strategies, the teacher mentions that the students develop their pronunciation the most.

When we triangulated the observation with the survey, we found that the majority of the answers, such as the most commonly used socio-affective strategies, produced a perfect match. The three data collection techniques determined that there are two specific strategies: cooperation and questioning for clarification Also, the most developed speaking skill was pronunciation, but there is a discrepancy with this answer because the teacher mentions that he only uses a rubric and makes corrections at the end of the class session, but students express different opinions and some students explicitly state that the teacher does not use any type of assessment.

Class Observation

The following was inferred based on the teaching-learning process environment when using the class observation manuals during certain English classes.

Items	Observation
English is the predominant language during the class.	No, during the class observed the students were speaking in Spanish and the instructions given by the teacher were also in Spanish.
Do the practice activities prepare students to produce language on their run to foster self-confidence?	Yes, activities such as role plays, oral presentation and drilling these activities offered students opportunities to practice speaking, which helped to boost their self-confidence when speaking. Additionally, the benefits that kids gained from those aid in improving their vocabulary and pronunciation.
What type of socio-affective strategies do the students use mostly to develop oral proficiency in the class?	Cooperation and Questions for clarification, students were the main socio affective strategies employed during the class observation.
Is the class student-centered or is it teacher-centered approach?	The class is Students centered approach; direct instructions are replaced in the classroom by a more community-driven setting that encourages student empowerment in discussions.
What methodological techniques are used by teacher in the class?	The teacher use Flashcards and Role playing as methodological techniques during the class to present the new content.
Which patterns of interaction take place to improve the speaking skill in the class?	TT = Teacher very active, students only receptive also

During the class observation, it was observed that the teacher spoke English in the class for about half of the time; English was not truly the language spoken in the class; instead, the teacher spoke in Spanish most of the time. The practice activities employed by the teacher help students practice their speaking skills and increase their self-confidence through oral presentations and role plays. Also, cooperation between the students and asking clarifying questions were the main methods employed by the students in the English class that was observed. The teacher was quite engaged in the classroom, and the students were generally receptive. For the development of the new content, the teacher uses flashcards and describes the visual prompts to introduce the new vocabulary.

When we triangulated observation, the survey, and the teacher interview, we found that there is a close relationship between the answers provided by the students and teacher because they matched perfectly. However, the only mismatch that we found was between the type of evaluation done by the teacher and the predominant language use in the classroom because the teacher interviewed said that Spanish is the language mostly used.

7. Conclusion

As expressed at the beginning of this research, the researchers wanted to see how Socio -
Affective Strategies could help 8th grade students at the Rigoberto Lopez Perez Institute in
Managua improve their speaking abilities. We provide an insight exploration on the strategies
used to learn the speaking skill in 8th grade students in this research paper. The purpose of
this study was to determine the usefulness of socio-affective strategies in improving speaking
ability in students and to determine which was the most developed speaking skill as well as
the socio-affective strategy most used in the classroom.

Over the study of the information recollected through data collection tools We notice some of
the factors influencing the development of speaking ability, as well as the strategy most
important to Rigoberto Lopez Perez Institute students. On considering the different facts
presented in this work and according to our findings, socio-affective strategies are beneficial
in the development of speaking sub-skills being "Cooperation" the socio-affective strategy
most used, and the main sub-skill of speaking developed by eighth-grade students at
Rigoberto is pronunciation. In terms of the most developed speaking skill in this case
pronunciation, "Word Stress" and "Sentence Stress" were two of the three main aspects of
pronunciation developed.

8. **Recommendations**

- ➢ The present study can be consider as the first step in conducting research on social-affective strategies because it is focus on exploring how social-affective strategies can help students develop their oral communication.

- ➢ Future research based on socio-affective strategies could study this topic in more depth by transforming this exploratory research into action or experimental research. Also, transforming it from qualitative to quantitative and using instruments those are able to measure not only how helpful but also how effective are the socio-affective strategies. It is suggested that future researcher use diagnostic test, pre-test and post-test to collect the reliable data

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9.Annexes

Validation of Students´ Survey

Research topic:

The Helpfulness of Social-Affective Strategies for the developments of speaking skill in low achievers.

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Students' survey

We are seeking your feedback to help us to know about how socio-affective strategies help low achievers.

Objective: To determine what socio-affective strategies are employed in the classroom for the development of speaking skills.

Name: _____ Date: _____ Gender: _____ Age: ____

Circle the answer that you think is the best. In some cases, it could be more than one.

1. Do you like English Class?
   a. Yes
   b. No

2. Do you speak English in class?
   a. Always
   b. Sometimes
   c. Rarely
   d. Never

3. How often do you participate in English class?
   a. Always
   b. Sometimes
   c. Rarely
   d. Never

4. In case of your answer is "C" or "D". Why don't you participate in class?
   a. I'm not interested
   b. It's boring
   c. Fear to make errores
   d. I don't understand the instructions
   e. I don't feel motivated

5. How the following speaking activities used by the teacher have helped you develop your speaking skill?

	A lot	A little bit	Nothing
Dialogue			
Drilling			
Role play			
Oral presentation			

6. What speaking sub-skills have helped you develop these socio-affective strategies used by the teacher?
a. Vocabulary
b. Pronunciation
c. Fluency
d. Grammar

7. How does the teacher evaluate your speaking?
a. With a Rubric
b. Oral or written Feedback
c. Checklist
d. Informal comments
e. Making Corrections
f. Nothing

8. When you have a dialogue, which of the following socio affective strategies do you use?
a) **Questioning for Clarification:** Asking for an explanation, verification, rephrasing, or examples about the material or the task.
b) **Cooperation:** Peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance.
c) **Self-talk:** Reducing anxiety by using mental techniques.
d) **Self-reinforcement:** Providing personal motivation by arranging a reward for one self.

9. When you have an oral presentation which of the following socio affective strategies do you use?

a. **Questioning for Clarification:** Asking for an explanation, verification, rephrasing, or examples about the material or the task; self-questioning.
b. **Cooperation:** Peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance.
c. **Self-talk:** Reducing anxiety by using mental techniques.
d. **Self-reinforcement:** Providing personal motivation by arranging a reward for one self.

10. When you practice a role play which of the following socio affective strategies do you use?

a) **Questioning for Clarification:** Asking for an explanation, verification, rephrasing, or examples about the material or the task; self-questioning.
b) **Cooperation:** Peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance.
c) **Self-talk:** Reducing anxiety by using mental techniques.
d) **Self-reinforcement:** Providing personal motivation by arranging a reward for oneself.

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: "Class observations" which is part of the research: "Main Socio-cultural Factors Interfering the Development of the Speaking".

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

_____

ACADEMIC BACKGROUND

_____
_____

AREAS OF PROFESSIONAL EXPERIENCE

_____
_____

TIME _____
CURRENT POSITION

_____

INSTITUTION _____

Research Objectives:

To determine the socio-affective strategies employed to develop speaking skill in eight graders at Rigoberto Lopez Perez Institute.

Objective of the expert judgment:

To validate the content of Student's survey.

Objective for Student's survey

 To determine what socio-affective strategies are employed in the classroom for the development of speaking skills in eight graders "A" at Rigoberto Lopez Perez Institute.

RUBRIC

Category	Qualification	Indicator
COHERENCE: The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY: Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.	1. Does not meet the criterion 2. Low level 3. Moderate leve 4. High level	1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. **4.** The item is clear, has semantics and adequate syntax.
RELEVANCE: The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.
SUFICIENCY:Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1.The items are not sufficient to measure the dimension 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient

Dimensions	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Socio affective-motivation	Hamer, J. (1984)	Speaking Performance conditions in the Classroom	Is the English the predominant language during the class?				
			Do the practice activities assigned to be done in class strengthen the students' self-confidence to speak English without fear of making mistakes?				
Teaching speaking	H. Douglas Brown, (2000)	Learning strategies	What type of Socio affective strategies do the students use mostly to develop oral proficiency?				
			What methodological techniques are used by teacher in the class?				
Patterns of interaction	H. Douglas Brown, (2001)	Classroom interaction patterns	Which patterns of interaction take place to improve the speaking skill in the class?				
			Is the class based on student-centered approach or is the class dominated by the teacher?				
Comment / Alternate Formulation							

Validation of Teacher´s Interview

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN - MANAGUA

Research topic:
 The Helpfulness of Social-Affective Strategies for the developments
of speaking skill in low achievers.

Authors:
Omayri Yasuara Lopez Mora
Katherine Michel Rodriguez Aguirre

Tutor:
M.A Estela Hernandez

Universidad Nacional Autónoma de Nicaragua
UNAN-Managua
RURD
Educational and Language school
English Department

Teacher's interview

We are seeking your feedback to help us to know what strategies help you more to develop the speaking skill of your students.

Objective: To compare what socio-affective strategies are developed by the teacher in the classroom for the development of the speaking ability.

Name: _____ Date: _____ Gender : _____

Opened questions

1. How many times per week do you develop speaking activities for each lesson?

2. Which classroom interaction have you used more in class and how effective they are?

TT = Teacher very active, students only receptive	
S =Students active, teacher mainly receptive	
SS =Students very active, teacher only receptive	
T =Teacher very active, students mainly receptive.	
TS =Teacher and students fairly equally active	

3. How do you evaluate your student's speaking?

4. How many socio-affective strategies focused on speaking skills do you teach to your students? Mention which strategies.

   A. **Questioning for Clarification:** Asking for an explanation, verification, rephrasing, or examples about the material or the task; self-questioning.
   B. **Cooperation:** Peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance.
   C. **Self-talk:** Reducing anxiety by using mental techniques.
   D. **Self-reinforcement:** Providing personal motivation by arranging a reward for one self.

5. What are the speaking skills that your students improved more this year? Why do you think this happened?

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: "Class observations" which is part of the research: "Main Socio-cultural Factors Interfering the Development of the Speaking".

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

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ACADEMIC BACKGROUND

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_____

AREAS OF PROFESSIONAL EXPERIENCE

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_____

TIME _____
CURRENT POSITION

_____

INSTITUTION _____

Research Objectives:

To determine the socio-affective strategies employed to develop speaking skills in eight graders at Rigoberto Lopez Perez Institute.

Objective of the expert judgment:

To validate the content of teacher's interview

Objectives of the observation guide, teacher's interview and Student's survey

To compare what socio-affective strategies are developed by the teacher for the development of the speaking ability in eight graders "A" at Rigoberto Lopez Perez Institute.

RUBRIC

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			Do the practice activities assigned to be done in class strengthen the students' self-confidence to speak English without fear of making mistakes?				
Teaching speaking	H. Douglas Brown, (2000)	Learning strategies	What type of Socio affective strategies do the students use mostly to develop oral proficiency?				
			What methodological techniques are used by teacher in the class?				
Patterns of interaction	H. Douglas Brown, (2001)	Classroom interaction patterns	Which patterns of interaction take place to improve the speaking skill in the class?				
			Is the class based on student-centered approach or is the class dominated by the teacher?				
Comment / Alternate Formulation							

Validation of Class Observation

Research topic:

The Helpfulness of Social-Affective Strategies for the developments of speaking skill in low achievers.

Authors:

Omayri Yasuara Lopez Mora

Katherine Michel Rodriguez Aguirre

Tutor:

M.A Estela Hernández

Universidad Nacional Autónoma de Nicaragua
UNAN-Managua
RURD
Educational and Language school
English Department

Class Observation

We are seeking your feedback to help us to know what strategies help you more to develop the speaking skill of your students.

Teacher's Name: _____ Date: _____ Time: _____.

1. The teacher uses rewarding words such as well-done, good, good job or excellent.

Yes	
No	

2. English is the predominant language during the class .

Yes	
No	

3. Do the practice activities prepare students to produce language on their run to foster self-confidence?

Yes	
No	

4. What type of affective strategies do the students use mostly to develop oral proficiency in the class?

Questioning for Clarification: Asking for an explanation, verification, rephrasing, or examples about the material or the task; self-questioning.	
Cooperation: Peer work to solve a problem, pool information, learning task checking, language activity modeling, and feedback on oral or written performance.	
Self-talk: Reducing anxiety by using mental techniques.	
Self-reinforcement: Providing personal motivation by arranging a reward for oneself.	

5. Is the class student-centered or is it teacher-centered approach?

Students centered	
Teacher center	

6. What methodological techniques are used by teacher in the class?

Flashcards	
Role playing	
Describing visuals **Prompts**	

7. Which patterns of interaction take place to improve the speaking skill in the class?

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Expert Judgment

Respected judge:

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The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

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INSTITUTION _____

Research Objectives:

To determine the socio-affective strategies employed to develop speaking skills in eight graders at Rigoberto Lopez Perez Institute.

Objective of the expert judgment:

To validate the content of the class observation guide.

Objectives of the observation guide.

To analyze the development of socio-affective strategies in the classroom in eight graders "A" at Rigoberto Lopez Perez Institute.

RUBRIC

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			Is the class based on student-centered approach or is the class dominated by the teacher?				
Comment / Alternate Formulation							

Resources

Harmer, J. 1984. The Practice of English Language Teaching. London: Longman.

Oxford, R. L. (1990). Language Learning Strategies. New York: Oxford University Press.

H. Douglas Brown. (2000). Principles of language learning and teaching (4th ed.). NY: Pearson Edication.

Richards, Jack. (2002). 30 Years of TEFL/ TESL: A Personal Reflection. Singapore: Seameo.

EIGHT GRADE STUDENTS – RIGOBERTO LOPEZ PEREZ INSTITUTE