



Estrategias de los profesores para animar a los estudiantes a hablar en el aula

Teachers' strategies to encourage students to speak in the classroom

Estratégias do professor para incentivar os alunos a falar em sala de aula

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Resumen

El objetivo principal de este estudio fue identificar las estrategias que utilizan los docentes para desarrollar la habilidad de hablar en sus estudiantes y distinguir los efectos positivos y negativos de estas estrategias en el fomento de la producción del idioma en el aula. Este estudio basó su investigación en un enfoque mixto. Este estudio se realizó con un grupo de 10 docentes de inglés de 7 instituciones privadas y 3 instituciones públicas de la ciudad de Portoviejo, 3 de ellos fueron docentes en un nivel de 7mo grado, 4 de ellos fueron docentes en un nivel de primaria (8vo-10mo), y los 3 últimos imparten clases en un nivel de bachillerato (1°-3°). También se pidió a 177 alumnos que respondan una encuesta para conocer su punto de vista sobre las estrategias que se están utilizando para animarles a hablar en clase. Por último, se utilizó una lista de verificación de observación para contrastar o confirmar la información recopilada primero de profesores y estudiantes. Se concluye que la mayoría de los docentes usa la repetición de palabras y frases, seguido de algún tipo de juego o ejercicio para motivar a los alumnos a hablar en inglés. La motivación, de esta manera, ocupó un espacio esencial en este estudio. Sin embargo se encontró que las razones fundamentales para que los estudiantes no hablen el idioma fluidamente en el aula de clase se asocia a factores personales. El docente promueve diversas estrategias, pero debe diseñar aquellas que favorezcan la seguridad en sus estudiantes.

Palabras Clave: Aprendizaje; habla del inglés; enseñanza.

Abstract

The main objective of this study was to identify the strategies used by teachers to develop speaking skills in their students and to distinguish the positive and negative effects of these strategies in promoting language production in the classroom. This study based its research on a mixed approach. This study was carried out with a group of 10 English teachers from 7 private institutions and 3 public institutions in the city of Portoviejo, 3 of them were teachers at a 7th grade level, 4 of them were teachers at a primary level (8th -10th), and the last 3 teach classes at a high school level (1st-3rd). 177 students were also asked to answer a survey to find out their point of view on the strategies that are being used to encourage them to speak in class. Lastly, an observation checklist was used to contrast or confirm the information first collected from teachers and students. It is concluded that most teachers use the repetition of words and phrases, followed by some type of

game or exercise to motivate students to speak in English. Motivation, in this way, occupied an essential space in this study. However, it was found that the main reasons why students do not speak the language fluently in the classroom are associated with personal factors. The teacher promotes various strategies, but must design those that favor the safety of their students.

Keywords: Learning; speaks English; teaching.

Resumo

O principal objetivo deste estudo foi identificar as estratégias utilizadas pelos professores para desenvolver as habilidades de fala em seus alunos e distinguir os efeitos positivos e negativos dessas estratégias na promoção da produção de linguagem em sala de aula. Este estudo baseou sua pesquisa em uma abordagem mista. Este estudo foi realizado com um grupo de 10 professores de inglês de 7 instituições privadas e 3 instituições públicas da cidade de Portoviejo, 3 deles professores do 7º ano, 4 deles do ensino fundamental (8º-10º ano.), e os 3 últimos lecionam aulas de nível médio (1º-3º). Também foi solicitado a 177 alunos que respondessem a uma pesquisa para saber seu ponto de vista sobre as estratégias que estão sendo usadas para incentivá-los a falar em sala de aula. Por fim, uma lista de verificação de observação foi usada para contrastar ou confirmar as informações coletadas primeiro de professores e alunos. Conclui-se que a maioria dos professores utiliza a repetição de palavras e frases, seguida de algum tipo de jogo ou exercício para motivar os alunos a falar em inglês. A motivação, desta forma, ocupou um espaço essencial neste estudo. No entanto, verificou-se que os principais motivos pelos quais os alunos não falam a língua fluentemente em sala de aula estão associados a fatores pessoais. O professor promove várias estratégias, mas deve projetar aquelas que favoreçam a segurança de seus alunos.

Palavras-chave: Aprendendo; fala inglês; ensino.

Introducción

Many investigations have pointed to the relevance of stimulation, motivation for learning to be achieved, in this regard authors such as (Meng, 2009) states that "Stimulation can give learners confidence to speak", and supports this idea by referring to self-interest in learning as the most important condition for speaking the language. In this sense, to arouse this interest in speaking the English language, teachers must present materials that match the tastes of students, such as topics

of personal preference, which can motivate debate and discussion in the classroom and students will demonstrate more interest in speaking in a relaxed and pleasant environment.

Being that the teaching of a language involves a challenge for the teacher, motivating strategies must be used that capture the attention of the learner, added to the fact of achieving significant learning, it is in this context where cooperative learning becomes a valuable tool to put in practical teaching-learning strategies, to create favorable environments that allow the training activities to be carried out fully and effectively and thus achieve the development of language skills to improve English fluency in students.

In this sense, it (Brito Espinel, 2021) underlines "cooperative learning will strengthen the learning of a second language, allowing speaking and listening skills to be fluent during the learning process, taking into account that these skills become the most difficult for students" (p.25). In line with this, (Díaz & Suárez, 2011), have expressed that if the student develops the ability to listen to the foreign language and pronounce it correctly, then they will be in better conditions to read it, write it and also better fix the grammatical patterns, pronunciation and basic vocabulary of the language.

That statement is supported by (Oñate Rios, 2017) considering that since the goal of many students in language learning is to be able to communicate with fluency and informal interactions, classroom activities should be designed to promote oral fluency. However, the ability to speak is a complex process in its nature; many of the students have particular characteristics that make them more adept at speaking in the classroom or outside of it due to different social or psychological reasons that can facilitate their participation in the classroom . Therefore, it is necessary for language teachers to implement some strategies (...) to avoid the shyness and lack of will of the students so that they can participate in oral activities in the classroom. (p. 401)

On the other hand (Rao, 2019), it also makes a similar statement considering that speaking is the most important skill among the four language skills to be able to communicate well in this global world. Since English is widely used throughout the world, there is a need for students to acquire the same communication skills to achieve success in their respective fields. Therefore, the classroom is the ideal platform to acquire good communication skills, especially speaking skills. Teachers have to understand the problems of ELLs (English Language Learners) and try to implement various teaching strategies in their classrooms in order to develop speaking skills in English classrooms. (p. 6).

Teacher strategies to encourage

There are a variety of strategies that teachers are using to encourage their students to speak up in the classroom, one of the most important is to help students stay motivated . For authors like (Harmer, 2008), there are different ways to carry out this task, on the one hand, the activities in which we ask the students to participate, whether to involve the students or arouse their curiosity – and provoke their participation – help them to remain interested in the theme. We also need to select an appropriate level of challenge so that things are neither too hard nor too easy. We need to display the appropriate qualities of teachers so that students can have confidence in our abilities and professionalism. We need to consider the issue of affect, that is, how students feel about the learning process.

To improve fluency in English it is necessary have effective communication and oral precision , added to the best grammatical competence, at this point it is necessary to indicate what was expressed by (Cuitiño, Díaz, & Otárola, 2019)on the question that "the ability to communicate in this language facilitates the possibility of getting involved in the dynamics of globalization, face their challenges and benefit from their contributions” (p.5). Thus, the aforementioned authors also highlight that within the productive and communicative skills are written expression and oral expression in the foreign language. According to... fluency in the field of foreign languages such as English is considered the sub-skill that requires the most time and work to develop.

Therefore, the strengthening of fluency and other levels of grammatical competence that foster communicative spaces that favor the use of the English language in a real context, has become a fact of capital importance. Thus, there are different pedagogical strategies such as cooperative learning to promote fluency and precision in oral expression in English.

Addressed in the field of teaching English, cooperative learning can promote two important factors; content learning (Kagan & McGroarty, 1993)and language acquisition (Mackey & Gass, 2006). It is suggested from the contributions of these authors that cooperative learning can lead to the learning of the contents of the subject in a significant way, likewise, it can be an invaluable ally for the development of the different English skills, such as writing, listening, speaking and reading comprehension.

Another perspective taken from (Dincer & Yesilyurt, 2017)point out that teachers who want to reduce negative factors and create an atmosphere free of anxiety when teaching use various activities, such as games and role-playing, as well as pair and group work by adopting teaching

methods communicative, such as collaborative learning and task-based learning language teaching (...). However, self-determination theory (SDT;) (Herrell, Jordan, & Herrell, 2012) gained popularity in the field of language education due to its focus on types of motivation rather than quantity of motivation. According to SDT, individuals need the satisfaction of three basic psychological needs, which are innate and universal, in order to be motivated. These needs are autonomy (a personal endorsement of one's action that is derived from oneself), competence (self-confidence in one's ability to complete activities), and relatedness (positive interpersonal relationships with others). When these needs are satisfied by the social environment of the individual, the individual becomes more motivated to act and shows greater positive results in the educational environment.

From another point of view, (Cerda, 2018) it describes other strategies to encourage reluctant students to speak in the classroom, which are based on the cognitive, affective and situational framework, and are the following: Reduce the level of difficulty of the task, give students more time to do homework, bring homework closer to the student experience, allow students to solve communicative tasks collaboratively, provide students with homework guidance, cater to individual student needs and abilities, promote positive attitudes among students, change students' negative beliefs and attitudes towards mistakes, increase students' self-confidence, reduce students' anxiety in the classroom, create a supportive learning environment, encourage peer support in the classroom, be sensitive when assigning students to groups, tolerate the use of L1 when appropriate. Cooperative learning is one of the strategies with which the best results are obtained to encourage students to speak in the classroom, mainly due to the nature of its activities that help create a friendly environment where students can participate without stress. to make mistakes and be judged or judged. laughter of the whole class and also stimulates their social skills to carry out group work. (Anjaniputra, 2013) consider that: Cooperative learning activities are especially effective for English language learners because they have more opportunities for verbal interaction in small groups (Anjaniputra, 2013) Because of the embedded structure of the unique task assigned to each member of the group, cooperative learning is much more effective than ordinary group work that is usually done in classroom situations.

(Rao, P., 2019) tries to explain the importance of teaching the ability to speak in the classroom by saying that the ability to speak is the most important skill to acquire when learning a foreign language or a second language (...) Regardless of its importance, the teaching of the Speaking skills

have been underestimated and most EFL/ESL teachers have continued to teach oral skills as well as dialogue memorization or repetition of exercises.

However, the modern world demands the requirement of communication skills for students and teachers of English have to teach ELL students the skills necessary for them to improve their speaking skills and perform well in real-life situations (...). Among the four basic English language skills, speaking seems to be difficult because speakers have to produce sentences in the heat of the moment. It is quite difficult for foreign or second language students to produce sentences without learning the grammatical structures and without having knowledge of an adequate vocabulary (...). As speaking skills play a vital role in many aspects, there is a need for EFL/ESL students to focus more on them. Additionally, teachers are encouraged to implement several useful strategies in their classrooms to engage students more about learning speaking skills in their English classrooms. With an ounce of regular practice, it is certain that ELLs can greatly develop their speaking skills. Harmer (2008), for his part, sets out the reasons for teaching speaking, arguing that there are three main reasons for getting students to speak in the classroom. Speaking First Activities provide rehearsal opportunities – opportunities to practice real-life speaking in the safety of the classroom. Second, oral expression tasks in which students try to use part or all of the language they know provide feedback to both the teacher and the students (...). And finally, the more students have opportunities to activate the various elements of language that they have stored in their brains, the more automatic the use of these elements becomes.

There is no doubt that getting students to speak in the classroom is a difficult thing for teachers to do. I have struggled many times with not being able to do some speaking tasks with my students, but it shouldn't be this way, with a little research in that field it is possible to persuade them to speak. As the aforementioned author points out, “ Good oral expression activities can and should be extremely attractive to students (...) (Harmer, 2008). We need to be clear that the kind of speaking activities we're looking at here are not the same as controlled language practice." In other words, each speaking activity should capture their interest, so that they are motivated to produce the language and do not fall into a bored state where they are reluctant to speak.

Based on the above, the main objective of this study is to identify the strategies used by teachers to develop the ability to speak in their students and to distinguish the positive and negative effects of these strategies in promoting language production in the classroom.

towards the group and towards the educational institution and that these are expressed through the spoken language using English as the language.

Based on the above, 80% of the students state that their teacher maintains an adequate climate within the classroom. This agrees with what was stated by the authors where it has been found that a positive climate in the classroom must become a highly valued educational goal. On this subject, (Brown, 2000)he points out that educational centers have to worry about creating a good climate in the classroom, in order to facilitate and promote the commitment of students to their training and an enriching social and academic activity, especially in learning the subject. english _

Table N°2 corresponding to question 2. Does the teacher treat all students equally?

	Answer	Count	percentage
1.	And it is	9	90.00%
2.	No	0	0.00%
3.	SomehowOther	1	10.00%
	Total	10	100%
Mean	Confidence Interval @ 95% Standard	Deviation Standard	Error
: 1.200	: [0.808 - 1.592]	: 0.632	: 0.200

Autor: El investigador

Similarly, when observing the results, it is evident that 90% of the students consider that the teacher treats the students without distinction, without discrimination, which is related to the elements associated with a positive classroom climate, they are linked with a teacher that maintains a respectful and cordial treatment towards students, that motivates them and promotes participation and is available to them. Regarding this, studies carried out by (Astin, 1994)revealed that frequent interaction with teachers is a strong factor of satisfaction and identification of students with the school and with their studies, more than any other type of interaction, either with peers or with peers. any part of the institution.

Table 3 corresponding to the question **Which** of the following strategies does the teacher use to encourage his students to speak in class?

	Answer	Count	percentage
1.	cooperative Learning	7	22.58%

two.	role play	4	12.90%
3.	Oral Drilling	9	29.03%
Four.	Games	5	16.13%
5.	Others	2	6.45%
6.	Communicative Work (dialogues, debates)	1	3.23%
7.	Creative Tasks	3	9.68%
	Total	31	100%

Mean : **3.194** Confidence Interval @ 95% : **[2.548 - 3.839]** Standard Deviation : **1.833** Standard Error : **0.329**

When analyzing the results of the observation made by the researcher and the questions asked to the teacher, it is found that 29.03% of the teachers use the oral repetition of words and phrases as a strategy; followed by 22, 58% of those teachers in whom cooperative learning was observed as a strategy. In a third place, 16.13% indicated that they observed the use of games by teachers.

When inquiring in the teachers about the strategies that favored the development of the speaking skill, the following was found:

Table No. 4 corresponding to question 4: In your opinion, which of these strategies has achieved the best results to motivate your students to speak English in the classroom?

	Answer	Count	Percent
1.	Cooperative Learning (Group work)	5	26.32%
2.	Creative task (designing logos, writing advertising copy, creating the packaging for a product)	0	0.00%
3.	Drilling	2	10.53%
4.	Games	4	21.05%
5.	Role plays	7	36.84%
6.	Others	1	5.26%
	Total	19	100%

Mean : **3.579** Confidence Interval @ 95% : **[2.796 - 4.362]** Standard Deviation : **1.742** Standard Error : **0.400**

When observing the results, despite the fact that a considerable percentage of the teachers use the repetition of words as the main strategy (Table 3,), the teachers consider that the most effective was the one referring to Role Plays (36.84%) followed by cooperative learning (26.32%) . This corresponds to what has been pointed out by (Back, 2012) someone who has pointed out that some of the activities traditionally used are sharing information, negotiating, language games, problem solving and social interaction activities such as role play .

According to Johnson (2001), the communicative competence or ability will be reflected when it is executed, that is, when the language is used in real situations, such as in the case of Role Plays . For such a result, the author is based on two main pillars, the knowledge of the grammatical rules and the use according to the society in which he lives (colloquial phrases, idioms, etc.). However, there is a third factor called ability to use, which refers to all those non-cognitive elements that somehow influence the student, such as motivation, personal skills.

Student Survey

Table 5 corresponding to question 5 Which of these factors do NOT motivate you to speak English in class?

	Answer	Count	percentage
1.	Poor motivation on the part of the teacher / Lack of motivation desde the teacher	7	2.82%
two.	Application of bad strategies / Wrong strategies being applied	6	2.42%
3.	Timidity/ Shyness	107	43.15%
Four.	No desire to learn / No desire to learn	4	1.61%
5.	Fear of being laughed at/ Afraid of being laughed at	38	15.32%
6.	Fear of being wrong / Fear of being wrong	86	34.68%
	Total	248	100%
<hr/> Confidence Range @ 95% : [4.095 - standard deviation : 4.469] 1,501 Standard Error : 0.095 <hr/>			

When investigating what the researcher observed, it is found that most teachers use some type of game or exercise to motivate students to speak in English. Motivation, in this way, occupied an essential space in this study. However, it was found that the main reasons why students do not speak the language fluently in the classroom are associated with personal factors. The teacher promotes various strategies, but must design those that favor the safety of their students.

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