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**“USEFUL SPEAKING STRATEGIES FOR IMPROVING
COMMUNICATIVE COMPETENCE IN CELE (A CASE
STUDY)”**

For the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

BY

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	I
DEDICATIONS	II
CHAPTER I : INTRODUCCION	
1.0 Introduction.	1
1.1 Statement of the problem.	2
1.2 Significance of the study.	2
1.3 Purpose of the study.	3
1.4 Research Questions.	3
1.5 Definition of terms.	4
CHAPTER II : LITERATURE REVIEW	
2.0 Literature Review	6
2.1. Language skills	6
2.1.1 Reading skill	9
2.1.2 Writing skill	111
2.1.3 Listening skill	13

2.1.4 Speaking skill	14
2.2 Learning strategies.	16
2.2.1 Strategies in Speaking	177
2.2.2 Using Minimal Responses	23
2.2.3 Recognizing Script	23
2.2.4 Using language to talk about language	24
2.3 Communicative competence	25
2.3.1 Communication strategies	27
2.4. Intermediate level	29
2.5 Centro de lenguas extranjeras (CELE)	30
CHAPTER III: METHODOLOGY	
3.0 Methodology	31
3.1 Context.	321
3.2 Participants.	33
3.3 Instruments.	33
3.4 Procedure.	34

CHAPTER IV: RESULTS

4.0 Results	35
4.1 Results of the checklist.	35
4.2 Results of the questionnaire.	46

CHAPTER V: CONCLUSIONS

5.1 Conclusions	60
5.2 Implications.	61
5.3 Limitations of the study.	61
5.4 Directions for further research.	62
References	63
Appendix	65
Appendix	66

CHAPTER I

INTRODUCTION

1.0 Introduction.

Learning English as a foreign language is important due to the impact that it has in the globalization, because of this, there are many reasons to learn English, for example it is useful for academic degrees, travels, professionalization and in general for finding a better job. However, many people think that being multilingual is not essential; Go Overseas (a website stimulated by the community of people passionate for teaching) says that not only it is important, but also it is necessary.

Nowadays, all around the world there are more and more people learning and speaking English “In fact, English is, according to some criteria, the most widely spoken language in the world. Approximately 1.5 billion people around the world speak English, whether as their native tongue or as a foreign language, and this number is still growing.” (Wong, 2013, p.6)

This study is written about the strategies that teachers in CELE (Centro de Lenguas Extranjeras) use to develop the speaking skill and if the students consider those strategies effective for improving the communicative competence. At first this paper describes what the speaking skill is and what the speaking strategies are. Also describes different strategies that a teacher can use in order to develop speaking skill, in an intermediate level at Centro de Lenguas Extranjeras, Faculty of languages, BUAP. At the same time another important aspect considered here is the communicative competence because not only it is important to develop the speaking skill, but also to put in practice this skill to have a good communicative competence.

According to Widows cited in Suska (2012) as a frequently suggested matter, the goal of teaching speaking should be related to the communicative competence. Developing communicative competence in teaching speaking is viewed very necessary because it will be highly valued in communication. In the process of developing the communicative competence, the primary point will be focused on the meaning and the understanding information.

1.1 Statement of the problem.

In the Benemérita Universidad Autónoma de Puebla (BUAP) all students need to be certificated in English as a foreign language, for this reason many students are learning English at Centro de Lenguas Extranjeras (CELE). However, after to analyze their marks it was possible to observe that the students had low grades in the area of speaking skill. Also, the teacher said that the students do not participate in class. In base of student's experiences they have problems with the speaking skill for example they have difficulty to communicate aides in their classes, they have little vocabulary, For this reason, they cannot develop the communicative competence in an efficient way, as a result this is one important reason why the students fail in the attempt in second language certification, so the students have difficulties to get a Bachelor's Degree.

1.2 Significance of the study.

As it was mentioned before, students have to certify English in a B2 level based on the Common European Framework of Languages, therefore CELE is a very good option for achieving this goal at the end of the bachelor. Despite of the speaking skill, it is a very important ability to develop, not only to achieve the certification, but also to present the dissertation defense and a good proficiency level in their professional performance. As a result, this paper

will provide information about what strategies do teachers from CELE use and which ones the intermediate level students consider more effective in order to improve this skill and in consequence the communicative competence.

According to Suca (2012) The Communicative Competence in teaching speaking is an important view as the goal that must be achieved. Understanding the aspects and characteristics of Communicative Competence can help the teachers to guide their learners into an atmosphere that make them speak naturally. Negotiation of meaning and management of the interaction in Communicative Competence reflect the focus on the use of language in order to make the students produce an oral natural communication.

1.3 Purpose of the study.

The purpose of this case study is to explore which are the main problems students in one group of intermediate level (B1) of CELE (Centro de Lenguas Extranjeras) at Facultad de Lenguas BUAP (Benemerita Universidad Autónoma de Puebla) have for learning or improving their communicative competence in English, basically speaking ability. The study describes the speaking strategies that English teachers from CELE use to improve the speaking skill, and at the same time to know which strategies the students really consider more effective and useful for developing the communicative competence.

1.4 Research Questions.

1. What are the strategies that English teachers from CELE use to develop the speaking skill with intermediate students?

2. Which are the most useful strategies that intermediate students consider most effective in order to develop their speaking in communication?

3. Why do students from CELE consider these strategies effective?

1.5 Definition of terms.

Language: The system of human which consist of the structured arrangement of sounds (or the written representation) into large units, e.g. morphemes, words, sentences, utterances. In common usage it can also refers to non- human system of communication such as the language of bees, the language of dolphins (Richards et al, 1992, p.355).

Foreign Language: foreign language learning is generally differentiated from second language acquisition in that the former refers to the learning the native language on the environment of one's native language (e.g., French speaker learning English in France, or Spanish speaker learning French in Spain, Argentina, Mexico, etc.) this is most commonly done within the context of classroom (Gass, 1994, p. 4).

Communication: the exchange of ideas, information, etc. between two or more persons. In act of communication there is usually at least one speaker or sender, a message which is transmitted, and a person or persons for whom this message is intended. (Richards et al, 1992, p. 64)

Skills: a hierarchy of decisions and automated actions used as an integrated whole the lower ones depending on higher ones (Bygate, 1987, p. 116).

Competence: A person's internalized grammar of language. This means a person's ability to create and understand sentences, including sentences they have never heard before. It also

includes a person's knowledge of what are and what are not sentences of a particular language.

(Richards et al, 1992, p. 68)

Strategies: procedures used in learning or thinking, which serve as way of reaching a goal. In language learning, learning strategies and communication strategies are conscious or unconscious processes which language learners make use of learning and using a language (Richards et al, 1992, p. 355).

Speaking: It is typified as an activity involving two or more people in which the participants are both hearers and speakers having to react to what they hear and make at high seep (Scott, 1981, p.70).

Intermediate student (B1): According to the common European framework the intermediate student is able to “understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

CELE: Centro de Lenguas Extranjeras Facultad de Lenguas BUAP

CHAPTER II

LITERATURE REVIEW

Literature Review

2.1. Language skills

As we know in order to learn English as a foreign language, it is necessary to develop the four language skills due to they are closed connected. According to Morehouse (2017) the four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

Harmer (2012) affirms that teachers tend to talk about the way we use language in terms of four skills – reading, writing, speaking and listening. These are often divided in two types. Receptive skills are the term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, because for these skills the students actually have to produce a language themselves. In the context of first-language acquisition, the four skills are most acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills. (P. 297)

In this same order of ideas and taking into consideration that the speaking is a basic ability in the development of the language since it is a productive ability this same author tells us that. It is certainly the case that when the students speak or write they are producing language, and no one would argue with the idea that language activation takes place when they are doing this, but reading and listening also demand considerable language activation on the part of the reader or listener. The students cannot access meaning unless their brains are fully engaged with the texts they are interacting with. In other words, the students have to think to understand, using any or

all of their language knowledge to get meaning from what they are seeing or hearing. But in any case, whether they are reading or speaking, they often mix what they are doing with other skills, as they shall see below. As an important part of the learning process teachers have to consider mixing skills Harmer (2012, p. 97).

Skill Mixing	Description
Speaking as a preparation and stimulus	<p>We often ask our students to discuss a topic as a way of activating their schemata or engaging them in a topic that they are going to read or hear about. Speaking sessions allow the students to investigate their thoughts and feelings about a topic. Frequently, too speaking is part of the longer planning sequence.</p>
Texts as models	<p>Especially where the students are working with genre- focused tasks, written and spoken text are a vital way or providing model to follow. One of the best ways of having our students write certain kinds or report, for example, is to show them some actual reports and help them to analyze their structure and style; when getting students to give spoken directions, they will benefit from hearing other people doing it first. Productive work should not always be imitative, of course. But students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon.</p>
Text as preparation and stimulus	<p>Much language production work grows out of text that students see or hear. A controversial new article or blog post may be the springboard for discussion or for a written riposte. Listening to a recording in which a speaker tells a dramatic</p>

story may provide the necessary stimulus for the students to tell their own stories, or it may be the basis for a written account of the narrative. In this way, we often use written and spoken tests to stimulate our students into some other kind of work.

Frequently we ask our students to listen to something (a recorder phone conversation, for example) and take a message or notes. We might ask them to prepare a spoken summary of something they have read, or read information on the internet as preparation for role- play or some other longer piece of work. Almost any speaking activity is bound to involve listening, of course, but sometimes when students are involved in some kind of collaborative writing they will be speaking, listening, writing and reading almost simultaneously. Indeed, task- based learning or even just working on a single task, is almost predicated on the idea of skill integration, since it is usually impossible to complete a task successfully in one skill area without involving some other skill, too.

Integrated tasks

Weaving threads of different skills and topics is a major art of the teachers who plan for a sequence of lessons, skill integration also happens when students are involved in a project work, which may well involve researching (through, reading or listening), speaking (in discussion or when giving a presentation) and writing (submitting a report). (p. 298 – 299)

2.1.1 Reading skill

Reading is the process of looking at series of written symbols and getting meaning from them. When the students read, we use our eyes to receive these symbols (letters, punctuation marks and spaces) and they use our brain to convert them into words, sentences and paragraphs that communicate something to us (Essberger, 2017). On the other hand, reading is not only interpret the symbols to form words or phrases, but it is also necessary to understand the reading, to support that opinion.

Ur (2012, p.130) says that:

Reading is in the context of language learning, reading means ‘reading and understanding’. A student who says, ‘I can read the words but I don’t know what they mean’ is not therefore, reading, in this sense, but merely decoding: translating the written symbols into their corresponding sounds.

Following this idea, other authors agreed with this author’s idea and support Ur's view in the sense that it is necessary to understand what is read. Harmer (2009, p. 99) Reading to him is: One of the skills that can be developed in an independent way However; it is useful for language acquisition that when the students read, they understand what they read and also the reading can help the students to develop the vocabulary knowledge, on their spelling an on their writing.

It is important to develop the ability of reading to learn and teach a language, to support this idea Harmer (2012) mentions:

To get the maximum benefit from their reading, students need to be involved in both intensive and extensive reading. Intensive reading is often (but not exclusively) teacher-chosen and directed. It is designed to enable the students to develop their ability to read for a number of different proposes, such as getting the general meaning of a text (the gist) sometimes called

skimming, finding specific details that the readers is looking for – sometime called scanning, or understanding what is behind the word (inference). We will want to give our students a variety of texts and reading purposes. This is not so much because they need to acquire such reading skills (they may, after all, have them in their own language) but because they need to have these experiences in English. (P. 314). Therefore, reading is a very important skill due to it means interaction among what we read, comprehend and getting purpose based on people experiences.

Reading is important because it is one of the skills that we need to acquire as part of the communication. And also, we need this skill to learn others skills as writing. Ur (2012, p. 135) mentions that:

Once our students have mastered basic reading comprehension, we need to help them deal with more sophisticated tests and task quickly, appropriately and skillfully. Note that the focus here is not on reading tests intensively for the sake of the language learning, but on activities which foster the ability to reader better. The aim is for our students to become fluent readers in the same way that we want them to be fluent listeners and speakers: to access the meaning of a text successfully and rapidly, with minimum hesitations. A large ‘sight’ vocabulary (lexical items the students identifies and understands at a glance) is the first requirement for this. But in order to foster fluent reading, we also need to make sure that students have a plenty of successful reading experience thought encounter whit a wide range of texts read for a variety of purposes.

2.1.2 Writing skill

Other important language skill is writing because it is other form of communication. “As with speaking, it is a productive or active skill, as it requires from us to use our hands and our brains to produce the written symbols that represent our spoken language. Along with reading, it is one of the two artificial language skills, as not all natural spoken languages have a writing system.” (Morehouse, 2017). With the development of technology, the forms of communication have changed and we not only communicate in a spoken way but also in a written way. According to this Ur (2012)(p.150) say:

English teaching today, has assumed much greater importance in recent years with the arrival of new forms of rapid written communication. This means that we need to pay more attention to helping students learn how to write well than previous generations of teachers did.

Based on Ur's idea about the importance of helping students to develop good writing to have an excellent communication Essberger (2017) state that writing is the process of using symbols to communicate thoughts and ideas in a readable form and he says that “To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.” To have a good communication with others.

As we have mentioned before, reading and writing are necessary skills in order to develop the writing productive communication, on the other hand in language learning is necessary to develop speaking and listening skills to improve the oral productive communication. The next chart shows characteristics of writing (Ur, 2012, p. 150-151);

Characteristic	Description
It is permanent	A text once written is there on paper or on the screen, to be easily reread or rewritten, either very soon after it was written or later. Speech, on the other hand, is normally fleeting, and the way it communicates.
It is dense	The content of a written passage is. Unlike speech, presented relatively densely, with little or no ‘redundancy’. Writing takes more time and effort than speaking: the writer simply does not want to waste time writing any more words that are necessary to convey the message, and the reader can always go back and reread if they feel repetition is necessary.
It is asynchronous, or time-independent.	We usually read text some time after it has been written. Even “synchronous chat”, there is a time-lapse between production and reception. Spoken discourse, in contrast is in most cases produced and received simultaneously
The person or people being addressed are not physically present.	The target audience for a written text – whether a single addressee, closed group or the public at large – is rarely physically present. Spoken interaction is mostly face to face.
It is produced	Writing is much slower than speaking, reading or listening. This is one

slowly	reason why it is used least of the four skills in real-life communicative activity.
It is a learnt and high-prestige form	Most people acquire the spoken language (at least of their own mother tongue) intuitively, whereas the written form is normally taught and learned in school. Literate people are more respected, in general, than the illiterate
It uses more standard forms.	English speech typically varies widely. In accent, lexis and grammar, according to the cultural or linguistic background of the speaker; writing, in contrast, is more uniform and tends to observe conventional usages (formal or informal).

2.1.3 Listening skill

Based on teachers and students experiences, listening is one of the most difficult skills to develop. Talking about some author's definitions it is mention that: "Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us", that is to say listening skill requires focus and attention in any language (Essberger, 2017, p.1).

Practice the ability to listen is important in any language since it is an essential part of learning a language so Anderson & Lynch (2017) think the listening is a reciprocal skill so we cannot practice listening in the same way as we can rehearse speaking.

Listening is a very important skill to improve a good communication so if we do not develop the listening, we cannot understand to produce the speaking and create an effective communication.

On the other hand, Anderson & Lynch (1998) say that “listening skill are as important as speaking skill because we cannot communicate face to face unless the two types of skill are develop in the tandem” The main goal of teaching listening is to enable our students eventually to cope with the natural listening situations that they are most likely to encounter in real life and those situations will probably display most of the features above. Students of today have fewer problems with this that I did, for two main reason. First, English as an international language is spoken is mainly between people who have learnt English as an additional language.

2.1.4 Speaking skill

If we refer to speaking automatically, we are talking about communication and this is a vital method of speech in which people can transmit feelings, thoughts, knowledge and what they actually mean, therefore so it is very important that people speak clearly and effectively in order to transmit what they need without mistakes.

To talk about the ability of speech we need to know what it means to speak and the author who helps us with this definition is Essberger (2017) he defined speaking as the language produced by the mouth. When we speak, we create sounds using many parts of the body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. The vocalized form of language usually requires at least one listener. When two or more people speak to each other, the

conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. After knowing the definition of speaking, it is necessary to know why the ability of speaking is important to learn a language. An author who talks about this is Morozava (2013, p. 3) she says that "speaking is one of the four skills necessary for effective communication in any language according to others research, especially when speakers are not using their mother tongue. As English is universally used as a means of communication, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication competence".

Continuing with the same idea that developing the ability to speak is very important to have an effective communication, Bailey & Savage cited in Celce (2001) state that the speaking skill in a foreign language has often being viewed as the most demanding of the four skills.

If we want to have a good communication, we need to put attention to improve the speaking in correct form because the speaking skill is important for learning or teaching a foreign language for this reason Ur (2012) mention which are the two main goals of developing this skill:

1. That the students should actually talk a lot. As much time as possible during the activity should be uses for talk by the students themselves. This May seem obvious, but often a lot of the time is taken up with teacher talk, pauses or classroom management.
2. That the language used should be of an acceptable level. Students should express themselves by using language that is relevant, easily understandable and of an acceptable level of accuracy. This does not mean that all the language has to be absolutely correct,

only that it is free from pronunciation, lexical and grammatical errors that interfere with the fluent communication of meanings. (p. 117-118)

Essberger (2017) states that the speaking can be formal or informal. The speaking is informal when we speak with the people who we know well as our family or our friends. The speaking is informal occurs in business or academic situations, or when meeting people for the first time.

2.2 Learning strategies.

To learning a new foreign language is important and necessary looking for and uses some strategies that help the students to development the four language skills.

“Learning strategies is defined as specific actions, behaviors, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (Scarcella& Oxford, cited in Celce, 2001, p.359).

Carrying on with the idea that learning strategies help students to learn a second language All wright and Little cited in Celce (2001) affirms that the strategies are good to teach to the students to become more independent, autonomous and lifelong learners.

Another author who talks about the importance, the necessary and the influential that the learning strategies in the acquisition of a foreign language are Harmer (2012) he says that:

The strategies that students use to help them learn remember may have a significant impact on their success or lack of it. It would make sense, therefore, to show our students what good learner strategies are like and then to help them to employ them. Carol Griffiths found that although there were discrepancies between what teacher and students thought about important learning strategies in a study she conducted in provide language school in New Zealand, nevertheless

'teachers report a strong awareness of the important of language learning strategies' and ' many of the strategies which students report using highly frequency are regarded as important by teaches'. Such strategies include ways of approaching a reading text, or how to record vocabulary. (P. 98)

After knowing how fundamental learning strategies are for learning a foreign language, it is essential to know that validates are included in the language learning process. "Language learning strategies include strategies for identifying the material that needs to be learned, distinguishing in from other material if needs be, grouping it for easier learning (e.g. grouping vocabulary by category into nouns, verbs, adjective, adverbs and so forth), having repeated contact with the material (e.g. through classroom task or the completion of homework assignments)"(Cohen, 1998, p. 5)

2.2.1 Strategies in Speaking

In strategies for Developing Speaking Skills Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors, teach students speaking strategies using minimal responses, recognizing scripts, and using language so, they can use it to help themselves to expand their knowledge of the language and their confidence in using it. These help students to learn to speak, so that the students can use speaking to learn a language (Hira lkumar & Ruja, 2017).

As mentioned by the previous author to develop speech skills, some strategies are needed to help students so that they can autonomously apply their knowledge of the language to contribute to this opinion Ur (2012, p. 119-120) mentions five practical tips to develop speaking:

1. Discussions leaders. Appoint one member of the group leader, whose job it is to make sure that everyone gets a chance to participate and that nobody over- dominates the process, and to keep an eye on the time.
2. L1 monitors. With class who has a strong tendency to overuse L12, invite one student (not the discussion leader) to act as a monitor for each group. The monitor's job is to note and tell you later about instance of L1 use. Even if there is no actual penalty attached, the awareness that someone is monitoring their language helps participants to be more carefully.
3. Pair works. Where feasible, use pair work. That way the amount of talk overall in the class is maximized (at any one time half the members of the class will be speaking). Also, pair work is far easier to organize than group work: it just involves turning to face a partner, rather than actually moving tables and chairs to get into groups.
4. Correcting errors. In general, give corrective feedback on errors only rarely during oral fluency may work, stopping students to correct them distract them, and focusing too much on accuracy will discourage them from trying to express themselves freely. On the other hand, there are places where correction can actually help: if the student is obviously hesitant and needs a confirmation of the correct form, for example. An alternative is for you to note errors and discuss them with class later.
5. Feedback. If the students have been working in small group and want to share the results of their discussions at the end; it may get tedious to have to listen to them all. Alternatives are to hear only a selection; and /or to invite the groups to post their results in writing on a class website or on the classroom notice board.

Also, we must know that there are students who develop fear and shyness when speaking some foreign language, but there are some strategies that fast to overcome any natural shyness Harmer (2012, p.386-387) mentions some of these strategies:

Strategy	Description
Making students feel relaxed	<p>Students sometimes feel anxious about speaking; we will do our best to create a relaxing environment when we ask them to speak.</p> <p>We want to lower what has been called their affective filter: this is the barrier which results from anxiety, and which gets in the way of successful communication.</p>
Matching students feel relaxed.	<p>One of the reasons, perhaps that students became nervous and reluctance is that we sometimes ask them to do more than they are capable of. It is especially important with speaking activities to set tasks at a level that the students are comfortable with.</p>
Using pair work and group work.	<p>We frequently conduct ‘question and answers’ speaking activities with the whole class. This can be quite intimidating for some learners and tends to favor the more confident students. That is why using pair work and group work is so important. Not only does it give anyone a chance to speak- even the shy students- but it is less pressurized for many people.</p>
Preparation	<p>We sometimes seem to expect our students to speaking fluently with</p>

no warning, but this can be difficult for those who are nervous or need time to gather thoughts. This was certainly true for David Wilson (2005) trying to use German while living in Australia. If, for example, he was about to go into a restaurant and order something, he found it was much better if he spent some time outside the restaurant, reading the menu and then rehearsing what he was going to say. Without this 'preparation' time, he would have found speaking much more difficult.

Students, too, will perform much better if they have the chance to think about what they are going to say and how to say it. This may involve just giving them quiet time to think in their heads about the words they will use, as David Wilson was doing. Having students use their 'inner voice' like this is, anyway, something we should encourage in our students, and not just for speaking-task preparations.

Sometimes, when students are thinking what to say for a debate or a presentation, we might allow them to do this in their L1 because it will be easier for them to articulate their initial ideas in this way. As a result, their eventual presentation in English may well be more effective. However, a lot will depend on our attitude to the use of the students' L1 in the classroom.

Including fluency

Despite what we have said about preparation, a different way of

activities. making our students feel more relaxed about speaking is to include quick ‘instant’ fluency activities in every lesson. If we do this, the students soon get used to them and gradually start to feel more confident about speaking, but rather than do this for the whole semester, suggests Sonia Millett, it makes sense to emphasize fluency as a goal over a shorter period. The students can then be involved in ‘quick write’ and ‘quick read’ activities for short bursts every day during that period. The more we include short enjoyable bursts of fluency-type activities in our lessons, the more accustomed our students will become to speaking at a moment’s notice. However, we have to judge when such activities are appropriate and when, with more substantial tasks, the students need preparation time.

Adopting appropriate teacher roles.

The roles we take on when our students are speaking will have bearing on where they feel they are on the desire- fear cline that we mentioned above, we will often find ourselves prompting the students – giving them encouragement and feeding in words and phrases they might need to keep the conversation going. Sometimes it may help if we are participants in speaking activities ourselves. As feedback providers, we have to decide how and when to offer feedback and correction during speaking activities. Should we intervene when a student says something incorrectly in a communicative activity, or should we wait until later and offer

‘offline’ correction? Too much correction may push our students back toward ‘fear. Too little may mean that we miss ideal opportunities for work on language.

In a conference presentation many years ago, William Littlewood bemoaned the presence of ‘social loafer’ when groups do a task, that is, students who sit back and let everyone else do the work. How, he wonders, could he ensure that all the students were equally engaged in task? He called one of his ideas ‘numbered heads’: in each group of four, for example, the students are asked to assign a number 1 to 4 to each member, without telling the teacher who has which number. At the end of an activity, the teacher indicates a group and number (1-4) and asks that student to report on what happened. Neither the teacher nor the students know who will be called and, as a result, all the students have to say on-task. Other techniques, such as fluency circles, also demand participation from all the students if they are to work. Mandatory participation also lies at the heart of jigsaw reading activities and story- circle writing since both the – and other similar activities- only work when all the students take part.

Mandatory
participant

2.2.2 Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response (Hiral kumar & Ruja, 2017).

2.2.3 Recognizing Script

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain (Hiral kumar & Ruja, 2017).

2.2.4 Using language to talk about language

Learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.” (Hiral kumar & Ruja, 2017, p. 6).

On the other hand, we must know that as well as there are strategies that help students to develop speech there are also some problems that teachers should not commit, an author who talks to us about this is Ur (2012, p. 120-121) he says that some problems are:

1. Shininess and inhibitions. Unlike reading, writing and listening activities, speaking requires some degree of real- time exposure to an audience. Students are often inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes, scared of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Finding thing to say. Even in they are not inhibited, you often hear students complain that they cannot think of anything to say. Just providing and interesting topic, as we

shall see in the next section, is not enough. Student need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak.

3. Low participant of individuals. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. An added problem here is the tendency of some students to dominate, while others speak very little or not all.
4. L1 use. In class where some or all of the students share the same L1, they may fall back on it when they could, with a bit more effort, use English. They do so because it is easier and feels more natural to talk to each other in their own language. Occasional L1 use is inevitable- and, indeed, can be very helpful in solving specific vocabulary problems, for example- but if students spend most of their time speaking their own language, they will obviously have little opportunity to improve their speaking skills in English.

2.3 Communicative competence

A main concept of the communicative approach in language teaching is the communicative competence in which the students ability to understand and use the language appropriately means to communicate in an authentic way rather than in a simulated environment. Related to this approach, the communicative competence is defined as the ability to use grammatical competence in a variety of communicative situations and not only as an inherent grammatical competence in a variety of communicative situations (Hymes cited in Bagarić 2007).

On the other hand, although we are still talking about communicative competence, there are other authors who have a point of reference to Hymes referring to this; some of those authors are Canale and Swain cited in Bagarić (2007) who understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use.

communicative competence may have many interpretations, however, an author that helps us to know more about this is Chomsky cited in Yufrizal (2017) he defends the dichotomy between what is our real ability when using the language versus what we really know about the language; that is, what we know despite the errors we make when using the language.

After defining what is communicative competence it is also important to mention some characteristics about it to better understand the subject. The characteristics of communicative competence:

1. Communicative competence is a dynamic rather than a static concept that depends on the negotiation of meaning between two or more persons who share some knowledge of the language.

2. Communicative competence should not be thought of as only an oral phenomenon. It applies to both written and spoken language.

3. Communicative competence is context-specific, in that communication always takes place in a particular context or situation. The communicatively competence language user will know how to make appropriate choices in register and style to fit the particular situation in communication occurs.

4. It is important to bear in mind the theoretical distinction between competence and performance. Competence is what one knows. Performance is what one does. Performance is observable, and it is only through performance that competence can be developed, maintained, and evaluated". (Savign on cited in Yufrizal, 2017)

To finalize it is important to emphasize that there are authors who divide the communicative competence to have a better interpretation for example a more recent survey on communicative competence by Bachman divides it into three broad headings of organizational competence, which includes both grammatical and discourse (or textual) competence, and pragmatic competence, which includes both sociolinguistic and illocutionary competence. Strategic competence is associated with the interlocutors' ability in using communication strategies.

2.3.1 Communication strategies

Faerch and Kasper cited in Brahimova (2017) "proposed a broad definition for the concept of communication strategies. They claimed that while solving linguistic problems throughout the communication, a learner does not only cooperate with the talker, but also finds a solution to the problematic situation without the help of others. This point of view led to further study focusing on learners' internal mental activities, such as using strategies for solving lexical problems"

Following with the same order of ideas and taking into account that communication strategies help solve linguistic and lexical problems autonomously the same author says that there are two types of communicative strategies: achievement strategies and reduction strategies. The target goal using the resources that are available during conversation. The reduction strategies do not

focus on solving the communication problems and instead of it try to avoid them, the learners give up on conveying an original message.

As we know to develop the speaking skill is necessary to use some speaking strategies, but what are those speaking strategies? According to Davies & Pearse (2000) say that exist some clear implications for teaching speaking for example try to create a relaxed atmosphere in our classes, and does as many activities as possible in pairs and groups; accustom the learners to combining listening in real time, in natural interaction. Also try to take every opportunity in class to get the learners to use language that has been introduced previously. Ask the students questions, or use activities where the students can speak about something.

Staying with the same idea of speaking strategies and how much they serve to develop a communicative competence Davies & Pearse (2000, p. 8) say that “we have already considered a range of oral practice activities. All the activities in this progressing from accuracy to fluency can contribute to develop the speaking skill.” Also, the authors mention five ideas to teaching the speaking skills. Unscripted role – play: “these differ from scripted role- plays because the learners have only a description of situations and no model script.” Problem- solving/ decisions – taking activities: “describe a problem to the learners, or give them a written description.” Discussion and debates: “organize an informal discussion or a formal debate on a topic of interest to the learners.”

To finish we must have knowledge of why it is important to use the strategies of speaking when learning a foreign language, those who tell us about this are Kasper & Kellerman (1997) say that communication strategies are used to tackle and overcome linguistics problems during interaction involving nonnative speakers.

2.4. Intermediate level

The University of Cantabria (UC) states that The Common European Framework of Reference for Languages is very important to elaborate language programs, curriculum guidelines, examinations, exams and manuals for foreign language learning. Also, the UC according to The Common European Framework of Reference for Languages defines the following levels of proficiency:

Level A1: It is for the beginner.

Level A2: It is for the elemental.

Level B1: It is for the intermediate

Level B2: It is for the upper Intermediate r.

Level C1: It is for the advanced.

Level C2: It is for the very advanced

The Common European Framework of Reference for Languages that can be used to describe language ability in a consistent and standard way regardless of language or location (uncles, 2013, p. 3). After knowing that it is the common European framework and based on their levels of competence, it is important to describe the characteristics of the intermediate level. In the global scale the students with a level B1 or intermediate is able to “understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. The students can produce simple connected texts on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans”

In the speaking scale the students with the level intermediate can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his or her field which, despite possible very foreign stress and intonation, are nevertheless clearly intelligible (Uncles, 2013).

2.5 Centro de lenguas extranjeras (CELE)

On February 2nd, 1954 the rector Rafael Arta Sánchez Romero, the engineer Gabriel Jara Pérez and the professor Gabriel Aguirre Carrasco presented to “el consejo universitario” a project to create a language department which looked for forming teachers in classic language and translator with techniques in modern language. In the same year was created “el departamento de lenguas clásicas y lenguas modernas” of the university from Puebla. The department implemented four languages English, French, German and Italian called modern languages and Latin and Greek called classic languages. “El departamento de idiomas” passed by many changes, but in 1990 it was transformed in Centro de Lenguas Extranjeras (CELE) (Huerta, 2005). Nowadays CELE is in facultad de lenguas BUAP and it teaches seven languages (German, Mandarin Chinese, French, English, Italian, Japanese and Portuguese).

Therefore, if the students want to learn a foreign language, it is necessary and important to develop the four skills because if they want to learn to write, also they need to learn to read the same occurs when students want to speak, they need to learn to listen. Speaking is one of the more demanding skills and more difficult to develop for that reason there are communication strategies that help us to improve the speaking skill.

CHAPTER III

METHODOLOGY

Methodology

This chapter describes specific information about the participants, setting, and the instrument used to carry out this research. Also, it reports step by step the collecting and analysis procedure followed to develop this work. First of all, this study was carried out using a questionnaire and a checklist to determine student's opinions, attitudes and perceptions about the situations being studied. Creswell (2007, p.57-58) says:

Whereas a narrative study reports the life of a single individual, a phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon. Phenomenologist's focus on describing what all participants have in common as they experience a phenomenon (e.g., grief is universally experienced). The basic purpose of phenomenological is to reduce individual experiences with a phenomenon to a description of the universal essence (a "grasp of the very nature of the thing"). To this end, qualitative researches identify phenomena such as insomnia, being left out, anger, grief, or undergoing coronary artery bypass surgery. The inquirer then collects data from persons who have experienced the phenomenon, and develops a composite description of the essence of the experience for all of the individuals. This description consists of "what" they experienced and "how" they experienced it.

This research is a case study that used a qualitative method based on data collection, analysis, interpretation, and a written report in contrast to a quantitative approach that uses purposeful sampling, collection of open-ended data, analysis of text or pictures, representation of

information in figures and tables so this work used a personal interpretation of the findings all inform in qualitative method. This chapter follows steps in designing qualitative procedures and goes into a research proposal, and it also includes a checklist for making sure to manage important procedures. Ample illustrations provide examples from narrative studies, phenomenology, grounded theory, ethnography, and case studies (Creswell, 2003).

Creswell (2007, p.59) says:

Phenomenological data analysis steps are generally similar for all psychological phenomenologists who discuss the method. Building on the data from the first and second research questions, data analysis go through the data and highlight “significant statements,” sentences, or quotes that provide an understanding of how the participants experienced the phenomenon. Moustake (1994) calls this step horizontalization. Next the researcher develops cluster of meaning from these significant statements onto themes.

3.1 Context.

This research is a case study that is located in the university Facultad de Lenguas BUAP especially in CELE. CELE is a center of foreign language where the students of the Benémerita Universidad Autónoma de Puebla can learn a foreign language. In CELE the learners have different cultures, customs, religions and economic level. Students have different ages from sixteen years and up. Teachers are professionally prepared to teach reading, writing, listening and speaking a foreign language.

3.2 Participants.

This study was carried out in Centro de Lenguas Extranjeras (CALE) at Facultad de Lenguas BUAP (24 norte 2003 col. Humbolt) in Puebla. The participants of this research were twenty students, nine male and eleven females, their ages range from sixteen years to twenty-six; they were in two different groups of B1 English level. Students spent two hours per class three days a week. The participants were chosen based on the intermediate level B1 considering the common European framework of languages, by the responsible teacher accompaniment.

3.3 Instruments.

For this research were designed two instruments the first was a checklist and the second was a questionnaire. The checklist was constituted by eight aspects related with the strategies and activities used by the teachers to develop the speaking skill. The checklist can be seen in appendix one. The questionnaire was created by six open questions. The questions were written thinking in getting opinions of the students about the speaking strategies effective and useful that their teachers used in class. The questionnaire appears in appendix number two.

Both instruments were designed to students and piloted in one of them, after the application it was found a problem with question number six of the questionnaire because it was not understood for the student, for that reason the question number five was rewritten. However, with the checklist there was no problem.

3.4 Procedure.

As a first step, the instruments were designed according to the basis required for this research. Second the instruments were applied, then the answers were analyzed and the question number six was rewritten because it was not clear for the students who answered the questionnaire. Next the twenty participants were chosen according to the Common European Framework level B1 and the basis necessary for this research. Afterwards, the instruments were applied to the twenty students who based on their experience answered the questionnaire and the checklist. After the questionnaire and the checklist were collected, the data was analyzed. The information gathered in the checklist was entered in excel to be quantified and turned it in graphs to illustrate which speaking strategy was more used to develop this skill. Next the information collected in the questionnaire was analyzed and each response was written using the opinions and data gathered by the twenty participants. All the result of collecting data is showed in next chapter IV.

CHAPTER IV

FINDINGS

Results

In this chapter the results of the checklist and the questionnaire administered to twenty students of CELE are presented and discussed. For best organization the results were divided in two sections; in the first section are presented the results of the checklist entered in an excel page to determined which speaking strategy is more used to develop this skill. The second part shows the results of the questionnaire in where this section was determined the students 'opinions about the most effective and useful strategies in listening.

4.1 Results of the checklist.

Based on the eight aspects considered in the checklist and the experience of the student's answers, we could observe which speaking strategies are more used for the teachers from CELE to develop the speaking in their intermediate students. In the table 1 we can see the total results obtained for each response.

Table 1: Results of the checklist according to the frequency of the activities used for the students to develop the speaking skill.

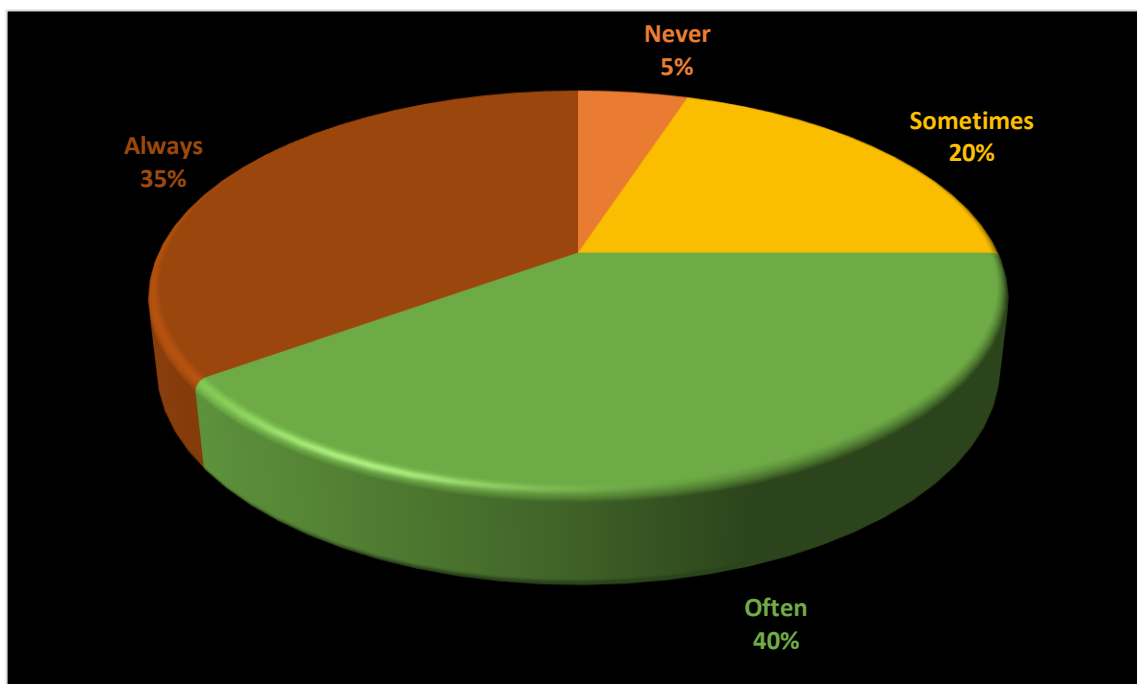
<i>Result of each aspect</i>				
frequency	Never	Sometimes	Often	Always
1 Your teacher uses role-plays in order to practice the speaking skill.	1	4	8	7
2 Your teacher uses activities in which you only have to answer yes or no.	4	8	5	3
3 Your teacher uses activities to develop speaking in order to follow a dialogue or a conversation.	0	4	8	8
4 Your teacher tries to create a relaxed atmosphere in your classes.	0	1	4	15
5 Your teacher uses activities in order to combine listening and speaking.	0	4	10	6
6 Your teacher tries to take every opportunity in order to use the language.	0	4	7	9
7 Your teacher uses debates as an activity to develop the speaking skill.	0	7	10	3
8 Your teacher uses problem solving in real situation.	0	3	10	7

Table 2: Percentages of the checklist according to the frequency of the activities used for the students to develop the speaking skill.

<i>Percentage of each aspect</i>				
frequency	Never	Sometimes	Often	Always
1 Your teacher uses role-plays in order to practice the speaking skill.	5%	20%	40%	35%
2 Your teacher uses activities in which you only have to answer yes or no.	20%	40%	25%	15%
3 Your teacher uses activities to develop speaking in order to follow a dialogue or a conversation.	0%	20%	40%	40%
4 Your teacher tries to create a relaxed atmosphere in your classes.	0%	5%	20%	75%
5 Your teacher uses activities in order to combine listening and speaking.	0%	20%	50%	30%
6 Your teacher tries to take every opportunity in order to use the language.	0%	20%	35%	45%
7 Your teacher uses debates as an activity to develop the speaking skill.	0%	35%	50%	15%
8 Your teacher uses problem solving in real situation.	0%	15%	50%	35%

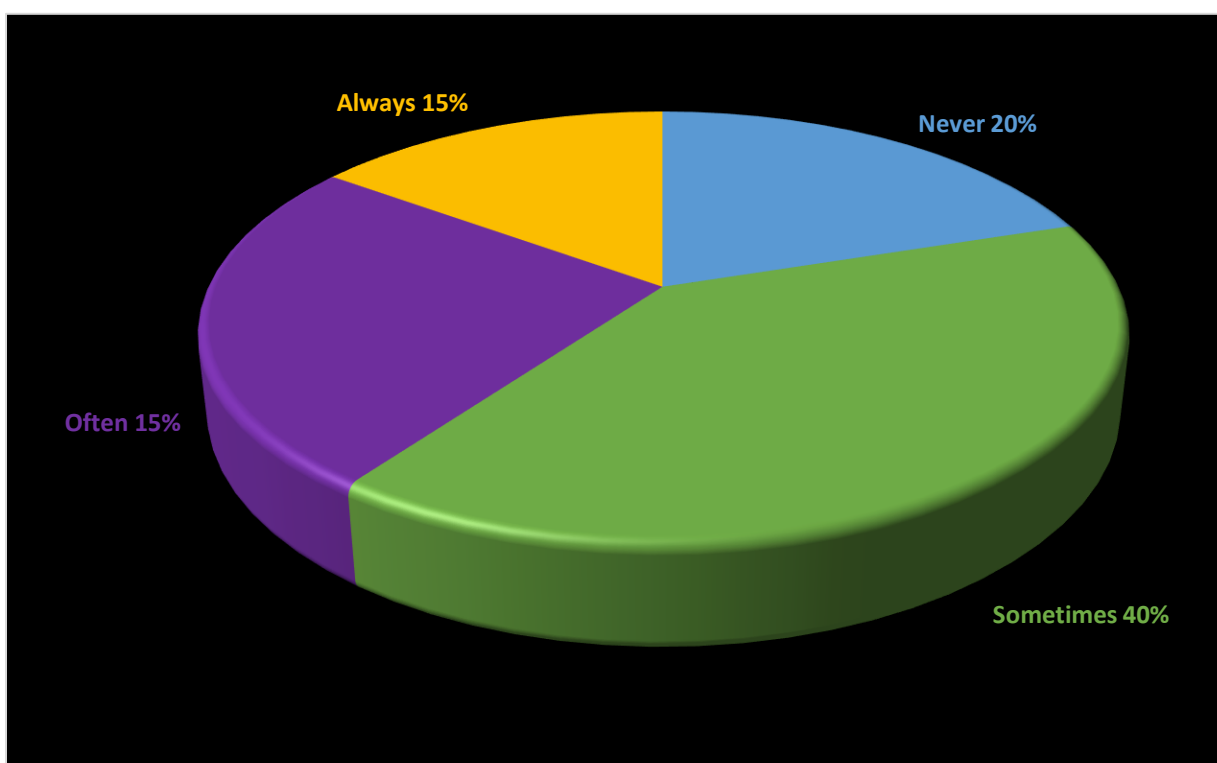
In the first aspect regarded to the use of “Role-play” as an activity to develop the speaking one student (5%) said that his teacher never uses the role play; other four students (20%) assumed that their teachers sometimes use the role play as activity to develop the speaking skill, 8 students (40%) referred that often and the other 7 (35%) said that their teachers always use the role play to practice the speaking skill regarded.

Graph 1. Your teacher uses role-playing order to practice the speaking skill.



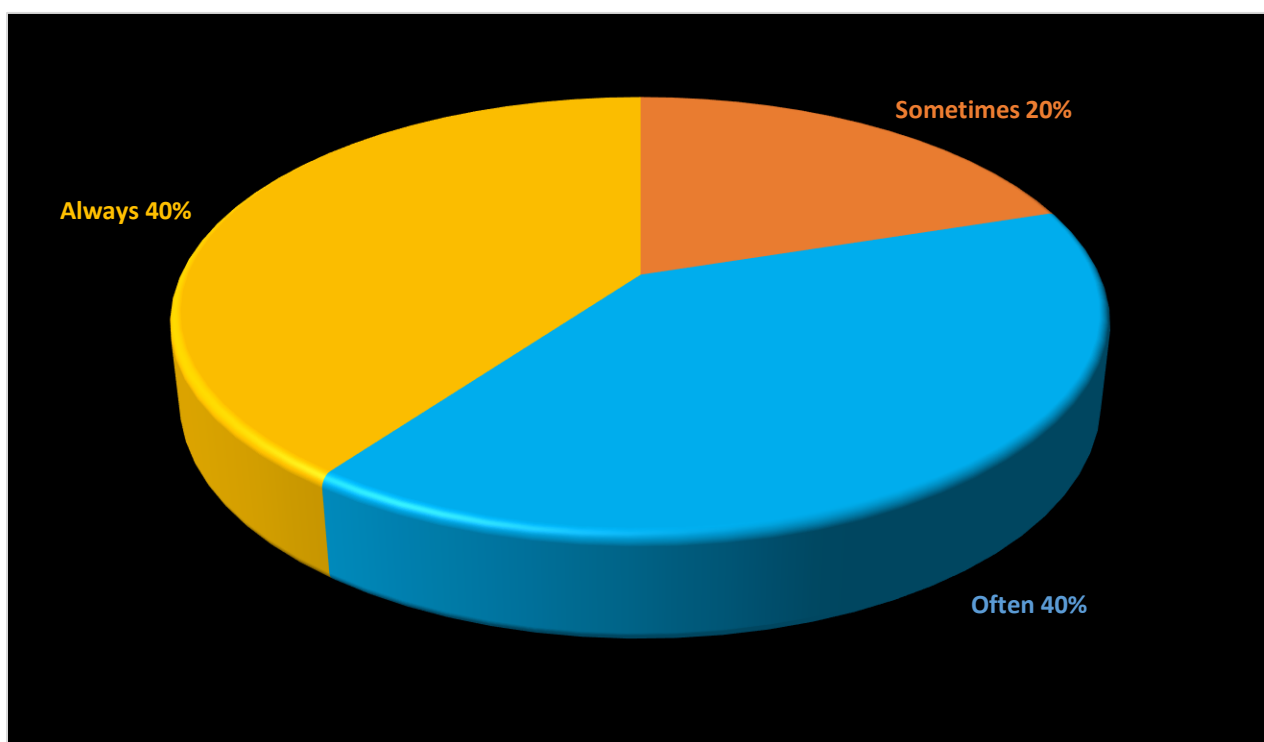
The second aspect in the checklist which refers to use activities where the students only have to answer yes or no; eight students (40 %) considered that their teachers sometimes use this activity to practice the speaking skill. However, four students (20%) said that their teachers never use this kind of activities to develop the speaking. Three students (15%) express that their teachers always use this activity to develop the speaking. And five students (25%) said that their teachers often use this activity to practice the speaking.

Graph 2. Your teacher uses activities in which you only have to answer yes or no.



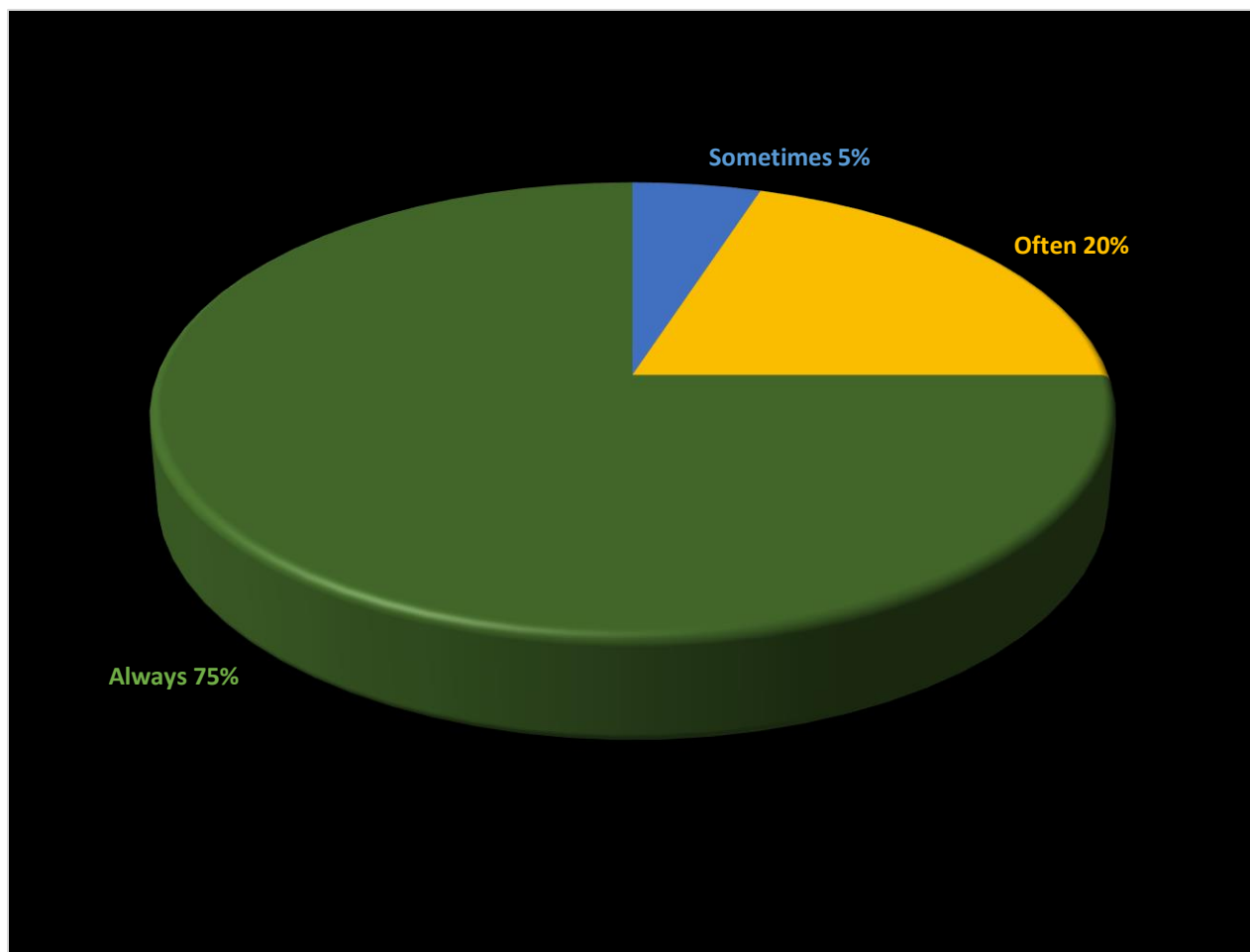
Follow a dialogue or conversation is the third aspect; in this four students (20%) students said that their teachers sometimes use activities in order to follow a conversation and the other sixteen students are divided in two same percentages, the first 40% (eight students) reported that their teachers often use activities in order to follow a conversation and the other 40% (eight students) expressed that their teachers always use this kind of activities.

Graph 3. Your teacher uses activities to develop speaking in order to follow a



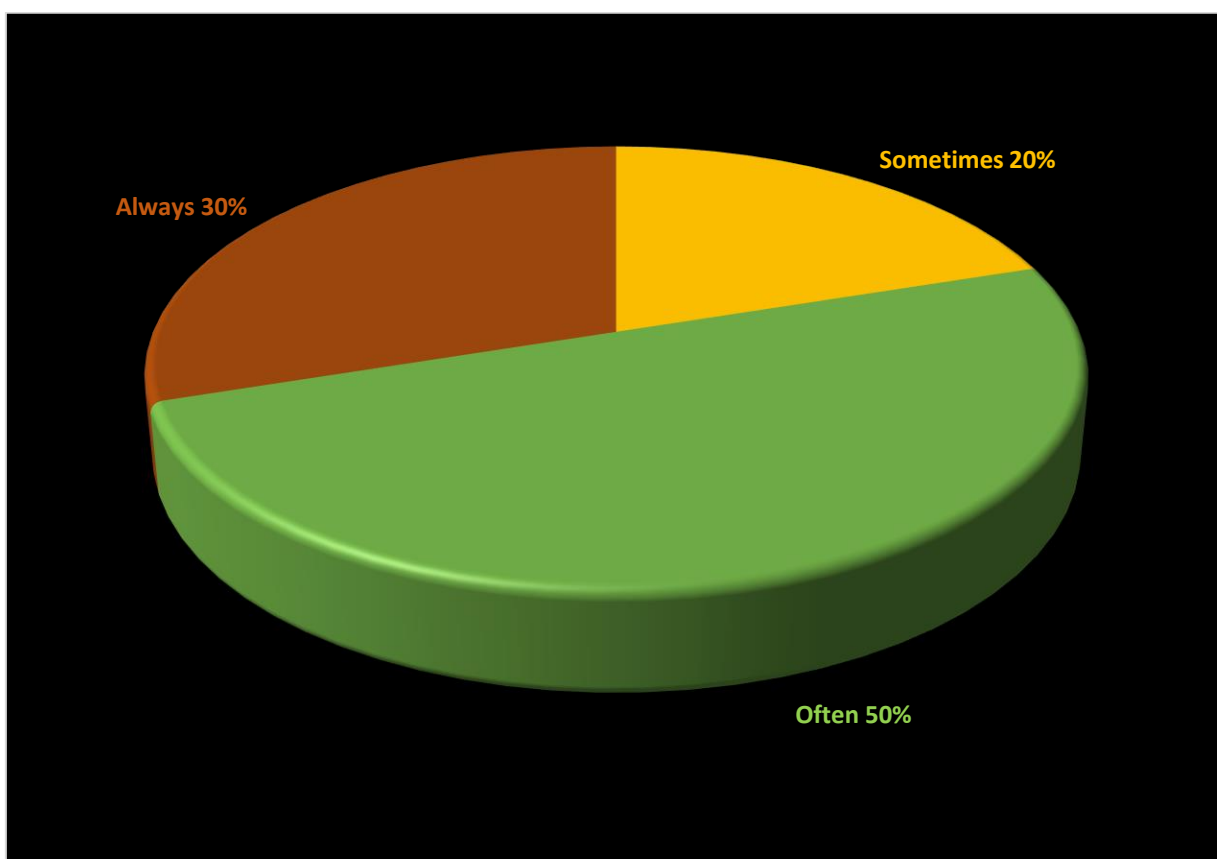
The aspect number four refers to create a relax atmosphere in class, fifteen students (75%) said that their teachers always create a relaxing atmosphere in their classes, four students (20%) referred that their teachers often create a relax atmosphere, and only one student (5%) said that the teacher sometime try to create a relaxing atmosphere in their classes.

Graph 4. Your teacher tries to create a relaxed atmosphere in your classes.



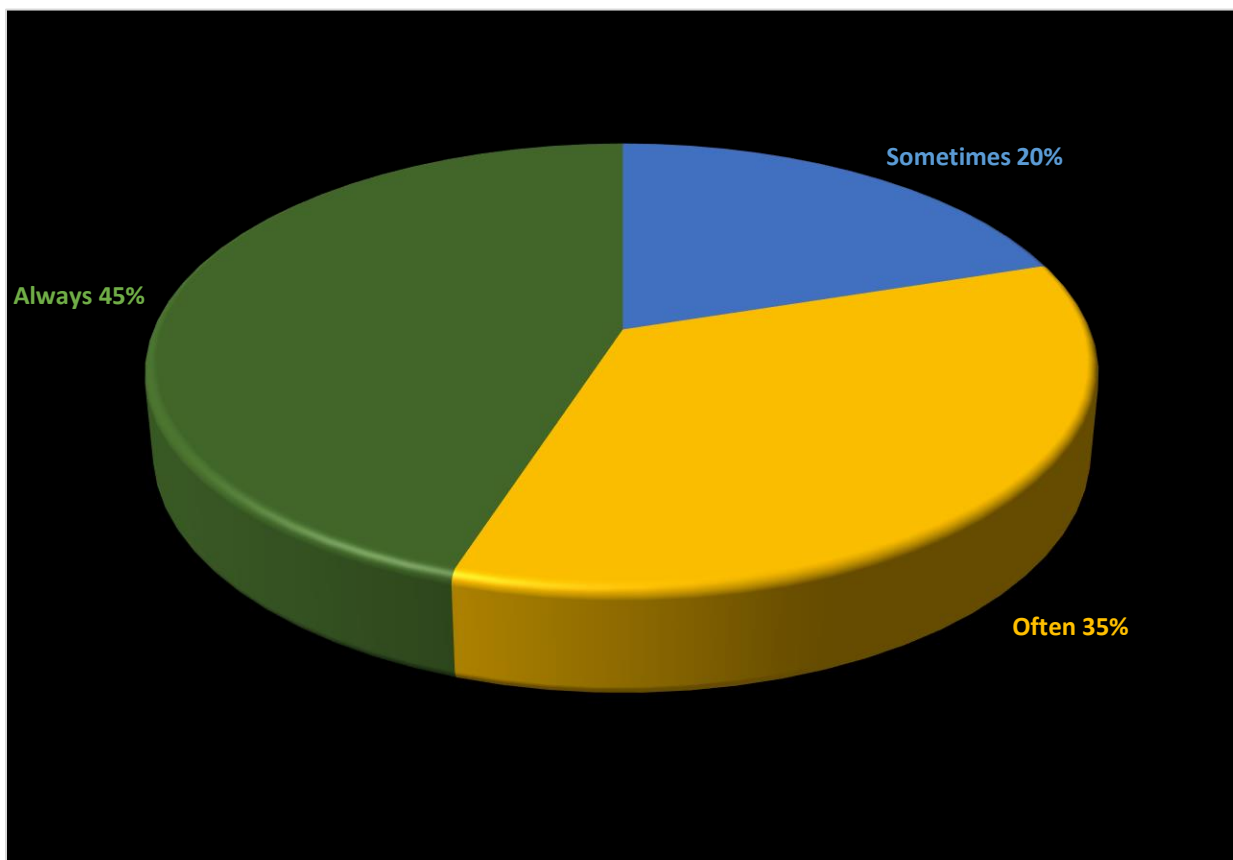
As a result of aspect number five in the checklist which refers to combine listening and speaking activities, teen students (50%) express that the teachers often use activities combining listening and speaking in order to precise the speaking skill and the other 50% percentage is divided into the 20% (four students) they said that teachers sometimes do it and the other 30% (six students) referred that their teachers always combine the two skills to develop the speaking skill.

Graph 5. Your teacher uses activities in order to combine listening and speaking.



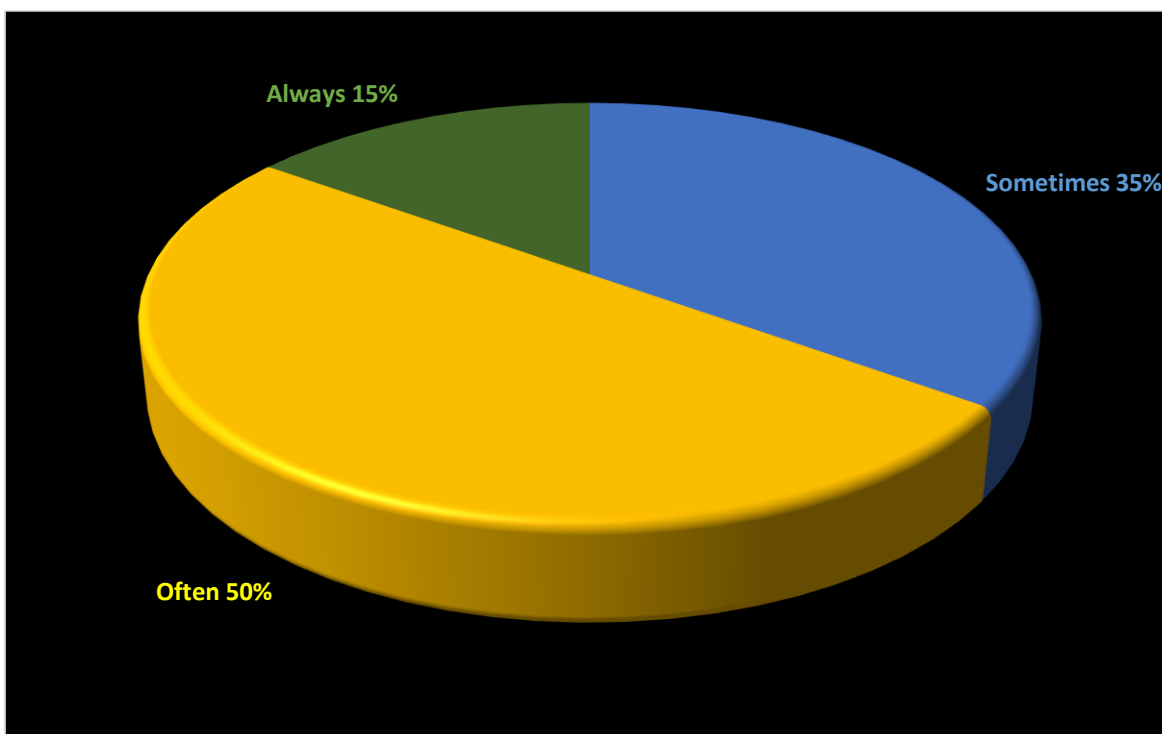
Their teachers try to take every opportunity in order to use the language is the aspect six, in this the 45% percentage (nine students) said always, the 35% percentage (seven students) said often and the 20% percentage (four students) said sometimes.

Graph 6. Your teacher tries to take every opportunity in order to use the language.



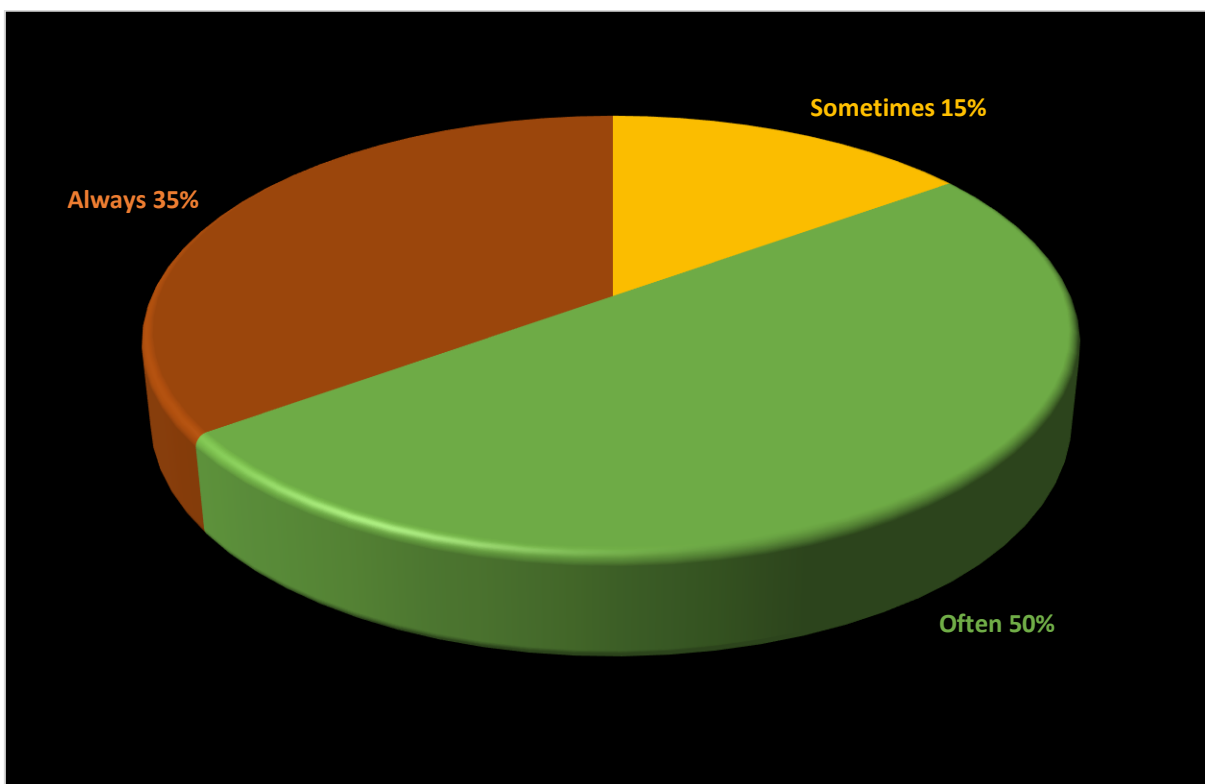
In the seven aspect regarded the use of debates, the 50% percentage of the students said that The teachers often use debates as activity to develop the speaking; the 35% percentage express that their teachers sometime use the debates and only 15% percentage said always their teachers use the debates to practice the speaking.

Graph 7. Your teacher uses debates as an activity to develop the speaking skill.



Referring to the aspect eight about the use of solving problems in a real situation in order to develop the speaking skill, the 50% percentage of the students said that their teachers often use it; the other 35% percentage of the students express that their teachers always use the problem solving to develop the speaking skill, and the 15% percentage of the students said that the teachers sometimes use this kind of activities to practice the speaking skill.

Graph 8. Your teacher uses problem solving in real situation.



The analysis related to the aspect number four with 75% is considered as the most used strategy by the teachers to develop the speaking skill, this strategy consists in that the teachers try to create a relaxing atmosphere in their classes. The objective of this strategy is given more confidence to the students in order to speak.

The strategy least used to develop the speaking is expressed in the aspect number two because in this aspect the 20% percentage of the students said that their teachers never use this strategy to develop the speaking skill. This strategy consists in using activities in which the students only have to answer yes or no.

4.2 Results of the questionnaire.

Table 3: This table contains the answers of the question number one of the questionnaire.

<i>What activities did your teacher use in order to develop your speaking skills?</i>					
Participant	1	2	3	4	5
Answer	Role- plays preparer a topic and tell to the class', debates on the class topics.	Debates, solving problems, asking about opinions, conversations, games, expositions.	Asking about opinions, expositions, debates listening exercises, practice pronunciation, Expositions.	Games, reading text books, debates, expositions, conversations, listening exercises, asking about opinions and expositions.	Debates listening exercises, practice pronunciation.
Participant	6	7	8	9	10

		Listening			
	Games, reading text books, debates, expositions, conversations, listening exercises	exercises, debates games, conversations, reading text books, practice pronunciation.	Asking about opinions, solving problems, debate, conversations, pronunciation.	Conversations , games, asking about opinions and solving problems.	Conversations, debates, listening exercises, Expositions, reading text books, solving problems.
Participant	11	12	13	14	15
	Games, reading text books, debates, expositions, conversations, listening exercises	Asking about opinions, solving problems, debate, conversations, pronunciation.	Asking about opinions, expositions, debates listening exercises, practice pronunciation.	Reading text books, conversations, games, solving problems, new vocabulary.	Conversations, debates, listening exercises, Expositions, reading text books, solving problems.
Participant	16	17	18	19	20
	Conversations, expositions, Pronunciation, games	Games, reading text books, debates.	Asking about opinions, expositions, debates listening	Asking about opinions, solving problems, debate, conversations,	Conversations games, asking about opinions debates.

Table 4: This table contains the answers of the question number two of the questionnaire.

<i>What activities do you consider your teacher used effectively to develop your speaking skill?</i>					
Participant	1	2	3	4	5
Answer	Conversations, debates, listening exercises, Expositions, reading text books, solving problems Express likes and dislikes.	Debates, solving problems, asking about opinions, conversations, games, expositions, answer questions, exercise in the book.	Asking about opinions, expositions, debates listening exercises, practice pronunciation, Expositions, games in the computer.	Games, reading text books, debates, expositions, conversations, listening exercises, exercises in the book and the computer.	Asking about opinions, expositions, debates listening exercises, practice pronunciation, express feelings.
Participant	6	7	8	9	10
Answer	Games, reading text books, debates, expositions, conversations, listening exercises.	Listening exercises, debates, games, conversations, reading text books,	Asking about opinions, solving problems, debate, conversations, pronunciation.	Conversations, games, asking about opinions and solving problems.	Conversations, debates, listening exercises, Expositions, reading text books, solving

		practice pronunciation.			problems.
Participant	11	12	13	14	15
Answer	Games, reading text books, debates, expositions, conversations, listening exercises.	Asking about opinions, solving problems, debate, conversations, pronunciation.	Asking about opinions, expositions, debates listening exercises, practice pronunciation.	Reading text books, conversations, games, solving problems, new vocabulary	Conversations, debates, listening exercises, Expositions, reading text books, solving problems.
Participant	16	17	18	19	20
Answer	Conversations, expositions, Pronunciation, games	Games, conversations listening exercises, debates.	Asking about opinions, expositions, debates	Asking about opinions, solving problems, debate, conversations.	Conversations games, asking about opinions debates.

Table 5: This table contains the answers of the question number three of the questionnaire.

<i>Why do you consider that those activities were useful to practice the speaking skill?</i>					
Participant	1	2	3	4	5
Answer	Yes, because we can use in a real conversation, but sometimes it's too formal.	Sometimes because we practice the English all the time and we learn new vocabulary.	I learn new vocabulary and the teacher correct my pronunciation.	Because we play games to practice conversations in the classroom.	Because in the classroom we speaking in English all the time, and the teacher correct my pronunciation.
Participant	6	7	8	9	10
Answer	Because I can learn new vocabulary, correct my pronunciation, and speaking in the classroom.	Use new vocabulary and I can express my opinions.	In the classroom speaking all the time in English to practice pronunciation.	Because I can practice the speaking whit my classmates in the classroom.	Because can learn new vocabulary and correct pronunciation.
Participant	11	12	13	14	15

		Because		Because in	
Answer	Because can express my opinions in class and I can speak with my friends.	when I speak in English in the classroom the teacher helps me to know new vocabulary.	Because the activities are about real life.	the classroom all the time we speaking in English and the entire classmate can learn together.	Because the teacher use information about de real life to practice English.
Participant	16	17	18	19	20
Answer	Because the conversations are about the real life	Because when we have class only speaking in English for this reason practice English.	Because in the classroom we can improve our speaking skill.	Because we can learn new vocabulary and practice English all the time.	Because in the classroom speaking only in English and we learn new vocabulary.

Table 6: This table contains the answers of the question number four of the questionnaire.

<i>The topics that your teacher uses in the speaking activities were interesting for you? Why?</i>					
Participant	1	2	3	4	5
Answer	Most of the time yes, I like the topic because I can use in a real conversation.	Yes, because we use news, situations in the community like pollution.	Yes, because we speaking about hobbies, news, real life and music.	Yes, because we speaking about movies, music, opinions about pollution.	Yes, because we speak about real life or about news, music or hobbies.
Participant	6	7	8	9	10
Answer	Sometimes because in the class we use topics like news, hobbies, daily life or free time.	Yes, because we speak about free time or daily life.	Yes, because the teacher use topic like music, movies, news or hobbies.	Sometimes in class we speak about real life, daily life, situations in the community.	More less because we speak about news, pollution, daily life or music.
Participant	11	12	13	14	15

		Yes,		Sometimes	
	Sometime	because we	Because we	because in the	Because we
	we speak about	speak about	speaking about	class we use	speaking about
Answer	funny topics	real life or	movies, music,	topics like news,	movies, music,
	like movies,	about news,	opinions about	hobbies, daily	opinions about
	music, sports.	music or	pollution.	life or free time.	pollution.
		hobbies.			
Participant	16	17	18	19	20
	Sometimes	Yes, because	Sometimes	Because we	Yes, because
	because in the	we speak about	because in the	speaking about	we speak about
	class we use	real life or	class we use	movies, music,	real life or
Answer	topics like	about news,	topics like	opinions about	about news,
	news, hobbies,	music or	news, hobbies,	pollution.	music or
	daily life or	hobbies.	daily life or free		hobbies.
	free time.		time.		

Table 7: This table contains the answers of the question number five of the questionnaire.

<i>Do you consider that those activities were helpful for you in order to use them outside the classroom in a real conversation? Why?</i>					
Participant	1	2	3	4	5
Answer	Yes, because sometimes I practice English with my friends outside the classroom.	Not at all, but in fact they're use full to practice the speaking, what it is important is to talk doesn't matters if there is or not a real conversation	Yes, but I need time and may be homework because I don't have friends to speak English.	Yes, because in that speaking activities we use vocabulary that we will use in a real conversation.	Yes, because in the daily life talk about any topics, like in the classroom may be the same or not, but in the real life conversation outside the classroom we can use some words.
Participant	6	7	8	9	10

Answer	Yes, because sometime we speak about our life.	Yes, because in the classroom learn a lot of vocabulary and way for using in a real conversation.	Yes, because we learn new vocabulary.	Yes, because I learn new vocabulary and you can find people and you try speaking in English.	When she read a lesson and after that we talk about of the lesson and we can practice the conversation.
Participant	11	12	13	14	15
Answer	Yes, because my teacher helps us to speak in a real conversation.	Yes, because I learn new vocabulary and you can find people and you try speak in English	Yes, because the topics are the same that I have in a conversation in Spanish.	Yes, because we speak in class about real situations and actual topics.	Yes, because the vocabulary is very complete and my teacher teach new words for use in a real conversation and how to use it.
Participant	16	17	18	19	20

Answer	Yes, because we practice new vocabulary in a real conversation.	Yes, because sometimes I practice English outside the classroom.	Yes, because we learn new vocabulary..	Yes, because I learn new vocabulary and speaking in English.	Yes, because my teacher helps us to speak in a real conversation.
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Table 8: This table contains the answers of the question number six of the questionnaire.

What kind of activities does your teacher use in order to improve your speaking in front of the audience?

Participant	1	2	3	4	5
Answer	Exposition, debates, answers questions.	Reading text books and conversations because we speak about interesting topics.	Debates, conversations and expositions.	Speaking about interesting topics, answer questions, reading textbooks, and expositions.	Expositions, conversations, reading text books and debates.
Participant	6	7	8	9	10

	Reading text				
Answer	books and conversations because we speak about interesting topics.	Exposition, debates, answers questions.	Debates and expositions	Exposition, debates, answers questions.	Conversations and debates.
Participant	11	12	13	14	15
Answer	Reading textbooks, conversations debates and speak about interesting topics.	Expositions, conversations, reading text books and debates Expositions, conversations, reading text books and debates.	Reading text books and conversations because we speak about interesting topics.	Speak about interesting topics and expositions.	Expositions, conversations, reading text books and debates.
Participant	16	17	18	19	20
Answer	Debates, conversations, answer questions and	Exposition, debates, answers questions.	Reading text books and conversations because we	Expositions, conversations, reading text books and	Speak about interesting topics and expositions.

expositions.

speaking about

debates.

interesting

topics.

In this section according to the questionnaire the students' answers were analyzed, so in this part the opinions and reasons that the students had about the activities teachers used to develop the speaking skill are expressed.

First of all, the students referred which speaking strategies their teachers used to develop the speaking skill, and according to their responses the most used activities by the teachers were in first place the conversation, in a second place the debates, reading textbooks and expositions and in the third place games, asking about opinions and solving problems.

The students assume that the most helpful activities in order to develop the speaking skill were the conversations, listening exercise, debates, games where they could express their likes, dislikes and feelings, reading books, answer questions, exercises in the book and the computer, practice pronunciation, exposition and learn new vocabulary. The students considered those activities effective to develop their speaking skill because they could practice English all the time, as well as correct their pronunciation because in this way they can learn new vocabulary.

The students think that the topic that their teachers used in the activities to develop the speaking are interesting because the topics are used in real conversations, for example they can speak about news, situation in the community, pollution, hobbies or daily life situations. They said that the topics also have to be funny because they sometimes speak about music, movies or about their free time.

Nineteen students referred that the activities that their teachers used to develop the speaking were useful to practice speaking outside the classroom because they could use topics in real conversations, also they could learn a lot of vocabulary and because they learnt informal English. However, one student said that their teacher was not interested in practice the communication outside the classroom, their teachers were only interested in making their students talk in class.

The students said that the activities that their teachers used in order to improve their speaking in front of audience were the expositions, debates, conversations, reading textbook, answer question and also speak about interesting topics for them.

CHAPTER V

CONCLUSIONS

5.1 Conclusions

In this chapter, a summary of the results and the main highlights are presented. In addition, the implications of the study, its main limitations, and some directions for further research are also provided. The purpose of the present paper was to know what strategies the teachers from CELE used to develop the speaking skill, and also to know if those strategies are effective in order to improve the communicative competence.

To obtain the information two instruments were applied to twenty students of CELE to collecting data about the strategies that teachers use to develop the speaking, the data was analyzed, and based on this, this study referred which activities the teachers from CELE used the most to develop the speaking skill.

The strategies more used in CELE to develop the speaking skill by the teachers were conversations, expositions, games, reading textbooks asking about opinions, listening exercises and role- plays. In addition these strategies help the students to have a conversation outside the classroom because the topics used in the activities were interesting and funny, for example the topics about daily life, pollution, news, the community or about movies or music, and due to that, the students also could learn new vocabulary to have a conversation outside the classroom encouraging the communicative competence.

As a result of this data analysis we can also know that the most used strategy to develop the speaking by the teachers consists in create a relax atmosphere in the classroom in order to help

the students to have confidence to speak. The 75% of the students said that this was the most used strategy.

5.2 Implications.

The analysis performed makes us know some strategies that the teachers in CELE BUAP use to develop the speaking skill and at the same time the students' opinions about what strategies are more effective for them. The following strategies are some examples: role-play, reading books, listening activities, debates. The students also said that the topic that their teachers used to put in practice in order to make an effective process in speaking is to have real conversations not only inside the classroom, but also outside, using and practicing real life situations.

5.3 Limitations of the study.

The conclusions of this research are based on the results obtained after applying the instruments to two different groups in CELE BUAP. However, there were some limitations, the first was related to the collecting data because when the groups were chosen in each group there were fifteen or twenty students, but when the instruments were applied in the groups, there were only ten. Other implication was the time because the instruments were applied at the end of the class for that reason the students did not have a lot of time to answer the check list and the questionnaire.

5.4 Directions for further research.

This research pointed out the most used strategies by the teachers from CELE to develop the speaking skill and at the same time it demonstrated which strategies are the most effective and useful in class. Based on these results, teachers have to motivate their students to put in practice conversations outside and inside the class. However, the previous information was collected using only a survey method and in order to demonstrate these results in a better and deeply way it could be necessary to put into practice these strategies and finally to follow this process with a further research in order to confirm and improve the results obtained through this work.

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Appendix



Benemérita universidad autónoma de Puebla

Facultad de lenguas



Participant number: Date: Sex: Age:

Which speaking strategies do teachers of CELE's intermediate students used to develop the speaking skill in order to have an effective communication?

Related to the strategies and activities that your teacher used in your last course in order to develop the speaking skill, tick the activities according to the next criteria.

Related to the teacher	Never	Sometimes	Often	Always
Your teacher uses role-plays in order to practice the speaking skill.				
Your teacher uses activities in which you only have to answer yes or no.				
Your teacher uses activities to develop speaking in order to follow a dialogue or a conversation.				
. Your teacher tries to create a relaxed atmosphere in your classes.				
Your teacher uses activities in order to combine listening and speaking.				
Your teacher tries to take every opportunity in order to use the language.				
Your teacher uses debates as an activity to develop the speaking skill.				
Your teacher uses problem solving in real situation.				

Appendix



Benemérita Universidad Autónoma De Puebla
Facultad De Lenguas
Centro de leagues extranjeras



Which speaking strategies do teachers of CELE´S intermediate students used to develop the speaking skill in order to have an effective communication?

By: Claudia Yasmin Hernández Gutiérrez

Questionnaire for students

Based on a study in order to get information about speaking strategies developed in teaching can you answer this questionnaire? Establishing the certainty that this information is going to be maintained in strict confidence.

Participant number: Age: sex: Date:

What activities did your teacher use in order to develop your speaking skills?

What activities do you consider your teacher used effectively to develop your speaking skill?

Why do you consider that those activities were useful to practice the speaking skill?

The topics that your teacher uses in the speaking activities were interesting for you? Why?

Do you consider that those activities were helpful for you in order to use them outside the classroom in a real conversation? Why?

What kind of activities does your teacher use in order to improve your speaking in front of the audience?