METHODOLOGICAL STRATEGY FOR THE DEVELOPMENT OF SPEAKING SKILLS IN THE ENGLISH LANGUAGE

ESTRATEGIA METODOLÓGICA PARA EL DESARROLLO DE LA HABILIDAD DE HABLAR EN EL IDIOMAS INGLÉS

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ABSTRACT

The present research study examines the crucial role of methodological strategies in English language teaching to develop speaking skills. It focuses on a sample of students from the elementary basic level of two public educational institutions and Uleam University in the city of Chone. A descriptive approach was employed, centering on scientific tasks and utilizing convenience sampling method. Data collection was conducted through five interviews with elementary basic level teachers, three interviews with university English teachers, and observation of five English class sessions. The results highlight the importance of applying strategies to motivate students to speak during the English teaching-learning process, emphasizing the need to balance both in order to maximize the use of available techniques, methodologies, and resources. The study particularly emphasizes the importance of the communicative approach, underscoring how this method influences the development of students' communicative competence. Additionally, internal factors such as self-will, enthusiasm, enjoyment, satisfaction, and autonomy, as well as external factors such as rewards and recognition, were identified as having an impact on students' learning. These findings underscore the importance of considering both methodological and motivational elements when creating effective strategies to improve oral expression in English. This study contributes to the field of research and education by providing important insights into the significance of planning and balancing methodological and motivational strategies in the development of English language proficiency.

Keywords: english teaching-learning process, methodological strategies, develop speaking

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RESUMEN

El presente estudio de investigación examina el papel crucial de las estrategias metodológicas en la enseñanza del idioma inglés para desarrollar la habilidad de hablar. Se concentra en una muestra estudiantes pertenecientes al nivel básico elemental de 2 instituciones educativas públicas y en la universidad Uleam en la ciudad de Chone. Se empleó un enfoque descriptivo que se centra en tareas científicas, utilizando el método de muestreo por conveniencia. La recopilación de datos se llevó a cabo a través de cinco entrevistas con docentes dos de nivel básico elemental, tres entrevistas con docentes universitarios de inglés y la observación de cinco sesiones de clase de inglés. Los resultados resaltan la importancia de aplicar estrategias para motivar al estudiante a hablar en el proceso de enseñanza-aprendizaje del inglés, subrayando la necesidad de equilibrar ambas para aprovechar al máximo las técnicas, metodologías y recursos disponibles; lo cual se centra en la importancia del enfoque comunicativo, destacando cómo este método influye a desarrollar la competencia comunicativa de los estudiantes. Además, se identificaron factores internos como la voluntad propia, el entusiasmo, el disfrute, la satisfacción y la autonomía, así como factores externos como recompensas y reconocimiento, tiene un impacto en el aprendizaje de los alumnos. Estos resultados destacan la importancia de considerar tanto los elementos metodológicos como los motivacionales al crear estrategias efectivas para mejorar la expresión oral en inglés. Este estudio contribuye al campo de la investigación y la educación al proporcionar información importante sobre la importancia de la planificación y el equilibrio entre las estrategias metodológicas y motivacionales en el desarrollo del dominio del idioma inglés.

*Palabras clave***:** proceso de enseñanza-aprendizaje del inglés, estrategias metodológicas, desarrollar la expresión oral

INTRODUCTION

The language acquisition process primarily influences the ability to speak; it is a multifaceted process that requires a deep knowledge of teaching methodological strategies. Regarding the English language, the development of oral competency is a key factor in ensuring better communication and fluency. Therefore, the research article entitled "Methodological Strategies for Developing Speaking Skills in the English Language" addresses the role of teaching and enhancing oral expression.

Through a qualitative research method involving English teachers at all levels of education and classroom observations, the study emphasizes the impact of teaching strategies on English oral skills. Framing language use in the classroom as a methodological issue, the study expresses that both accuracy and fluency are crucial components of second language acquisition.

Drawing from perspectives shared by authors such as Richards (1985) and Brown (2014), the effectiveness of communicative approaches and practical activities to enhance speaking skills in the English language is illustrated. Richards (1985) advocates for a communicative approach to language teaching, suggesting that interactions and communications should be more meaningful and real-life, rather than relying on traditional methods based on grammar rules and rote memorization..

Additionally, Brown's (2014) emphasis on oral activities that promote fluency and accuracy in language production is highlighted.

Considering the importance of communication in the foreign language learning process and the relevance of applying appropriate pedagogical tactics to enhance this skill, the study contributes to identifying and analyzing methodological strategies and more effective approaches to improve English speaking ability in learners.

Communicative Approaches

According to Larsen-freeman,(2000) communicative approach or communicative language teaching aims broadly apply the theoretical to perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. The goal of this approach is to develop communicative competence in learners, which means the ability to use language effectively in real-life communication situations.

Communicative language teaching (CLT) is a second and foreign language teaching method that focuses on meaningful real-life communication as a means and goal of language learning (Baydikova & Davidenko, 2019). This approach prioritizes developing students' communication and interaction skills, ensuring that students can communicate effectively and confidently in real-life situations through student-to-student interaction and student-to-teacher interaction.

Alamri (2018) added a communicative approach allows language learners to express their views through shared activities carried out in the classroom. Overall, it allows learners to express their views and ideas through collaborative activities, which can help them to develop their language skills in a more natural and meaningful way.

Evaluation of Communication Competencies

Morales, Palomeque, Paredes, and Mangelinckx (2018) define communicative competence as the ability of an individual to successfully communicate in real-life situations (in the field of language teaching). Additionally, various strategies have been proposed to develop communicative competencies, such as teaching language through real-life situations, using games and playful activities, conducting projects, and incorporating technology.

In the case of second language speakers, the construct of speaking is seen as their communicative competence, based on their grammatical knowledge, phonological knowledge, and pragmatic knowledge of the target language (Plough, 2018). According to the author, interactional competence is also an important component of the construct "speaking", which refers to the ability to use language effectively in social interactions. The development of communicative approaches in second language teaching and assessment aims to assess the ability of language learners to use language effectively in real-life situations.

The need to provide tools that allow measurement and decision-making regarding the potential contribution to the development of students' oral communicative skills is evident because "we need to understand reality, study it in depth, and this only arises from research and analysis" (Romero and Heredia, 2019, page 52). There are various instruments and methodologies to measure students' communicative skills, including rubrics, teacher observation, student self-assessment, and analysis of school documents.

Antecedents

"National Compulsory Education Content Standards (2022)" explains the basic principles of comprehensive development, educating people, meeting all students and learners according to their abilities. Based on the study, the subject standards have also been modified in several aspects, such as the addition of interdisciplinary elements to establish a strong connection between the different subjects and ensure that each subject fulfils its unique function.

With more communicative teaching methods that focus on developing practical communication skills, learning a second language has become easier and more meaningful for many students (Cárdenas, 2020). From this perspective, the incorporation of Information and Communication Technologies (ICT) in teaching and learning processes has been massive in recent decades, becoming mediators and facilitators of communication. According to Maulidar, Gani, and Samad (2019), among many teaching strategies, teachers use five strategies such as role play, exercise, game, picture description, and discussion in teaching oral English to students. for the group. Additionally, using activities that develop strong language and adapting activities to include authentic talk can also be effective.

Feedback

Tracking the engagement and impact of feedback is an inherent challenge to the feedback process, as is the need to understand exactly how students interact with feedback (eg, read, understand, act, etc.) (Winstone, 2019). However, tracking students' activities and capturing their engagement with feedback messages remains a challenge, and more research is needed to understand the nuances of feedback recipience in technology-mediated settings.

According to Sydney (2018), feedback is valuable when it is received, understood, and acted upon. It is important to understand how students analyze, discuss, and act on feedback, as this is as important as the quality of the feedback itself. From the study, the feedback process provides the learner with information on the quality of their performance and leads to improvements in learning.

Acknowledging students' progress and learning success through feedback helps students develop a positive attitude toward learning and motivates them to learn more (Daniels and Bulut, 2019; Yuan and Kim, 2015). In this sense, effective feedback must be sensitive to the individual needs of the learner and focus on observed attitudes, behaviour and knowledge.

Speech Fluency

Fluency in speech is crucial when learning a second language. It is considered a fundamental goal in the teaching and learning of a second language, as it enables smooth oral communication (Ruiling F, Qian G 2022). Research underscores the fundamental importance of fluency in oral communication, noting that this achievement is not only a primary objective in foreign language education but also a key indicator of language proficiency.

However, the comprehensive definition of fluency in the context of speech and language continues to pose challenges, involving various levels and dimensions, as pointed out by Keiko Hanzawa (2021). Her research highlights the complexity of conceptualizing fluency, recognizing that it is not a uniform concept and can vary in interpretation and application. This nuance emphasizes the need to consider not only speech speed but also coherence, accuracy, and adaptability in oral communication.

Simultaneously, tools and applications have been developed to support second language learners in developing their speech fluency through real-time practices and feedback, as noted by Ralph L. Rose (2020). This technological evolution resonates with the aforementioned complexity in conceptualizing fluency. These tools, by facilitating interactive practices and immediate feedback, address not only speech speed but also other crucial aspects such as pronunciation and sentence structure.

Pronunciation and Accent

Pronunciation and accent emerge as fundamental elements in the process of language learning and teaching, according to the research by Karina Baranyi-Dupák (2021). Her findings reveal that pronunciation instruction can pose considerable challenges for educators, emphasizing the need to understand the beliefs and attitudes of future teachers in this area.

Historically, traditional methods of pronunciation teaching have tended to adopt mechanical approaches and exclusive reliance on auditory perception, as highlighted by Edward Y. Odisho (2017). This perspective reveals a limitation in not addressing essential aspects for effective communication in a second language.

In line with the need for innovation in pronunciation teaching, Computer-Assisted Pronunciation Training (CAPT) software, incorporating Automatic Speech Recognition (ASR) technology and accent conversion, emerges as a promising alternative to enhance the pronunciation of second language

learners, as noted by Setareh Safavi (2020). This innovative approach addresses the limitations of traditional practices by providing accurate and personalized feedback while integrating advanced technological elements.

Vocabulary and Idiomatic Expressions

The development of the ability to express oneself in English involves more than simple vocabulary acquisition; it also encompasses the incorporation of idiomatic expressions. The latter are crucial for English mastery and pose a challenge for English as a Foreign Language (EFL) students. Yunie Amalia Rakhmyta and Rusmiati (2020) emphasize the importance of idiomatic expressions, especially compound verbal idioms, in the spoken English of EFL students. This emphasis reflects the complexity of effective communication in a second language, where the appropriate use of idiomatic expressions significantly contributes to fluency and cultural understanding.

The improvement of oral expression ability in a second language is crucially linked to vocabulary learning, where the accurate interpretation of word meanings stands as a determining factor for lexical learning quality, according to Valentina Victorovna Guzikova's research (2022). This finding underscores the importance of not only acquiring terms but also understanding their connotations and nuances, which is essential for effective communication.

Technology, especially through mobile applications, is presented as a valuable tool for learning idiomatic expressions and enhancing fluency in English (Chun-Yang Liu 2018) [4]. This approach highlights the adaptability and accessibility of digital platforms to reinforce lexical knowledge and communication skills. Furthermore, the use of specific practice media, such as interview program videos, emerges as an effective strategy to expand vocabulary and foster oral expression ability.

Conversation Skills

Conversational skills in English can pose a significant challenge for many students (Hassan 2018). Lack of practice and limited exposure to informal language can hinder the development of communicative skills, especially in more formal contexts such as interviews or work meetings.

Recent studies have shown that a considerable number of students face challenges in oral expression, even in English education programs (Desai et al., 2021).

This finding highlights obstacles in acquiring conversational skills, underscoring the importance of addressing specific difficulties that students encounter when verbally expressing themselves in English. Despite the identified challenges, there are strategies and approaches that prove effective in improving conversation skills. Recent research, such as that of Kasmaini et al. (2023), reveals that active learning strategies are particularly effective in enhancing students' oral expression skills. This discovery suggests that active participation and direct practice in the learning process can have a positive impact on improving conversational skills.

Social Interaction

Social interaction when speaking English is shaped by various factors, including the use of pragmatic markers (Hoey, 2020), the establishment of professional identities during interaction (Morton & Gray, 2018), the creation of language learning opportunities through interaction (Beeching, 2016), and the influence of linguistic and cultural backgrounds on conversational interaction. Pragmatic markers, such as "well," "I mean," and "you know," play a crucial role in facilitating the flow of spontaneous conversation, and their meaning and function have undergone changes over time (Neumaier, 2019). This multidimensional landscape highlights the complexity of social interaction in the context of spoken English, underscoring the need for a holistic understanding to effectively address these elements in the learning and communication process.

METHODOLOGY

In this investigation, a qualitative research approach was utilized with a focus on understanding the impact of teaching strategies on English speaking skills. The data collection methods included interviews and classroom observations involving elementary school and university English teachers. Specifically, five interviews were conducted - two with elementary school teachers and three with university English teachers. These interviews aimed to gather insights on effective teaching strategies, student challenges, and the significance of pronunciation, fluency, vocabulary, and motivation in assessing English speaking abilities.

Moreover, observations were carried out during five English class sessions to examine how methodological strategies affect the development of English-speaking skills in an educational setting.

The study emphasized the importance of communicative approaches in English teaching, stressing real-life communication situations and interactions between students and teachers as key elements for effective language learning.

Data Collection: The data collection was carried out over four weeks, involving 144 elementary-level students and three English teachers. During the first week, relevant information on the study topic was researched and analyzed. In the second week, the necessary observation sheets were prepared. In the third and fourth weeks, interviews and classroom observations were conducted with the elementary-level students.

RESULTS

Of the interviewed population (two elementary basic education teachers), could be identified the following main ideas:

Question 1: The most effective approaches for developing English speaking skills are communicative approaches, as proposed by Richards (1985) in his work "Approaches and Methods in Language Teaching." These approaches focus on the use of the English language for communication in real-life situations, unlike traditional methods that focused on memorization of grammatical rules and vocabulary.

Recommended Strategies for Improving Pronunciation and Fluency in the English Language (Accuracy and Fluency):

Question 2: Brown (2014) suggests that to improve pronunciation and fluency in English, a combination of strategies focusing on both accuracy and fluency is recommended. These include regular pronunciation practice, listening to native speakers, recording oneself to identify areas for improvement, as well as using English songs and stories.

Inadequate Strategies for Developing English Speaking Skills:

Question 3: Strategies that are not suitable for developing English speaking skills solely focus on grammar and vocabulary. This includes the grammatical translation method, according to Piantaggini (2020).

This excessive focus on grammar and vocabulary, lack of communicative practice, and strategies that generate anxiety, such as excessive correction and comparison with other students, as well as focusing on memorization of word lists and phrases, are not conducive to real communicative practice.

Importance Assigned to English Speaking Ability (Scale of 1 to 5):

Question 4: English speaking ability is rated as 5, highlighting its fundamental role in global communication and everyday situations. This assessment is based on the perspective of experts in the field, as 100% of the interviewed experts, comprising 5 teachers, gave the highest rating to this skill. Their opinion is based on the recognition that English is the predominant language in the international arena, used in business, education, travel, and various social interactions. Therefore, the ability to speak English not only facilitates intercultural communication but also opens significant job and academic opportunities in an increasingly interconnected world.

Important Aspects When Evaluating English Speaking Ability:

Question 5: Important aspects such as pronunciation, fluency, varied vocabulary, confidence, and motivation are essential when evaluating English speaking ability. Richards (2006) mentions that fluency is one of the most important aspects when evaluating English speaking ability. He points out that fluency is not limited to speaking speed but also includes the ability to use the language naturally and without excessive pauses.

Students' Greatest Challenges in Developing English Speaking Ability:

Question 6: The greatest challenges students face in developing English speaking ability are lack of confidence, lack of practice opportunities, and lack of feedback, according to Krashen (1983). In his fifth hypothesis, he mentions that affective filter plays an important role in language learning. Students with a low affective filter, meaning high levels of anxiety or low self-esteem, may struggle to learn to speak English. Another method is peer corrective feedback (PCF), as Yanxin Wang (2022) states that it increases students' awareness of gaps in their interlanguage and contributes to second language acquisition.

Perspective on the Impact of Students' Confidence and Motivation when Receiving Peer Counseling:

Question 7: Peer counseling/feedback among students can have a positive impact on students' confidence and motivation to speak English. When students receive feedback from other students who

are at a similar level of language proficiency, they feel more comfortable speaking and sharing their ideas.

Advantages and Disadvantages of Using Technology for Developing English Speaking Skills:

Question 8: Advantages include real communicative practice and flexibility, but there are disagreements on disadvantages, highlighting the possibility of addiction and impersonality, while misuse of technological resources is mentioned, for example, misuse of technological resources could involve using social media apps, games, or other entertainment platforms during language learning time. Additionally, within specific apps designed for learning English, users might get distracted by non-educational features like chats or integrated games instead of focusing on language practice activities.

Adaptation of Teaching Methodologies to Harness Social Networks and Other Collaborative Online Platforms:

Question 9: The possibility of adapting methodologies is highlighted, according to Katherine & Ramil (2022). Various social media sites and applications exhibit a promising influence on language learning, not only in formal education but also in extending instruction beyond schools. Social networks and other collaborative online platforms would be leveraged as tools to encourage English speaking practice outside the classroom, even though technological resources within the institution are scarce.

RESULTS FROM OBSERVATION

Table 1: The percentage of observe compliance with the English language teaching-learning process.

Methodological Strategies	Always %	Usually %	Sometimes %	Never %	Total
The teacher uses practical and participatory activities to improve pronunciation.	90	5	5	0	100
Interaction among students is encouraged to develop fluency in English.	80	15	5	0	100
Audiovisual resources are used to support the development of speaking skills.	90	5	5	0	100
Students have opportunities to actively participate in class and practice the language.	70	20	10	0	100

Source: Educational Unit of the City of Chone
Elaborate by: Dénises María Molina Vera y Melany Shuley Mendoza Rodríguez

Table 1 evidences that 90% of the time, the teacher "always" uses practical and participatory activities to improve pronunciation. These activities focus on engaging students in interactive practices to enhance their pronunciation skills effectively, ensuring that students acquire a strong command of spoken English.

In 80% of the classes observed, the teacher "always" encourages interaction among students to develop fluency in English. This practice facilitates peer-to-peer learning and helps students gain confidence in speaking English through collaborative activities.

Audiovisual resources are "always" used in 90% of the classes to support the development of speaking skills, demonstrating a strong integration of multimedia tools in teaching. These resources help in creating an immersive learning environment that enhances students' speaking abilities.

In 70% of the classes observed, students "always" have opportunities to actively participate and practice the language, indicating a robust participatory approach in the classroom. However, 30% of the time, this participation happens "usually" or "sometimes", often due to distractions or other classroom management issues.

Table 2: The percentage of observe compliance with the English language teaching-learning process.

Speaking Skill	Always %	Usually %	Sometimes %	Never %	Total
The teacher clearly communicates the importance of speaking skills in English.	90	5	5	0	100
There is an emphasis on oral practice during lessons.	80	10	10	0	100
Regular oral assessment activities are conducted.	65	25	10	0	100
The teacher provides specific feedback on students' pronunciation and fluency.	85	10	5	0	100

Source: Educational Unit of the City of Chone
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Table 2 shows that 90% of the time, the teacher "always" communicates the importance of speaking skills in English, which helps students understand the value of mastering spoken language.

In 80% of the observed classes, there is "always" an emphasis on oral practice, reflecting the importance placed on developing students' speaking skills through continuous practice.

Regular oral assessment activities are "always" conducted in 65% of the classes, indicating a need for more consistent assessment practices. 35% of the time, these activities are conducted "usually" or "sometimes", highlighting a potential area for improvement.

The teacher "always" provides specific feedback on students' pronunciation and fluency in 85% of the classes, ensuring that students receive constructive criticism to improve their speaking abilities.

Table 3: The percentage of observe compliance with the English language teaching-learning process.

Technological Resources	Always %	Usually %	Sometimes %	Never %	Total
Technologies like recordings or interactive tools are incorporated to enhance speaking skills.	90	5	5	0	100
Online resources are used by the teacher to diversify speaking practices.	85	10	5	0	100
Active student participation is promoted in these environments.	90	5	5	0	100
The teacher has effectively integrated social networks and collaborative platforms to encourage speaking practice outside the classroom.	75	15	10	0	100

Source: Educational Unit of the City of Chone
Elaborate by: Dénises María Molina Vera y Melany Shuley Mendoza Rodríguez

Table 3 indicates that 90% of the time, technologies such as recordings or interactive tools are "always" used to enhance speaking skills, showing a high adoption of technological resources in teaching.

Online resources are "always" utilized by the teacher in 85% of the classes, demonstrating an effort to diversify speaking practices through digital means.

Active student participation is "always" promoted in 90% of these technologically enhanced environments, reflecting effective use of technology to engage students.

The teacher "always" integrates social networks and collaborative platforms to encourage speaking practice outside the classroom in 75% of the classes, suggesting a strong but not universal adoption of these tools.

DISCUSSION

The analysis of the observation data highlights several key aspects of the English language teaching-learning process in the Educational Unit of the city of Chone. The results reveal a strong emphasis on practical and participatory activities, with a significant majority of teachers consistently using these

methods to enhance pronunciation and speaking skills. The integration of audiovisual resources and technologies further supports the development of students' speaking abilities, creating an engaging and interactive learning environment.

However, there are areas that require improvement. Regular oral assessments, while conducted in the majority of classes, are not as consistently implemented as other strategies. This inconsistency suggests a need for more structured assessment practices to ensure all students are evaluated and provided with feedback on their progress regularly.

Moreover, while student participation is generally high, there are instances where engagement fluctuates. Distractions and classroom management issues sometimes hinder continuous active participation. Addressing these issues through better classroom management techniques and ensuring all students remain engaged could further enhance the effectiveness of teaching strategies.

The combination of intrinsic and extrinsic motivation strategies appears to be beneficial, as observed from the high levels of student interest and enthusiasm. Intrinsic motivation, fostered through activities that promote autonomy and personal meaning in learning, is crucial for long-term engagement. Extrinsic motivation, provided through rewards and recognition, complements this by offering immediate incentives for participation and effort.

Overall, the data underscores the importance of a balanced approach to teaching that combines interactive methodologies, technological integration, and motivational strategies. By addressing the areas of inconsistency and maintaining a focus on both intrinsic and extrinsic motivators, educators can create a more effective and engaging learning environment for students. This comprehensive approach will not only improve language proficiency but also foster a positive attitude towards learning English.

CONCLUSIONS

According to the analysis of the study, it has been possible to identify the importance of designing methodological strategies based on communicative approaches, educational technology, effective evaluation, social interaction, feedback, among others, to promote meaningful and communicative learning in English language teaching.

An important factor to emphasize is the use of a balanced combination of methodological strategies that address both accuracy and fluency in English learning, with the aim of preparing students to

communicate effectively in everyday situations.

Particularly noteworthy is the emphasis on fluency in oral communication, which not only refers to the speed of speech but also to coherence, accuracy, and adaptability in speaking. On the other hand, traditional methods combined with communicative approaches and techniques oriented towards pronunciation can greatly contribute to improving oral fluency in English and facilitate more productive and meaningful learning.

Based on the information gathered, it can be mentioned that the effectiveness of strategies in English language teaching depends on the methodology that teachers apply in the classroom. It can be considered that if the teacher integrates these strategies in such a way as practical activities, technology integration, communicative competence assessment, and active student participation, they would be effective in enhancing learning potential and achieving successful results in developing speaking skills. Furthermore, the data review evidenced effective methodological strategies such as capturing attention, real-life situations, the use of information by students, and the Total Physical Response (TPR) method using songs and miming to develop oral expression. Each of these strategies fosters a positive and proactive attitude towards language learning.

An integrated and effective approach to improving oral competence in English is presented, supported by findings from interviews and observations, through the combination of these methodological strategies. When implemented consistently and effectively, these methodological strategies significantly contribute to the progress and learning of students in the English language.

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