



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



FACULTAD DE LENGUAS

**“ELT NOVICE AND EXPERIENCED TEACHERS’ TEACHING STRATEGIES FOR
ENHANCING SPEAKING SKILL”**

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Presented by

Luis Fernando Suarez Tellez

Thesis Director:

Mtra. Rosalba Leticia Olguín Díaz

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This Thesis has been read by the members of the committee
of

Luis Fernando Suarez Tellez

And it is considered worthy of approval in
partial fulfillment of the requirement for the
degree of

Licenciatura en la Enseñanza del Inglés

Thesis Director

Mtra. Rosalba Leticia Olgún Díaz



Committee Member

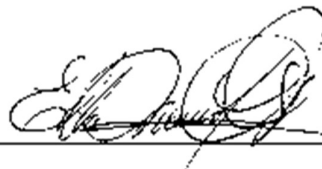
Dra. Vicky Ariza Pinzón



Puebla, Puebla

Committee Member

Mtra. Elba Méndez García



September, 2022

DEDICATIONS

Firstly, I dedicate this work to God, who gave me health, love, and patience to accomplish this important objective in my life. His love and guidance will always be on my way.

Moreover, I dedicate this project to the person who always supported me. To the woman that dedicated her whole life to taking care of me and encouraging me to fight for my dreams, my mom, Isabel Tellez Martinez. Thank you, mom, because you are the only one who deserves the best from me. Thank you for teaching me about generosity, honesty, dedication, and discipline with the purest, most sincere, and incomparable love that I have felt in my life. I feel so thankful to you; you deserve my greatest love and respect for your endless encouragement and sacrifice in every stage of my life.

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ABSTRACT

This study aims to explore the teaching strategies that novice and experienced teachers use to enhance students' speaking skills in the classroom. This research project analyzes the similarities and differences between the strategies that these teachers use to make the teaching-learning process more efficient. The research questions that guided this study are 1) What strategies do novice teachers use the most to enhance students' speaking skills? 2) What strategies do experienced teachers use the most to enhance students' speaking skills? and 3) What are the differences between experienced and novice strategies to enhance students' speaking skills? In addition, this study adopts a Mixed-method approach. The study was conducted with thirty English language teachers from public and private universities in the city of Puebla. To collect data for this study the instrument used was a questionnaire. The data was analyzed, and the findings showed that both novice and experienced teachers employ different strategies for enhancing students' oral skills. Most of the strategies these teachers use in their English classes follow a student-centered approach. It was also observed that these strategies require limited intervention from the teacher. Moreover, it is visible that novice teachers give students' English level great importance when selecting teaching strategies while experienced teachers emphasize teamwork when selecting strategies. Finally, both novice and experienced teachers do not necessarily use the strategies they consider the most efficient in their classroom but the ones they have at hand to develop oral skills. This may be explained by students' different learning, emotional, and physical factors that influence teachers' decisions when selecting teaching strategies.

CHAPTER I INTRODUCTION

Nowadays, the English language has become essential and is spoken worldwide. English has become relevant to get better personal and professional opportunities as people use it for communication, better job opportunities, business, and education. More people are interested in learning English either as a second or foreign language. Therefore, teachers need to choose appropriate materials, teaching methods, and strategies to promote a good teaching environment in the language classroom. However, even when teachers choose the right materials and strategies, they can still face problems. Some problems may be the lack of attention from students, students with a low level of English, or poor interaction between teachers and students in the English language class.

For this reason, teachers need to adopt appropriate teaching strategies and activities to help students practice their speaking skill in the classroom. By doing so, students can enhance their speaking which are essential to communicate in the globalized world. Speaking must be practiced because of several educational reasons. Baker and Westrup (2003) explain that practicing speaking in the classroom has educational reasons that can enhance students' English learning; for example, students have an opportunity to put into practice the newly learned vocabulary as well as use the language they are learning.

Even when teachers use a favorable strategy in class, sometimes it may not work; therefore, when applying a teaching strategy, it is important to know the students' needs, age, and level of English. This is to find those activities or strategies that best fit the class and to make the teaching-learning process more efficient. Rao (2019) supports the idea of teachers using different techniques or materials depending on three elements, students' needs, interests, and learning levels. Furthermore, teachers must evaluate the materials they adopt in the classroom to see if they are beneficial for all the students in the classroom.

Teachers use different strategies to enhance their students' speaking skill. However, not all these strategies or activities are found in books, some of them are adapted or created by

teachers to satisfy the necessities and interests of each student in the classroom. Through their experience, teachers may change the choice of strategies and activities they would use to enhance their students' foreign language learning.

1.1 Problem

As English has become a commonly spoken language in several fields of study around the world, students enroll in English language courses to learn English either as a second or foreign language. Despaigne (2019) emphasizes that English has become essential in the Mexican educational system in public and private universities. Public and private universities, in Puebla, include English as a mandatory subject in the curriculum for students to finish their majors. Most universities demand students to reach at least an A2 level of English according to the Common European Framework of Reference for Languages (CEFR). However, even when it is assumed that students reach the required level of English, students may not be able to use speaking to communicate their ideas appropriately. In the classroom, most English Foreign Language students do not have enough opportunities to practice their target language outside the classroom (Zhang, 2009). Then, teachers need to encourage students with strategies that could enhance their speaking skill during language lessons.

Therefore, this study explores novice and experienced teachers' teaching experiences and perspectives about those strategies they use in their English classes to encourage students to practice speaking. To identify the teaching strategies teachers, use and consider the most appropriate to enhance students' speaking ability. As stated by Rao (2019), teachers must identify common problems English language students face when developing their speaking skills to find the appropriate strategies that could match students' needs, goals, and interests in the classroom.

1.2 Purpose of the Study

This study is set to explore those strategies that novice and experienced teachers apply to enhance students' oral skill inside and outside the language classroom. This is to understand to what extent these strategies could influence students' learning process. There are different factors in the classroom that could influence both positively and negatively teachers' decisions about the selection of teaching strategies to promote any given language skills. Therefore, this research could explore possible differences and similarities among the teaching strategies that novice and experienced teachers apply when teaching speaking in English at a university level.

This study could lead to analyzing if the years of experience may influence teachers' mindset in the teaching-learning process and their selection of strategies. Teachers may also have differing opinions about the role that speaking plays in their classroom, especially for communication purposes. For this reason, exploring teachers' perceptions about the importance of speaking and the impact that this skill may have on students' personal and professional development is worth researching.

1.3 Research questions

This study aims to answer the following research questions:

1. What strategies do novice teachers use the most to enhance students' speaking skill?
2. What strategies do experienced teachers use the most to enhance students' speaking skill?
3. What are the differences between experienced and novice strategies to enhance students' speaking skill?

1.4 Significance of the Study

The findings of this research could raise awareness about the importance of communicating with others in different circumstances to develop social relationships, express wants and needs, and understand social etiquette. Nowadays, language students need to develop effective communication skills to develop strong relationships in their workplace, avoid misunderstandings. Communication skills serve as a positive factor for social accomplishment. Therefore, this research will provide information about the strategies that novice and experienced teachers consider to be the most efficient to enhance their students' speaking skill to accomplish their personal and professional aspirations. As a result, LEI students could apply some of these strategies in their learning process to improve their speaking and later use them when they become language teachers as well.

Secondly, this research may offer information that could be used to modify or redesign some subjects in the LEI's curriculum such as Professional Practicum and Teaching Experience. These two subjects are designed to have students start their teaching practice and it is assumed that students can handle any challenges in their teaching practice. Therefore, this research could provide insights into what teaching strategies could be useful for students not only to improve their target language but also for their teaching practice. Additionally, noting similarities and differences between the strategies novice and experienced teachers use could shed light on how language teachers apply their knowledge and experience in their professional practice and imprint confidence on future LEI teachers regarding their teaching knowledge.

1.5 Summary

The main purpose of this research is to identify experienced and novice teachers' strategies or activities that they use to enhance students' speaking skills in the classroom. An analysis can determine which strategies are considered more effective for novice and experienced teachers to develop the speaking skill of their students. Speaking is a fundamental skill that

serves as a means of communication. Knowing what strategies are useful to enhance students' speaking is crucial because in a foreign language context most students do not have the opportunity to practice their target language outside the classroom. Therefore, this research will explore novice and experienced teachers' strategies to enhance students' oral skills inside and outside the classroom.

CHAPTER II LITERATURE REVIEW

2.1 The importance of English

English learning has become important worldwide. Crystal (1997) affirms that 670 million people are competent in the English language. As it expected, this number has been growing constantly since 1990. "The importance of English cannot be denied or ignored since English is the greatest common language spoken universally." (Nishanthi, 2018, p. 871). Nishanthi (2018) points out that English has become vital for different fields of study such as medicine, business, and education. Furthermore, it is well known that English is a language that can be significant to accomplish multiple professional and personal goals. For example, by learning English, people can learn about a new culture, get better opportunities in a job or travel around the world.

Around the world, more people are interested in learning English; therefore, teachers face new challenges when teaching English to students from different cultural backgrounds. English has become important in people's daily life, as it has facilitated communication around the world. Then, it has become relevant for English learners not only to understand English in writing but also in its oral form for communicative purposes. Proper communication goes beyond grammar as it entails other skills for effective communication like presentation skills, interpersonal skills, and convincing skills. Rao (2019) states that to communicate well, students must develop their communication skills, which entail linguistic, social, and cultural knowledge. Therefore, teachers must find strategies to enhance learners' English language skills, particularly speaking.

2.2 Teaching English as a foreign language

Language learning is a complex process related to cognition, emotion, and interests; moreover, it is influenced by the environment. Ball and Forzani (2009) explain that teaching is an activity that combines some skills such as communication, cultural competence, and

imagination to create an effective teaching-learning environment. In English as a second language (ESL), students learn the language in a natural condition as learning occurs in the target language environment. However, for EFL students, the language learning process occurs in the learner's native language environment.

Learning a language in a foreign context can pose some disadvantages. For example, learners do not have many opportunities to interact in the target language and students depend on the teacher to acquire new information for learning. Bailey (2003) defines a Foreign Language (FL) context as the context where the language students are learning is not the language of communication in that society. However, teaching English in such a context is a more complex activity and may be influenced by multiple factors, for example, students' level of English and the time of the lesson.

Even when teachers' strategies are favorable for learning English, students do not seem to progress in their speaking because of the lack of interaction in the second language. Vaca and Gómez (2017) argue that one major limitation that (EFL) learners face is the lack of opportunities to practice the language outside the classroom. Students may find opportunities to practice reading, listening, writing and grammar; however, most of the time they practice speaking with teachers and other students in the classroom only. As a result, this may affect students' oral improvement in the second language, which is a common issue for English learners around the world. Therefore, teachers have to find strategies to develop learners' speaking skills not only in the classroom but also outside of the class.

2.2.1 Novice and Experienced English teachers.

Teaching a foreign language is not that simple. Teachers play a relevant role in students learning process as "Teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs." (Borg, 2003, p. 81). In the classroom, the teacher is in charge of guiding students to effective learning. Koran (2015) maintains that

teachers should create a favorable learning environment where students could learn and use their foreign or second language knowledge naturally. In the classroom, teachers must identify students' needs and ways of learning to develop strategies, materials, and activities to enhance any language skill, just as the case of speaking. During class, teachers decide which strategies, materials, and activities they consider efficient to enhance a specific skill. Various factors could influence teachers' decisions when selecting effective strategies in the classroom, for instance, if teachers do not have enough information about their students, if they have teaching experience, or even the years they have been teaching can determine these decisions. The following section defines the features of novice and experienced teachers.

Defining the characteristics of novice and experienced teachers is complicated and may lead to uncertainty. There are different standpoints about what a novice teacher is, for example, "a novice person is someone who is new and has little experience in a skill, job, or situation." (Oxford Learner's Dictionary, n.d.). This definition mentions experience as the main factor to determine what a novice is; however, it does not give a specific amount of time that people need to move from novice to experienced. In addition, Farrell (2012) maintains that novice teachers are the ones that teach for the first time, nevertheless, he does not explain how many years it takes to stop being a novice. There are multiple factors that could define to what extent teachers could be considered novices.

According to Karataş and Karaman (2013), a novice teacher is someone who has less than two years of experience in teaching since it only takes two years for novice teachers to acquire certain knowledge and skills that lead them to be considered experienced teachers. Also, Freeman (2001) states that a teacher who has less than three years of experience in teaching is viewed as a novice teacher. It can be assumed, then, that teachers with more than three years of experience could be considered experienced teachers. Moreover, Widiati et al. (2018) have defined a novice teacher as someone who has already finished his/her pre-service education and has been working for three years in a real learning-teaching context. All of the

above agree on the fact that it takes novice teachers from one to three years of experience to be considered experienced. However, Kim and Roth (2011) define novice teachers as those who have five or fewer years of teaching experience. From this definition, a novice teacher is someone who has between one and five years of experience in a real teaching context.

Furthermore, Berliner (2004) explains that the years of experience do not define if a teacher is an expert since educators' competency develops within the first few years of teaching. Therefore, it is from five to seven years of experience when teachers develop high-level skills and knowledge as teachers. Carter and Doyle, (1995 as cited in Ünal & Ünal, 2012) support that teachers require from four to seven years of teaching experience to develop knowledge and skills that lead them to become competent teachers. After analyzing all the above interpretations, it is assumed that teachers require from one to five years of experience to acquire those skills and knowledge that would lead them to be considered as experienced or competent in teaching.

According to the Cambridge Dictionary, “an experienced person is someone who has skill and knowledge because he/she has done something many times.” (Cambridge Dictionary, n.d.). Then, an experienced teacher is someone with good knowledge of methods, techniques, and materials to promote the students' learning process.

Ünal and Ünal (2012) assert that experienced teachers have obtained multiple skills and strategies through their teaching experiences. According to some of the authors' standpoint, the years of experience may determine to what extent novice teachers can maintain their title as novices; or how many years it takes them to be experienced ones. However, years of experience are not the only factor that influences teachers' progress. Riesky (2013) affirms that teachers, during their professional development, face cognitive, emotional, and physical experiences that are part of their progress to become experienced teachers. Becoming a language teacher is a demanding task that requires a combination of elements for teaching development to help students accomplish their learning goals.

Before defining speaking and what it entails, it is important to identify some differences among the four language skills: listening, speaking, reading, and writing. This is to illustrate the importance of speaking in the current world.

2.3 English Language Skills

Syafrizal and Rohmawati (2017) affirm that communication is essential for people as language serves to communicate feelings, thoughts, and desires since “Language is the expression of human personality in words whether in speech or letter.” (Sreena & Ilankumaran, 2018, p. 669). When learning a language people need to practice four basic skills: listening, speaking, reading, and writing. Supina (2018) points out that these four language skills are considered macro-skills to be differentiated from micro-skills: pronunciation, spelling, grammar, and communication.

Morehouse (2017) defines language skills as the capacity and ability to understand and produce language for interpersonal communication while Morrow (2004) asserts that listening, speaking, reading, and writing may be divided into receptive and productive skills. Sreena and Ilankumaran (2018) explain that receptive skills refer to the ability to listen and understand the language. Therefore, listening and reading are receptive skills, which means that the meaning of language is obtained from discourse. While speaking and writing are productive skills students need to produce language in their spoken and written forms.

Aydogan and Akbarov (2014) state that the four language skills have a certain correlation considering two parameters. These are the mode of communication: oral and written and the direction of communication: receiving or producing the message. As a result, listening is the receptive skill in the oral mode and speaking is the productive skill in the oral mode. When someone speaks, you listen to what is meant and what you understand is what is heard. On the other hand, reading, a receptive skill in the written mode, helps students build vocabulary for listening comprehension. Finally, writing, a productive skill in written mode, involves a graphic representation of speech and thoughts in a structured way. Students need to develop

the above four skills to master a second language, however, for this research, the importance of the speaking skill will be highlighted over the other language skills.

2.4 Defining speaking

Cameron (2001) emphasizes that speaking is the use of language, written or spoken, to express meaning and it can be assumed that speaking plays a fundamental role in the communication process. Boonkit (2010) asserts that speaking skills should be developed for effective communication especially when people are not using their mother tongue. Developing favorable oral skills could lead students to enrich their communicative competence. Dueñas et al. (2015) point out that speaking is not only knowledge about grammar rules but also the ability to simultaneously convey and understand thoughts, desires, and opinions in different social contexts. Moreover, Chaney and Burk (1998) view speaking as a process in which people build and share their ideas using verbal and non-verbal symbols.

Then, "Speaking is a creative process in which an interaction is established between the listener and the speaker." (Mendez, 2017, p. 8), a process that involves more than one person to be developed. Brown (2001) affirms that speaking involves the ability to simultaneously receive, produce, and process information for communication while Bailey (2003) asserts that speaking refers to the oral production of different genres such as debates, leaving messages on answering machines, and reciting poetry; all these are some common types of speaking, however, conversing is the most common type of speaking. Speaking is a mental process that only humans are capable of achieving to produce meaningful utterances for interaction. Speaking requires knowledge about grammar and vocabulary as it involves words and sounds, meaning, connotation, social rules, and affect (e.g., formal, informal, slang). Therefore, humans need to know cultural, personal, and social factors to create speech; by doing so, they structure language to communicate in different social contexts.

According to Kürüm (2016) "speaking involves three main areas of knowledge: mechanics, function, and pragmatics" (p. 2.). Kaniadewi et al. (2017) explain that mechanics, such as

morphology, syntax, phonetics, and phonology, is about using appropriate words in the right order with proper pronunciation. Kürüm (2016) states that function refers to knowledge about negotiating the meaning of the message by knowing when the information needs to be precise and when it does not. Finally, social-cultural norms are the understanding to whom people are referring, the circumstances, and the reasons for interaction (Kaniadewi et al., 2017). In this area, pragmatics and semantics are two linguistic fields that take great importance because when speaking, people usually consider cultural factors such as language, beliefs, and social habits. All these areas help speakers to decide how to use language properly. Teachers and learners must know these to consolidate speaking because oral skills have to do with social and cultural factors that affect people's interactions.

2.5 Components of speaking

Speaking is not just an act of producing speech, but it involves a wide amount of components to be developed. Harris (1974) asserts that there are five main components of oral skills: fluency, vocabulary, grammar, pronunciation, and comprehension. While Hormanis (2003) identifies four components: vocabulary, grammar, fluency, and pronunciation. Brown (2004) affirms that speaking depends on a series of micro and macro skills where micro-skills consist of producing small units of language: phonemes, morphemes, words, and collocation; and macro-skills refer to socio-cultural rules such as fluency, discourse, and non-verbal communication, just to mention a few. In the classroom, even when students may have good foundations in English grammar and vocabulary, and writing, at the moment of speaking most of them may not be fluent. Lack of oral fluency can affect communication when the message is interrupted by pauses and hesitations. In the following paragraphs, concepts such as fluency, vocabulary, grammar, and pronunciation will be defined,

2.5.1 Fluency

According to researchers, fluency is a skill that foreign language students consider a priority due to their importance in communicative competence. For example, Koponen and

Riggenbach (2000) express that fluency refers to the act of producing speech continuously and smoothly, which means that speakers must avoid hesitation. Moreover, Brown (2003) affirms that fluency refers to particular features of language that provide speakers with the ability to act normal and natural; these features are rhythm, correct use of pausing, intonation, and interjections. A conversation between two people should flow naturally and fluently; however, finding appropriate strategies or activities for promoting students' fluency is arduous labor for most foreign language teachers.

2.5.2 Vocabulary

Vocabulary is a sub-skill and an essential component of speaking since people need to know words to be capable of producing meaningful sentences. When humans acquire their mother tongue, they learn it by producing single words and gradually increase their lexicon to be able to produce language to communicate their ideas. There are different opinions about the definition of vocabulary, for instance, Hatch and Brown (1995) express that vocabulary refers to a total number of words from a particular language or a set of words that individuals might use. On the contrary, Hiebert and Kamil (2005) emphasizes that vocabulary is the knowledge that people have about the meanings of words. Vocabulary is seen as one main component of speaking because without enough vocabulary, people cannot express their ideas effectively. Therefore, most teaching and learning strategies involve vocabulary as an essential component to enhance students' speaking skills.

2.5.3 Grammar

Grammar plays an important role in making people's messages comprehensible when communicating. Every language has its structure and rules. There are several theories about the importance of grammar when learning a second or foreign language. Richards and Theodore (2001) assert that grammar refers to books that contain knowledge about how a language works or how native speakers use that knowledge in their language. Then, grammar is the knowledge people have about the structure and use of a certain language and without

that grammar knowledge; it could be difficult to make ideas comprehensible. According to Al-Jarrah et al. (2019), “grammar is not a set of rules that students can master easily. They need to practice the language regularly, and teachers should use many approaches to present and explain it” (p. 80). Therefore, grammar is fundamental for being proficient in speaking since grammar provides knowledge to create coherent sentences to be understood in the communication process.

2.5.4 Pronunciation

Pronunciation is another sub-skill of speaking, as it is essential in helping students to be understood. Elmaksoud (2013) asserts that pronunciation is the act of producing sounds to create meaning. Pronunciation involves that speakers must focus on specific sounds: intonation, stress, rhythm, and timing, and in language learning these aspects are treated separately; however, teachers must understand that they work together in speaking. Cook (1996) emphasizes that learning a second language involves developing new pronunciation habits to overcome first language pronunciation habits. Therefore, developing favorable pronunciation skills will lead learners to communicate and be understood.

Speaking involves knowledge about grammar (e.g. sentence structure, semantics, and morphology), pronunciation, and vocabulary and for people to be proficient in speaking they need those including fluency. Georgiou and Pavlou (2003) assert that a proficient speaker is someone who has good fluency, pronunciation, and discourse knowledge. Therefore, teachers need to find strategies to focus not just on speaking as a whole, but on all the components that this skill involves.

2.6 The Importance of Speaking

The hierarchy of speaking, among the other language skills, has evolved as Aleksandrak (2011) has observed this evolution speaking through the years. For example, in the Grammar-Translation Method, this skill was practically ignored; however, she noticed that speaking

became fundamental in the Direct Method. Furthermore, Audiolingualism increases the influence of speaking in the foreign language learning process as this method is based on oral discourse as a repetitive routine. The Cognitive Method provides activities that enhance the four language skills by giving them equal importance. Finally, the Communicative Language Teaching (CLT) method introduced more realistic activities regarding speaking. For example, most of the activities in the CLT method introduced different forms of interaction and numerous ways of practicing the language naturally. Developing efficient speaking skills is a priority for foreign and second language students around the world. Therefore, most foreign or second language teachers try to find appropriate strategies or materials to enhance students' oral ability for communication.

Speaking is considered important for people to communicate, share ideas, and interact with others. Being proficient in a foreign language, specifically in speaking, provides students with opportunities to communicate. As Zaremba (2006) asserts speaking is important for effective communication. Language is used to communicate, and speaking is, for this reason, essential to building efficient communication. Nunan (1989) states that developing speaking is crucial in foreign language learning and asserts that these skills are measured according to students' ability to maintain a conversation. So then, students must develop their speaking skills to be fluent and accurate when communicating their ideas and opinions.

Brown and Yule (1983) claim that, in the process of learning a foreign language, speaking is the skill that determines students' level of English in real-life contexts. Speaking is a mental process that involves knowledge to produce language spontaneously without mistakes or hesitation. Indeed, oral skills serve as an indicator for employers or teachers to evaluate how people use their foreign language. Baker and Westrup (2003) assert that proficient speakers of a foreign or second language do not make mistakes related to grammar, pronunciation, and vocabulary; furthermore, fluent speakers can express themselves without hesitation and feel confident about their proficiency. Additionally, Koran (2015) points out that students consider their language learning to be successful to the extent they can use their spoken English.

Developing effective speaking skills is of great importance for students' personal and professional life. Zaremba (2006) emphasizes that speaking is a crucial factor when applying for a job even more than work experience, motivation, or academic credentials. Having positive speaking skills creates benefits for speakers and business organizations as oral skills provide speakers with benefits in job training activities, job interviews, and many other business purposes (Osborn et al., 2008). Besides, Richards (2008) asserts that being proficient in speaking a foreign language (e.g., English) has numerous advantages such as further education and professional promotions. Speaking skills, as well as writing, play a fundamental role in communication. Furthermore, speaking is crucial in foreign language learning and teaching because students use these skills to share ideas orally in the foreign language.

2.7 Teaching speaking

Teaching speaking involves knowledge about numerous components of language that lead to enhancing both fluency and accuracy. Nunan (1989) mentions that teaching speaking involves providing students with multiple elements of language to be put together to speak. Finding the appropriate strategies to teach every component of language could be demanding but teachers can identify students' necessities to develop specific strategies for effective practice. Additionally, Bailey (2003) states that speaking involves using all language components and establishes five principles for teaching speaking skills:

1. Teachers must be aware of contexts where students are learning the language; it could be foreign or second language learning.
2. Students must have opportunities to practice their fluency and accuracy in their foreign or second language.
3. Design strategies such as pair work or group work where students can use their language ability to limit teachers' talk.

4. Develop speaking activities that imply negotiation of meaning. This involves checking if the message is understood, clarifying the understanding, and confirming if someone has understood your message.
5. Finally, designing tasks that could include the practice of transactional and interactional speaking.

Teaching and learning speaking is demanding for both students and teachers; however, with the use of strategies, teachers can help learners to gain practice in speaking. In a foreign language context, it is difficult for students to practice their language skills outside the classroom; therefore, teaching strategies must provide students with the opportunity to practice their speaking skills during and after class activities.

Thornbury (2005) points out three stages to complete the teaching of speaking in the classroom. The first stage is stating objectives. The teacher has to establish what students are going to learn during the class. When students understand the learning objectives, the instruction will be done communicatively. The next stage is presentation; in this stage, language operations are presented in context. It is fundamental to make language items clear. The last stage is practice and production. In this stage, it is checked if students have understood what they have been learning during language instruction.

2.8 Approach, Technique, Method or Strategy?

In the teaching process, terms such as method, approach, technique, and strategy are usually confusing. The concept of method, "is a particular way of doing something" (Oxford Learner's Dictionary, n.d.), then, a teaching method is a systematic way to do something, and it follows a logical arrangement of steps to achieve the tasks (Bryson, 2003). Examples of teaching methods are the Grammar Translation Method, Total Physical Response, Audio-lingual, or the Natural method.

An approach is a particular philosophy of teaching. It can be principles, beliefs, or ideas that every person has about the nature of learning. Richards and Theodore (2001) state that an

approach is all the theories about the nature of language and learning to establish practices and principles in language teaching and learning. In language teaching and learning, a particular approach could lead to more effective levels of language learning than other alternative ways of teaching; this means that the quality of language teaching improves if the appropriate approach is employed.

On the other hand, “a technique is a particular way of doing something, especially one in which you have to learn special skills.” (Oxford Learner’s Dictionary, n.d.). A technique can be a well-defined procedure that used to accomplish a specific activity or task. Moreover, a technique is a tactic teachers apply to implement teaching and learning activities expecting optimal results. Then, a technique means how to do something to accomplish teaching goals or to serve and consolidate learning materials to achieve proper learning.

Finally, a strategy can be described as “a plan that is intended to achieve a particular purpose” (Oxford Learner’s Dictionary, n.d.). Strategies are procedures for students to achieve their goals in the target language. Reiser and Dick (1996) state that teachers should use teaching strategies that meet the class goals and objectives to fulfill students' learning needs to communicate in the target language (Cole, 2008).

2.9 Strategies to Enhance Speaking Skills

Learning English has become a priority, particularly learning how to speak. Therefore, teachers encourage students to develop and enhance their speaking. In the classroom, students usually have problems when expressing their ideas orally, some causes can be that they are afraid of making mistakes, their lack of motivation, and because the teaching strategies do not satisfy their needs. Speaking is influenced by linguistics knowledge such as genre, discourse, grammar, vocabulary, and phonology. Teaching strategies can positively influence students' development. Gani et al. (2015) highlight that appropriate teaching strategies boost the language learning process and encourage students to practice their language skills. The more exposure students have to the target language the faster they will

learn. Silver et al. (2007) suggest some reasons why strategies are important not only in English teaching but also in education, in general:

1. Strategies enhance different kinds of knowledge.
2. Strategies provide teachers with tools to create comfortable lessons to motivate students learning.
3. Strategies are considered tools to design lessons and units that consider students' features
4. By using strategies, teachers can lead students to gain significant knowledge during their learning process.

Teaching strategies have a positive impact on students' learning process. Harmer (2001) suggests some speaking strategies to encourage students to overcome their fear and shyness when speaking in the target language. These strategies are:

- Making students feel relaxed during speaking practice where the teacher creates a relaxing environment to reduce students' affective filter.
- Matching students' level of English to the speaking practice. Teachers should use strategies that ask students to only do what they can do and no beyond their level.
- Using pair work and group work encourage students to use their target language as an opportunity to speak with their peers.
- Providing students with preparation time can encourage students to speak more freely especially for those who may be shy or nervous.
- Including fluency activities can get students used to speaking in class and feel more confident about their speaking development.
- Adopting the appropriate teacher's role during speaking practice will influence students' language development.

There are different strategies that teachers apply in the classroom to promote speaking skills. Some of these strategies will be described below.

2.9.1 Role-play

Gómez (2010) suggests three strategies: role-playing, storytelling, and information gap. These are considered communicative strategies. Thompson (1978) defines role-play as a process in which students participate in real-life situations by acting as a different person. The role-play is a dynamic way for having students move, talk, and interact at the same time. This strategy is beneficial to promote autonomy and improve student-student interaction in the classroom.

2.9.2 Storytelling

Deacon and Murphey (2001) state that storytelling is a useful strategy because besides asking students to express themselves in the target language it provides students with vocabulary and grammar. Learners retell the story and later they learn the vocabulary. When telling stories students transmit values, ideas, and learning perceptions. Cameron (2001) states that storytelling is an oral activity in which students share their stories for their classmates to listen and participate. Storytelling conveys vocalization, physical movement, and gestures to make the messages understandable to the listeners. This strategy enables students to maintain communication to entertain the listeners. Storytelling helps students improve their pronunciation, develop fluency, enlarge vocabulary, and learn new structures.

2.9.3 Information gap

Liao (1997) emphasizes that “information gap is the essence of communication and classroom activities without the information gap are mechanical and artificial” (p. 10). In the information gap strategy, students have information that the other students need to solve a problem or to fill in the gaps. Teachers ask more “informed questions” instead of “Yes/No questions” to promote interaction among students about specific topics or situations. Teachers apply this strategy to make it useful and practical for students.

2.9.4 Small-group discussion

Small-group discussion can also have a positive impact on students' language learning. Hidayati and Niati (2019) assert that small group discussion is a proper strategy to teach speaking because students talk for longer time. Rivi (2014) explains three reasons why small group discussion is useful to enhance speaking: to increase teacher-student interaction, student-student verbal interaction, and learning. Moreover, discussion promotes meaningful personal interaction and learning as small group discussion is used to promote independence and responsibility in learning.

2.9.5 Small talk

Harris (1998) states that small talk promotes accuracy, fluency, and complexity in oral production. In a small talk session, students use their communicative ability to interact with their peers without teacher intervention to receive feedback. By using this strategy, teachers observe the interactions and suggest changes for improvement afterwards. Small talk increases students' pragmatic competence. Additionally, small talk places students in a leadership position to practice different speech acts and discourse management strategies that are usually in charge of the teacher.

2.9.6 Discussion

Speaking is of high concern in many language programs and strategies could positively influence the teaching outcome. Discussion is a useful strategy to enhance students' oral skill. Solcova (2011) asserts that discussion encourages students to develop their fluency because they focus on producing meaning rather than on the language itself. Group discussions are effective for speaking especially in large classrooms. Ur (1991) affirms that discussions increase the number of students interacting in a limited period and reduce the number of students who may not participate frequently during speaking activities. For group discussions,

students are encouraged to ask questions, express support, check for clarification, and paraphrase their ideas.

2.9.7 Dialogue

In language learning, a dialogue can be used for practicing language functions such as greetings, agreeing, asking, and offering help, and asking for information. According to Celce-Murcia (2001), “dialogue is a basic form of oral communication.” In the classroom, students are given a script, a specific context, and vocabulary to perform in pairs or groups. This practice reflects real communication contexts where students play common social roles, moods, and ways. This strategy is beneficial to develop fluency at elementary levels.

2.9.8 Descriptions

Canning-Wilson (1999) points out that picture description benefits English students because pictures facilitate language learning and leads students to think completely about the target language. Moreover, visual images allow students to deduce specific information from different sources as pictures bring the outside world into the classroom. Ur (1991) asserts that this strategy is simple but has a positive impact on elementary and low-intermediate language students and it promotes language fluency.

2.9.9 Interviews

Fabelia (2017) maintains that interviews are a communication process in which students exchange questions and answers to obtain specific information. This strategy offers training for students for later practice outside the classroom, which leads to improving social skills. Teachers select the topics for the interview so that students prepare questions based on those topics. During the interview process, interviewers reveal questions while interviewees listen and respond making the communication process more dynamic and significant.

2.9.10 Debates

Debates are a strategy that provides students with opportunities to participate in specific contexts without being restricted to using their target language knowledge. Krieger (2005) comments that debates engage students in different cognitive and linguistic ways. Apart from providing meaningful listening, speaking, and writing practice, debates also encourage students to develop their argumentation skills for persuasive speech and writing. Quinn (2005) highlights that there must be two teams in a debate, one team argues in favor of the topic and the other team argues against it. Every team uses arguments to support their standpoint. This strategy encourages students to develop their fluency and gain new vocabulary.

2.9.11 Oral presentations

Girard et al. (2011) demonstrate that oral presentations lead students to greater class interaction and participation. King (2002) states that oral presentations push students to use the four language skills in a natural integrated way, and oral presentations promote active learning and autonomy among students. Besides, oral presentations increase the interest in learning which results in noticeable results in students' communication and presentation skills.

There are diverse modern and traditional strategies that teachers can apply during their language classes and be aware of some factors that could influence their use, for example, students' level, lesson time, number of students, and available materials. The teaching strategies that are used in the teaching-learning process should be appropriate for every skill to achieve the expected goals from the lesson. Cole (2008) emphasizes that teachers are in charge of facilitating students' learning by applying effective strategies that satisfy students' educational needs, whose general purpose is to use the target language. Teachers' responsibility lies in selecting those strategies that will help develop students' speaking skills accordingly.

2.10 The role of the teacher in developing speaking

In the classroom, teachers have the role to enhance students' language skills since teachers are in charge of selecting the strategies or activities that best match students' needs for learning a language. However, with current teaching approaches there are different opinions about the role that teachers play when teaching a second language. For example, Leu (2005) emphasizes that English language teachers should guide students to effective learning and create a positive environment. Therefore, finding appropriate strategies to encourage students to talk in the classroom is a demanding task for teachers. Ur (1991) asserts that promoting speaking skills is more complicated than reading, writing, and listening because teachers are the ones that talk more in the classroom to instruct and manage the class. Therefore, teachers must incorporate strategies for students to use their second or foreign language in the classroom, as much as possible. Harmer (2010) explains three main reasons to promote students' speaking skills in the classroom:

1. In the first place, in the classroom students can feel comfortable participating in activities that promote real-life contexts to practice their speaking skills.
2. Secondly, by using activities that promote speaking, teachers and learners can identify their linguistic competence in English. Moreover, when practicing oral skills teachers have the opportunity to find learners' common mistakes to promote teaching strategies that focus on specific language features making a practical learning process.
3. Finally, promoting speaking leads students to activate previous knowledge that they have acquired in their learning process. Furthermore, students can start automatically using language features resulting in the ability to use language unconsciously and fluency can be developed.

In a foreign language-learning context, students need to be exposed to the target language as much as possible because the classroom is the only place where they can practice even if the time for practicing is very limited. Because teachers are expected to expose students to

linguistic, sociolinguistic, and discourse competencies, consequently, teachers must be aware of traditional and modern teaching strategies to meet student's needs to promote speaking. Teachers can also encourage students to practice their English not only in the classroom but also in their daily life with teachers, classmates, and native speakers.

Teachers play more than one role in the classroom and such roles depend on several factors; for example, teaching methods and strategies, lesson time, and students' level of English. Makovec (2018) asserts that teachers' role is complex to determine and is influenced by many factors and Harmer (2001) describes teachers' roles through metaphors. For example, a teacher is a gardener because he/she plants seeds and watches them grow, moreover, sometimes teachers are actors because they are on all the time on stage. Moreover, at times teachers act as orchestra conductors because they direct students during the activities and set the rhythm and tone. Good teachers are capable of playing different roles depending on the circumstances. However, achieving this ability could take years of practice and experience.

As previously stated, teachers must know how to act depending on different conditions during the lessons as they play a significant role in the teaching-learning process. In an English Language Teaching context, some predominant teachers' roles may be an assessor, organizer, facilitator, prompter, motivator, participant, monitor, and teacher as a model, just to mention a few. Beltrán (2000) explains that teachers have two prominent roles in education: managerial and instructional. The first role refers to the knowledge that teachers share during the lessons and the second one refers to the conditions that teachers create to conduct the learning process. Managerial and instructional are functions that cannot be separated and have to be conducted simultaneously for efficient language instruction. Sanjaya (2007) states that teachers play six roles when managing a class. These roles are as a learning source, facilitator, manager, demonstrator, guide, and motivator. Every role that teachers play during the learning process is influenced by different internal and external factors.

On the other hand, Harmer (2001) emphasizes that teachers have to play three fundamental roles to promote speaking in the classroom. These roles are prompter, participant, and feedback provider. During a speaking activity, students can have problems when expressing their ideas, so teachers or prompters provide students with hints, phrases, and vocabulary. However, teachers must be careful when providing prompts because their purpose is to encourage students to continue with their speaking practice. The role of the participant takes place when teachers participate with students as if they were students' peers. As a participant, teachers have the opportunity to understand students' problems with the target language and confirm that students are participating in speaking activities. Finally, the role of the teacher as a feedback provider develops when teachers give feedback after oral activities, and teachers must avoid over-correction because this could affect students' motivation. In the classroom, the teachers' roles change before, during, and after the lessons as teachers play different roles to meet all students' goals to create an environment for effective teaching and learning.

2.11 Summary

This chapter discussed the relevant literature to support this study. It presented novice and experienced teachers' characteristics regarding the years of experience. In addition, this chapter highlighted the importance of speaking mainly for communication purposes. Speaking is one of the most demanding skills and difficult one to develop. Therefore, there were also discussed different teaching strategies that teachers can employ to enhance students' speaking.

CHAPTER III METHODOLOGY

The purpose of this chapter is to provide detailed information about the methodology, the context, the participants, and the instrument used in this research project. First, this chapter describes the data collection process and analysis procedure followed to develop this research. Moreover, this section provides information about the context where the study took place and details about the instrument and the participants. The objective is to research those BA ELT experienced and novice teachers' strategies to promote students' speaking skills. Therefore, the procedure to analyze the data of novice and experienced teachers' perspectives will also be explained.

3.1 Research design

In the first place, this project adopts a mixed-method approach. Creswell and Plano Clark (2011) assert that a mixed method provides the opportunity to understand a research problem by collecting, analyzing, and mixing quantitative and qualitative data. Likewise, Johnson and Onwuegbuzie (2004) state that a mixed-method design offers an opportunity to combine two groups of strengths compensating simultaneously the weaknesses of each method. It can be assumed that by combining quantitative and qualitative data, researchers can bring both breadth and depth to the collected data. Furthermore, Brown (2015) emphasizes that three types of mixed methods can be considered variants of mixed methods.

Firstly, qualitative mixed research involves both quantitative and qualitative methods predominating the qualitative method. While quantitative mixed research includes both quantitative and qualitative methods where quantitative research is the dominant method. Finally, a pure mixed method research includes both quantitative and qualitative methods with both having equal importance. As indicated previously, this study focuses on exploring novice and experienced teachers' perceptions and experiences concerning those teaching strategies they use for the development of speaking skills. Therefore, quantitative, and qualitative data

are collected to understand the research problem. This research is quantitative mixed research due to the predominance of quantitative data.

3.2 Participants

The participants of this study are 30 teachers from public and private universities; 17 are female teachers and fourteen are male teachers. The participants are between 25 to 60 years old. The majority of these teachers have, at least, a B2 certification in English according to the Common European Framework of Reference for Languages (CEFRL). The universities require that teachers have this level of English. It could be expected that the participants have a good level of English to have a good knowledge regarding the use of different speaking strategies to enhance students' language skills. In addition, 15 of these teachers have been working as English teachers in private and public universities for less than six years so they can be considered novice teachers. On the contrary, the other 15 participants have been working for more than seven years in public and private universities, so they are considered for this study as experienced teachers.

The classification in this study regarding novice and experienced teachers was based on the literature. Some authors explain that years of experience do not determine if a teacher is an expert or not because teachers develop certain competencies during their first years of teaching. However, Kim and Roth (2011) and Berliner (2004) determine that it takes from one to six years of experience for novice teachers to develop high competency and knowledge to become experienced teachers. Because finding university teachers with less than six years of experience was complicated, it was decided to consider Kim and Roth's (2011) and Berliner's (2004) definition of novice teachers for this study.

3.3 Data Collection Procedure

Applying the instrument was a challenge because 14 participants had already answered the instrument; however, these participants were all experienced teachers and had been working

for more than seven years as English teachers (at elementary school, high school, or university). This study needed both experienced and novice teachers to make a comparison between their views, therefore, it was important to look for novice teachers (teachers who have been working for less than six years). It was difficult to find novice teachers with less than five years of experience working in a university. Therefore, a post on Facebook was designed to find these participants. Teachers were asked to answer an online questionnaire designed on Google forms. The post described the specific characteristics. Many people offered to answer the instrument, but most of them were experienced teachers. After a week, a second post was made. Although some participants have more than seven years of experience, there were enough people with six or fewer years of experience as English teachers. They work either in a public or in a private university. Finally, the sample of novice teachers (according to Berliner's definition) was completed to collect the data and analyze it.

3.4 Instrument

The instrument designed in this research to collect data is a questionnaire. Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react by writing out their answers or selecting from among existing responses (Brown, 2001). On the other hand, according to Burn (2010), collecting data with a considerable number of participants using a questionnaire is more feasible as participants have to answer by writing their responses or selecting the ones on them.

Dornyei (2003) explains that through a questionnaire three types of data can be collected: factual, behavioral, and attitudinal. Factual data is about demographic characteristics, for example, age, location, occupations, and other background information related to the participants that help the researcher interpret the findings of the study. In addition, behavioral questions help the researcher collect data about the participant's actions, lifestyles, and personal experiences. Finally, the attitudinal questions focus on what people think and may include attitudes, beliefs, interests, opinions, and values. The questionnaire used in this study

has questions whose principal goal is to know in detail the strategies or activities that experienced and novice teachers use to enhance students' speaking skills in English. This questionnaire has five sections related mainly to factual and attitudinal questions.

The first section is designed to collect information about teachers' backgrounds in English language teaching. This section includes two multiple-choice questions and a rank order item to collect teachers' backgrounds and to categorize novice and experienced teachers. Questions 1 and 2 are factual questions. It means they ask for participants' background, in this case, years of experience and the level of English they usually teach.

The second section is to gather information about the importance teachers give to speaking skills. Furthermore, this part of the questionnaire comprehends questions three to eight. This section includes three multiple-choice questions and three Likert-scale questions. The first question of this section is a multiple-choice question that explores teachers' opinions about what language skill is the most important to be developed. The second item is a Likert-scale question that investigates teachers' beliefs about the importance that speaking takes in their English classes. The third item of this section is a multiple-choice question that explores the frequency that teachers make students practice their oral skills. Question number four is a Likert-scale item that investigates the level of difficulty that novice and experienced teachers face in finding appropriate strategies to practice speaking. Question five of this section is a Likert-scale item that explores the teachers' opinions about the importance of their role when enhancing students speaking skills. Finally, the sixth item is a multiple-choice question that collects teachers' opinions about speaking components such as fluency, grammar, and pronunciation.

The third section includes four questions that gather information about the most common strategies used by teachers to enhance students' speaking skills. This section includes four questions from questions 9 to 12. To begin, the first question of this section is a multiple-choice item that explores specific strategies that motivate shy students to interact with their

classmates during their English lessons. Furthermore, this section includes a second question that gathers information regarding the most common ICT (information and communication technology) that teachers use in their English classes. Additionally, this section includes a third multiple-choice question that collects information about the most common strategies that novice and experienced teachers use to enhance students speaking skills. Finally, the fourth item is an open-ended question that asks teachers which of the strategies that they commonly use in their classes are the most efficient to practice speaking.

The fourth section includes two open-ended questions designed to have the participants specify the teaching activities that they use to motivate students to develop their speaking and the role of speaking skills in students' personal and professional lives. These are questions 13 and 14.

The fifth section of the questionnaire explores teachers' beliefs about the importance of speaking skills in the current world and the importance of the teachers' role to develop students' oral skills. These are questions 15 and 16. (See appendix A)

3.5 Data analysis procedure

The data collected was about teachers' backgrounds, strategies to promote speaking, and their perceptions regarding the importance of speaking skills. The data obtained in this research will be analyzed by means of content analysis. Weber (1990) affirms that content analysis follows a set of procedures to make inferences from texts as it is employed directly on transcripts or texts. These transcripts and texts are products of the human mind, which is the essence of social interaction. Additionally, Cohen et al. (2007) believe that content analysis is a process of summarizing and interpreting written data. Besides, in a narrower context, content analysis is "a strict and systematic set of procedures for rigorous analysis, examination, and verification of the contents of written data" (Cohen et al., 2007 p. 475). Finally, Neuendorf (2002) points out that content analysis is a set of procedures to analyze

messages quantitatively; however, the researcher is not limited to measurable variables or the contexts of the messages. In this study, the data obtained from the questionnaire will be analyzed to be codified, categorized, and compared to offer conclusions about this data.

3.6 Summary

In this chapter, a detailed description of the methodology and the approach to collecting and analyzing data was provided. Moreover, the research instrument was described as well as the procedure for application. In the following chapter, the data from the participants of the study will be described and explained and the results will draw possible conclusions.

CHAPTER IV RESULTS

In this chapter, the results are presented according to the items from the questionnaire. Thirty teachers answered the questionnaire. Due to the complexity of finding teachers with less than five or six years of experience, in this study, participants with less than six years of experience are considered novice teachers; on the other hand, teachers with more than six years of experience are considered experienced teachers. According to Berliner (2004), years of experience do not define if a teacher is an expert and teachers develop their competence, high-level skills, and knowledge within five to seven years of experience. The responses of the participants will be given by assigning them pseudonyms to preserve their anonymity.

For better organization, the quantitative results from the questionnaire are presented first. They are divided into three sections: the first section describes the teachers' backgrounds, gender, age, and years of teaching experience. The second section shows the importance of speaking skills as a means of communication, gaining confidence, and better job opportunities and the third section is about the strategies, materials, or activities that teachers use the most to enhance students' speaking skills. After that, the qualitative results from the questionnaire will be presented in two main sections. The first section of the qualitative results explores specific activities that novice and experienced teachers use to motivate students to practice their speaking inside and outside of the classroom. Finally, the second section of the qualitative results investigates teachers' beliefs regarding the importance of oral skills and the importance of their role to develop this skill.

4.1 Quantitative results

For better visualization, quantitative results will be presented in three sections. This first section will present the results of questions one and two of the questionnaire about teachers' names, gender, age, and years of teaching experience. Section 2 will show the results of questions three to eight of the questionnaire regarding the importance that experienced, and novice teachers give to speaking skills in the classroom. Finally, section three will present the

results of questions 9 to 11 about the most common strategies that novice and experienced teachers use to enhance students' speaking skills in the classroom.

4.1.1 Section one: Experienced and novice teachers' general features

Table 1 shows the results of novice teachers' years of experience. Nine females and six males. Their ages are between twenty-four to thirty-five years old. Novice teachers' years of experience range from one to six years. On average, most novice teachers have five years of teaching experience. Only one participant has been working for one year and the rest of them have worked, on average, from three to six years at a university.

Table 1. Novice teachers' backgrounds (gender, age, years of teaching experience).

Novice teachers	Gender	Age	Years of experience
Brenda	Female	24	1
Laura	Female	26	3
Miguel	Male	25	5
Erika	Female	28	5
Fatima	Female	30	5
Alex	Male	30	5
Karina	Female	32	5
Claudia	Female	27	5
Nancy	Female	35	5
Juan	Male	27	5

Max	Male	31	5
Mary	Female	35	5
Andres	Male	28	6
Roberto	Male	27	6
Lucia	Female	25	6

Table 2 presents the results of experienced teachers' years of experience. Nine females and six males. Their ages range from 28 to 50 years old. Experienced teachers with more than six years of teaching experience are considered experienced for this study. Only one experienced teacher has seven years of teaching experience. Most of them have been working for more than ten years as English language teachers. On average, experienced teachers have 14.06 years of teaching experience.

Table 2. Experienced teachers' backgrounds (gender, age, years of teaching experience).

Experienced teachers	Gender	Age	Years of experience
Arturo	Male	30	7
Petra	Female	28	8
Fernando	Male	31	9
Carlos	Male	42	10
Rosa	Female	30	10

Julia	Female	28	10
Luisa	Female	55	10
Victor	Male	30	10
Marta	Female	45	15
Luz	Female	46	15
Vicky	Female	40	15
Luis	Male	42	19
Ivan	Male	46	20
Isabel	Female	46	23
Carla	Female	52	30

After analyzing both experienced and novice teachers' backgrounds, the results show a difference of 9.26 years of teaching experience between both groups. The novice teacher with more experience has been working for six years; on the contrary, the most experienced teacher has been working for thirty years. This is the most noticeable difference between these two groups. In addition, it can be highlighted that there is an age difference of 10.74 years between novice and expert teachers. Finally, each group has the same number of female and male teachers, nine females and six males.

4.1.1.2 Language proficiency levels: Tertiary education

Question 2 explores the level of English that both novice and experienced teachers usually teach at university (see figure 1). Firstly, at the intermediate level, 53 percent of novice teachers and 46 percent of experienced teachers work with this level. Furthermore, 23 percent

of novice teachers teach elementary levels opposite to 27 percent of experienced teachers. Additionally, 18 percent of novice teachers and 20 percent of experienced teachers work with upper-intermediate level. Finally, only 6 percent of novice teachers and 7 percent of experienced teachers work with advanced students.

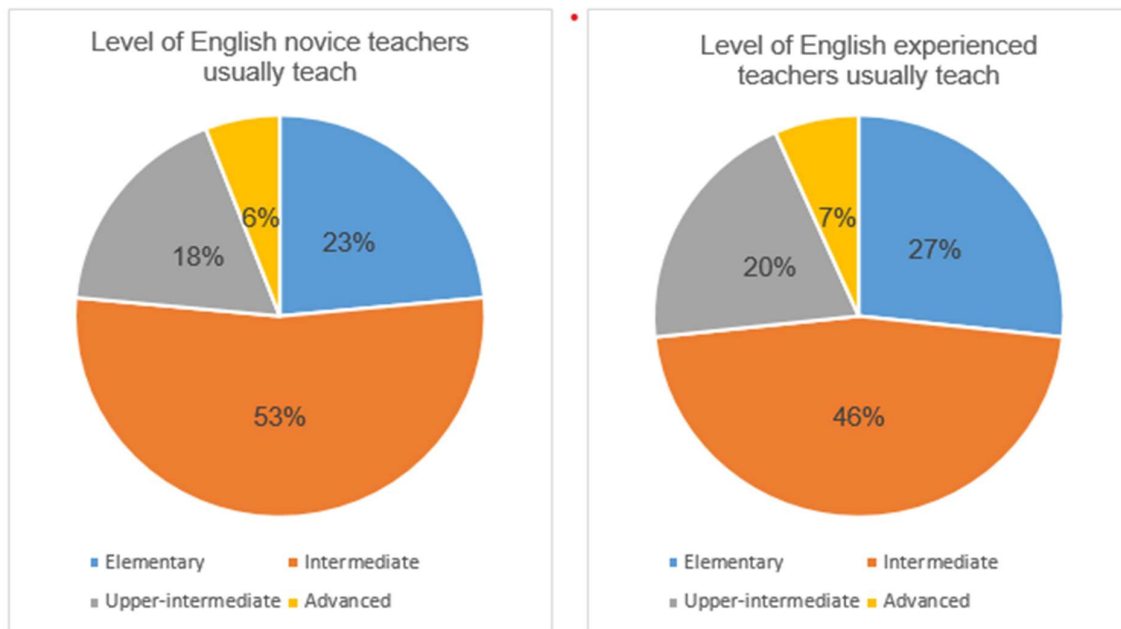


Figure 1. Level of English that novice and experienced participants usually teach

As illustrated in figure 1, both experienced and novice teachers work with similar levels of English at a tertiary level in the city of Puebla. Therefore, some of the strategies they may use to for speaking could be somehow similar. Nevertheless, multiple factors such as the level of students, the content of the class, the time of the lesson; the number of students, students' age could influence teachers' decisions about what strategies to use in the classroom (Smith, 2012).

4.1.2 Section two: The importance of speaking skills in the classroom

This section of the questionnaire includes six questions that explore novice and experienced teachers' opinions about the importance of speaking skill in language learning. Additionally, this section investigates teachers' opinions about the importance of the teachers' role in

developing students speaking skill. Finally, this part of the questionnaire explores the frequency that teachers make students practice speaking in the classroom.

4.1.2.1 The four basic language skills

Question 3 asks participants which of the four language skills are the most important to be developed. This is a multiple-choice question with four options: listening, reading, writing, and speaking. Figure 2 illustrates experienced and novice teachers' answers.

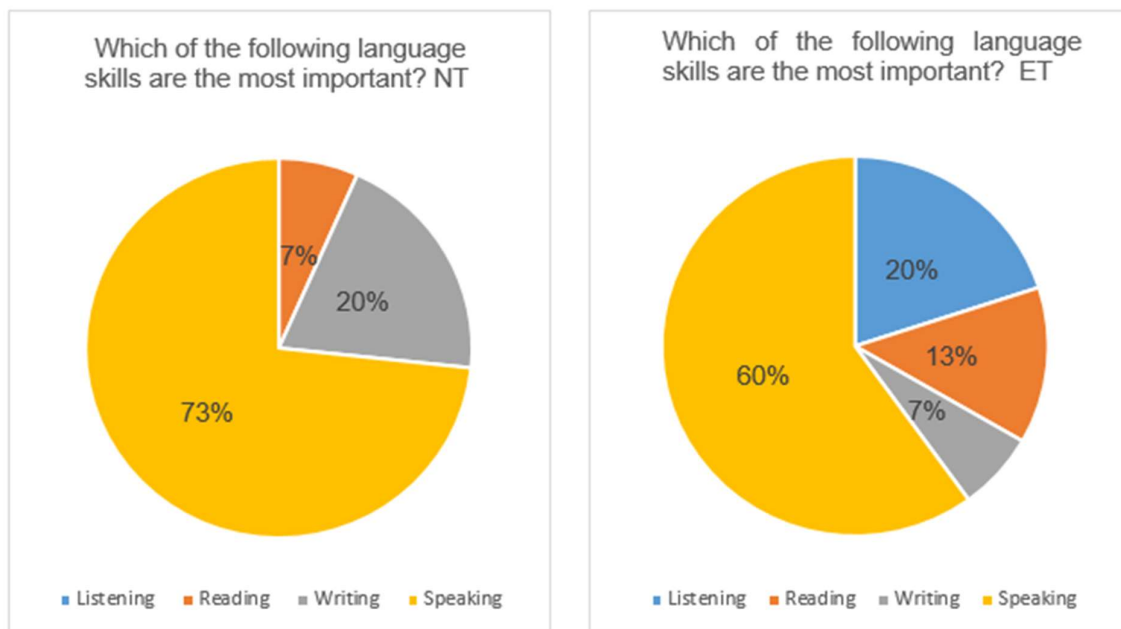


Figure 2. According to you, which of the following language skills is the most important?

According to the results, 73 percent of novice teachers and 60 percent of experienced teachers consider speaking to be the most essential language skill for students to develop. It is noticeable a short difference between novice and experienced teachers' considerations regarding the importance of speaking. Besides, seven percent of novice teachers assume that reading is more important than other language skills while 13 percent of experienced teachers maintain the same opinion. Additionally, 20 percent of novice teachers chose writing before the other language skills against seven percent of experienced teachers. Finally, 20 percent

of experienced teachers selected listening before any other language skill while novice teachers simply omitted to mention it.

Novice and experienced teachers have contrasting opinions about what the most important language skill is. However, they agree that speaking is essential for students to develop. Baker and Westrup (2003) assert that students who develop favorable speaking skills have better opportunities not only in their professional life but also in their personal life. It is a fact that encouraging students to develop efficient speaking skills contributes to students' personal and professional development.

It is noticeable that novice teachers consider writing and reading important when developing a language as this may be influenced by the novice teachers' previous learning and teaching experience. However, experienced teachers give high importance to listening while novice teachers do not even mention it. Perhaps this may be explained by their experience in the language classroom and the fact that listening works in connection with speaking. Although participants have different opinions, most of them consider speaking is the most important in students' professional and personal life.

4.1.2.2 English language importance

Figure 3 presents answers to question four. This question explores the importance participants give to speaking in their English classes and how it may influence their selection of teaching strategies in the language classroom.

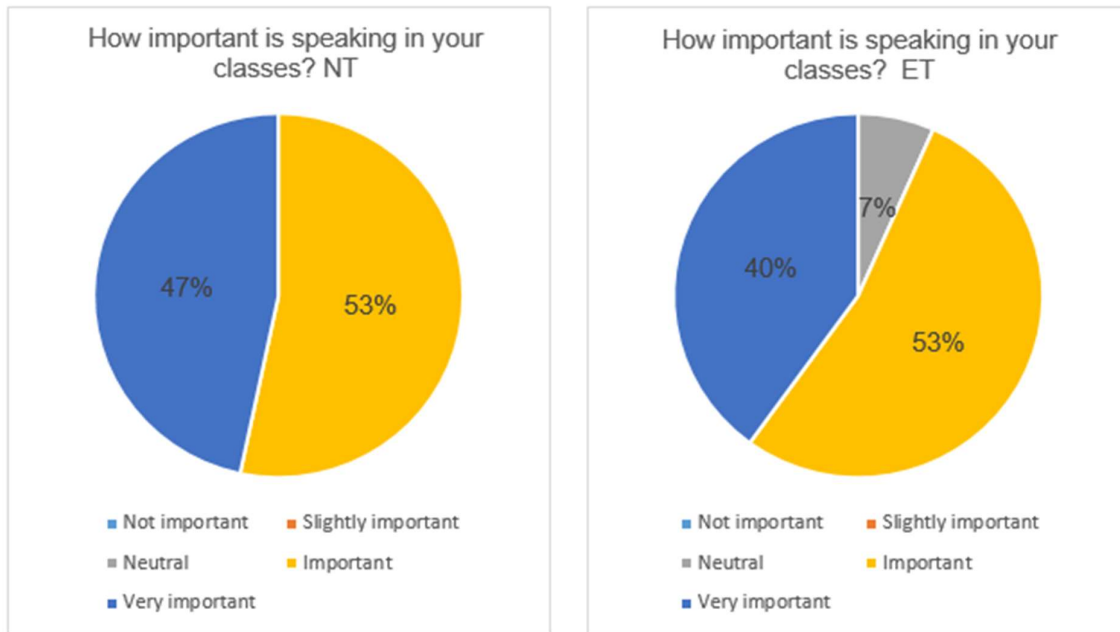


Figure 3. How important is speaking in your language classes?

Firstly, 47 percent of novice teachers and 40 percent of experienced teachers consider speaking very important in their English classes. This could indicate that both novice and experienced teachers employ teaching strategies to enhance students' speaking. In addition, 53 percent of both novice teachers and experienced teachers accept that speaking is important in their classes. Only seven percent of experienced teachers have a neutral opinion.

Most teachers from both groups agree that speaking is important in their English class. Novice and experienced teachers consider speaking when using the target language for communication purposes. Zaremba (2006) maintains that speaking is the main skill in the communicative process. Speaking is a complex skill and when people communicate, they use it speaking for several purposes (Richards & Renandya, 2002). Therefore, speaking is important for students' personal and professional development as they have specific goals and needs for learning English.

4.1.2.3 Frequency of English language practice

Figure 4 shows the results from question five. This question explores the frequency teachers have students practice their speaking skills in the classroom.

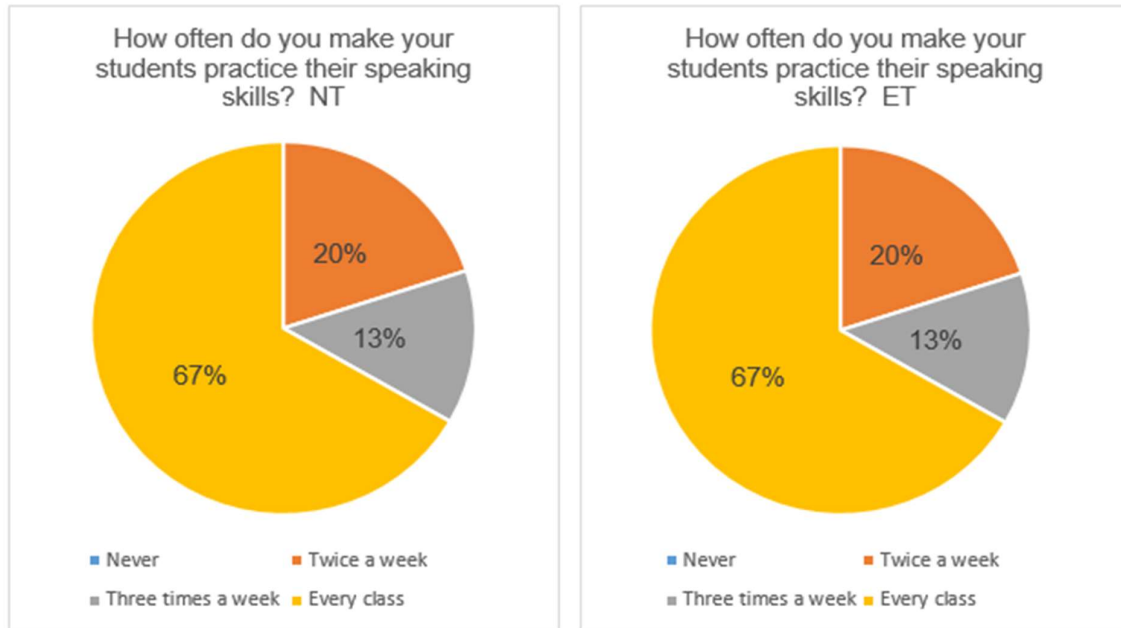


Figure 4. How often do you make your students practice their speaking skills?

According to the results, the frequency that both novice and experienced teachers have students practice their oral skills is surprisingly identical. Firstly, 67 percent of both novice and experienced teachers have their students practice their oral skills every class. In addition, 13 percent of novice and experienced teachers use strategies or activities to practice speaking three times a week. Finally, 20 percent of both novice and experienced participants use speaking strategies twice a week.

It should be highlighted that novice and experienced teachers report having their students practice speaking in every class. This could be explained by a common problem for English students, they do not have enough opportunities to practice their speaking inside or outside the classroom. Problems such as the lack of practice of the language and time-limited practice of the language skills are the leading causes of students' failure in mastering their speaking

skills (Saputra, 2015). Therefore, teachers adopt strategies and activities related to speaking whenever it is possible. These decisions are mainly influenced by parents' beliefs and expectations, institutional administrators, limited instruction time, mixed-ability classes, large class sizes, students' expectations, lack of motivation, teachers' skills and expertise, and professionalism (Rashid et al., 2013). Learning to deal with these factors is complex; therefore, teachers' years of experience may have an impact on their efficacy and efficiency to deal with these in the classroom.

4.1.2.4 Teachers' challenges when searching strategies

Figure 5 shows the results from question six. This question explores the level of difficulty that both groups of teachers face when looking for strategies or activities to practice speaking in the classroom.

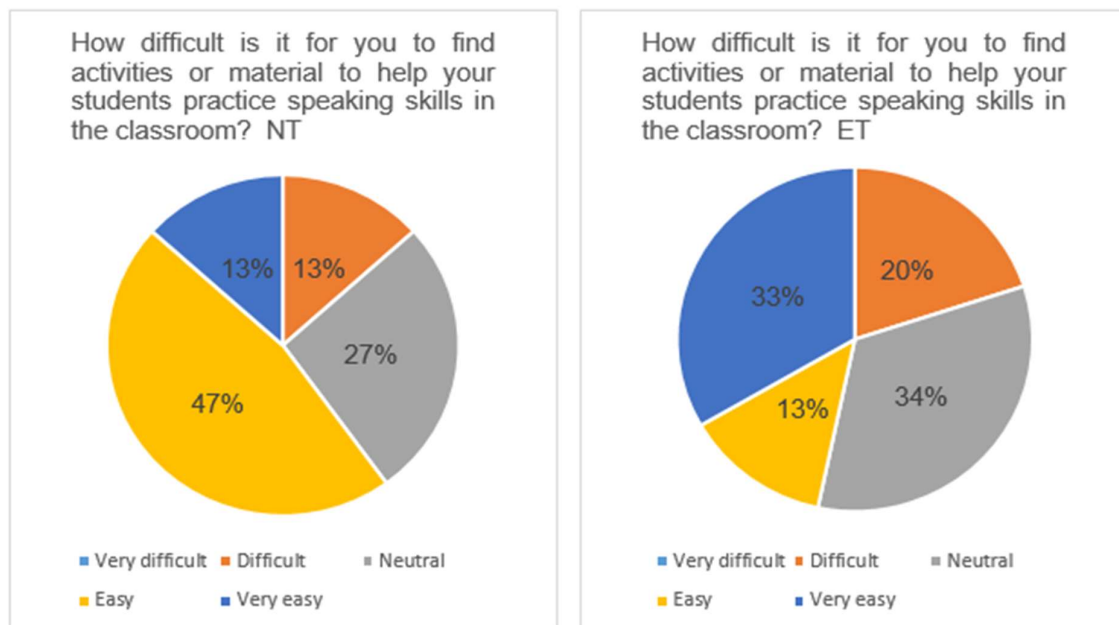


Figure 5. How difficult is it for you to find activities or material to help your students practice speaking skills in the classroom?

While 47 percent of novice teachers agree that it is easy to find teaching strategies to practice speaking skills in contrast with 13 percent of experienced teachers. Furthermore, 13 percent

of novice teachers in contrast with 33 percent of experienced teachers consider very easy to identify proper teaching strategies for speaking. Additionally, 13 percent of novice teachers and 20 percent of experienced teachers have problems when looking for teaching strategies. Finally, 13 percent of novice teachers and 20 percent of experienced teachers have a neutral opinion on this question.

Experienced teachers report a level of difficulty when searching for materials while novice teachers may not. Perhaps an inference is that experienced teachers are not familiar with the use of technologies to access all kinds of materials. "Teaching practice may enable teachers to acquire knowledge to overcome problems when applying strategies but issues regarding technology may influence the teachers' beliefs about the strategies that best help students meet their needs and interests in the EFL classroom." (Rao, 2019). Moreover, ICT integration enhances teachers' efficacy to design lesson plans that may result in an effective, creative, and interesting approach to leading students to active learning (Ghavifekr & Rosdy, 2015). The implementation of new technologies can assist teachers to find relevant strategies to focus on particular language skills.

4.1.2.5 Components of speaking: Level of importance

Figure 6 shows the responses for question seven regarding teachers' opinions about the importance they give to the speaking components to enhance students' speaking. In this item, participants could choose more than one option and include any other element they consider important.

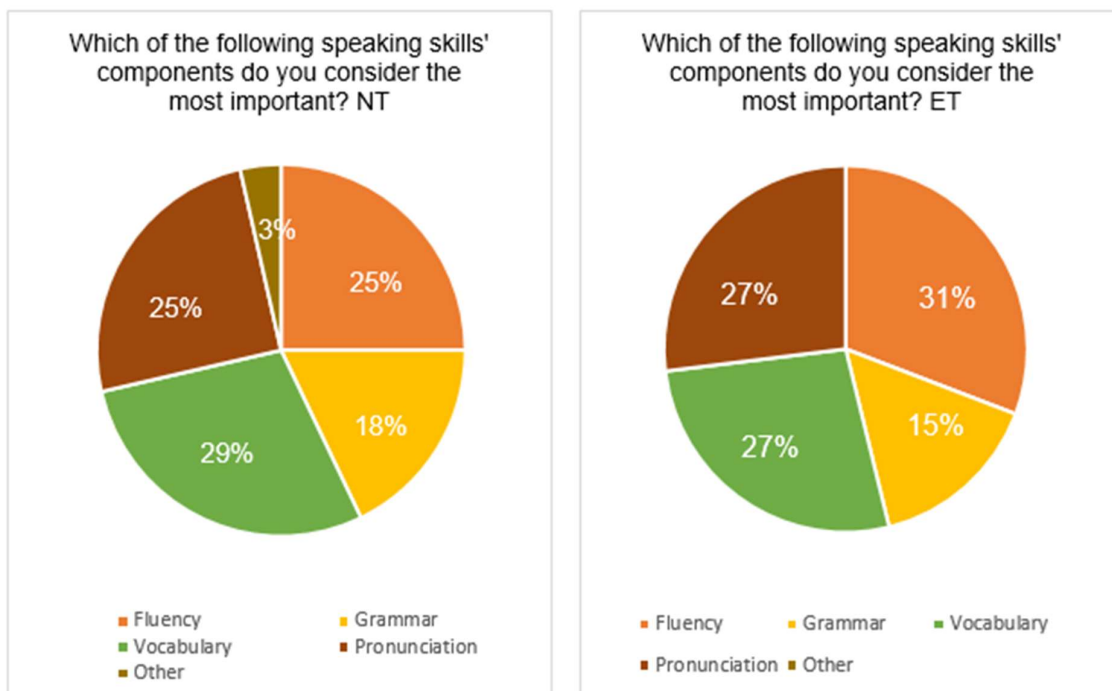


Figure 6. The importance of the speaking skills components

According to the results, 29 percent of novice teachers and 27 percent of experienced teachers consider that vocabulary is the most important component of the speaking skill. Additionally, 25 percent of novice teachers and 27 percent of experienced teachers maintain that pronunciation is the most essential component. Besides, 18 percent of novice teachers consider that grammar is to develop whereas 15 percent of experienced maintain the same opinion. Finally, 25 percent of novice teachers accept that fluency is more important when developing speaking skills opposite to 31 percent of experienced teachers. Only three percent of novice teachers include one extra component, sentence structure.

The results showed that novice and experienced teachers have different opinions. Novice teachers consider that vocabulary is the most relevant component in speaking since the lack of a lexicon can affect students' learning process (Kurniati et al., 2015). Speaking is necessary to communicate with others (Rao, 2019), therefore, in the classroom, students must learn as much vocabulary as possible. On the contrary, experienced teachers recognize that fluency is the most relevant. Fluency is the ability to understand and respond without any problem, in

other words, speakers can express themselves fluently and accurately in the foreign language (Kurniati, et al., 2015). Experienced teachers believe that fluency shows evidence of good speaking skills and they may encourage fluency through vocabulary, pronunciation, and grammar so students improve their oral ability and communication.

4.1.2.6 The role of the teacher in developing speaking

Figure 7 shows the results of question eight. This question was designed to know the importance of the teacher’s role to enhance the students’ speaking skills.

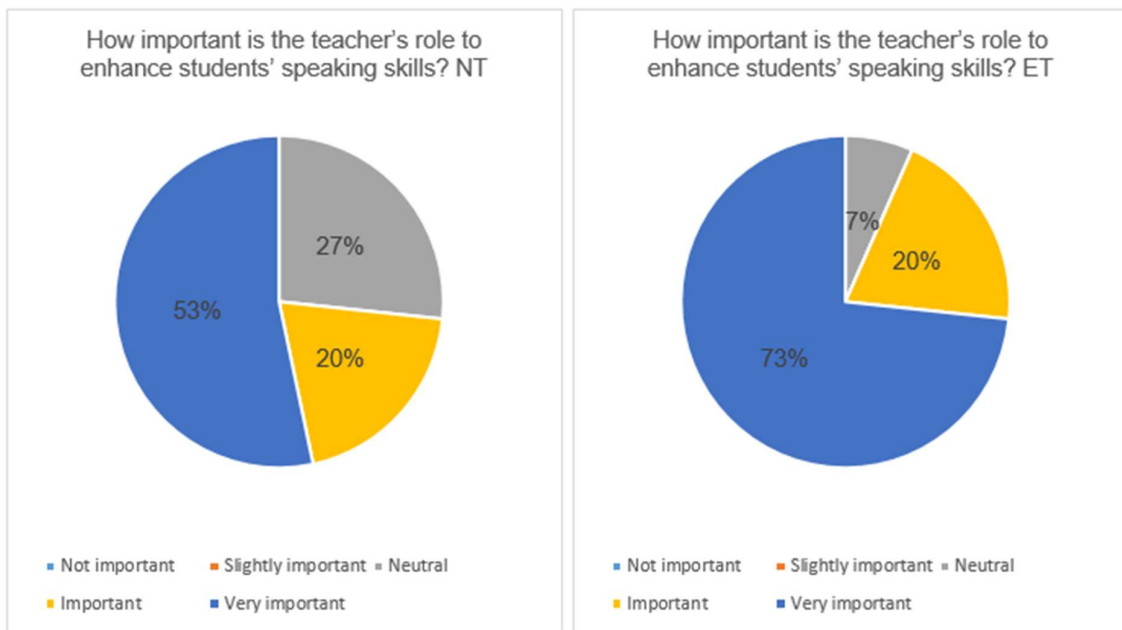


Figure 7. How important is the teacher’s role to enhance students’ speaking skills?

As it can be observed, 53 percent of novice teachers while 73 percent of experienced teachers agree that the role of the teacher to enhance students’ oral skills is very important. Furthermore, both groups, novice, and experienced teachers maintain that the role of the teachers is just important with 20 percent. Finally, 27 percent of novice teachers and just seven percent of experienced teachers remained neutral.

The results show that most novice and experienced teachers have a positive opinion about the impact of teachers on students’ development. Both novice and experienced teachers

believe that teachers play the most important role when teaching speaking since they are the ones who choose the strategies, activities, or materials. “In the classroom, teachers have a very important role that must be played with the aim that the learning we do in the classroom can be successful based on the learning objectives we have set before we begin the process of teaching and learning” (Naibaho, 2019, p. 211). However, teachers can adopt different roles in the classroom, and this depends on students’ levels, needs, and interests.

4.1.3 Section three: Experienced and novice teachers’ strategies to enhance students speaking skills

This part of the research incorporates three questions main questions. The first one, studies what strategies teachers use the most in their English classes to motivate students to speak in the classroom. The second item, analyzes what are the information and communication technology that teachers incorporate in their classes to enhance speaking. Finally, the last question explores what teaching strategies teachers use the most to enhance students’ speaking skill.

4.1.3.1 Teaching strategies for increasing students’ confidence in speaking

Figure 8 shows the results of question nine, a multiple-choice question, that explores the strategies teachers use the most in the classroom. Participants could choose among three strategies: small group discussions, pair work, and positive reinforcements (rewards). However, they could add any other strategy they considered relevant to encourage introverted students to speak.

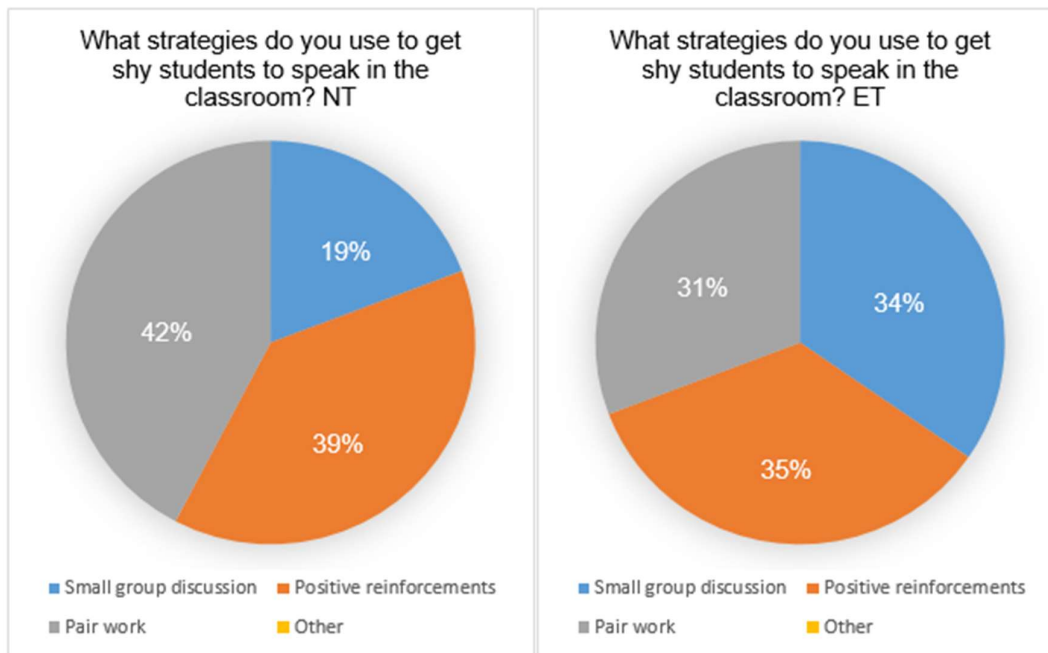


Figure 8. What strategies do you use to get shy students to speak in the classroom?

Based on the results, 42 percent of novice teachers and 31 percent of experienced teachers use pair work as a strategy to motivate shy students to speak in the classroom. Furthermore, 39 percent of novice teachers and 35 percent of experienced teachers consider that positive reinforcements is a useful strategy to encourage shy students to interact in the classroom. Finally, 19 percent of novice participants in contrast with 34 percent of experienced teachers believe that small group discussion is an effective strategy to encourage speaking in the classroom.

According to the results, most novice teachers mentioned that they use pair work as an effective way to practice speaking. Pair work strategy is beneficial for students to interact with their peers, increase their interest in practicing speaking, and to build up their confidence in oral communication (Biloro et al., 2018). Novice teachers admit that positive reinforcements (rewards) encourage shy students to speak in the classroom. Positive reinforcements and pair work are common strategies novice teachers employ in the classroom.

There is a balance between the strategies that experienced teachers use to encourage students' oral skills. For example, positive reinforcements and small group discussions are strategies experienced teachers use to motivate shy students to practice their oral skills. With small group discussions, students discuss a specific topic that teachers may select. Group discussion builds a sense of cohesion and trust with one another and helps participants to build their interpersonal skills and confidence about offering individual opinions in-group atmosphere (Jun Liu, 2001). Building up students' confidence is important to developing their speaking in the classroom. Pair work, positive reinforcements, and small-group discussions serve to motivate shy students to improve their oral communication.

4.1.3.2 ICT (information and communication technology) in speaking

Figure 9 shows the responses to question 10 about the most common information and communication technology (ICT) teachers use to help students develop their speaking. In this question, teachers could choose among four ICTs: internet, textbook platform, cellphones, and computer, and they could include any other extra ICT they consider essential.

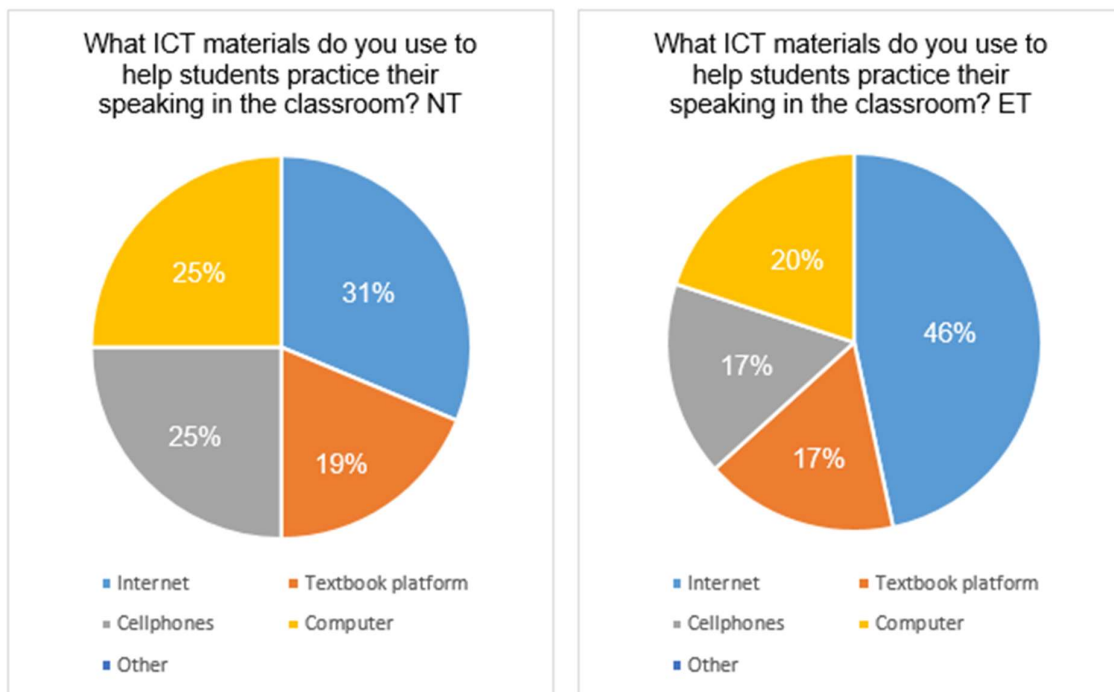


Figure 9. The information and communication technology that teachers use to enhance students' speaking skills.

According to the results, 31 percent of novice teachers and 46 percent of experienced teachers state they use the internet in their class. Furthermore, 19 percent of novice teachers and 17 percent of experienced teachers use the textbook platform to work on speaking. In addition, 25 percent of novice teachers and 17 percent of experienced teachers affirm that cell phones are useful in their English class. Finally, 25 percent of novice teachers report using computers in their classes against 20 percent of experienced teachers. None of them reported any additional ICT.

The results show that both novice and experienced teachers use ICT frequently in their classes. Technology positively boosts the teaching-learning process (Naciri, 2019) as novice teachers commonly use the internet as a learning tool to enhance students' oral skills in the classroom. It is with the internet that teachers can find several strategies or activities to practice language skills (Bahadorfar & Omidvar, 2014). In the classroom, the use of ICT depends not only on the teacher but also on some factors such as school facilities, students' interests, and students' accessibility. Padurean and Margan (2009) assert that ICT provides students with opportunities to communicate in real-time, in blog discussions, and in exchanging emails. The inclusion of ICT in the classroom can help teachers find authentic material to enhance the teaching-learning process.

4.1.3.3 Common teaching strategies for enhancing speaking skill

Figure 4.10 shows the results of question 11 that explores the strategies novice and experienced teachers use to enhance students' speaking. Question 11 is a multiple-choice item with eight options and teachers can choose more than one option. Teachers could add any other strategy not mentioned in this item.

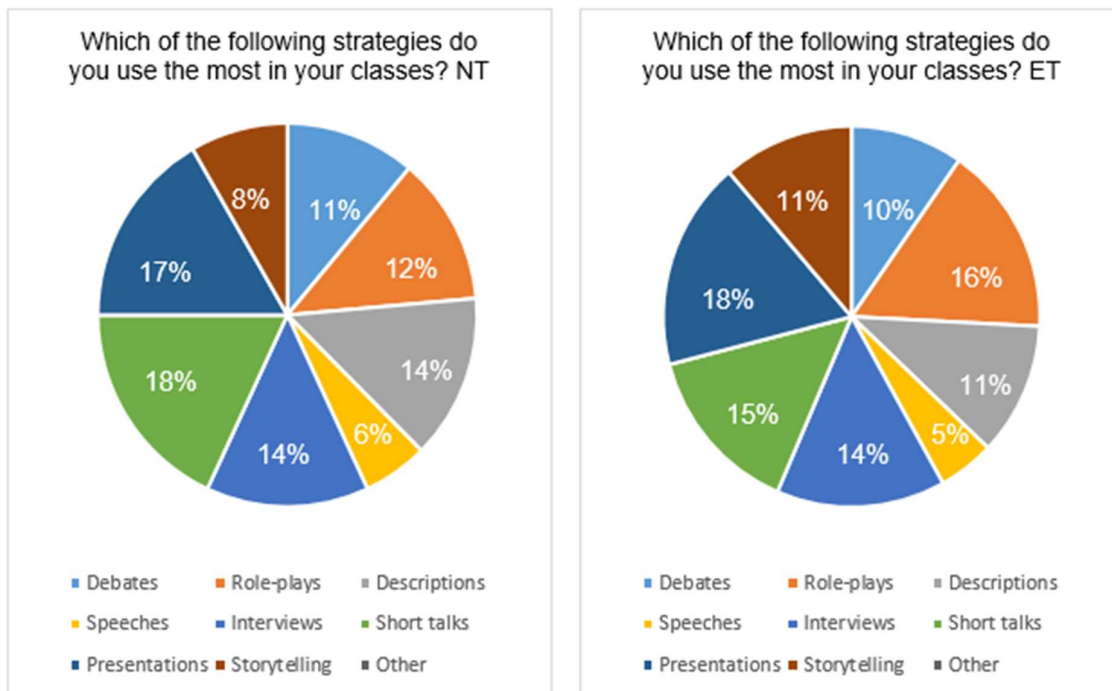


Figure 10. Common strategies to enhance students' speaking skills.

According to the results, 11 percent of novice teachers and 10 percent of experienced teachers choose debates. Furthermore, 12 percent of novice teachers use role-plays in contrast with 16 percent of experienced teachers. Additionally, 14 percent of novice teachers and 11 percent of experienced teachers report using descriptions. Moreover, 6 percent of novice teachers and 5 percent of experienced teachers use speeches. It is noticeable that 14 percent of both novice and experienced teachers employ interviews. Moreover, results show that 18 percent of novice teachers and 15 percent of experienced teachers employ short talks. Besides, 14 percent of novice teachers and 18 percent of experienced teachers employ presentations. Finally, 8 percent of novice teachers and an 11 percent of experienced teachers use storytelling.

Short talk strategy provides students with opportunities to practice in real-life situations and develop autonomy (Hunter, 2011). "While selecting the topics, the teachers have to take into consideration the learners' needs and interests that lead the learners to work more on the given topics with interest and enthusiasm" (Rao, 2018, p.14). As for presentations, Brooks and

Wilson (2014) state that they benefit students' L2 skills and increases their autonomy. Oral presentations encourage students to interact and participate leading students to improve their communication and presentation skills (Girard et al., 2011). Oral presentations are student-centered (Apple & Kikuchi, 2007) as students have direct control of the content and flow.

Overall, there is a slight difference between the teaching strategies novice and experienced teachers use. However, short talks and presentations are the two most used teaching strategies by both groups. In general, novice teachers enhance speaking for communication purposes and see small talk activities and presentations as a tool for students' communicative competence. Experienced teachers mostly use role-plays, debates, and short talks. Several factors can influence teachers' selection of strategies but teaching the appropriate speaking techniques or activities may lead students to boost their motivation and make the classroom appropriate for the teaching-learning process (Nunan, 1999).

4.2 Qualitative results

In this section, the qualitative results will be described. Question 12, 13, 14, 15 and 16 are the last items in the questionnaire. Question 12, an open-ended item, belongs to the section three of the questionnaire described above. However, due to its nature it is included in the qualitative results. In addition, section four and five of the questionnaire will be presented.

4.2.1 Most effective teaching strategies to develop speaking

Question 12 is an open-ended question that explores teachers' opinions or beliefs about the strategies they consider the most efficient to enhance students' oral skills. In this question, participants have to name three main strategies to develop speaking. Participants are encouraged to explain in more detail why they use these strategies in the classroom. It is important to mention that some of the participants only mentioned one or two strategies, not three as it was requested. Besides, some participants would mention three strategies but omitted to explain why they use them in their classes. Nevertheless, some participants were

willing to elaborate on their selection and mentioned some aspects that influenced their selection of strategies.

Novice teachers believe that interviews, descriptions, role-plays, and storytelling are the most efficient strategies while experienced teachers consider presentations, small talks, role-plays, and storytelling are the most efficient. Small talks and interviews are strategies novice and experienced teachers consider efficient for students to use language in real-life situations to enhance their communicative competence. From the open comments, teachers explain in more detail their selection of strategies, the following is a description of the most relevant participants' quotes.

For example, Juan, a novice teacher, considers students' level of proficiency to select strategies. He considers description as an efficient strategy because it suits all English proficiency levels; however, it is challenging to choose a specific strategy that satisfies all students' goals. Selecting certain strategies or activities to practice language skills depends on several factors being students' age and level of English the most noticeable (Aleksandrak, 2011).

"I think it depends on the level of proficiency of the students. For example, debates are excessively complicated for an A1 learner. However, if I had to choose one that suits all kinds of students in general, I would say that description is the most efficient strategy. This is because it can be adapted to all levels, for example, for A1 students you can give them a picture of a person and ask them to tell the physical features of that person while for a B2 or C1 student, you can ask for a more detailed description in which you can include more." (Juan)

Furthermore, some participants agree that strategies should prepare students for real-life situations. Novice participants consider interviews as the most efficient way to enhance students' speaking; however, only Alex and Karina, explain their responses. For instance, Alex

mentions that presentations and interviews help students in their future life and, for Karina, debates or presentations is where students can give their opinions about certain topics.

“Presentations and interviews, through these strategies students prepare themselves to present projects or apply for a job.” (Alex)

“Activities where students can use their own opinion and their abilities to improve and use their English thinking.” (Karina)

The strategies novice and experienced teachers use in their teaching practice seem to be different from those they consider efficient. For example, in question eight, novice teachers reported using short talks, presentations, debates, and descriptions in their classes. However, they consider interviews, descriptions, role-plays, and storytelling as efficient to enhance students' speaking. The same applies to experienced teachers; they report using presentations, role-plays, and short talks in class while they believe small talks, role-plays, and storytelling are the most efficient in the classroom. This may reveal a mismatch between what they report doing in class against what they consider efficient to be applied. It may be assumed that teachers use diverse strategies to avoid repetition especially if they work with the same activities repeatedly as this could affect their students' learning process.

4.2.3 Section 4: Self-study abilities to develop speaking

Section four of the questionnaire includes two open-ended questions, 13 and 14. Section four explores specific teaching strategies that novice and experienced teachers use to enhance students' speaking outside the classroom. This section also explores the importance of teachers' motivation to encourage students to develop their speaking.

4.2.3.1 Teaching strategies to promote self-study abilities

Question 13 is an open-ended question that explores the strategies that teachers use to promote students' self-practice of speaking. A major obstacle that many English learners face is that they only practice their speaking skills inside the classroom (Xiao & Luo, 2009). Therefore, teachers must look for strategies to promote students' autonomy (Bolsunovskaya et al., 2015) to enhance their speaking. Motivating students to practice their target language outside the classroom must be a goal especially in a foreign language context where students have limited time to practice.

The strategies that novice and experienced teachers use to encourage students' self-practice of speaking are related to technology and native speakers or classmates to talk with. Novice and experienced teachers employ a strategy or activity for diverse purposes. Novice teacher, Roberto, and experienced teachers, Luisa and Juan, agree that activities related to information and communication technology can help students practice outside of the classroom.

“Send recordings to a WhatsApp group where they talk about a specific topic. Interviews face to face with the teacher using Zoom.” (Roberto)

“Creating podcasts or YouTube videos and finding apps or forums that allow them to speak to other people in English.” (Juan)

“In elementary English classes, I ask them to repeat along with some short videos from YouTube. [...] they send short descriptions through Flipgrid or Vocaroo now that we are learning remotely. When we are in the class, I used to ask them to record a voice note and send it to the platform we have, or to my email, for me to check.” (Luisa)

Novice and experienced teachers use ICT to encourage students to practice their speaking with applications such as WhatsApp, Zoom, Flipgrid, Vocaroo, and YouTube to develop students' autonomous learning outside of the classroom. Additionally, novice and experienced teachers encourage students to interact with native speakers or classmates. Although, finding native speakers in a foreign language-learning context is complex, with the implementation of new technologies, it is more practical to practice with people. For instance, novice teachers, Andres and Erika, and experienced teacher, Victor, mention that interacting with native speakers encourage students' autonomous learning.

"Looking for native speakers to chat with." (Andres)

"Talk with foreigners. Create a conversation club." (Erika)

"Monthly reunions with some Native speakers, video calls with English people."
(Victor)

Novice and experienced teachers propose movies to practice the oral skills outside the classroom; however, they did not explain how students could employ this activity specifically to develop their oral skill. For instance, novice teachers, Brenda and Andres, propose watching movies to develop speaking outside the classroom while, experienced teachers, Victor and Fernando, consider movies develop students' autonomous learning.

"Watching movies and series." (Brenda)

"Watching Netflix series and having a classmate to practice with." (Andres)

"Watch a movie and then make a little summary." (Victor)

"Giving voice to silent movies." (Fernando)

Novice and experienced teachers encourage students to practice their oral skills outside the classroom mostly because students do not have many opportunities to practice their language outside class. Therefore, novice and experienced teachers consider the implementation of ICT as a handy solution. Apps such as WhatsApp, Youtube, Vocaroo, or Flipgrid, are available to students and they can look for more opportunities to practice their speaking and communicate with native speakers outside the classroom.

4.2.3.2 Students' motivation in speaking.

Question 14 is an open-ended question that investigates how novice and experienced teachers motivate their students to practice speaking in the classroom. Motivation plays a considerably important role in the teaching-learning process and teaching strategies have a significant impact on the students' teaching-learning process (Gani et al., 2015). Teachers consider students' needs and interests to learn the language and understand that not all activities work for every student in the classroom. Therefore, teachers modify strategies to help students accomplish their learning goals.

Novice and experienced teachers show how they modify activities to enhance their students' speaking in the classroom. Both groups described strategies they use to create a comfortable environment for students as these strategies are based on theories. However, participants adapt these strategies according to their teaching beliefs.

For example, novice teachers, Erika and Karina, prioritize students' proficiency level in English when selecting strategies. Students' proficiency levels will help promote effective learning, especially when using descriptions, interviews, or debates. Creating a favorable classroom environment where students gain confidence to share with their classmates is important because students learn better if they enjoy the class. Fernando, an experienced teacher, assumes that making students feel comfortable in the classroom is important for students to develop their speaking. It must be noted that Karina employs strategies to prevent students from using their native language.

“For beginners, I usually look for a warm-up activity like descriptions of abstract drawings, and yes-no questions games to develop and increase vocabulary. With pre-intermediate students, I usually use prompts of interviews and statements that they need to change or give a personal opinion of a controversial topic.” (Erika)

“Most of the Speaking skills I use in class are debates about general topics. Otherwise, I make interviews depending on the levels and I have punishments every time they speak in Spanish.” (Karina)

“Starting with me and making my students feel comfortable and happy; in this way they will trust you and will be aware that their teacher is a support rather than a judge.” (Fernando)

Novice and experienced teachers have different activities to motivate their students to speak. For example, Juan, a novice teacher, remarks that extrinsic motivation (motivation from the teacher) could lead to intrinsic motivation. If teachers use appropriate strategies, they could encourage students to enhance their language skills.

“Well, this is a tricky one because I do not think motivation is something extrinsic, it's rather something intrinsic. However, what we can do, as teachers, is to change the student's perspectives so they can generate their motives for speaking a language. For example, one of the main barriers they have is shyness caused by the fear of speaking English badly, so I show them videos of people with different accents. Also, I role-play a little by telling them I do not understand another language apart from English.” (Juan)

Novice teacher, Fatima, believe speeches can motivate students to improve speaking and explains how she has adapted speeches her English classes:

We had an activity called awards. Students set the categories, carry out the votes, and prepare a speech to receive the prize. They did their best to make the activity as close as possible to a real awards ceremony. (Fatima)

Experienced teachers have contrasting ideas about certain strategies as every teacher has a different way to work in their classroom. The strategies that experienced teachers mention may not be applicable by all teachers in all contexts, however, they could be adapted. The selection of strategies depends on teachers' experience, students' level of English, the number of students, and school facilities. It is noticeable that experienced teachers have students work in pairs or teams perhaps they consider teamwork as an important factor to enhance students' speaking.

For example, Rosa uses short talks for speaking, as she believes that relevant topics will motivate students to practice their oral skills. Moreover, she encourages students to work in pairs, and share opinions with the group. Likewise, Luisa believes that activities to have students work together enhance students' oral skills.

"Short talks with different topics which are relevant for them, they work in pairs and for 10 minutes they have to talk about the topic given, then with the group, they share opinions or what they discussed with their classmates."
(Rosa)

"I like to use communicative activities such as "Find someone who" or dialogues in pairs or threes. Sometimes I paired them in two rows and they had to switch partners now and then, moving to the right so that everybody participated, and with different classmates." (Luisa)

Speaking, a productive skill is complex for most learners because it is difficult to find peers to talk with. Therefore, teachers must find activities to have students practice in the classroom

as much as possible. For instance, Arturo explains how he uses discussions and interviews as he supports the idea that when practicing speaking students must get involved to create a comfortable environment where they communicate their ideas with peers.

“Whenever we finish reviewing a tense or grammatical structure, I start a discussion about in what contexts we can use it. After that, we create questions that include that specific grammar structure and I ask them to get answers from five different people. The only rule is that they cannot ask questions to the people next to them or in their same row. It is fun to see them running around when I tell them they only have 3 minutes.” (Arturo)

Petra explains how she uses debates to involve students in class. She believes that debates make students organize their ideas to communicate accurately with their classmates.

“I love debates because they try their best to speak and defend their teams and sustain their ideas. Therefore, they look for words and ways to create sentences to communicate.” (Petra)

Finally, experienced teachers, Carlos and Isabel, use short talks and descriptions to develop speaking but it is teacher’s responsibility to have students speak about specific topics. For example, Isabel uses small descriptions for students to talk about a relevant topic, so they feel comfortable when sharing ideas. Carlos uses descriptions to have students talk about common things in their social contexts.

“At the beginning of the course, students have ten seconds to make descriptions or talk about specific topics. At the end of the course, they have five minutes.” (Isabel)

“Give a short description about their routines, about a recent event like the news, or even what’s happening at the moment.” (Carlos)

Novice and experienced teachers have diverse opinions about how to motivate their students to practice their speaking. Novice teachers believe a comfortable environment is vital for students to building up their confidence to speak. In contrast, experienced teachers conceive the idea that activities where students work together motivate them to practice their speaking. Most of the activities that novice and experienced teachers mention such as descriptions, short talks, speeches, presentations, interviews, debates, and discussions follow this principle. Undeniably, teachers adapt these activities according to their criteria and context.

4.2.4 Section 5: Novice and experienced teachers' beliefs about the development of speaking skills

Section 5 is the last section of the questionnaire. It includes the last 2 open-ended questions, 15 and 16. Section 5 explores teachers' assumptions about developing speaking in the current world. Additionally, teachers' opinions about the role they play in the classroom are discussed.

4.2.4.1 Teachers' assumptions about speaking

Question 15 is an open-ended item that explores novice and experienced teachers' beliefs regarding the importance of developing speaking skills in the current world. Teachers consider students' needs and interests when applying a strategy as students may have several reasons for learning English -better jobs, studying abroad, traveling, and communicating (Nishanthi, 2018; Rao, 2019).

Novice and experienced teachers have similar opinions about why speaking skills are relevant. For example, novice teacher, Fatima, and experienced teacher, Ivan, consider that speaking is important mainly for communication purposes.

"In face-to-face situations, it is the immediate skill to communicate. If students are learning English for their job it is the skill they need for the interview or other functions. From my point of view, speaking in any language is a skill to socialize." (Fatima)

“Because they need to communicate in some context. They must speak to others, even in their L1.” (Ivan)

Novice teachers, Brenda and Miguel, consider that developing speaking facilitates the learning of other language skills.

“It is very important because if they identify the correct sounds, they are at the same time learning 2 skills: listening and speaking.” (Brenda)

“Because if they can speak, developing the rest of the skills will be a bit easier. They can understand how language works and find a reason to use it.” (Miguel)

Novice and experienced teachers consider that speaking can help build up students' confidence. In the classroom, most students are afraid to make mistakes while speaking in their second language. If students develop good speaking skills, they will be able to participate in debates, discussions, speeches, and presentations. Encouraging students to overcome their fear to making mistakes must be a priority for teachers (Patil, 2008). Furthermore, as students acquire greater language knowledge, they will be more confident about speaking which would lead, in turn, to better progress (Songsiri, 2007). Novice and experienced teachers believe that developing and promoting speaking in the classroom would lead students to have better opportunities in the future.

4.2.4.2 Role of teachers in teaching speaking

Question 16, the last open-ended question, explores novice and experienced teachers' beliefs about the role they play in the classroom. Undeniably, teachers play more than one role during their classes, and this depends on internal and external factors such as students' level of English or teachers' years of experience (Makovec, 2018). Sanjaya (2007) identified six

teachers' roles: a learning source, a facilitator, a manager, a demonstrator, a guide, and a motivator.

Both novice and experienced teachers work with university students and their experience as English teachers is an evident difference between them. Therefore, teachers may have differing assumptions about the roles they play in the teaching-learning process. This difference evidently influences teachers' beliefs about their role in class. In the classroom, several factors may influence teachers' behavior and they may play more than one role during the whole lesson. For example, novice teacher, Juan, and experienced teacher, Rosa, agree that they act as motivators.

“Sometimes, students don't know what to say, so the teacher's role is to encourage the student to talk. During speaking activities, students are also likely to stop talking because they run out of ideas, so the teacher must give some hints or encourage a follow-up for the conversation.” (Juan)

“Students used to be shy when they have to speak, so we must create a friendly environment to make them feel confident of themselves so that we get them to speak the language.” (Rosa)

Novice and experienced teachers recognized that, as motivators, they encourage students to feel confident and get involved in speaking activities. They also consider that teachers must encourage students to feel confident when practicing speaking (Rindul & AriyantiaA, 2017) Both, novice and experienced teachers agree that teachers are in charge of creating a comfortable classroom environment. It is assumed that participants perceive that extrinsic motivation, coming from the teacher, is more important than the students' self-motivation (intrinsic motivation).

The results also showed another major teacher's role: the facilitator. Participants support the idea that teachers play the facilitator role during their lessons. A facilitator encourages and supports students to create certain autonomy in the teaching-learning process (Archana & Usha Rani, 2017). For instance, Miguel and Andres, novice teachers, believe that teachers provide students with opportunities or activities to practice their skills; however, students are the ones that must build a positive attitude in the teaching-learning process. It is known that teachers' preparation and knowledge can have a positive influence on the learning process.

“Even though the design and execution of the activities are up to the teacher, the students must assume a positive attitude towards practicing in a classroom environment.” (Miguel)

“Teachers are in charge of providing the opportunities to speak and help students enhance their pronunciation. However, students must take the initiative to practice and find out more ways to develop their speaking skills.”

(Andres)

As a facilitator, the teacher must look for the appropriate strategies, activities, or even materials to help students to enhance not only speaking but all the language skills. Since the classroom may be the only place where students practice their foreign language, teachers must provide students with as much practice as possible.

Defining which role, a teacher plays in the classroom is difficult because teachers play more than one role during their lessons. Several factors influence the way a teacher behaves. For example, the level of English, years of experience, the activities, and materials, and in some cases, the years of experience, mostly. The results showed that most novice and experienced teachers agree that the motivation from the teacher is significant for students to feel confident and practice their language skills during class.

4.3 Summary

This section presented the beliefs that novice and experienced teachers have about the students' learning process and their speaking skills and the role that teachers play in the classroom. Furthermore, novice and experienced participants' opinions about the most common strategies they use to practice their oral skills were discussed. The selection of strategies depends not only on the teacher but also on the students as each student learns differently and has particular goals and interests. Therefore, this chapter also presented teachers' perspectives on the use of strategies to motivate students when developing their oral skills. The next chapter presents the conclusion of the study including a summary, the implications of the research, the limitations that emerged in the fulfillment of this paper, and some recommendations for further research.

CHAPTER V CONCLUSIONS

The purpose of this study was to explore the most common strategies that BA ELT novice and experienced teachers use to enhance students' speaking skills in the classroom. This chapter includes the answers to the research questions and a discussion of major key findings related to the most common strategies that novice and experienced teachers use and which they consider the most efficient to enhance students' oral skills. In addition, a discussion about the contributions, limitations, and suggestions for further research will be presented as well as the conclusions.

5.1 Summary of findings

This research study aimed to explore novice and experienced teachers' teaching strategies to enhance students' speaking skills. In order to identify what strategies novice and experienced teachers use the most in their English classes. By doing so, it is expected to encounter possible difference between the strategies that both groups of teachers use. The following paragraphs will describe the main findings of this research.

5.1.1 Teaching strategies that novice teachers use the most to enhance students' speaking skill

Novice teachers employ short talks, presentations, descriptions, and debates to enhance students' speaking skills. These strategies encourage students to use their communicative ability to talk and interact with their peers and require limited intervention from the teacher. Therefore, students take full responsibility for their learning by promoting socialization such as collaboration, meaningful communication, and cooperation in the classroom. This could also be a sign that teachers may not consider applying other strategies because their planning takes a longer time.

Novice teachers follow a student-centered approach in their English classes when developing students' speaking skills. This idea is connected to novice teachers' beliefs regarding their role in the classroom since they consider acting as motivators. This means that they assume the English learning process is up to their students mainly. They are only in charge of encouraging and providing students with opportunities to use their target language by creating a comfortable and secure environment where students feel confident and motivated to practice their oral skills.

Another relevant aspect is the students' level of English. Undeniable, in the classroom there are different factors that affect the teaching-learning process such as limited time, group size, lack of motivation, and students' self-confidence. Therefore, novice teachers select teaching strategies according to their student's level of English to influence their students' learning process. Multi-level classes are a common problem, so novice teachers must pay extreme attention to this when choosing strategies for an effective teaching-learning process.

Finally, the strategies that novice teachers employ in their classes are not the same they consider the most efficient for enhancing students' speaking. It can be assumed that novice teachers use certain teaching strategies in their class although they may believe something quite different. This mismatch may result from teachers' beliefs about the importance of students' proficiency level and personal, social, environmental, or physical factors that influence the teaching-learning process. For novice teachers, the proficiency level of students is a factor that directly influences their decisions in selecting teaching strategies. Possibly, the contradiction between what teachers do in class and what they believe results from their consideration of students' backgrounds, but also the lack of knowledge from novice teachers to employ teaching strategies that follow a specific methodology. Additionally, the use of more practical teaching strategies (strategies that do not need a lot of planning or preparation) could facilitate novice teachers' work in the classroom by managing common factors that influence the teaching-learning process; for example, a large number of students in the classes, limited time of the class, and the lack of classroom facilities.

5.1.2 Teaching strategies that experienced teachers use the most to enhance students' speaking skill

The strategies that experienced teachers use the most are presentations, role-plays, and short talks to promote communication. Experienced teachers employ teaching strategies that require little intervention and follow a student-centered approach. For experienced teachers, it is of great relevance to have students directly involved in their learning process. This connects with their opinions regarding the role they play in the classroom. Experienced teachers assume themselves as motivators to encourage students to speak. Experienced teachers believe that students are in charge of their learning and the teacher is only the one who selects, designs, and executes the appropriate strategies to create opportunities for students to practice their oral skills.

The use and frequency of these strategies has to do with their practicality because they require the teacher to select the topic, give instructions, observe the interaction, and provide feedback. This could be explained by the fact that these strategies are practical, especially for large groups during limited periods of time in the classroom. That explains why experienced teachers promote working in teams, most of the time, to develop speaking skills. This could explain the mismatch between these teaching strategies and their use. Finally, experienced teachers believe in creating a favorable environment for students to interact, participate, and practice. Experienced teachers design their teaching strategies considering students' goals for their target language learning: communication.

5.1.3 Differences between novice and experienced teachers' teaching strategies to enhance students' speaking skill

Independently from the years of experience, novice and experienced teachers center their teaching strategies on students' necessities. This shows that teachers' decisions when selecting strategies are mainly based on students' language levels, language needs, and

learning goals. Additionally, novice and experienced teachers' positions about their role in the classroom confirm this belief. Most novice, as well as experienced teachers, consider themselves motivators or facilitators in the teaching-learning process, which means that students are responsible for their learning. Teachers are in charge of providing, as much as possible, the environment and opportunities for students to practice their language skills.

It is evident the importance that novice and experienced teachers give to students' level of English when selecting teaching strategies to enhance speaking. Apart from creating a friendly environment for learning, they give weight to applying different teaching strategies depending on their students' language level. Novice and experienced teachers expect the strategies they select could match their students' language level, needs, and interests. This is connected with their conception of the role of English worldwide as both novice and experienced teachers assert that students must develop their speaking for communication.

It was also found that, independently from years of experience, novice and experienced teachers frequently integrate technology in class. In Mexico, students in foreign language learning contexts have limited opportunities to practice their speaking outside the classroom. However, teachers encourage students to benefit from digital applications to practice their oral skills. Novice and experienced teachers have a somewhat similar dependency on technology to promote students' autonomy when enhancing their speaking skills by mostly using the internet, cell phone applications, and social networks for speaking activities.

Novice and experienced teachers employ different teaching strategies. For example, novice teachers employ them to support their belief that students must develop their speaking according to their language proficiency and for communication purposes. Additionally, these strategies require limited teacher intervention. As a result, novice teachers believe in simply encouraging students to develop their capacity to self-direct their learning. On the contrary, experienced teachers employ strategies that require students to interact in pairs or teams. Experienced teachers encourage teamwork for students to communicate with their classmates

and develop spontaneous conversations. Experienced teachers expect their students to feel confident using their target language in the classroom with limited teacher intervention as a way to promote autonomous learning. Both novice and experienced teachers believe that students need to develop their speaking ability to communicate. Although novice and experienced teachers' strategies are somehow different in terms of use and frequency, such strategies undeniably promote students' communication skills, and autonomy, and aim to build their confidence in the target language.

5.2 Limitations of the study

Throughout this research process, some limitations were faced. This study was developed during the beginning of COVID-19 and this posed a challenge to find participants who may fit the profile to answer the questionnaire. Apart from the struggle to find a representative sample of participants that could provide insights for this research, a major limitation was contacting teachers who had answered the questionnaire on Google to participate in an interview. This greatly limited the data collection. The health emergency during these first months made it extremely hard to convince participants to be part of an interview. The interview was part of the plan to triangulate results about the strategies participants integrate into their teaching from the results obtained in the questionnaire.

A second limitation was evident in the questionnaire, after analyzing the data, some questions related to strategies were not specific, enough to explore in more detail how teachers apply them when developing speaking skills. It would have been advised to include some other questions to obtain a major breadth of data to better understand those strategies participants had already explained. Moreover, another limitation of this research is that it only focuses on teachers' points of view and insights about the strategies they use to encourage students' oral skills. It could be convenient to have explored perceptions of students regarding which strategies their teachers use in the classroom and have points of comparison to establish a correlation between these findings.

5.3 Contributions of the study

This research will influence students' perceptions of the importance of speaking skills in the current world. As it was emphasized, developing oral skills is fundamental for English foreign language students. In short, this must be a goal not only for students but also for teachers. This research highlights the value of implementing appropriate teaching strategies that could lead students to develop better communication skills. Therefore, it is expected that students can have a positive attitude about particular modifications concerning the implementation of effective strategies in their English courses.

Additionally, this study focuses on effective strategies to motivate students to practice speaking inside and outside of the classroom. As a result, it could serve as a teacher's reference to reflect on the strategies that they commonly use and sometimes do not have a positive impact on students' learning process. As previously described, different limitations can affect teachers' decisions concerning the implementation of specific strategies to encourage students. Consequently, teachers must consider the implementation of better and new teaching strategies that could help them overcome different limitations that they could face in the classroom. The current study provides new insights regarding the teachers' perceptions about the integration of strategies to promote oral skills in the classroom; therefore, it is expected that this study lead LEI students as future teachers to have a better understanding of the role they play when teaching a foreign language.

5.4 Directions for further research

Some directions would be useful for further research into this, or many other contexts related to this investigation. This research follows a mixed-method design that uses a questionnaire to obtain data. Thus, it would be useful to integrate other kinds of instruments such as interviews and observation checklists in which the researchers can have a deeper understanding of the strategies that novice and experienced teachers use to enhance students' oral skills. In this way, the mentioned instruments could contribute with more details

that the instrument used could not go in-depth. For example, how teachers apply every strategy in the classroom and what criteria follow.

On the other hand, it would be worth continuing this research by exploring the strategies that students use for practicing speaking skills in the classroom. Consequently, it could be made a comparison to observe to what extent students agree with teachers' strategies. It could be fundamental to analyze if the strategies that teachers believe are effective for practicing coincide with students' opinions. Finally, the application of this research in different levels of education would be significant for further studies.

This chapter provided a general view of the results obtained. Through this research, it has been highlighted the importance of speaking in the field of foreign language learning. However, it must be emphasized that the speaking skill play a fundamental role in other fields where students are supposed to develop a foreign or second language. As it has been observed, in the classroom teachers play a significant role that could determine students' success in the language learning process. It is believed that during lessons, teachers are in charge of selecting and integrating strategies that they consider could satisfy the students' expectations in the classroom. However, this is a complex task. As previously indicated, teachers do not use the same strategies that they consider efficient to enhance oral ability. Some factors such as limited-time classes, large groups, and students' level of English, parents' expectations, and teachers' years of experience positively or negatively influence teachers' decisions when selecting appropriate strategies to promote speaking. Independently from their years of experience, novice and experienced teachers follow a student-centered approach to encourage students to self-direct their learning process. Novice and experienced teachers employ teaching strategies to enhance students' oral skills and promote real-life communication.

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APPENDIX A

ELT EXPERIENCED AND NOVICE TEACHERS' TEACHING STRATEGIES FOR ENHANCING SPEAKING SKILLS

The present questionnaire is part of my thesis project. This questionnaire aims to collect novice and experienced teachers' opinions about teaching strategies to enhance students' speaking skills.

Teachers' background

This section collects data about teachers' personal and professional information in English language teaching.

AGE:

GENDER:

Male

Female

1. Years in English language teaching *

5

10

15

Other: _____

2. What level of English do you usually teach?

Elementary (A2)

Intermediate (B1)

Upper-intermediate (B2)

Advanced (C1)

Importance of speaking skill

This section gathers information about teachers' opinions about the importance that they give to oral skills.

3. According to you, which of the following language skills is the most important?

- Listening
- Reading
- Writing
- Speaking

4. How important is speaking in your classes?

1 2 3 4 5

Not important Very important

5. How often do you make your students practice their speaking skills?

- Never
- Twice a week
- Three times a week
- Every class

6. How difficult is it for you to find activities to practice speaking?

1 2 3 4 5

Very difficult Very easy

7. Which of the following speaking skills components do you consider the most important?

- Fluency
- Grammar
- Vocabulary
- Pronunciation
- Other: _____

8. How important is the teacher's role to enhance students' speaking skills?

1 2 3 4 5

Not important Very important

Teaching strategies for enhancing students' oral skills

This section collects information about teaching strategies that teachers use the most for enhancing speaking skills.

9. What strategies do you use to get shy students to speak in the classroom?

- Small-group discussion
- Pair work
- Positive reinforcements (Rewards)
- Other: _____

10. What ICT materials do you use to help students practice their speaking in the classroom?

- Internet
- Textbook platform
- Cellphone
- Computer
- Other: _

11. Which of the following strategies do you use the most in your classes? You can choose more than one option.

- Debates
- Role-play
- Descriptions
- Speeches
- Interviews
- Short talks
- Presentations
- Storytelling
- Other: _____

12. From the previous strategies, which do you consider the three most efficient to enhance students' speaking skills?

Activities to develop oral skills

This section gathers data about teachers' activities for enhancing oral skills.

13. What activities do you use to students' self-practice speaking skills outside the classroom? Write three key activities.

14. From your viewpoint, how do you motivate your students to practice speaking skills in the classroom? Briefly describe the activity that you use the most to make students speak

Teachers' beliefs about the development of speaking skills

This section collects data about the importance of the development of speaking skills and the teacher's role to enhance this language skill.

15 According to your own perspective, why is it important to make students develop their speaking skills? Give three key reasons.

16. According to you, why is it important the role of the teacher in students' oral skills development?

Thank you for your help.