

A Study Of The Speaking Learning Strategies In Education Learners

Bakhrudinova Odina and Ravshanova Yulduz

Student of Samarkand State Institute of Foreign Languages

Abstract— *This article reports the speaking strategies used by learners who were studying in English Language Teaching. The results show that the strategies used most by learners are: asking for repetition; use of paraphrasing or synonyms for unknown words; and asking for message clarification. Although there is a wide range of strategies in use, learners tend to select strategies according to their level of language proficiency.*

Keywords— ILETS, speaking learning strategies, speaking

1. INTRODUCTION

Speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself. According to Nunan (2003, p. 48) (cited in Mart, 2012, p. 91) Speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. In a slightly different statement, Brown (2004, p. 140) points out that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. In speaking, the learners learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language. They must also learn about how to deliver the meaning of the language according to the context they are speaking.

2. MAIN PART

Three Studies on Speaking Strategies

The first study that I will present was carried out by Issitt (2008) in a UK university during a ten-week pre-semester program of English for academic purposes, which prepared learners for the speaking test of the International English Language Testing System (IELTS). This preparation consisted of three aspects: 1) developing learners’ confidence with an emphasis on reducing exam anxiety and on offering exam practice, 2) providing learners with the IELTS regulations so as to better inform the learners as to what the speaking test was about, and 3) making learners aware of the marking of the IELTS exam criteria and helping them to adjust their speaking performance to match these criteria. In this course 35 learners participated; however only 13 took the IELTS exam because the other 22 had already entered their respective university departments. The results showed that the training of these learners in strategic performance aided them in passing the test with the required scores for university entrance. Although the sample was small, the preparation of learners in the use of strategies made them better prepared to tackle tasks in foreign language learning. According to Issitt (2008), “Encouraging learners to use a variety of perspectives may also help motivate them to study independently and to consider different theoretical positions” (p. 136). This aspect of learner training is important, because one of the desired goals of education is to help learners to think critically so that they are in charge of their learning process. Learner training allows learners to transfer these strategies to other aspects of the learning process.

The second study analyzed was carried out by Mugford (2007), who interviewed 84 EFL (English as a Foreign Language) users in Mexico in order to identify impolite interactional situations experienced by Mexican learners and teachers. Mugford (2007) argues that rudeness is a part of everyday language usage and should be included in language classes in order to prepare learners to interact in impolite situations. Due to the results of the study, Mugford argues for the inclusion of activities to prepare learners to deal with this type of communicative exchange. Although he does not specifically refer to these practices as speaking strategies, he does advocate strategy training as a tool to better prepare learners for real life speaking exchanges.

The third study was conducted by Gallagher-Brett (2007), who applied a questionnaire to elicit information concerning learners’ beliefs about speaking a foreign language. The learners surveyed were in their final year at a secondary school in South East England, and were learning German. The questionnaire consisted of statements with a rating scale from one to five (one is 'strongly disagree' and five is 'strongly agree'). Learners had to identify to what extent they agreed or disagreed with the statements. Learners were also asked to answer open-ended questions in order to find out the strategies used while speaking in the foreign language. According to Gallagher-Brett (2007), the three strategies used most by learners were practicing, revising, and repetition at home after revision. Although the results were from a very small number of participants, they reveal that the participants used strategies when speaking a foreign language. An interesting feature of the findings was the acknowledgement by learners of failure

due to individual factors related to their actions, efforts and feelings. This refers to the participants' awareness of themselves as learners and of their responsibility for their own learning actions and outcomes. The two main themes emerging from this study are: awareness of strategy use by learners, and the role of affective factors such as confidence, mood and anxiety when speaking a foreign language.

3. CONCLUSION

The learners stated that practice and revision are the most important activities conducive to successful speaking of a foreign language. These two strategies are metacognitive and although they are important, my main argument in this article is the need to train learners in the use of speaking strategies to help them better their performance when interacting in English.

4. REFERENCES

- [1] Ary, D., Jacob, L. C., Razivieh, A. & Soresen, C. (2010). Introduction to research in education (8th ed.). Wadsworth: Cengage Learning.
- [2] Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). New York: Longman.
- [3] Brown, H. D. (2004). Language assessment: Principle and classroom practices. New York: Pearson Education.
- [4] Gallagher-Brett, A. (2007). What do learners' beliefs about speaking reveal about their awareness of learning strategies? *Language Learning Journal* 35(1), 37-49.
- [5] Issitt, S. (2008). Improving scores in the IELTS speaking test. *ELT Journal* 62(2), 131-138.
- [6] Méndez, M. and Marín, A. (2007). Effects of Strategy Training on the Development of Language Skills. Estado de México: Pomares-UQROO.
- [7] Mugford, G. (2007). How rude! Teaching impoliteness in the second-language classroom. *ELT Journal*, 62(4), 374-384.
- [8] Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall International, Ltd.