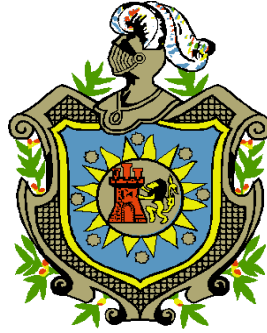# UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE ESTELI
UNAN-FAREM-Estelí

Effectiveness of the Strategies Implemented by English Language Instructors to Increase Oral Communication in Large Classes at a Secondary Level

Research Submitted in partial fulfillment of the requirements for Bachelor of Arts Degree in Teaching English as a Foreign Language

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Esteli, January 2016

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Carta de recomendación del tutor

Por medio de la presente hago constar que **Elvis Cordero Zelaya**, **José Leónidas Castillo** y **María Cristina Salinas**, estudiantes de la carrera Licenciatura en Ciencias de la Educación con mención en Inglés, han cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura Seminario de Graduación.

Por lo anterior se autoriza para que realicen la presentación y defensa de su trabajo de investigación, ante el tribunal que se estime conveniente.

Se extiende la presente a los dos días del mes de febrero de dos mil dieciséis.

Atentamente,

MA. Nahúm Misael Tórrez
Docente
Tutor de tesis

Contents

Abstract

This study aimed to investigate the effectiveness of the strategies implemented by an English language instructor of Estelí, to teach oral communication to large classes. The research design chosen was qualitative, and two data collection methods were used: the interview and the observation. Main research results show that large classes require their own specific strategies by the teacher, and that the students learn better when they are delivered instruction through strategies that can facilitate both individual and collective work in a motivating way. Consequently, some strategies are recommended in the conclusion chapter.

Dedication

We dedicate this work to our **Almighty God** for his Glorious Face and his Greatest Might, forgiving us life, wisdom, and the necessary strength to not give up, allowing us to overcome all adversity that was presented in the way.

To our entire families members, because one way or another they encouraged us to accomplish this present work.

Acknowledgments

To**Universidad NacionalAutónoma de Nicaragua, FAREM-Estelí**, for supporting us and providing any assistance requested.

We are deeply grateful with our **teachers at FAREM-Estelí,** for assisting us and sharingtheir knowledgeduring every single meeting class.

We would like to express our grateful to our advisor **M.A. Nahum M. Torrez,** for his continuous support, patience, valuable assistance and feedback throughout the course and for providing us constant guidance, constructive comments, devoting his time which contributed to the fulfillment of this research.

Chapter I: Introduction

1.1 Problem statement

The English language is an international language. In this globalized world, the mastering of English language skills is a necessity, since they are a vehicle for job opportunities, information and other cultures (Jarquin, 2014). However, there is not a focus on teaching and learning English in Nicaragua as in other countries. According to a study called English Proficiency Index, Nicaragua is out of the world ranking of countries with a high level of English language skills (Navarro, 2015).

There are many the obstacles faced by both English language instructors and students in Nicaragua when teaching and learning the language. Some of them are the lack of teaching and learning materials, the high level of empiricism among teachers and the number of students in public secondary school classrooms (Castillo, 2011). Research reveals that there has been extensive research of recent years into teaching strategies for large classes. Many have tried to give answer to this important issue; for example, Stanley and Porter (2002) have produced books focused on the large class environment, offering strategies for course design, student engagement, active learning, and assessment, yet, their work and the work of others has not been sufficient in finding the key to solve this issue. Therefore, our aim of research is focused on the effectiveness of the application of communication strategies in large classes.

1.2 Importance of the Problem

Oral communication is essential in any learning-teaching process of the English language. According to Harmer(2007) if learners want to survive in different situation and maintain a high conversation level, they need to improve their speech, pronouncing phonemes correctly, using appropriate stress and speak sequentially with intonation patterns.

In Nicaragua, overcrowded classrooms is a real problem. In fact, according to Ministry of Education (MINED) there are just 800 teachers dedicated to teaching English, and in the country there are more than 10,000 public schools (Castillo, 2011).This creates the need to find effective methodology and strategies to effectively teach English language skills to students.

1.3 Background of the Problem

Many scholars have dedicated much time and effort to studying the effectiveness of teaching strategies in large classes. For instance, a study carried out in South Carolina, by Jason Carpenter (2006)intended to identify effective teaching methods for the large class environment. For that reason, he carried out an exploratory study where he used inferential and statistical techniques to examine the effectiveness of five teaching methods (lecture, lecture/discussion combination, jigsaw, case study and team project).

The results showed that all five methods appeared to positively affect students' grasp of material. Moreover, students' scores improved most under the jigsaw method, and least under the team project method, whereas the lecture, lecture/discussion, and case study methods produced similar improvement. Furthermore, the findings in the study demonstrated that most students (50 %) had a preference for small class sized (less than 50 students). However, some students (38 %) indicated no preference for class size, while remaining 10% indicated a preference for large classes (100 or more students).

1.4 Organization of the Paper

This paper is outlined in the following way: Firstly, in the introduction we establish the importance of the problem, justifying our work giving reason why it is important to master the English language skills in order to get gain acces to opportunities in different areas of our globalized world. In the background we exposed different points of view that many scholars carried out in several environments, examining the effectiveness of the strategies applied. Then, we extract some definition of more relevant key words of the present work.

Then, in the literature review, we start by describing the importance of increasing oral communication and how is seen from Ministry of Education's viewpoint.Also, we point out several ways to manage large classes, obviously, taking into account works carried out by specialists and suggesting strategies applied in the fieldwork. Then, in the methodology we explain our action research such as the method applied, the universe, the population, sampling and the instruments employed, the data collection and some relevant aspects of our investigation.

Key Terms:

Strategies. Sanchez(2010)defines strategies as plans, actions and operations that language learner realize to store and apply information in order to carry out a specific outcome. **Effectiveness.**The Oxford Dictionary (2015) defines effectiveness, as the degree to which something is successful in producing a desired result.

Oral Communication. Also, called verbal communication, Gonzalez (2009) states that oral communication is one of the four linguistic abilities involved in the development of the talkative competition. This is generally one of the most complex because the speaker in a very short space of time has to think of what he/she will say, how to say it, in a clear way and without making grammatical errors or bad pronunciation. Additionally, one of the difficulties resides in that one should not only know the language like code but also its practical use, depending on the talkative situation and the audience. Thus, itis more immediate than written communication.

Large Classes. Quian and Ning(2011)point out that large classes are relative and there is no quantitative definition of this, namely, depending of the teacher's perception. Others scholars agree that the concept of large classes is subjective for example Lipinge(2013) explains the perception that "The exact number does not really matter: what matters is how the teachers see the class size in your own specific situation".(p.107)

Chapter II: Literature Review

The overall aim of this researchpaper is to determine the effectiveness of the strategies implemented by English language instructor to increase oral communication in large classes. In this sense, this study intends to show the role that these strategies play in the learning of a strange language or English as a Foreign Language (EFL) specifically in the increasing of oral communication.In the education stage, it is important that the students, when studying a foreign language, don't give more importance to correct grammatical structures or list of vocabulary rather than to be able to use the foreign language to communicate in an autonomous way. In English classrooms it becomes necessary to contribute to the creation of situations and interactive contexts through communicative activities, so the students can interact in an oral way in the target language, starting a series of communication strategies that can allow them to have a more effective interaction and a true exchange of information, since the objective of a good communication is that the receiver understands what is expressed.

2.1 Oral communication

As nowadays,in a globalized world, to acquire communicative abilities in the English language is both a necessity and a requirement of great importance(Lourdes, 2011). The Nicaraguan Ministry of Education (MINED) has put emphasis on communicative abilities in all English classes at a secondary level. The increase of communicative competence in a second language is approached in high school or middle education from seventh to eleventh grades in Nicaragua. In relation to this, curriculum transformation proposes aims to develop the student´s abilities to communicate in English. The teacher plays an important role in this process to assist through communicative strategies.

Communication is a process including two or more persons a decoder and an encoder, also a channel, message and the feedback. In order for communication to be effective good speech,is necessary requiring a clear voice to be easily to understood, selecting proper words to interact or convey a message(Flormata, 2003). Oral communication is spontaneous conversation, the issuer does not have time to think what he/she is saying, and once that cannot be erased, and that prepares and sends the message simultaneously. Verbal communication is supported by numerous verbal codes as intonation, gestures, body movements, clothing and so on. In oral

communication the use of language reflects, where it is, what social group, and cultural level it belongs to.

Oral communication can be divided into two parts: receptive skills and other productive skills, it is normal that the two skills occur within a communicative process in which the transmitter and receiver communicate with each other and not in isolation.(Lourdes, 2011). Although, our research is about oral communication, the other skills will be involved.

Fonseca and Lemus (2011) emphasized that communication is to share something of ourselves, that there is a specific rational and emotional quality of man that arises from the need for contact with others when they exchange ideas acquire meaning or significance to common past experiences.There are different forms of communication; however, to communicate effectively in any language, it is necessary to know all the features of that language. Richards (2006) assumes that Communicative Language Teaching involves a set of principles such as: the goals of language teaching, how learners learn a language, also, the kind of activities implemented to facilitate the learning, and the role that the teachers and students play in the classroom, mainly, instructor assumes the role of facilitator or monitor and learners have to participate in classroom activities rather than an in isolation with an individualistic approach to learning.

Harmer (2007) claims,that the communicative approach is a set of beliefs that involves not only, what to teach, but also, how to teach in order that learners can be able to maintain a conversation, rather than simply gain knowledge about grammar and vocabulary. In this case, in communicative teaching learners are encouraged to consider the communicative functions, using the language for real communicative purposes, and the teacher helps them to increase these goals, through implementing effective strategies (Plocková, 2010).

2.2 Large classes: Advantages and difficulties

There is no single definition of a large class In some cases, large may signify a class of 50-70 students. In others, it may include up to 150. Quian and Ning (2011) concluded that large class is relative and there is no quantitative definition of this, rather it depends on the teacher's perception. However, it has identified some of the characteristics of large classes. On the other hand, it is normal for some teachers to work with many students, and for others it is not. Although some teachers could manage a large classes of almost any size successfully, there

would be effects on the physical and mental performanceof teachers as well as and lowers levels ofstudent learning.

One of the advantages of working with large classes is that these ones are more fun and, hence more participation and motivation is achieved. Students feel like they are in a trust edenvironment to interact with peers an have more opportunities to express their ideas, facilitating their independence. Students also learn to work in groups, because teamwork becomes a necessity in large classrooms (Hatfield, 1998).

The large classes' environment also holds discipline-specific challenges for instructors. Angelika (2011) claims that there are a number of disadvantages with large classes as some students take the opportunity to be in isolation, anonymity and a state of distraction. Students have the opportunity to take a passive role in learning and not participate in activities. It is clear that the large class environment is expected to become even more common at public schools. Dan (2011) assumes that this situation makes discussion and group work harder, thus, the learning levels can be very poor and the students can be less engaged and less motivated to study. Consequently, this produces lower retention of information. Teachers can take advantage of large classes, taking as reference the study of Zakrajzek (2007) that states that having classes with many students is a challenge, but, also, is education. He suggests that,the most important consideration is to stop and think about what is possible and what is not, which is something that one should do for all classes. If the class size grows, the discouragement that is felt is natural, but it is possible to do more.

Moreover, it is important to maintain interpersonal interactions with students in an atmosphere where everyone feels part of the group. In such cases, experiences can be shared; colleagues can talk about what they do in their classes and take advantage of the various resources available about this subject. Keep in mind that while a class with more students potentially means more work, it also means more opportunities to meet students (Zakrajzek, 2007).On the other hand, when the class size increases, teachers can do many things to make the learning more effective, and gives opportunities to students, Zakrajzek, also points out some principles of effectiveness: Stimulating teacher-student contact, fostering cooperation and reciprocity among students,

encouraging active learning, providing timely feedback, and emphasizing deadlines for tasks, communicating high expectations, respecting diverse talents and learning styles.

2.3 Large Classes Management Strategies

The handling of the class involves all the aspects related to the classroom while a lesson is developed. It does not only include how the teacher or the facilitator gives the plan of studies, also, how the students interact reciprocally with the teacher and with others in the classroom. The control of the classroom is focused more on creating an atmosphere of peaceful, comfortable, organized learning, attractiveness, and respectful for the teacher and the students, obviously, students cannot learn into the chaos (Classroom Management, 2014). Related to this Campbell (2014) assumed that the management of the classroom is the process of organizing and leading all aspects of theteaching space. Many perceive it as the order preservation through the teacher's control. The management of the classroom is a lot more than that. It also involves the establishment and maintenance of the atmosphere of the classroom so that the educational goals can be achieved. For this, it is important that the students are valued and comfortable. To achieve this, strategically the space of the classroom is created to carry out a variety of activities in group, pairs, and independent or individual.

The teaching and learning in the education is constant changing. According to investigations that confirm that students learn better when they are actively wrapped up in the process. Burke (2011) suggests that large classes require more advance preparation and structure than small classes. For this purpose, it is necessary to create a small-class atmosphere in a large-class setting. Active learning has become the important focus in this time of pedagogic change. The term involves a series of practical, collaborative learning, or group work, an important element of active and practical learning. Burke also lines some advantages to working in group. For instance:The team works have bigger resources to learn and more available information due to the variety of backgrounds and experiences, the groups stimulate the creativity, students remember the group discussions better, and the group work creates the learning and understanding.

Students that work in the small groups have a tendency to learn more than what becomes trained and it retains it for longer time that when the same material is presented in other instructional formats. The decisions that the students make help to the satisfaction and a bigger produce. The

investigation suggests that the students that are committed with the problem commit more to the solution and they are very satisfied with its participation in the group that those that are not wrapped up. Students gain to better understanding of themselves. The group work allows to people to have a more exact square of how other they come them. The regeneration that they receive can help them well to evaluate its interpersonal behavior. The interpersonal abilities are better developed.On the other hand, big groups diminish the opportunity of the members to participate actively, in situations where there is a shorter quantity of available time to complete a group task, as the exercise of collaborative learning, it is suggested that the smallest groups are more appropriates (Burke, 2011)

2.4 Strategies to Increase Student´s Oral Communication

Sanchez (2010) points out that strategies applied in learning, are the set of activities, techniques and media that are planned according to the needs of students, the objectives sought and the nature of knowledge, in order to make the learning process more effective. Learning strategies are the actions and thoughts of students that occur during learning, which have great influence on the motivation and include aspects such as the acquisition, retention and transfer of information. The strategies and techniques can be taught to be used for learning. Thus, the goal of any particular learning strategy will be to affect the motivational and emotional state and the way in which the student selects, acquires, organizes and integrates new knowledge. There are several strategies that can be used in order to increase oral communication in general; however, for purposes of this study, three will be given emphasis:

Songs: There are many studies showing that education through music enhances learning in general, by using music our brain learns in a more accelerated way. Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation (Neil, 2011). The use of songs in English classes is an effective strategy in the learning of a language, thus, it plays an important role in the development of oral communication. For example, Ballesteros (2010) points out that the song, as music fusion and language, is the ideal vehicle to develop the expression and the communication of people. They are a basic element of the daily musical behavior, for what is necessary that the students during all their school period know many songs

that contribute them expressive variety and they wake up their interest, being one of the best significant instruments of oral communication. Moreover,there are many reasons why songs can be considered a valuable strategy; they are enjoyable,using songs learner can also, has the opportunity to acquire a better understanding of the culture of the target language, therefore,songs can provide the opportunity for vocabulary practice (Millington, 2011).

Role-Play: In role-plays, people assume the roles of characters in a fictional setting.Role-play covers a wide range of possibilities because students have to enter into many different situations. Moreover, it can help students to achieve maximum communication(Irianti, 2011). Role-plays put students in situations in which they are required to use and develop forms of language which are necessary in adapting the words of social relationship.

Irianti (2011) assumes that the practice of this strategy provides teacher immediate feedback about what the learner understands, develops verbal expression skills, improves the likelihood of transfer knowledge from classroom to real-life, and gets participants involved in an active unusual ways.

Games: They can be defined as 'activities with rules, a goal, and an element of fun, in which players reach a goal'(Hatfield, 1998, p. 4)Games serve as a useful tool to put into practice oral communication and affect positively speaking skills in English students.The games are excellent strategies in the teaching of a language, from any point of view, for example, the classes turn more interesting in a pleasant atmosphere, the monotony is broken, the teacher promotes the interest for any topic that he/she is teaching, of course, the students loses the fear when they are communicating with their partners (Salazar, 2012). Thus, games promote cooperation, respect, socialization and creations of values, also, are very fun and provide an appropriate environment to speak.

In addition to the strategies presented above, here we introduce three strategies dedicated to teaching oral communication in large classes. They have been recommended by the Hannover Research group (2010), as follows:

- **Create ways for students to actively engage with the course material:** A variety of techniques, such as using class discussion and group activities, can help facilitate active learning.

- **Foster student-faculty interaction:** Simply finding ways to interact with students can help them engage with the course.
- **Create opportunities for students to meet in smaller groups outside of the lecture hall:** Dividing a large class into smaller groups can help students learn the material in a more collaborative and active fashion than they would if they just sat in a lecture hall.

2.5 Effectiveness of the Strategies

Oxford Dictionary (2015) defines effectiveness, such as the degree to which something is successful in producing a desired result. Teaching effectively involves not only the use of tools, techniques, and strategies to optimize student learning but an understanding of context, in particular how your students learn, how they process information, what motivates them to learn more, and what impedes the learning process. Some factors are relevant in this process: Motivation is the powerful force that initiates learning in the first place and stands learning until the planned goals are achieved, high motivation may provoke learners to interact with native speakers of the target language. There are two types of motivation extrinsic and intrinsic, in both cases; the degree of motivation that an individual learner possesses is the crucial factor for successful learning (Smith, 2010).

2.6Summary of the chapter

After the appearance of the communicative approach as new methodology in the early decades, the communication strategies have become the most important topic to study in the investigations on the teaching of English as a Second or Foreign Language (ESL/EFL).

As nowadays, we live in a society in which English is, in fact, the "universal" language, for that reason the necessity to learn this language has become a primordial objective of all speakers. From the educational point of view, this necessity makes that from the first years of teaching to the students are provided means and resources so that they acquire and increase oral communication that qualifies them to be expressed in that language, to communicate with their partners and teachers and understand the information in different situations. Therefore, the communication plays an important role in the process of learning/teaching of English as a foreign language (EFL).

In English's teaching spaces of interaction take place in those that exchanges of information are developed where the main characters (instructors/students) interact in diverse contexts and situations. These spaces improve the development of the skills of oral communication, as well as the fluent competition of the students.

For it, the strategies of oral communication are, also, objective of our study, as long as, the tools to solve problems and limitations in the communication. Moreover, to know which of themeffectiveness in the classroom is really, nevertheless, an observation guide was elaborated to the class of English with the purpose of knowing the different strategies, which ones were applied in the classroom, and how they can improve their use starting from the development of activities related with the oral communication.

In this sense, it is necessary to take into consideration that, from the firsts years of teaching of English, the instructors should, teach and help the students in the use of communicative strategies, so that the students can be more autonomous, independent and creators of their own communicative process; since these strategies, as well as favoring the effectiveness of the communication, improve the skills of understanding and oral expression. That is the reason for which this work is centered. With the purpose to develop these strategies in the classroom, it is important to create spaces or situations of oral communications, accordingly, the students can interact orally among them, and to put into practice these strategies to solve difficulties in the interactive situations.

Chapter III:Methodology

3.1 Research questions

The present investigation is related with the contents exposed in the theoretical framework, explained previously. In this study the effectiveness of oral communication strategies implemented by English language instructor in large classes were investigated, centered in the students of secondary level, specifically in tenth grade students at Reino de Suecia highschool in the city of Estelí.In that context, two main research questions will be answered:

1. *What are the strategies being implemented by the English language instructors to increase oral communication in large classes?*

2. *How effective are the strategies being implemented by the English language instructors to Increase oral communication in large classes?*

3.2 Research design

This investigation has a qualitative approach.Also, this research is not experimental design transactional exploratory. In this regard, Sampieri (2003) clarify that "a non-experimental study in no situation is built, but existing situations are observed […], so the researcher has no control over the variables, neither can manipulate, nor can influence them because they happened like its effects. So, this work is not experimental since it is not intentionally manipulating any variables, only observes and describes a phenomenon. Likewise, this research is descriptive, since its purpose is to describe a set of concepts to measure the results and the phenomenon of interest is describe a situation: the use of strategies to increase oral communication.

3.3 Subject selection

3.3.1 Research Site

The research site selected for this study was the Reino de SueciaHighschool, located in the city of Estelí specifically in Barrio 14 de Abril; from El Rosario School 2 blocks south. The students attending in this institute came from the nearby neighborhoods such as: Barrio 14 de Abril, El Rosario, Belen, Oscar Gamez one and two. Furthermore, in Oscar Arnulfo neighborhood there is an annex from Reino de Suecia Institute.This educative center attends 772 girls and 684 boys establishing the total amount of 1456 students of the three sessions

3.3.2 Population Description and Sampling.

The population targeted in this investigation was integrated by students of the 6 tenths grades from the different sessions of Englishat the Institute, which are 240 in totalformed by 136 girls and 104 boys.

The sample is going to be intentional, taking into consideration students' characteristics such as: discipline and age, thus, this is the more disciplined group from all tenths grades at the Institute and the age range of them is from 15 to 18 years old. The sample was made up by 45 students of 10th grade 'A' of the afternoon shift at the Reino de Suecia Highschool, representing the 18 % of the total population.

3.4 Data collection

This study feature two data collection methods in order to gather information: theinterview to the teacherfocus to explore the views, experiences, motivations and opinions about strategies applied during the scholar period; and observation method, Daniel (2001) assumes, thatthe observation allows the researcher to gather information from the field of the investigation and gets a sense of the teaching and learning process. These instruments allowed us to identify difficulties and strength in the level of effectiveness of the different strategies implemented by the instructor.

3.5 Data analysis

This investigation is mainly qualitative research, this kind of investigation gives depth to the data, interpretive wealth, the contextualization of the atmosphere or environment, and it gives details and unique experiences. It also contributes to get a point of view fresh and natural of the phenomena, as well as flexibility.Creswel (2007) states that data analysis in qualitative research consists of preparing and organizing data (e.g. text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussio.

Chapter IV: Results and Discussion

This chapter presents and discusses the main research results. Two research questions will be answered in this section of the paper. As mentioned before, this research aims to investigate the effectiveness of the strategies implemented by the English language instructor at Reino de SueciaHighschool in Estelí, to teach oral communication in large classes. The information presented here will be related to two research questions introduced in Chapter three.

4.1 Research question 1

What are the strategies being implemented by the English language instructor to increase oral communication in large classes?

In the questionnaire that was administered to the English language instructor at Reino de Suecia Highschool in Estelí, he said that generally he utilizes a variety of strategies to teach oral communication in large classes. He stated that games, role-plays, interviews, simulations, warm-ups, among other. We were able to observe seven class sessions and he only used one strategy in during our observations.

The only strategy that the teacher used during our observation was a game. The game that he applied in his class was called 'Eternal Mingle'. He applied this game after introducing the topic 'Natural Disasters'. The teacher gave the students a sheetwork with questions. Then, he divided the class into two circles. One circle was arranged inside the other circle, putting students face to face. The students from one circle asked questions to another student from the other circle. The questions the asked were, for example:

What types of natural disasters have you heard of?
Have you experienced any natural disaster?

Even though the teacher stated that he used several other strategies in his classes, they could not be observed. He also used brainstormings, to introduce certain topics. For example, he asked the students the question *How green are we?*, in order to introduce the topic: use of frequency's adverbs. This brainstorming was carried out with the whole class, as they sat in circle. The teacher explained, also that he features songs in his classes. However, he uses them in a certain period of the year (during the first semester), when the Ministry of Education organizes an

English Language Festival, where all schools in Estelí are invited to participate, and after is carry out nationally being very effective, thus, this talent contest should be with learning purpose, or to improve vocabulary and increase oral communication.

4.2 Research question 2

How effective are the strategies being implemented by the English language instructors to Increase oral communication in large classes?

The questionnaire administered to the instructor offered us qualitative information about the strategies he uses to teach oral communication in large classes, and the decision he mades when using them. Moreover, this instruments helps to get his perception about the effectiveness of those strategies he applies.

As was reviewed in chapter two, the methodological strategies implemented by English teachersare central in teaching oral communication, and they directly impact the students' performance in the target language (Richards, 2006). As mentioned in the previous section (Research Question #1), the teacher stated that he used several strategies in his classes. However, we only observed one strategy in the sessions we attended (use of games).

In the literature review, we saw that games are activities with rules, a goal, and an element of fun(Hatfield, 1998). Games can contribute to interesting classes with a pleasant atmosphere wherestudents loses the fear when they are communicating with their partners.(Salazar, 2012). In the observation we made, we could see that a 90% percent of the students were engaged in the class activity. Very few students (a 10%) seemed somehow distracted and not motivated to participate. It is generally known that English language classrooms face several challenges in Nicaragua (Castillo, 2011). Most of the students do not have a high level of English language skills. As a consequence, many have inhibition to participate in English language. For this reason, they had to use very simple language and give very easy answers. Thus, taking their limitations into consideration, we can state that they participated with questions and answers, and that the game implemented by the teacher was, in a high extent, effective.

It was evident that the lack of strategies in the other sessions were observed negatively influenced the classroom. Angelika (2011) claims that in large classes, some students take the opportunity to be in isolation, anonymity and distraction, taking a passive role in learning.

Moreover, they do not participate in the classroom activities, and are distractedby the use of technology. This is what we could observe: when the students were passive recievers of information, they tended to get bored and use their mobile phones or just talked to the classmates they had around.

The lack of interaction between students-students and teacher-students to communicate in English was evident. As we saw in chapter two, a variation in the sitting arrangement is needed when dealing with large classes. Burke (2011) suggests that large classes require more advance preparation and structure than small classes. For him, it is necessary to create a small-class atmosphere in a large-class setting. In the observations we made, we could see that the students were arranged mostly in lines. They were 'passive receivers of information', as mentioned before and, thus, they did not have the motivation to freely express themselves in the English language, only when the teacher asked them to.

Finally, we consider it important to recall the importance of using the target language as much as possible in English language classes. English learners should be encouraged to use the target language for real communicative purposes, and the same way the teacher should help them to increase these goals, through implementing effective strategies (Plocková, 2010). We could observe that the English teacher used mostly Spanish in the development of this class sessions. It was clear that the students did not feel motivated to communicate in English if the teacher used Spanish in a 90% (according to our observation).

Chapter V: Conclusion and Recommendations

This study aimed to investigate the effectiveness of the strategies implemented by the English language instructor to teach oral communication to 10th grade students (A) at Reino de Suecia Highschool in Estelí, Nicaragua.

In the literature review section of this paper, we found that methodological strategies are central in teaching oral communication, and they directly impact the students' performance in the target language (Richards, 2006). As noted in the previuos chapter (Research Question #1), the teacher claims to implement used several strategies in his classes (e.g. games, simulations, interviews, role-plays, etc.). However, we only observed one strategy in the sessions we attended (use of games).

The lack of strategies in the other sessions were observed negatively influenced the classroom: when the students were passive receivers of information, they tended to get bored and use their mobile phones or just talked to the classmates they had around. This idea introduced by Angelika (2011) in the second chapter of this study, was proven evident in this research. In many cases, the students were 'passive receivers of information', as mentioned before and, thus, they did not have the motivation to freely express themselves in the English language, only when the teacher asked them to.

Finally, we consider it important to recall the importance of using the target language as much as possible in English language classes. English learners should be encouraged to use the target language for real communicative purposes, and the same way the teacher should help them to increase these goals, through implementing effective strategies (Plocková, 2010). As the teacher used Spanish most in the time, the students did not have the motivation to use the target language either.

Limitations

Throughout the research process we faced some limitations. For instance, there were some extra-curricular activities (e.g. fairs, holidays, etc.) and days off. As a consequence, we could not observe the number of class sessions we had planned at the beginning of the fieldwork.

Recommendations

After concluding this study, we would like to recommend the teacher at Reino de Suecia three aspects in his teaching:

a) He should use more English in his classes. It was evident that he used Spanish most of the time, and therefore the students did not have the opportunity to engage themselves in communicative activities from the beginning to the end of the class.

b) He should implement strategies dedicated to teaching oral communication to large classes. Some of the strategies he can use are listed as follows by Hannover Research (2010).

- Create ways for students to actively engage with the course material: A variety of techniques, such as using class discussion and group activities, can help facilitate active learning.
- Foster student-faculty interaction: Simply finding ways to interact with students can help them engage with the course.
- Create opportunities for students to meet in smaller groups outside of the lecture hall: Dividing a large class into smaller groups can help students learn the material in a more collaborative and active fashion than they would if they just sat in a lecture hall.

c) He should use more English inside the classroom. This could give his studens the opportunity to listen and practice the target language. Moreover, this could motivate them more to use the English language inside and outside the classroom.

Further Research

One aspect for future research can be the extend to which the English language instructor should use the target language in large groups. It would be interesting to find out the incidence of the use of the English language and the use of code-switching as a strategy inside the classroom.

Annexes

Timetables of activities

	Activities	Time-Place	Hours	Observations
1	Organization of groups, explaining components of the investigation.	Aug 22nd/FAREM Leonidas Cristina&Elvis	2	
2	To work in Introduction and Literature review (important aspects).	August 23$^{rd\ to}$ 28th / Leonida's house.	8	We gave document in deadline.
3	Collect data to organize and define Methodology and timetable of activities.	Aug 31st to Sept 4th/Leonida's house/FAREM	8	
4	To prepare instruments to carry out the research.	Sep 7th to 11th/ Guillermo Cano Institute and FAREM	10	
5	To revision of Introduction and Literature Review.	Sep15th to 18th/Leonida's house, FAREM.	8	
6	Visit to the principal of the Institute Reino de Suecia	Oct 5th 2015		
7	Visit to the Institute Reino de Suecia, to gather information	Oct 19th to 24th Inst. Reino de Suecia.		The visits were, on Monday, Wednesday and Friday.
8	Visit to Institute to observe the class.	Oct.26th to 30th		
9	Visit to Institute and collect-analyzing of data	Nov. Dec. FAREM University		

Observation Guide

Date: _____ Grade: _____ Shift:_____

Institute: _____ Private: _____ Public:_____

Objective: To determine some important aspects related to activities in order to increase oral communication developed by English teacher and their effectiveness with students during the class.

Always, Usually, Sometimes, and Never.

Information	A	U	S	N	Observation
Does the teacher explain the topic in English?			X		
The teacher assigns work in:					
• Pairs			X		
• Individual			X		
• Group		X			
Does the teacher apply strategies to increase oral communication?			X		
Do students like the English class?		X			
Do students enjoy working in groups?		X			
What kind of strategies the teacher implements to increase oral communication					
• Games		X			
• Role-Play			X		
• Songs			X		
• Dialogues			X		
Which strategies to increase oral communication did they like the most?					
• Role-Plays		X			
• Games		X			
• Dialogues			X		

• Songs			X	
Do students like participation in English activities to increase oral communication?		X		
Do students concentrate on the class?			X	
Does the teacher apply oral test to students?			X	
Do students communicate in English with their peers?				x
Students take risk to even speak in English when they feel fear to make mistakes?			X	
They practice English with other students?				x
Do students understand clearly when the instructor explains the topic in English?			X	

Interview to the teacher

Name: _____

Date: _____ Grade: _____ Shift: _____

Institute: _____ Private: _____ Public: _____

Objective: To know different aspects or opinions related to his/her teaching activities and specifically about strategies implemented to develop oral communication in classroom.

Questions

1. What strategies do you normally use to have students participate orally inside the classroom?

2. What classroom management problems have you observed (or experienced) in large classes? How do those problems affect students' oral communication?

3. How do you decide which strategy you will implement?

4. How useful are the strategies you implement in order to help students to communicate orally?

5. How do you arrange the class before implementing a strategy? Why?

6. Do you consider that the strategies you implement have any disadvantages?

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