National Autonomous University of Nicaragua

UNAN- MANAGUA

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English Department

Research Seminar

Topic: Analysis of the factors that affect the oral communication of students of UNAN- Managua from third year, English Major, during the second semester of 2015.

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Dedicatory

This project is firstly dedicated to God who provided us the strength and knowledge to conduct this research. Second, to our teachers who provided us their knowledge to train us in the field of teaching and who taught us its value as vocation. Then, we dedicate this paper to our tutor who was always encouraging us to work hard and do our best in order to accomplish our goals regarding this project. We also are glad to dedicate this research to our families that supported us in all the aspects during five years to carry out the defense of our project in the search of our degree. Finally, we dedicate this paper to our classmates who played the role of contributors to the development and objectivity of this project.

Abstract

The current study aims at analyzing the factors that interfere in the oral communication of a group of Foreign Language learners in third year of the English Major at UNAN-Managua. Among the possible factors that hinder students from developing their language competences there are the inappropriate use of communicative strategies in the classroom in terms of learning preferences and needs, the incorporation of didactic materials in traditional school- based ways during the practice of oral activities and the excessive use of talking time from instructors when teaching English deductively.

In order to confirm or reject the previous hypotheses, there were adopted quantitative and qualitative approaches which consist in the application of a student`s survey, a teacher's interview and two observation guides. The student`s survey was applied in order to describe the types of communication strategies that learners use when facing problems to convey their intended messages in class. On the other hand, the purpose of one of the observation guides and the teacher's interview was to analyze the way the teacher uses didactic materials to enhance oral communication in the classroom. Finally, it was carried out a second observation whose aim was to estimate the amount of teacher and students talking time during the development of the stages in the language class.

I. Introduction

Since early years most of English teachers have considered that students learn best when they keep quiet, listen to discourses in a passive way, follow instructions or they simply answer any question quickly and correctly. However, in the 21th century, we are all aware that today's youth can no longer sit passively in the classroom all day. Namely, they must know how to solve problems, use their critical thinking, be creative, work together and communicate effectively. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in real contexts in which many factors interact. Therefore, it is difficult for English foreign language learners to speak the target language fluently and appropriately.

In order to provide effective guidance in developing competent speakers of English, it is necessary to analyze the factors affecting students' oral communication and components underlying language proficiency. This research is based on the study of specific factors that might be interfering with the language development of a group of students from the third year of the English Major at UNAN-Managua. Such as factors implies the use of communication strategies in the classroom, the incorporation of non-authentic didactic materials and the lack of certain strategies that guide teachers when designing and using authentic materials. Finally, the great amount of talking time used by instructors when giving explanations.

To conclude, the implementation of this research project aims to find out the main causes that hinder learners from producing the language in the classroom. It is expected that the current study serves as a tool to improve the teaching-learning process of the language. In other words, the results of this paper are intending to provide students a detailed description of some useful communication strategies that they can use and tailor according to requirements of oral tasks. On the other hand, it also intends to inform instructors about how they can stimulate learners to talk in language lessons and how to exposure students to real language through the use of didactic materials in authentic ways.

II. Problem Background

Learning a Foreign language is a complex process that involves the mastery of receptive and productive skills. Since early years, instructors have been focused on the development of passive skills such as reading and listening when teaching a foreign language while active skills such as speaking and writing seem not be of interest for teachers when developing their language lessons. However, it is important to point out that the main purpose of learning a language is to produce it in terms of oral communication. For that reason, it was decided to observe to a group of students with a high intermediate level of English language at UNAN-Managua. During these empirical observations, it was found that learners evidenced communication problems when they wanted to participate in class or interact with each other. The main reason that led us to be interesting in such as problem was the fact that it was supposed that these students had a high intermediate proficiency level of the language which is characterized by the ability of conveying messages in organized way.

During a week of observation, it was intended to explore and determine the possible factors that hindered students from communicating their thoughts effectively. A great impact aroused when it was noticed that learners did not participate actively in class. Namely, they performed a passive role in the classroom. Based on that experience, we asked ourselves about the types of communication strategies that students were using to struggle with such as problem. On the other hand, the teacher was who seemed to have the control of the lessons although sometimes she encouraged learners to express their opinions. Such as fact led us to speculate about the types of techniques the instructor was applying in order to increase the students talking time. Finally, like in any language lesson, the teacher made use of the tape recorder and other types of didactic materials. However, we became to be interesting in how the instructor used those materials to enhance oral communication in the classroom.

III. Previous Studies

There are a great number of studies regarding to the research of factors that affect the development of oral communication in Foreign Language classrooms. All of them carried out at different settings, times and focused on the observation of different groups but with a purpose in common which is to improve the teaching-learning process involving the acquisition of the English Language. The content of the present paper is based on previous researches applied in different prestigious universities around the world. Such as studies are focused on the use of oral communication strategies in English Foreign Language interactions, the incorporation of authentic materials as motivational strategy to develop learners' speaking proficiency and finally on real time classroom observations whose main objective is to assess the teacher and students talking time in language classrooms.

In order to point out the relevance of the studies mentioned previously, it is crucial to give a brief description of each of them and explain their influence as tools that provided this research with objective information. A study based on the topic ***Developing Accuracy by Using Oral Communication Strategies in English Foreign Language Interactions*** was carried at Canterbury Christ University by Alireza Jamshid nejad in May, 2011. Such as paper, explores how a group of Persian students develop the accuracy level of their target language (English) in oral communication when they encounter a problem. Adopting a qualitative research approach, she collected data by recording a series of group discussions with learners of English literature and Translation. The author concluded by stating that the majority of face to face interactions between participants were comprehensible and successful and can be interpreted as communicative successes.

The researcher points out that the use of Communicative Learning Strategies enables participants to promote accuracy level of their target language, in addition to the negotiation of meaning. Thus, she considers that foreign language interactions is a place where all sorts of knowledge come into play, particularly from the oral interaction perspective.

Other research under the topic ***The Use of Authentic Materials as Motivational Strategy to Develop Learners' Speaking Proficiency*** was applied to students of the first year from the English Department at Mohammed Kheider University of Biskra in 2012 by Karima Merchi. This study aims at studying the use of authentic materials as a motivational strategy to

develop learners' speaking proficiency. Besides that, this paper states two different hypotheses. The first is based on the speculation that if the teacher uses authentic materials, she would enhance the learners' speaking proficiency while the second hypothesis is focused on how the instructor uses authentic materials. In other words, it states that if the teacher relies on creative approach in using authentic materials, she will motivate learners to promote their degree of speaking competency.

On the other hand, this research was carried out through questionnaires for teachers and students in addition to a classroom observation. The analysis of the teacher' questionnaire revealed that the instructor used authentic materials especially videos. Moreover, the analysis of the student' questionnaire led to determine that the participants suffered from anxiety; lack of self-confidence when they expressed themselves. Consequently, it seemed that learners had low level of accuracy and fluency. The findings of this research indicate that the use of authentic materials can help students to be integrated meaningfully in the target language and develop self- confidence.

Finally, a research based on real- time classroom observations was carried out at Hiroshima University of Economics in Japan by Namiko Sakoda in 2002. He observed two peer teaching lessons which were focused on the skills of listening and speaking. The main aims of these observations were to see how long the teachers and students would talk and what types of interactions would happen during the classes. In order to get reliable results, Sakoda observed the lessons on real time by using a chronometer and two observation schemes to measure the amount of Teacher and Students' Talking time and a video camera to record the development of the Listening and Speaking Stages, in addition to the types of oral interactions.

To conclude, Namiko pointed out that when teachers use activities in more a various way with an appropriate management of time, they provide students with more opportunities of oral interactions. Furthermore, he found that teacher and students talking time are more influenced by different stages of lessons.

The studies mentioned previously were useful to the development of this research; they provided objective and reliable information to the research project. The first study helped us

to know the relevance of communicative strategies in the development of accuracy as one of the sub skill of language proficiency. Moreover, it let us to know the different situations in which these strategies can be used. Such as situations, served as sample to exemplify each strategy when designing the student`s survey in order that participants had a clear picture of its content.

On the contrary, the second study informed us about the types of authentic and non-authentic materials, in addition to their features. Furthermore, it let us to know how students can benefit by using authentic materials in the classroom. On the other hand, Merchi's research helped us to be knowledgeable about how teachers should incorporate authentic materials into the teaching- learning process by applying a number of strategies which were the pinpoint of the Teacher's Interview.

Finally, it is crucial to point out the relevance of the observation charts regarding to the third study based on the analysis of the Teacher and Students' talking time in a Foreign Language Classroom. In order to estimate the TTT and STT in addition to the types of oral interactions during the development of the language class, it was decided to use the speaking observation scheme designed by Sakoda in his study. Moreover, his research helped us to be knowledgeable about the types of techniques that instructors can use in order to maxim the students talking time in the classroom.

IV. Justification

In today's global world, the importance of English can not be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many fields including medicine, engineering, and education, which is the most important area where the English language is needed. Particularly, as a developing country, Nicaragua needs to make use of this world wide spoken language in order to improve its education and consequently its economy as a whole nation. English should be the medium of instruction at universities in Nicaragua for the following reasons: finding a high-quality job, communicating with the international world, and accessing scientific sources in the students' major field.

This project is based on the main weaknesses that students from the third year of English Major at UNAN-MANAGUA evidence in the development of oral communication. In other words, it is focused on the main factors that hinder students from acquiring the language in terms of proficiency. Among those factors, are classified the types of communication strategies that students use in the classroom in terms of fluency, accuracy and rhythm. Moreover, it is usual to find foreign language learners who are not exposed to authentic language situations. Is for that reason, that didactic materials applied in traditional school- based ways is other factor that interferes in the development of oral skills. Finally, from that problem arises a last relevant factor which has to be with the role that students and teachers play in a foreign language class. To be more specific, the factor that deals with the teacher and students talking time in the classroom.

Foreign language learners, despite spending years developing their language competences, have all probably at some point, experienced the frustrating feeling of not being able to participate effectively in second language oral communication. They often struggle with several external and internal factors that affect their ability to use language in real world situations in a spontaneous interaction and in an acceptable and appropriate manner to native speakers of the language.

Owing to the fact that the acquisition of oral communication skills is considered as the most difficult linguistic aspect of languages, this research pretends to analyze and determine the factors that lead students to not communicate effectively.

This paper will benefit students and instructors from the English Major at UNAN-Managua. It provides students some communication strategies that will help them to overcome breakdowns, gaps and any other types of problems that interfere with their language proficiency. On the contrary, it will increase the teachers' awareness about the importance of using didactic materials in authentic ways by taking into account a number of aspects when designing and applying those teaching resources in oral communication activities. Finally, it also informs instructors about some techniques that will help them to increase the students talking time in the classroom in order that learners achieve the main aim of the language learning process which is to produce the language in terms of communication.

V. Problem

Factors that affect the development of students' oral communication in the classroom

VI. Topic

Analysis of the factors that affect the oral communication of students of UNAN- Managua from third year, English Major, during the second semester of 2015.

VII. Objectives

General Objective

- To identify the factors that influences the development of oral communication in students from the Third year, English Major during the second semester at UNAN-Managua.

Specific Objectives

1) To describe the types of communication strategies that students use in the classroom to develop their oral skills.
2) To analyze the way the instructor uses the didactic material to enhance oral communication in the classroom.
3) To estimate the teacher and students talking time when developing oral activities in the classroom.

VIII. RESEARCH MATRIX

Specific objectives	Variables	Indicators	Information Sources	Gathering data techniques
1) To identify the types of communication strategies that students use in the classroom to develop their oral skills.	Types of communication strategies that students use in the classroom to develop their oral skills.	1-Types of oral activities practiced in the classroom. 2-Types of communication strategies used in the classroom. 3-Effectiveness of communication strategies. 4-Frequency based on the use of communication strategies.	-Students	-Students' survey
2) To analyze the way the instructor uses the didactic material to enhance oral communication in the classroom.	The way the instructor uses the didactic material to enhance oral communication in the classroom.	1-Types of didactic materials used in the classroom. 2-Use of Didactic material (traditional School - based way or authentic way). 3-Language Functions. 4- Incorporation of authentic materials in the teaching-learning process.	-Students -Teacher	-Teacher's interview Observation Guide
3) To estimate the teacher and student talking time during the development of the language class.	Allotted time during the development of the language class.	1- Types of communicative activities in the classroom. 2-Types of techniques to maxim students' talking time. 3-Types of grouping arrangements. 4- TTT vs STT during the PPP stages.	-Teacher -Students	Observation guide

IX. THEORETICAL FRAMEWORK

1. Second Language acquisition Process

1.1 Definition

"Second language acquisition, is the process of learning other languages in addition to the native language. It describes the ability of understanding, speaking and writing another language fluently" (Singhal, 2012).In other words, second language acquisition refers to the fact of acquiring other language, once the mother tongue is established. Moreover, it is crucial to point out that a person who has acquired a second language is able to master the four skills that any language involves unconsciously.

The process of second language acquisition leads an individual to master the language as a whole unconsciously. Once the target language has been acquired, learners become competent in terms of the four skills which means that at this stage they are not worried about making mistakes or make long pauses during their speeches, dialogs or any other kind of activity that is related with oral communication. Nevertheless; Second language acquisition not only has to be with speaking as it was mentioned previously but also, with the rest of the skills. To exemplify this it is necessary to emphasize the several stages that this process entails.

1.2 Stages of second Language acquisition

The process of acquiring a second language is relatively complex. learning a second language requires more effort, commitment and practice than acquiring the mother tongue especially if one is born in a place where the target language it is not spoken. An individual who is learning a second language and who desires to acquire it must to experiment a number of stages which are totally different in terms of strengths, weaknesses and time.

Judy Haynes states that "all new learners of English progress through the same stages to acquire language". However, the length of time each student spends at a particular stage may vary greatly. Besides that, She identifies five different stages through which a second language can be acquired in order to be enough competent in terms of language proficiency (Haynes, 2012).

A. Pre-production

This stage is also known as the silent period. English language learners may have up to five hundred words in their receptive vocabulary, but they are not yet speaking. Some students will, however, repeat everything the teacher says. They are not really producing language but are parroting (Haynes, 2012). What it means is that at this stage the student is not able to transmit their ideas by producing full sentences or expressions accurately nor fluently. They are just processing the language passively by listening to the instructor and learning the language in chunks.

Haynes continue stating that at this point of the acquisition process learners usually listen attentively to the instructor and they may be even able to copy words from the board. They can understand and duplicate gestures and movements to show comprehension which means that at this stage the use of the Total physical Response Method is relevant. On the other hand, it is important to emphasize the teacher´s role. Teachers use to focus attention on listening comprehension activities and on building a receptive vocabulary. A common aural activity used during this period is the use of drilling exercises which are applied through the audio-lingual method.

A. Early production

Now Haynes explains that to this stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. In other words, during this stage, students can usually speak in one- or two-word phrases. They can use short language like chunks that have been memorized; although, these chunks may not always be used correctly. At this stage learners do not still produce accurate constructed sentences or phrases and have little comprehension of the language; they tend to answer questions with yes/no responses. As much as students practice with the language, they will acquire more vocabulary and accuracy when speaking. Therefore, they will pass to the next stage in which speech emerges.

B. Speech emergence

At this phase students have developed a vocabulary of about 3,000 words and can communicate with longer phrases and sentences. The essence Haynes' argument is that at this stage learners will ask simple questions that may or may not be grammatically correct, they could feel encouraged enough to initiate short conversations with classmates even though pronunciation errors are common.

Talking about reading skill, pupils will understand easy stories, and read in class with the support of pictures. This is an important stage during which learners gain greater comprehension and begin reading and writing in their second language. On the other hand, teachers should encourage students to read for academic purpose, and for their own pleasure. To summarize, it is through reading skill that students will gain vocabulary about all kind of topics and will be more aware of sentences structures and word collocations. Consequently, student's knowledge about grammatical issues start to emerge, and will lead them to the next stage in which they are more accurate, and fluent when speaking and writing.

C. Intermediate fluency

Now Haynes emphasizes that English language learners at the intermediate fluency stage have a vocabulary of at least 6000 active words. Basically, they are beginning to use more complex sentences when speaking, and they are willing to express opinions and share their thoughts. Furthermore, they will ask questions to clarify what they are learning in class; comprehension increased at this stage, students acquired vocabulary about different topics and are able to discuss about them. As a result, learner's confidence increases and oral participation is more evident in class.

In contrast, at this stage students will have many errors trying to master grammar and sentences structure in writing. Many learners may translate written assignments from their native language. Despite of the fact that pupils are expected to synthesize what they have learned and to make inferences from that learning, they tend to express their ideas just as they do it in their mother tongue. Students in this stage will also be able to understand more complex concepts.

D. Advanced Fluency

It takes students from four to ten years to achieve cognitive academic language proficiency in a second language. In making this comment, Haynes argues that at this period an individual is able to communicate fluently in all contexts and when is exposed to new academic information. What this means is that students speak almost like native speakers of the language, and they have good management of the accents and variations in the pronunciation of words. However, it is important to keep in mind that the individual may still have an accent and use idiomatic expressions incorrectly at times .Therefore, students will need continued support from classroom teachers. To conclude, at this stage students are essentially fluent and comfortable communicating in the second language.

2. What is communication?

Communication is the act of transferring information from one place to another. During the communication occurs a process that consists of a message or communication that is sent by the sender through a communication channel to a receiver, or to multiple receivers. The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the receiver(s) then decodes the message to understand its meaning and significance. (what is communication)

.**According to Ricky W. Griffin** "Oral communication takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning" (Ricky), there are some many aspect that we should take into account when producing oral communication such as pronunciation, speech, stress and other important aspects.

As we mentioned in the beginning there are many type of oral communication, between them we can find Interpersonal communication that we can describe it as a communication between a small groups of individuals, typically face-to-face, is like when we are having any conversation with someone else but face to face it could be with one person or

a group of them. The other type of communication is the nonverbal one, as you can notice that the majority of thing that you communicate to someone else tend to be nonverbal, sometimes we use gesture of sound that make the other person understand you clearly, nonverbal communication is anything besides words, such as gestures, actions, facial expressions, body language and other aspects of your physical appearance. But sometime this type of communication seem to be difficult to understand, the receiver sometimes tend to misunderstand the messages. Talking about type of communication we have to mention written communication that is the other way that we give information or message to other person, this communication refers to messages that are transmitted to receivers in writing. The use of this communications tends to be a little bit easy because we can save time when giving a message, but we have to be careful because written communication must be clear and concise in order to communicate information effectively. A good written report conveys the necessary information using precise, grammatically correct language, without using more words than are needed.

By improving your verbal, non-verbal, and written communication skills, you can become more successful in all areas or fields. Whether you are managing others or working as part of a team, the ability to communicate effectively can improve good relations with your colleagues and help you all to work more effectively together.

2.1 Oral communication

There are many way to define oral communication, as we can see there are many type of communication, but in this case we will focus more in oral communication. We can define as the process of expressing information or ideas by word in a speaking way. At the same time is a verbal process in which we transmit any information from one person to another and this information can be formal or informal at the same time.

Advantage and disadvantage of oral communication

As we mentioned before oral communication is a process in which we express our thought, or ideas to someone else, but also we can find that oral communication have some limitations or disadvantage, but obviously have advantages too.

Sometimes we face many situations in which is appropriate to choose oral over written communication, but this is going to depend of the situation that we are going to deal with. Oral communication is more personal and less formal than written communication; we can talk whatever we want, without worrying about punctuations or spelling of some words.

There is also more flexibility in oral communication; you can discuss different aspects of an issue and make decisions more quickly than you can in writing. Oral communication can be especially effective in addressing conflicts or problems. Talking things over is often the best way to settle disagreements or misunderstandings, besides this advantage that we can find in oral communication there is other list of it between them we can see that in oral communication. There is a high level of understanding and transparency in oral communication as it is interpersonal, its flexibility for allowing changes in the decisions previously taken. The feedback is spontaneous in case of oral communication. Thus, decisions can be made quickly without any delay. Oral communication is not only time saving, but it also saves upon money and efforts. Oral communication is best in case of problem resolution, there we have the most important advantage of oral communication.

Disadvantages

Despite the many benefits of oral communication, there are times when written communication is more effective. For example, when you want to share important information that needs to be documented using written communication. A lot of things in our business world require some type of written information, because it makes it more formal and you will find that even strong verbal skills are not a substitute for putting things in writing. Also we can say that oral communication tends to be less detailed and more subject to misunderstanding than written communication. It's best to always think carefully about which method of communication best fits your objective. The others limitations we can find in oral

communication could be that Oral communication is less authentic than written communication as they are informal and not as organized as written communication and sometime oral communication tend to be misunderstandings as the information is not complete and may lack essentials.

Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught or learned.

Language proficiency

This is A difficult term to define, but let's define language proficiency as the ability that someone else have when speaking or performing an acquired language, in which can predominate the ability to speak fluency and accurate at the same time.This language proficiency can be measure with levels using a frameworks, but we have to take into account that language proficiency are not so easy to define it, many specialist can define it using different terms such as fluent, proficient, native speaker and others terms that are useful to determinate a level of language proficiency in a student. Let's take a look of some proficiency levels that will lead us to understand better what proficiency is and be aware of them.

3.1Native Speaker

According to Cambridge dictionary a native speaker is someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult.(Canbridge dictionaries)The term native speaker is the same to say "mother tongue," refers to someone who has learned and use language from early childhood. This means that the person can dominate that language perfectly; this person naturally tends to be fluent.

3.2 Fluent

This is similar to a native speaker, a fluent speaker of any language can feel comfortable when speaking it however, it is not necessarily his first language or mother tongue, because it can be difficult to have a good fluency in any determinate language, even if you are learning it as a second language, Merriam-Webster defines the adjective “fluent” in reference to language as “capable of using a language easily and accurately.” (Merriam-Webster) So as we can see, it’s not easy to master or speak a fluent language, it requires years of practice and good concentration.

3.3 Proficient

Turning back to the dictionary, “proficient” is defined as “well advanced in an occupation, art, or branch of knowledge.”In terms of language, the “proficient” label can therefore be seen as referring to a speaker who, while very skilled in the use of a language, uses the language with greater formality and less familiarity than a native or fluent speaker.When we heard this terms Bilingual, Trilingual, we can talk about language proficient, three are many people that can say they are trilingual when in fact they maybe can speak one language as a native speaker or mother tongue, a second language fluently and the third at only a proficient level, so we have to take into account this level of proficiency, Lets define “bilingual” like someone who has the ability to use two languages with equal fluency.” It can be English or French at the same time.

4. Language proficiency

This terms refers to a person's ability to use a language for a variety of purposes, this can be for speaking, listening, reading, and writing. We as teacher need to measure the abilities our students present, one that way can be using the common European framework, in the chart below we can see every level of language proficiency with their terms.

Level	Description
A1	
Breakthrough or beginner	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Besides that, it can introduce him/her self and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. In addition, it can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	
Way stage or elementary	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).Moreover, it can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. It also can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	
Threshold or intermediate	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Besides that, it can deal with most situations likely to arise while travelling in an area where the language is spoken. In addition it can produce simple connected text on topics that are familiar or of personal interest. Furthermore, it can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2	
Vantage or upper intermediate	• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. In addition, it can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Besides that, it can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	
Effective operational proficiency or advanced	• Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Besides that, it can express ideas fluently and spontaneously without much obvious searching for expressions. In addition, it can use language flexibly and effectively for social, academic and professional purposes. Furthermore, it can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
C2	
Mastery of proficiency	• Can understand with ease virtually everything heard or read. Moreover, it can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. In addition, it can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Learning strategies

Learning strategies are defined as "specifications, behaviours, steps, or techniques--such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning" (scarcella, 1992) When the student takes into account the choice of strategies that matches his or her learning style and the L2 function at hand, these strategies turned into a helpful instrument for dynamic, aware and determined self-control of learning. Learning strategies can be distributed into six organizations: cognitive, metacognitive, memory related, compensatory, affective and social. Every of these is explained later in this research. For the reason that this section takes part to an educational scheme book, it is relevant to point out that learning style and strategies of individual learners can operate together with, or contradict with, a established educational scheme. If there is relation among (a) the learner (in reference to form and methodology preference) and (b) the mix of educational learning style and strategies, after that the learner is probably to carry out well, feel assured, and be exposed to low anxiety. If conflicts happens among (a) and (b), the learner often carries out unsuccessfully, feels insecure and go through high worry. Sometimes such conflicts guide to grave exhaustion and collapse in teacher-learner communication. These oppositions could also guide to the disappointed learner's obvious refusal of the teaching system, the instructor, and the subject affair.

Learning Strategies As seen earlier, L2 learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning. The word strategy comes from the ancient Greek word strategies, which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategies has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 1990). A specific strategy is not good but bad either; it is basically impartial until the circumstances of its usage is totally regarded. What makes a strategy optimistic and useful for a given student? (a) the strategy is helpful if the next circumstances are at the moment: the strategy associates well to the L2 task at hand. (b) The strategy matches the specific student's learning style choices to one extent or another, (c) the learner uses the strategy efficiently and joins it with other important strategies.

Strategies that fulfill these conditions “make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”(Oxford, Learning Styles & Strategies/Oxford, GALA 2003 Page 9 9 1990, p. 8).Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991). That means Learning strategies can also authorize learners to change into more free, self-sufficient lifetime students yet students are not always aware of the power of consciously using L2 learning strategies for making learning quicker and more effective (Nyikos& Oxford, 1993). That means students use the L2 learning strategies but do not realize that they are using them for making learning faster and more successful.

Experienced teachers give a hand to their learners who promote a conscience of learning strategies to empower them to employ a more concrete series of suitable strategies. Strategy Use Often Relates to Style Preferences When left to their own devices and if not encouraged by the teacher or forced by the lesson to use a certain set of strategies, students typically use learning strategies that reflect their basic learning styles (Ehrman& Oxford, 1989; Oxford, 1 996a, 1996b). Nevetheless, Instructors can dynamically give a hand to learners expand their learning styles by using some strategies that are out of the elemental style choices. This may occur due to strategy instruction, as explained later in this section. Conscious Movement toward Goals Learning strategies are intentionally used and consciously controlled by the learner (Pressley with McCormick, 1995). In our field, virtually all definitions of strategies imply conscious movement toward a language goal (Bialystok, 1990; Oxford, 1990, 1996a). Let us give an example of that. Divna, whose objective is to guide the investigation in chemistry with the aid of columns written in the L2

6. TYPES OF LEARNING STRATEGIES

Learning strategies are allotted into 6 categories: Cognitive, metacognitive, social/affective, compensatory and memory-related strategies. There is a different resemblance among language learning strategies and general learning strategies; however, the decisive distinction is if the aim of the particular strategy is the learning of the language or of other conceptions and visualizations. Other conceptions usually add topics-areas conceptions

for instance, social studies, math or health conceptions, assimilated due to the Spanish language.

6.1 Cognitive learning strategies: are concrete strategies that learners employ to help themselves in learning. These strategies empower the student to shape the language material in uninterrupted alternatives, due to concept mapping, memorizing facts and brainstorming. Reasoning, analysis, note taking, summarizing, synthesizing, outlining, reordering acquired facts to improve firmer schemas (knowledge formation), functioning in realistic contexts, and functioning arrangements orderly.

6.2 Metacognitive learning strategies: are more elevated regulation abilities that learners apply to operate their own learning. These strategies are used to handle all the learning procedure. Between native English speakers learning other languages. Purpura (1999) discovered that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p.61).Reports of EFL students in several countries (South Africa, Dreyer& Oxford, 1996; and in Turkey, Oxford, Judd, &Giessen, 1998)revealed facts that metacognitive strategies are often the durable and well-established fortune tellers of second language competence. The strategies incorporate planning for their won learning, selecting an alternative to learning by heart social studies or math aspects and evaluating their own learning, distinguishing one's own learning style preferences and needs, preparing an L2 task, gathering and systematizing materials, organizing a study space and a schedule, checking mistakes, and assessing task success, and assessing the success of any type of learning strategy.

6.3 Memory-related strategies: aid students to link one second language or conception with another but do not fundamentally include profound comprehension. Several memory-related strategies capacitate students to assimilate and recover information in an arranged succession (acronyms) while other procedures formulate learning and retrieval sounds (rhyming), pictures (mental image of a term itself or the sense of the word), a mix of sounds and pictures (the keyword method), gestures (total physical response), automatic, routine resources (flashcards), or place (on a folio or whiteboard). Memory-related strategies have been revealed to join to Second language proficiency in a program dedicated to retain extensive numbers of Kanji symbols and in L2 classes created for

native English speaking learners of foreign languages. (Oxford & Ehrman 1995). Nevertheless, memory-related strategies do not always surely link to Second Language Proficiency. As a matter of fact, the usage of memory strategies in an exam-taking circumstance had a meaningful adverse connection to student´s exam exhibition in grammar and vocabulary. The likely motive for this is that memory strategies are usually applied for retaining vocabulary and grammar arrangements in early steps of language learning. But that student requires such strategies much less when their collections of vocabulary and grammar orders have made bigger.

6.4 Compensatory strategies: Aids the students create for avoiding knowledge. Cohen (1998) declared that compensatory strategies that are employed for speaking and writing are planned only for language usage and does not have to be regarded to be language learning strategies. On the other hand, little (personal communication, January, 1999) and Oxford (1990, 1999a) dispute that compensation strategies of any type, although they could be applied for language usage, nonetheless help in language learning too. All in all, each moment of Second Language usage is a chance for more Second Language Learning. Oxford and Ehrman(1995 showed that compensatory strategies are meaningfully associated to Second Language Proficiency in their learning of English speaking students of foreign languages. These strategies are guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words.

6.5 Affective strategies: have been demonstrated to be meaningfully associated to Second Language proficiency in investigation by Dreyer and Oxford (1996) between South African EFL students and by Oxford and Ehrman (1995) between native English speakers learning foreign languages. By contrast, in other reports, for instance that of Mullins (1992) with EFL students in Thailand, affective strategies demonstrated a rejecting connection with some degrees of Second Language proficiency. One cause could be that as some learners become better in the direction of proficiency, they will not require affective strategies anymore as much as previously. Maybe because students' usage of cognitive, metacognitive, and social strategies is linked to higher Second Language

proficiency and self-effectiveness, gradually there could be less necessity for affective strategies as students move forward to greater proficiency.

6.6 Social learning strategies: give a hand to the students interact with others and perceive the target culture equally the language. These strategies are asking questions to obtain confirmation, asking for explanation of a puzzling point, asking for assistance in performing a language task, communicating with a native-speaking conversation partner, and discovering cultural and social norms. They are also performances that students acquire in the meantime linked to interactions with others to help or raise their own learning. These strategies take into account techniques that students employ to adjust their emotions, impulses and perspectives.

7. COMMUNICATION STRATEGY

Two recently formulated definitions of communication strategies are contrasted. According to Tarone's "interactional" definition, the central function of communication strategies is the negotiations of meaning, in which consist of that the listener paraphrase the information given by the speaker to confirm if it was correct or clear to reach a consensus of message comprehension. According to the "psycholinguistic" definition suggested by Færch and Kasper. Communication strategies are related to individual language users' experience of communicative problems and the solutions (cooperative or non-cooperative) they pursue. Within the latter framework, communication strategies are characterized in discourse terms, invoking the notion of "conditional relevance." It is demonstrated that interactionally defined communication strategies constitute a subset of psycholinguistic ally defined strategies, and it is argued that although this subset in many respects represents an important area of strategy use. Significant similarities to other types of strategy use are obscured by defining communication strategies in interactional terms exclusively. In other words, when learners face a communicative hindrance, and they find a solution to that obstacle through the oral interaction, they discover a new and useful communicative learning strategy to improve their accuracy, fluency and rhythm.

8. COMMUNICATIVE LEARNING STRATEGIES

While learning strategies face the perceptive field of consumption, retention, thought and preservation of the knowledge, communicative learning strategies refer to the operation of oral and non-oral devices for the effective message of the data and facts. In the field of linguistic communication, it is often very hard to differentiate among the two, as Tarone (1983) asserted that comprehension and production can happen at the same time. However, while one can take into consideration the uncertainty of such an ambiguity, it stays a helpful discrimination in perceiving the essence of the strategies basically, in educational reasons.

The academic previous investigation of 1970 (Varadi 1973 and others) has now guided to a big compromise of modern focus on communicative strategies, defined them as " potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". While the study of the last years actually does concentrate extensively on the compensatory environment of communication strategies, more modern actions and schemes appear to consider a more optimistic perception of communicative learning strategies as constituents of a complete qualification and skillfulness in which students carry to aim all the feasible aspects of their increasing ability and mastery to transmit precise information in L2. Furthermore, such strategies can or could not be "inherently aware". Help for such a result derive from views of first language acquisition strategies that are alike to those employed by adults in L2 acquisition settings. Maybe the best form to perceive what is implied as communication strategy is to observe a habitual list of such strategies.

9. Type of learning strategies

In this section we will classified the different type of learning strategies, between them we have, clarification request that involves offering back to the speaker the essential meaning, as understood by the listener of what they have said. In other words, the listener can ask to the speaker a better explanation in order to make the problem easy to solve, the listener can use expressions like what do you mean? Or can even repeat the question. On the other hand we have confirmation request that is a process in which the listener ask to the speaker what he or she have heard or understood when delivering something, in the classroom the student can ask

to the teacher or classmate to confirm the answer using the expressions like do you mean? , you said….? so in this way the communication will be better. The other one is comprehension check in which the student can ask to the teacher or classmate if they understood what he or she is saying, asking questions like do you understand what I Am saying? So in this way the students will be sure if his or her message is clear. The other strategy is retrieval that make student make a repetition in his or her mind of a difficult word that may be difficult to pronounce it. It is like been saying a target word by saying a series of incomplete or wrong form structure until repeat it. The circumlocution strategies that describe or exemplify the target word or object that you are trying to say using simples or common words, for example I can say what is the name of the word that we use it to open bottles? And question like that. The other strategy is the use of fillers in which the student can use gambits words and phrases to fill a pause and gain more time in order to keep the conversation open, in other word is when one student is having a conversation with another one and use words like well, actually, you know in order to keep immerse in the conversation. The prefabricated patterns in which the student can use memorized phrases for a survival purpose in order not to get a distortion in the message, Non- Linguistic Signal is a communicative strategy that with the use of mimes, body language to copy sounds to convey the message, Code-Switching is the strategy of communication that words from the mother tongue are mixed in a L2 message and finally Requesting help in which consists of asking for help by forming questions when cannot utter an idea wholly.

10. DIDACTIC MATERIAL

Didactic materials are the different kind of sources the teacher uses to carry out the class and make the students develop any specific skill. The students get more motivated and encouraged when the didactic materials have different purposes in their learning process, Therefore the teacher has to use his or her creativity and dynamism to project the class in the different activities that before she or he planned to. Didactic Materials is divided into two parts, Authentic Materials and Non- Authentic Materials.

Authentic Materials are the objects, items, things that Teacher use in the classroom and are related to the world human needs, involve the language in natural contexts such as the usage

of real newspapers report, real magazine articles, real advertisements, cooking recipes, horoscopes etc.. The majority of the teacher around the world agrees that authentic course books and materials are helpful and advantageous in a positive way in the Teaching-Learning Process in the classroom.

The Authentic Material also make the language more real, factual and more original what it is portrayed in a community or town or big cities like colloquial language, also shows the quality in terms of aims and purposes, learners necessities and attention toward the language learning in order to get a more significant and spontaneous message. The advantages are the increase of the learners motivation, give more cultural information, also be in contact with the real language, links more to the students learning necessities, sustain a more original focus to the teaching.

However, Non- Authentic Material is the source used by the teacher or learners to accelerate and make more simple and artificial the process of language learning, It includes cassetes, videos, cd-rooms, dvds, dictionaries, grammar books and workbooks, photocopies etc…The advantages of Non-Authentic Material are The language is more simple and uncomplicated to comprehend, obtain clear goals to acquire and improve, get accustomed for a specific aspect, materials are relevant, helpful and concentrated on what pupils are learning in a specific point.

11. TEACHER TALKING TIME VS STUDENT TALKING TIME

At a more easy explanation, Teacher Talk Time refers to the Time that the teacher devotes to instruct and explain during the class, and Student Talk Time refers to the time that the students involve, participate and perform in the class.

The time that both devote to interact in the class depends on the stage of the lesson, for instance in PPP deductive lessons, Teachers devote more time in performing his or her roles in class in presentation instead of practice and production which the student has to spend more time in being involved, However in Inductive PPP lessons, Students tend to talk more in Presentation and Practice and Production stages rather than the teacher specially when there is a communicative approach during the class.

According to a book called Better Language Teaching, in order to get great results in the language learning of each student, The learners has to devote 80% of the lesson in the class and the Teacher has to devote 20 % of the lesson only, in other words, The student has to talk more in the class than the teacher, to have a learning successful.

12. TECHNIQUES TO MAXIMIZE THE STUDENT TALKING TIME IN THE CLASS.

- Restrict the Teacher Talking Time in vital and Specific areas of the lesson, hence the students will be more able to identify what aspects are more important during the lesson.
- Let Students get to speak more. When Students has more opportunities to talk and interact in the class, they are more engaged and implicated during the lesson; consequently they are more familiar with the new material.
- Students have more chance to make the English lesson to something more personal and original, they produce their own sentences and expressions grammatically and orally and they can mix all of them in order to guide them to create their own conversations with themes that motivate them to talk.

- When Students speak more, rely on their personal language abilities. For Example, If two students are performing a dialogue and when one of them is not clear of what he or she is saying and the another person did not understand anything at all, with their mutual help, they will find the way to return the conversation to the same line and rhythm as they were before because they relied on their personal language skills.

- As the teacher speaks less, learners have included chances for more concentration and experiments in class. For instance, think about your kid experiences at school? What did you enjoy most, long speech teacher lessons or the ones that let you interact in the class?

X. Methodological Design

I. This study was carried out in a Foreign Language Classroom from the English Department at UNAN-Managua. The participants are nine students from the Third Year of the English Major. Currently, they study a course that integrates the teaching of the four language skills simultaneously (Speaking, Listening, Reading and Writing). Moreover, the learners have a high intermediate language proficiency level. On the other hand, the teacher is also considered as a participant in the research. This paper is considered as a descriptive research because it involves the gathering of quantitative and qualitative information that describe, organize and tabulate a series of events performed in a specific setting (the classroom). In addition, this type of research includes visual aids such s graphs and charts that aid the reader in understanding the data distribution. This paper aims to analyze the factors that hinder students from developing their oral skills in the classroom. The analysis is based on the study of three factors that were measured through the application of four research instruments whose purpose was to gather numerical and descriptive information to confirm or reject the stated hypothesis. The first gathering data technique represents a survey which was applied to students in order to identify the types of oral strategies that they use in the classroom when performing communicative tasks. Such as instrument includes a detailed description of ten communicative strategies and situations where are applied in order that participants were able to understand the function of each strategy. Besides that, it aims to gather information about other aspects related with its main objective such as the effectiveness and frequency of communicative strategies, in addition to the types of oral activities practiced in the classroom. Finally, learners provided their answers through the Multiple Response Method.

II. The second research instrument is a teacher`s interview which was employed in order to analyze the way the instructor uses didactic materials to enhance oral communication in the classroom. The time allotted for the interview was eleven minutes with twenty six seconds. Besides that, the method that was used to obtain the information consisted in using a tape recording in order to gather information in details.

On the other hand, the interview is divided in two sections. Authenticity of didactic materials was the name that was given to the first section of the interview. Such as part of the interview is structured by a number of open questions whose aim is to gather information about the features of didactic materials used by the teacher during language lessons. Different from the first section, the second part of the interview is focused on obtaining information about how the instructor designs and makes use of teaching resources.

III. The third gathering data technique is an observation guide. This research instrument aims to accomplish the same purpose of the interview. Nevertheless, it was decided to observe the development of two periods of class in order to confirm or reject the information provided by the teacher during the interview. This instrument contains an observation scheme which is divided in six columns; each column is based on a different parameter. Owing to the fact that the main objective of the observation is to analyze the way the instructor uses didactic materials in the classroom, the observer had to describe the materials in as much detail as possible and the activities that went with them, notice how the teacher used the materials. Namely, if she| incorporated the materials in authentic or traditional school based way and finally, look for behaviors that evidence if the activities were a good match for students.

The last research instrument is a second observation guide. It intends to estimate the amount of teacher and students' talking time during the development of the three PPP stages of a language class. The method that was applied to measure the talking time of the participants was the use of an observation scheme and a chronometer. The observation chart not only aims to gather numerical information by using the chronometer, but also to find out the types of oral interactions in the classroom. Besides that, the guide includes a second observation scheme whose purpose is to identify the types of techniques that the teacher uses to maxims the students' talking time in language lessons.

XI. Population and Sample

It is crucial to mention that the participants in study are part of a small group. The population represents just nine students. For that reason, it was not applied a specific formula to calculate the sample. It was decided to use the number of the population as the value of the sample.

XII. Results and Analysis

Quantitative Analysis

The present Analysis determines the quantitative results regarding to the application of the students' surveys. The answers that learners provided to the surveys were analyzed through the use of the SPSS program in order to obtain information in terms of frequency results (Analysis per variable) and Multiple Response (Cumulative Percentage). The following charts show information based on percentages that measure aspects related with the main objectives of each survey. A detailed explanation is provided for each of them.

Gathering Data Technique # 1: Students' Survey

Objective: To identify the types of communication strategies that students use in the classroom to develop their oral skills.

Percentages based on General Information

Gender

		Frecuencia	**Porcentaje**	**Porcentaje válido**	**Porcentaje acumulado**
	Male	**3**	**33.3**	**33.3**	**33.3**
	Female	**6**	**66.7**	**66.7**	**100.0**
	Total	**9**	**100.0**	**100.0**	

The Chart above states that the first survey was applied to nine students who are part of the sample and total population in the classroom. The information in the chart determines that the survey was applied to three men who represent the 33,3 % of the sample and six women who represent the 66,7 % which totalize the exact amount of the sample (9 students). Moreover, the analysis shows that most of the students from the third year of English are women

		Frecuencia	**Porcentaje**	**Porcentaje válido**	**Porcentaje acumulado**
Válido	19-22	**4**	**44.4**	**44.4**	**44.4**
	23-25	**3**	**33.3**	**33.3**	**77.8**
	More than 26	**2**	**22.2**	**22.2**	**100.0**
	Total	**9**	**100.0**	**100.0**	

The Analysis shown in the chart above describes the range between the ages of the sample. According to the information provided in the chart, 4 students represent the ages from 19 to 22 years old, 3 students represent the ages from 23 to 25 years old and 2 of them are more than 26 years old. Describing such as information in percentages, learners who are between the ages from 19 to 22 years old represent the 44,4 % of the sample, the ones who are in the range from 23 to 25 years old represent the 33,3 % , and the rest of them who are more than 26 years old represent the 22,2 % of the participants. Besides that, the highest percentages of the ages states that most of the students from the third year of English are from 19 to 25 years old.

Percentages based on the Use of Oral Activities in the Classroom

	Respuestas		Porcentaje de casos
	N	Porcentaje	
Dialogs	**8**	**17.4%**	**88.9%**
Role-Plays	**3**	**6.5%**	**33.3%**
Debates	**5**	**10.9%**	**55.6%**
Simulation	**7**	**15.2%**	**77.8%**
Poster Presentations	**8**	**17.4%**	**88.9%**
Story Telling	**7**	**15.2%**	**77.8%**
Story Completion	**1**	**2.2%**	**11.1%**
Picture Describing	**2**	**4.3%**	**22.2%**
Picture Narrating	**4**	**8.7%**	**44.4%**
Finding the differences in pictures	**1**	**2.2%**	**11.1%**
Total	**46**	**100.0%**	**511.1%**

In order to know the types of communication strategies that students use in the classroom, it is important to be informed about the contexts where such as strategies are used. Namely, the types of learning tasks that involve the use of oral strategies.

The second item of this survey aims to gather information about the oral activities most practiced in the classroom. Such as activities, were selected according to the Students' Language Proficiency Level (upper intermediate). In other words, the activities mentioned in the scheme are usually the types that are practiced in Foreign Language classrooms with an upper intermediate level of English.

The second column in the chart states that eight out of nine students (the sample) answered that dialogs and posters presentations are the most common activities practiced in the classroom with a 17, 4 % which represent the 88, 9 % of the sample. On the other hand, it also shows that one out of nine learners answered that story completion and finding the differences in pictures are the oral tasks less practiced in the learning context with a 2, 2 % which represents the 11,1 % of the sample. See Annex, graph # 1.

Percentages Based on the Use of Communication Strategies in the Classroom

	Respuestas		Porcentaje de casos
	N	Porcentaje	
ClarificationRequest	9	12.9%	100.0%
ConfirmationRequest	6	8.6%	66.7%
Comprehension Check	7	10.0%	77.8%
Retrieval	7	10.0%	77.8%
Circumlocution	7	10.0%	77.8%
Use of fillers	7	10.0%	77.8%
PrefabricatedPatterns	8	11.4%	88.9%
Non-LinguisticSignal	6	8.6%	66.7%
Code-switching	6	8.6%	66.7%
Requestin ghelp	7	10.0%	77.8%
Total	70	100.0%	777.8%

The chart above contains information based on the main objective of the survey which is to state the types of communication strategies that learners use in the classroom to develop their oral skills. It is important to mention that most of the time students make use of learning

strategies in an unconscious way. For that reason, the percentages stated in the third column shows that there is not a type of strategy which is not being used by the participants.

However, it was found that Clarification Request and Prefabricated patterns are the strategies most used by learners when performing oral tasks with percentages of 12, 9% and 11, 4 %. On the contrary, Confirmation Request, Non- Linguistic Signal and Code- Switching are the strategies that students use less to develop oral communication with a percentage of 8, 6 %. See annex, graph # 2.

Percentages Based on the Effectiveness of Communication Strategies

		Respuestas		Porcentaje de casos
		N	Porcentaje	
	Clarification Request	7	13.0%	77.8%
	Confirmation Request	6	7,4%%	44,4%
	Comprehension Check	7	13.0%	77.8%
	Retrieval	4	7.4%	44.4%
effectiveness	Circumlocution	7	13.0%	77.8%
	Use of fillers	4	7.4%	44.4%
	Prefabricated patterns	6	13.0.%	77,8%
	Non-Linguistic Signal	3	5.6%	33.3%
	Code-Switching	4	7.4%	44.4%
	Requesting help	6	11.1%	66.7%
Total		54	100.0%	600.0%

It is crucial to mention that the percentages stated for the use of communication strategies have relevance with the percentages based on their effectiveness. Namely, the types of strategies that are most used when performing oral tasks in the classroom such as clarification request and prefabricated patterns are considered as the most effective by students. On the contrary, confirmation request, non-linguistic signal and code switching which are the

strategies less used by the participants are considered as the less effective to convey messages in oral interactions.

The scheme above contains information based on the effectiveness of communication strategies. The numerical analysis states that seven out of nine students consider that clarification request; comprehension check, prefabricated patterns and circumlocution are the most effective strategies to develop their oral skills with a percentage of 13, 0 %. On the other hand, three out of nine learners point out that non-linguistic signal is the less effective strategy to convey their intended messages when communicating with others with a 5,6 %. Moreover, other types of strategies that students consider as less effective are confirmation request, retrieval, use of fillers and code- switching. See annex, graph # 3.

Percentages based on the Frequency of Communication Strategies

		Respuestas		Porcentaje de casos
		N	Porcentaje	
Freq	Clarification Request	2	6.5%	25.0%
	Confirmation Request	3	9.7%	37.5%
	Comprehension Check	3	9.7%	37.5%
	Retrieval	4	12.9%	50.0%
	Circumlocution	2	6.5%	25.0%
	Use of fillers	4	12.9%	50.0%
	Prefabricated patterns	6	19.4%	75.0%
	Non-Linguistic signal	2	6.5%	25.0%
	Code-switching	1	3.2%	12.5%
	Requesting help	4	12.9%	50.0%
Total		31	100.0%	387.5%

The scheme above contains numerical information that analyzes the use of communication strategies in terms of frequency. In other words, it states how often students make use of strategies in communicative situations. It was found that six out of nine students stated that prefabricated patterns is a strategy that they always use to communicate with each other in the classroom with a value of 19, 4 %. On the other hand, one out of nine students code switch into L1 (mother tongue) to transmit his message when communicating with others. It can be observed that code switching has the lowest value with a 3, 2 %. See annex, graph # 4.

Qualitative Analysis

The following section contains descriptive information gathered through the application of a teacher's interview, and two observation guides. The current analysis includes the main objectives of the gathering data techniques mentioned previously, the participants involved, the observed facts and information provided by the instructor. Furthermore, it intends to provide a documental analysis based on the results that were found.

The first gathering qualitative data technique consists in an interview that was applied to the teacher who is in charge of students from the third year of the English Major at UNAN-Managua. This research instrument was designed in order to analyze the way the instructor uses didactic materials to enhance oral communication in the classroom. It was found that teacher incorporates authentic and non-authentic didactic materials in language lessons. Some of the didactic materials that show the target culture and language are the articles from the text-book which are based on controversial topics that reflect daily life situations. Moreover, she uses videos which are focused on conversations where people produce the language that is used in the target context. On the other hand, she uses materials that are for grammar- based purposes such as the workbook and worksheets.

The teacher pointed out that she gets the materials from the resource center, English department and internet. She stated that most of the materials from the resource center are traditional materials. For that reason, she uses the internet as a source that provides a number of resources for communicative purposes. In addition, the instructor stated that the main purpose of authentic didactic materials is to provoke oral interaction in order that students practice the language they are learning. However, the objective of authentic materials is not only to foster oral interaction, but also to enable the learner to hear, read and produce the language as it used in the target culture.

Other aspect that was considered during the interview was the way didactic materials promote real language in the classroom. The instructor claimed that sometimes she tries to adapt the topics from the text book to contextual life, she provided an example related with a discussion about the risks and dangers of being a driver or pedestrian in Nicaragua.

Furthermore, it is important to point out that the incorporation of authentic materials in the classroom implies the use of complex vocabulary and sometimes the lack of such as knowledge

lead to learners to not produce the language. For that reason, sometimes it is necessary to contextualize certain topics to native situations. The teacher was also asked about the types of techniques that she uses to know her students' learning needs and goals and she answered that she just asks herself about her students' learning needs when preparing lessons. Nevertheless, instructors can identify their learners' needs and goals in a variety of ways. They can schedule one on one intake interviews with students, conduct weekly focus groups and discussions or administer written needs assessments surveys.

The interview gathered information that describes the way the teacher involves students in the process of choosing didactic materials. She stated that sometimes learners ask her to incorporate specific materials in class. Namely, students are the ones who provide the ideas and the instructor considers some of them depending on the time. However, one of the main strategies that teacher should consider when preparing authentic classroom materials is to encourage students to provide suggestions about their learning tools. When learners are involved in the process of selecting materials, they feel motivated towards the language learning process. Nevertheless, instructors should take into account factors such as the time, language functions to reinforce and the students' proficiency language level.

Finally, the instructor was asked about the types of activities that she asks learners to perform in order to produce the language by using the material that she provides them. Such as question was applied in order to know the way the teacher used didactic materials in the classroom. In other words, if she used the materials in authentic or traditional school based way. She claimed that students use articles about controversial topics from the text book to carry out discussions or she provides learners specific problems or dilemmas in order that they work in groups to reach a consensus. Such as finding is based on the function of authentic materials which is to help students to bridge the gap between the language used in the classroom and the one used in the real world. Besides that, the purpose of authentic materials often is determined by how instructors use them. A clear example of materials used in non-authentic way is the practice of dialogues in script samples that are often stilted, strange and funny due to the grammar demands.

The second gathering qualitative data technique is an observation guide. Such as observation was carried out in order to confirm or reject the information gathered through the application of the teacher's interview. The observed context was two periods of English class which last one hour with 26 minutes.

The first didactic material used by the instructor in the lesson was the text book. She used the text book in a varied way. She used the book to carry out grammar and communicative tasks. During the lesson review, the students checked some grammar exercises based on wishes. It was observed that the teacher just asked students to complete some sentences with the correct form of the verb in chorus while she could have organized learners in pairs in order that they practiced the target language when comparing their answers. In addition, the teacher made a review related with the use of conditionals. The students' task consisted in completing a number of statements with the appropriate type of conditional. In such as case, the teacher provided learners the key answers which means that students just corrected their mistakes passively while she could have elicited the answers from them without removing her help.

Talking about the use of the text book for communicative purposes, students were involved in two discussions activities based on a pair of articles. Just as the teacher explained during the interview, these texts are based on real life situations. A clear example of this was the topic of the first article which was based on the advantages and drawbacks of using social networks. It was evident that students were motivated to talk because of the relevance of the topic. The instructor made emphasis on such as aspect during the interview. She said that when learners are exposed to topics of their interest, they feel motivated to use the target language by expressing their thoughts and experiences.

On the other hand, the second text was focused on the risks of being a driver and pedestrian in big cities. It was observed that the teacher started the discussion by asking students some questions based on the content of the article. However, it was noticed that students were not participating actively. For that reason, the instructor decided to contextualize the topic by asking learners about the dangers that Nicaraguan drivers and pedestrian were exposed to.

After having discussed the topics mentioned previously, students listened to a news coverage about a famous place in the USA where poor people work hard collecting garbage.

Then, the teacher asked students some questions related with the aural text. It was observed that learners did not comprehend the recording because just three of them answered the questions. Nevertheless, it was interesting how the teacher encouraged learners to talk by making a comparison between the place described in the news coverage and La Chureca in Nicaragua.

Finally, students were given a worksheet with a number of hypothetical situations in order that they formed sentences using the conditionals orally. Learners were organized in pairs and they had to take turns to form sentences about imaginary situation using the conditionals. However, the purpose of this didactic material could have been different if the teacher had worked with dilemmas in order that students used the conditionals in a communicative way by reaching a consensus.

The last gathering qualitative data technique is an observation guide whose main objective is to estimate the teacher and students talking time during the development of the three stages of a language class. It is crucial to point out that this analysis includes qualitative and quantitative information. The qualitative analysis is based on findings such as the types of eliciting techniques that the instructor uses to increase the students' talk and the way learners are arranged in order that they interact with each other orally. On the contrary, the quantitative analysis is focused on estimating the talking time allotted by the teacher and pupils during each stage of the lesson to determine the students' role. Namely, if they are active participants or passive listeners.

It was found that there is a great amount of teacher talking time in the classroom. The term ***eliciting*** describes a range of techniques that instructors can apply in order that students produce the language by providing information based on thoughts, ideas, opinions and even experiences. Previous to the lesson, the teacher carried out a warm- up activity .This activity consisted in checking the students' understanding of the previous class.

The instructor elicited the students' background knowledge by asking them some questions related with a movie that students watched in the previous lesson. It was observed that just two students participated actively and the rest kept silent. However, this type of activity had

been successful if the teacher had introduced a picture narrating activity in which she could have used some scramble pictures showing the content of the movie in order that students ordered its sequence orally. The use of pictures could have been ways of having students remember the events in the movie.

During the presentation stage the teacher applied an eliciting grammar technique. She exemplified the use of conditionals by providing students a hypothetical situation. Then, learners were asked about the use of conditionals. It was found that just one student provided his ideas based on this grammar explanation activity. After that, they were involved in a grammar practice in which they had to complete a number of sentences with the correct type of conditional. However, it was observed that the instructor answered all the exercises by giving to pupils the key answers which means that students did not have the opportunity to use the language. Nevertheless, the teacher could have involved learners in a situational dialogue in order to create a kind of context through which they had understood the grammar rules regarding to the use of conditionals.

During the practice stage students were exposed to an aural text based on news coverage about a famous place in the USA where poor people work hard by collecting garbage. Then, students were asked to answer a number of questions related with the content of the news coverage. It was observed how the teacher made an analogy with a similar place in Nicaragua named ***La Chureca***. The function of such as comparison was to encourage learners to produce the language by sharing their personal opinions. Indeed, students showed an active participation during this discussion activity.

On the other hand, during the production stage learners were arranged in pairs in order to carry out an oral activity by using a worksheet. Such as didactic material was based on a number of hypothetical situations and the students task was to form sentences using the conditionals per each situation.

It was observed that pupils did not have the opportunity to talk enough because the time for this exercise was limited. However, just as it was pointed out in the analysis that describe the way the teacher used this didactic material, it is important to make emphasis in the use of

dilemmas as a relevant alternative that lead learners to produce the language by discussing possible solutions for specific problems.

Finally, this observation gathered numerical information based on the amount of the teacher and students' talking time during the development of two periods of the language class. Besides that, it also aimed to find out the types of classroom interactions. It is concluded that was more teacher taking time than students talking time during the lesson. The talking time allotted by the teacher was 47 minutes and 24 seconds while the total for the students talking time was 36 minutes and 39 seconds. See annex, graphs # 5 and 6.

Based on the distribution of the teacher and students' talking time according to the types of classroom interactions and lesson stages.

XIII. Conclusion

To conclude it is crucial to describe the results that were found based on the possible factors that hinder learners from producing the target language in the classroom. It was found that students are using communication learning strategies to express their intended messages or to struggle with comprehension problems during oral interactions. Nevertheless, the analysis of the information that was gathered through the application of the student`s survey determined that clarification request and prefabricated patterns are the strategies most used by pupils when performing oral tasks. In other words, when students face an oral comprehension problem in dialogs or poster presentations, they ask the teacher or classmates for a more simple explanation or they just ask them to the repeat the information again. Besides that, when learners are not able to transmit certain information, they use structures such as sentences, phrases or questions that are part of their background knowledge for survival. Such as stored information is known as prefabricated patterns which are used to transmit a similar meaning of the intended message.

On the other hand, it was found that confirmation request, non-linguistic signal and code- switching are the strategies less applied by students. Namely, students do not use to ask questions to confirm the message of received information. Moreover, they do not use gestures, facial expressions or imitations of sounds when having problems of self- expression. Likewise, non-linguistic signal, code- switching is a strategy which learners do not apply. When pupils do not know how to say a word in the target language to complete an idea, they do not translate the term to the mother tongue. In brief, learners are using specific methods to deal with comprehension and self- expression problems which do not require the use of the L2 and non-linguistic signals.

The use of didactic materials and the procedures to consider when incorporating authentic learning materials in lessons are factors that interfere with the development of the target language in the classroom. It was found that the instructor uses didactic materials in authentic and traditional school- based way. A clear example of this is the way the instructor

adapts certain topics of articles from the text book to contextual life in order to encourage pupils to talk.

Furthermore, it was found the use of didactic materials in non- authentic ways like was the case of the worksheet that was used to form sentences about imaginary situations using the learned types of conditionals. On the contrary, it was found that the instructor does not use any type of technique to know her students` learning needs and goals before introducing didactic materials in the teaching-learning process by stating in the interview that she just asks herself about her students` learning needs and possible goals. Besides, it was found that the instructor does not involve students in the process of choosing didactic materials by claiming that students are the ones who provide alternatives for the use of certain learning tools in the classroom.

Finally, it was found that the excessive use of teacher talking time in lessons and the lack of eliciting techniques are factors that affect the students' oral communication in the classroom. A clear example is the fact that the instructor used to provide pupils answers keys of grammar exercises while she could elicit the answer from them and gives her feedback. Moreover, the way students are arranged in the classroom is other factor that reduces their talking time like was the case when the instructor asked learners to check some grammar exercises in chorus while she could have organized them in pairs in order that they produce the language when comparing their answers. On the other hand, it was found that there is not a balance between the teacher and students` talking time. The results show the talking time allotted by the participants during the two periods of class. It is concluded that the instructor is the one who talks more in the classroom.

XIV. Recommendations

Speaking a language is specifically difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. For that reason, language instructors should |provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner- learner interaction. A possible way of stimulating learners to talk might be to provide them with extensive exposure to real language through the incorporation of didactic materials used in authentic ways. Likewise, teachers should give students opportunities to use the language as much as possible by applying techniques that maxim their talking time in the classroom. Moreover, instructors should inform learners about communicative strategies to raise their awareness about their own learning styles so that they can tailor their strategies to the requirements of learning tasks And also we have some recommendations for learners how to produce language successfully, they can look up their oral strategies that help them to reinforce the communicative aspects during classes, which link to their learning style, consequently it would be easier for them to grasp the language. They also should participate actively in class and especially in topics of their interest; therefore it will increase their motivation toward the language and also learn in a faster way. They should also look up vocabulary, slang terms and idiomatic expressions that aid them to perform better the conversation among peers and keep it fluent and accurate, they also ought to use the didactic material that the teacher provides, especially the authentic one, in order to practice and strengthen their communication skills by rehearsing the role-plays or dialogues that you see on the material with your partners in their free time. If they have contact with English teachers or North Americans, take advantage of their knowledge of the other question by asking questions and having conversations, hence you will learn more and more each day.

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XVI. ANNEXES

A) Instruments

National Autonomous University of Nicaragua

UNAN-Managua

Faculty of Education and Languages

Ruben Dario Campus

English Department

Student's Survey

Instrument # 1

Topic: Analysis of the factors that affect the oral communication of students of UNAN- Managua from third year, English Major, during the second semester of 2015.

bjective: To identify the types of communication strategies that students use in the classroom to develop their oral skills.

Case # ----------

I- General Information

1-Gender: a)Male b) Female

2- Age: ----------

II- Use of oral activities in the classroom

1- Which of the following oral activities do you practice in the classroom? Please, place a check (√) on the column next to the information provided to give your answer.

Oral activities	
• When the teacher covers the speaking stage, you usually:	
a) Practice some dialogs based on real situations.	
b) You perform some role-plays based on specific imaginary	

situations.	
c) You are given a topic of your interest to discuss it in groups.	
d) You are given a story, tale or novel to act it out.	
e) You are asked to present a topic of social interest with the help of pictures.	
f) You are asked to read a story, tale or novel in order to narrate it using your own words.	
g) You are given the beginning of a story or tale in order to complete it by following a sequence of events in groups.	
h) You look at illustrations or pictures in order to describe as many things as you can on it.	
i) You are given a picture or illustration showing a sequence of events in order that you narrate them.	
j) You are given two different pictures in order that you find and describe the differences between them.	

III- Use of Communication Strategies in the classroom to develop oral skills.

1- Which of the following communication strategies do you use when practicing the oral activities selected previously. Please, Mark with a check (√) next to the column that corresponds to their descriptions to provide your answer.

Communication Strategies to develop oral skills	**Description**	
a) Clarification Request	When I have comprehension problems in a dialog or debate, I ask my teacher or classmates for a more simple explanation or I just ask them to repeat the information again.	

b) Confirmation Request	To confirm if I understood the message of a conversation, I ask my teacher or classmates questions such as ***Do you mean? You mean…? You said…?***	
c) Comprehension Check	To confirm if my teacher or classmates understood my message, I ask them questions such as ***You know what I am saying? Do you understand what I mean?***	
d) Retrieval	When I am not sure about how to pronounce a word or form a sentence, I repeat this in my mind several times until I get the ideal way to express it.	
e) Circumlocution	When I do not know how to say a word in English, I just describe or exemplify their meaning using simple words.	
f) Use of fillers	When I am having a conversation and I do not know how to say a word or form a sentence, I use expressions such as ***well, you know, let say, actually*** to avoid pauses and keep the conversation open.	
g) Prefabricated Patterns	When I cannot express an opinion in English, I make use of phrases or sentences that I already known to transmit a similar meaning of the idea that I want to transmit.	

h) Non –Linguistic Signal	When I have problems with self- expression, I use mimes, gestures, facial expressions or I just imitate sounds to transmit my idea.	
i) Code-switching	When I do not know how to say a word in English to express a complete idea, I use to say that word in Spanish. Sample: I would like to reach my metas (***instead of goals)***	
j)Requesting help	When cannot express an idea, I ask for help by doing questions such as ***How can I put it in English?*** ***What you call them?*** ***I don't know... how can I put the word?***	

IV- Effectiveness of communication strategies to develop oral skills

1- How effective do you consider the following communication strategies in the development of your oral skills? Please, place a check (√) on the appropriate level of effectiveness to give your answer.

Communication trategies	**Description**	**Very Effective**	**Effective**	**Less Effective**	**Ineffective**
a)Clarification Request	When I have comprehension problems in a dialog or debate, I ask my teacher or classmates for a more simple explanation or I just ask them to repeat the information again.				

b)Confirmation Request	To confirm if I understood the message of a conversation, I ask my teacher or classmates questions such as ***Do you mean? You mean…? You said…?***				
c)Comprehension Check	To confirm if my teacher or classmates understood my message, I ask them questions such as ***You know what I am saying? Do you understand what I mean?***				
)Retrieval	When I am not sure about how to pronounce a word or form a sentence, I repeat this in my mind several times until I get the ideal way to express it.				
e) Circumlocution	When I do not know how to say a word in English, I just describe or exemplify their meaning using simple words.				
f) Use of fillers	When I am having a conversation and I do not know how to say a word or form a sentence, I use expressions such as ***well, you know, let say, actually*** to avoid pauses and keep the				

	conversation open.				
g) Prefabricated Patterns	When I cannot express an opinion in English, I make use of phrases or sentences that I already known to transmit a similar meaning of the idea that I want to transmit.				
Communication Strategies	**Description**	**Very Effective**	**Effective**	**Less Effective**	**Ineffective**
h) Non –Linguistic Signal	When I have problems with self- expression, I use mimes, gestures, facial expressions or I just imitate sounds to transmit my idea.				
i) Code-switching	When I do not know how to say a word in English to express a complete idea, I use to say that word in Spanish. Sample: I would like to reach my metas (***instead of goals)***				
j)Requesting help	When cannot express an idea, I ask for help by doing questions such as ***How can I put it in English?*** ***What you call them?***				

V- Frequency based on the use of communication strategies to develop oral skills

1- How often do you use the following commnication strategies? Please, Mark with an (X) on the frequency that corresponds to your answer.

Communication trategies	**Description**	**Always**	**Very often**	**Usually**	**Rarely**	**Never**
a)Clarification Request	When I have comprehension problems in a dialog or debate, I ask my teacher or classmates for a more simple explanation or I just ask them to repeat the information again.					
b)Confirmation Request	To confirm if I understood the message of a conversation, I ask my teacher or classmates questions such as ***Do you mean? You mean…? You said…?***					
c)Comprehension Check	To confirm if my teacher or classmates understood my message, I ask them questions such as ***You know what I am saying? Do you understand what I mean?***					
Communication trategies	**Description**	**Always**	**Very often**	**Usually**	**Rarely**	**Never**

d) Retrieval	When I am not sure about how to pronounce a word or form a sentence, I repeat this in my mind several times until I get the ideal way to express it.					
e) Circumlocution	When I do not know how to say a word in English, I just describe or exemplify their meaning using simple words.					
f) Use of fillers	When I am having a conversation and I do not know how to say a word or form a sentence, I use expressions such as ***well, you know, let say, actually*** to avoid pauses andkeep the conversation open.					
g) Prefabricated Patterns	When I cannot express an opinion in English, I make use of phrases or sentences that I already known to transmit a similar meaning of the idea that I want to transmit.					
h) Non – Linguistic Signal	When I have problems with self- expression, I use mimes, gestures, facial expressions or I just imitate sounds to transmit my idea.					
	When I do not know how to say a word in					

i) Code-switching	English to express a complete idea, I use to say that word in Spanish. Sample: I would like to reach my metas (***instead of goals)***					
j)Requesting help	When cannot express an idea, I ask for help by doing questions such as ***How can I put it in English?*** ***What you call them?*** ***I don't know... how can I put the word?***					

National Autonomous University of Nicaragua

UNAN-Managua

Ruben Dario Campus

Faculty of Education and Languages

English Department

Teacher's Interview

Instrument # 2

Topic: Analysis of the factors that affect the oral communication of students of UNAN- Managua from third year, English Major, during the second semester of 2015.

Objective: To analyze the way the instructor uses the didactic material to enhance oral communication in the classroom.

General information

Teacher's name: _____
Academic level: _____
Interviewer`s name: _____
Date: _____

I- Authenticity of the Didactic Material

Answer the following questions

1. What kind of didactic material do you use in the classroom when teaching English?
2. Where do you get the didactic material you use in the classroom?
3. What is the main purpose of using the didactic material mentioned before in oral communication?
4. To what extent students have developed their speaking skill when using those materials?
5. In what way does the didactic material you use promote real language in the classroom?

II- Use of didactic material to enhance oral communication in the classroom

6. What do you do in order to know your students' learning needs before to use any didactic material?

7. When designing your didactic materials which of the following aspects do you consider?

Aspects to consider	
1. What do I want my students to learn from this activity and why?	
2. Are most learners in my class ready to learn this aspect of the language?	
3. What topic is of interest to my learners?	
4. Is this material appropriate to the students' language level?	
5. How can I create the conditions for learners to promote their language proficiency?	
6. It is this material of interest to my students according to their needs?	
7. What is precisely I want students to learn from these materials?	

8. In what way do you involve students in the process of choosing didactic material?

9. What kinds of activities do you ask learners to perform in order to produce the language using the material that you provide them?

National Autonomous University of Nicaragua

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Faculty of Education and Languages

English Department

Observation Guide

Instrument # 3

Topic: Analysis of the factors that affect the oral communication of students

of UNAN- Managua from third year, English Major, during the second semester of 2015.

Objective: To analyse the way the teacher uses the didactic material to enhance oral communication in

Classroom.

Teacher's Name: ----------

Signature: ----------

Academic Year: ----------

Shift: ----------

Number of Students: ----------

Time Allotted: ----------

Observer's Name:----------

Instructions: You will see examples of Didactic Materials presented by teacher during the development

Of the oral communication stage. Take into account the following aspects in order to

Perform a detailed observation based on the use of didactic material in the classroom:

Describe the material in as much detail as possible.

Describe the type of activity that goes with them.

Notice how the teacher uses the material (if the material is usedin authentic way ortraditional school-based way).

Notice the age and proficiency level of students.

Look for behaviours that tell you whether or not this activity is a good match for these students.

Look for behaviours that tell you whether or not students are enjoying this activity.

	Materials	**Description**	**Topic/Activity** **(How the teacher uses the material)**	**Language** **Function**	**Students' age and Language proficiency Level**	**Students' Behaviours**
A)						
B)						
C)						

D)						
E)						
F)						

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English Department

Observation guide

Instrument # 4

Topic: Analysis of the factors that affect the oral communication of students of UNAN- Managua from third year, English Major, during the second semester of 2015.

Objective: To estimate the teacher and students talking time during the development of the language class.

General Information

Teacher's Name: ----------
Signature: ----------
Level: ----------
Observer's Name: ----------
Date: ----------
Allotted time: ----------

Instructions

You will observe the development of oral communication in two periods of English class.
Consider the following aspects based on the different types of classroom interaction and the time allotted for each of them in order to carry out a detailed observation.

1) Describe the type of activity the teacher introduces during the oral communication stage (what students are expected to do)
2) Describe how the teacher introduces the oral activity:
    - If she keeps the instructions clear and simple.
    - How she checks the students' understanding.
    - How much time she spends when giving the instructions for the activity.
3) Look for the types of grouping arrangements that the instructor uses to foster the students' talk.
4) Describe the types of strategies or techniques that teacher uses to maxims the students' taking time.
5) Estimate the taking time allotted by the teacher and students during each stage of the activity in order to determine the students' role(if it is of participants or listeners)
6) Do not hesitate to write any additional comment based on the observation.

Class Introduction	Practice	Activity	Eliciting techniques
Allotted Time			

Comments:_____

_____

_____

		Stage 1 Warm –up	Stage 2 presentation	Stage 3 practice	Stage 4 production	Total
Teacher taking time						
Students talking time	**Individual talk**					
	Pair work					
	Group work					
	Chorus					
	silence					

Qualitative Analysis

Objective	Gathering Data Technique	Gathered Information	Documental Analysis
➢ To analyze the way the instructor uses the didactic material to enhance oral communication in the classroom.	Teacher's Interview	• **Types of didactic materials to prepare the lessons** -The Text Book and the resources it provides such as videos, pictures and controversial topics. -CD Player - Work book -Videos based on real contexts and language • **Sources of Didactic Materials** -Resource Center -English Department -Internet • **Main Purpose of Didactic Materials in oral communication** -To provoke oral interaction in order that students practice the	-The teacher uses Authentic Materials such as articles about controversial topics based on real situations, videos showing the target culture and language. -She also uses Non-Authentic Materials for grammar- based purposes such as the workbook. -The teacher pointed out that most of the materials from the Resource Center and English Department are designed for grammar- based purposes. On the other hand, she stated that the internet provides a number of materials for communicative purposes.

➢ To analyze the way the instructor uses the didactic material to enhance oral communication in the classroom.	Teacher's Interview	language they are learning. • **Development of Students' Language Proficiency based on the use of didactic materials** -Students feel motivated to talk when they watch a video that illustrates real situations, includes real language based on interesting topics. -In the case of recordings, when learners listen to contents of their interest, they use to participate actively in class. • **How Didactic Materials promote real language in the classroom** -Sometimes the teacher tries to adapt the topics in the text books to contextual life. For instance: By carrying out a discussion about the risks and dangers of being a driver or pedestrian in Nicaragua. • **Types of techniques**	-Authentic Materials should enable the learner to hear, read and produce the language as it used in the target culture. -One of the main characteristic of Authentic Materials is that these increase the students' motivation towards the language learning. - The incorporation of Authentic Materials in the classroom implies the use of complex vocabulary and sometimes the lack of such as knowledge lead to learners to not produce the language. Is for that reason, that sometimes it is important to contextualize certain topics to

		to know the students' learning needs and goals -The instructor just asks herself about her students' learning needs when preparing lessons. • **Aspects to consider before to incorporate didactic materials in the teaching-learning process** -Language Functions -Students' language proficiency level -Students' interests **(In some way)** -Students' learning needs -Activities (activities should be a good match for the types of didactic materials) • **How the instructor involves learners in the process of choosing didactic materials**	the native context. -The first step in using authentic material is to identify the students' learning needs and goals. Teachers can do this in a variety of ways: scheduling one on one intake interviews with students, conducting weekly focus groups and discussions, administering written needs assessment surveys, etc. -When designing Didactic Materials, it is crucial to take into account a number of aspects in order to promote the language learning. One of the main aspects to consider is to know the students' interests. If teachers are knowledgeable

		-Students ask the teacher to incorporate specific materials in class. **The participants are who provide the ideas** and the instructor considers some of them depending on the time. • **How the teacher uses the didactic material in the classroom** -Students use articles about controversial topics from the text book to carry out discussions. -The teacher provides learners specific problems or dilemmas in order that they reach a consensus.	about their learners' interests, they will adapt Authentic materials according to the main aspects of the language that students need to learn. -One of the main strategies that teachers should consider when preparing Authentic Classroom Materials is to encourage students to provide suggestions about their learning tools. When learners are involved in the process of selecting materials, they feel motivated towards the language learning process. On the contrary, it is important to take into account factors such as the time, Language Functions to reinforce and the students' Proficiency

Objective	**Gathering Data Technique**		Language level. -The function of Authentic Materials is to help students to bridge the gap between the language used in the classroom and the one used in the real world. In other words, the purpose of Authentic materials is to promote the use of language just as it is merely used in target contexts.
		GatheredInformation	-The purpose or function of Authentic Materials often will determine how instructors use them. Namely, in Traditional or Authentic Ways. A clear picture of materials used in non-authentic ways are the practice of dialogues or conversations in script samples that are often stilted, strange and funny due to the grammar demands.

			Documental Analysis
➢ To analyze the way the instructor uses the didactic material to enhance oral communication in the classroom	Observation Guide	• **Types of Didactic Materials used in the lesson** -Text book -Cd-Player -Worksheet based on hypothetical situations • **Types of activities according to the incorporated materials** **Text book:** -Grammar exercises based on wishes. -Grammar exercises about the use of conditionals. -Discussion based on an article about the advantages and disadvantages of social networks. -Discussion based on a short reading about the risks of being a driver and a pedestrian in big cities.	-A text book is considered a Non-Authentic Material when it is mainly used for grammar-based purposes. Besides that, Non-Authentic text books are those which are easy to find and understand since they are mostly established by the local curriculum developers and non-native English Teachers. -The first didactic material used by the teacher to the development of the lesson, was the text book.

		Cd-player: -Recording based on a news coverage about a famous place in the USA where poor people work hard by collecting garbage. **Worksheets:** -Use of hypothetical situations to practice the use of conditionals orally. • **Use of the Didactic Materials (Authentic Way/ Traditional School-based way)** -Students checked the grammar exercises in chorus. -The teacher provided students the key answers in order that they just checked the exercises. - Students discussed about the advantages and drawbacks of social networks. The teacher encouraged students to talk about their experiences when using Facebook, twitter, and WhatsApp. - Learners discussed about the risks of being a driver and pedestrian	Such as text book was written by Native speakers of the Target and language and most of their articles contains controversial and interesting real topics for communicative purposes. -The lesson was based on the review of the previous class whose main language function was to learn how to express wishes while the topic to learn was the use of conditionals. In such as case, the language function that students had to learn was to express regrets. -The instructor used the text book in a varied way. She used it for grammar and communicative purposes. In the case of the lesson review

		in big cities. The instructor encouraged students to talk about such a situation in our context (Nicaragua). -After learners listened to the news coverage, they started a discussion about its content. Besides, the teacher tried to make a comparison with a similar place in Nicaragua named La Chureca. -Students were given a number of hypothetical situations in order that they formed sentences using the conditionals orally. This activity was carried in pairs; students had to take turns to express an imaginary situation.	where students had to check the grammar exercises based on wishes, the teacher just asked students to complete some of the sentences with the correct form of the verb in chorus while she could have organized students in pairs in order to enhance oral communication between them. -During the second practice of grammar exercises about the use of conditionals, the instructor provided students most of the answers which means that they just corrected the mistakes passively. In such as case, the teacher could have elicited the answers from learners without removing her help during this stage (practice). -Talking about

			the use of the text book for communicative purposes, students were involved in two discussions activities based on a pair of articles from the text book. Just as teacher explained during the interview, these texts are based on real life everyday situations such as the dangers that drivers and pedestrians are exposed to and the life of poor people. -Because learners were reluctant to talk, the teacher decided to contextualize the content of the discussions. When the instructor applied this technique, the change was evident. Students began to participate actively. -Worksheets can be used for

			a variety of purposes. These are not just for grammar tasks. -Students were given a number of incomplete hypothetical situations. The learners' task was to complete such as situations according to the type of conditional. -The purpose of this didactic material could have been different if the teacher had worked with dilemmas in order that students used the conditionals in a communicative way.

Objetive	Gathering Data Technique	Documental Analysis based on gathered information
➢ To estimate the teacher and student talking time during the development of the language class.	Observation guide	• **Eliciting techniques that Teachers can use to maxim the learners' talking time in the classroom.** 1. Eliciting background knowledge and ideas 2. Make open-closed questions 3. Eliciting vocabulary 4. Eliciting grammar 5. Eliciting reading 6. Elicitingspeaking • **Functions of eliciting techniques** -The central purpose of using eliciting techniques is to increase the students' talking time in the classroom. Namely, students should reinforce their oral skills as much as possible in order to become proficient speakers of the target language. Some of the functions of eliciting techniques are: **1.** Enable the teacher to have learners providing information rather than giving it to them. **2.** To ask learners to come up with vocabulary language forms, grammar rules and brainstorming of ideas. • **Use of Eliciting Techniques during the development of the lesson.** 1. During the warm up process it was a checking understanding activity based on the previous class. The teacher elicited the students' background knowledge

		by asking them some questions about the previous lesson in which they watched a video. 2. During the presentation stage the eliciting grammar technique took place. The teacher exemplified the use of conditionals by creating a hypothetical situation. Then, she asked students some questions related with the use of conditionals. 3. During the practice stage, students were asked to respond some questions based on the use of conditionals orally. At the same time, they were asked to solve several grammar exercises. -Other activity that was carried out during this stage was the analysis of a news coverage about a famous place in the USA where poor people work hard by collecting garbage. Then, students were asked to respond a series of questions about the listening section. Finally, the instructor started a discussion by making an analogy with La Chureca in Nicaragua. 4. In the Production stage, an oral activity took place in which students had to work in pairs to talk about hypothetical situations using the grammar structure of the conditionals.

<table>
<tr><th>Objetive</th><th>Gathering Data Technique</th><th>GatheredInformation</th></tr>
<tr><td>➢ To analyze the way the instructor uses the didactic material to enhance oral communication in the classroom</td><td>Observation guide</td><td>Students Talking Time vs Teacher Talking Time.
Procedure to estimate the talking time in the classroom
TTT: 47 min, 24 seconds: (This time is divided between the Presentation, Practice and Production stages of the class.)

STT: 36 min, 39 seconds

Types of Interactions Allotted Time<table><tr><td>Individual Talk</td><td>18 min 13 seconds</td></tr><tr><td>Pairwork</td><td>12 min 23 seconds</td></tr><tr><td>Groupwork</td><td>0 min 0 seconds</td></tr><tr><td>Chorus</td><td>4 min 3 seconds</td></tr><tr><td>Silent</td><td>2 min 0 seconds</td></tr><tr><td></td><td>Total: 36 min 39 sc</td></tr></table></td></tr>
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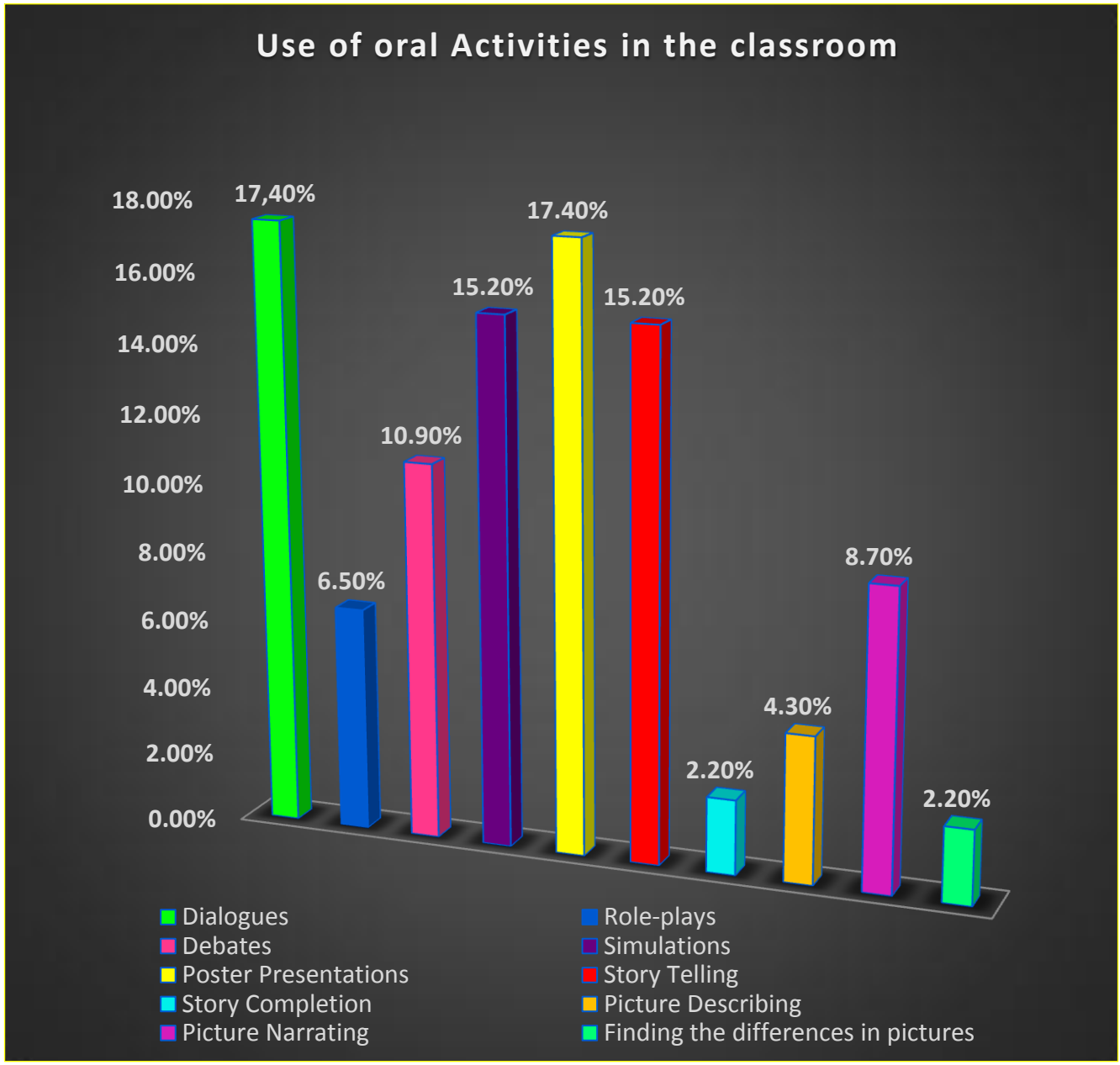
Graphs based on the application of the first gathering data technique

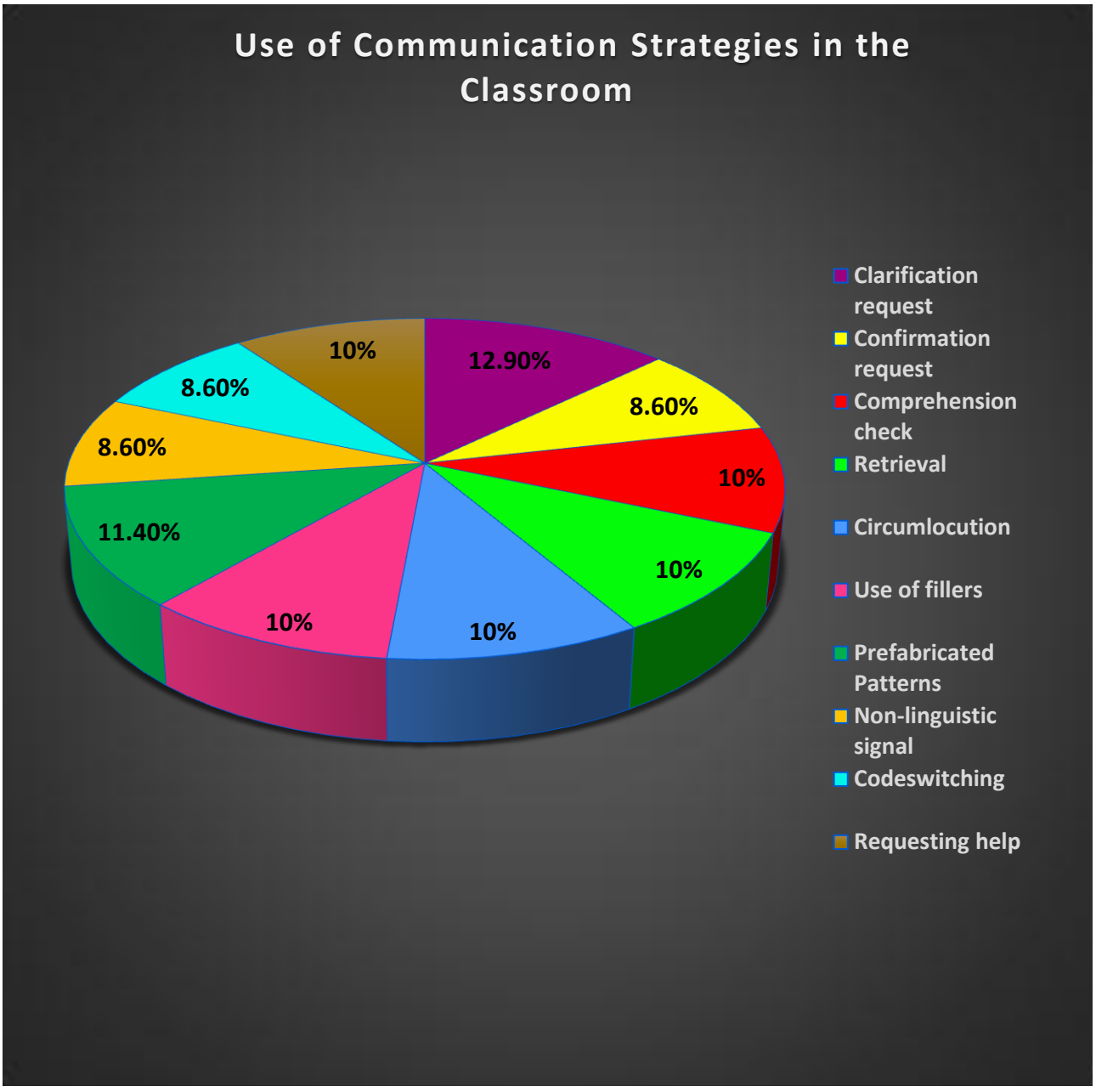
Students' survey

Objective: To describe the types of communication learning strategies that students use in the Classroom to develop their oral skills.

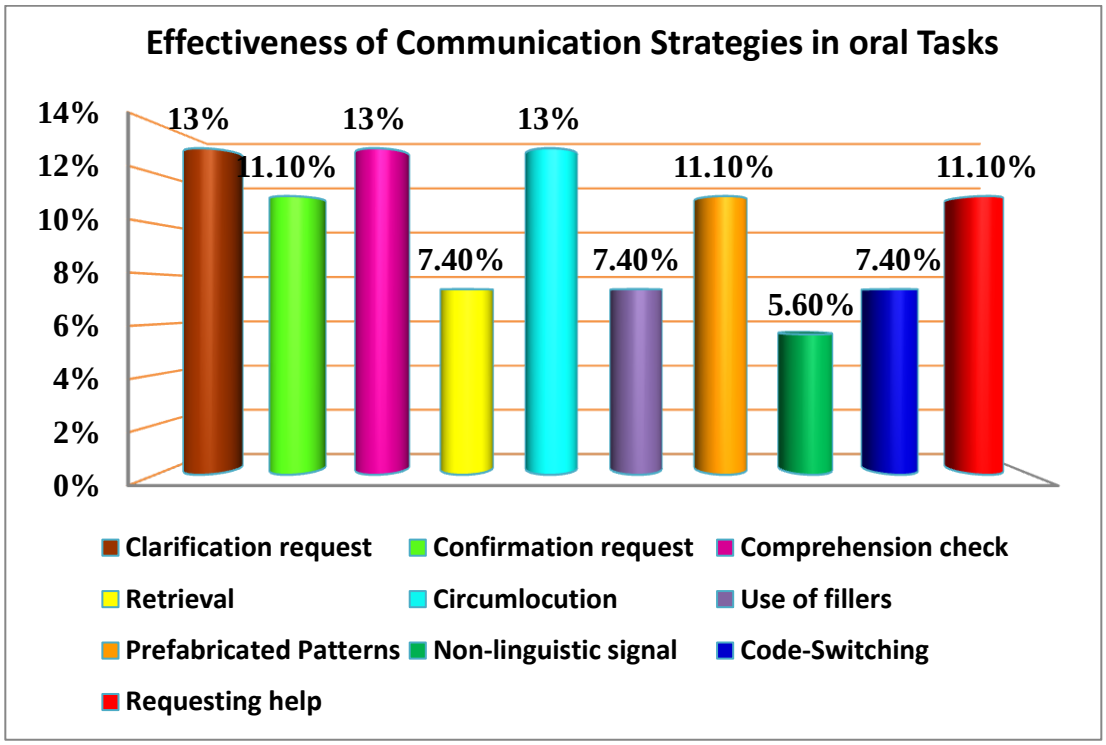
Graph # 1



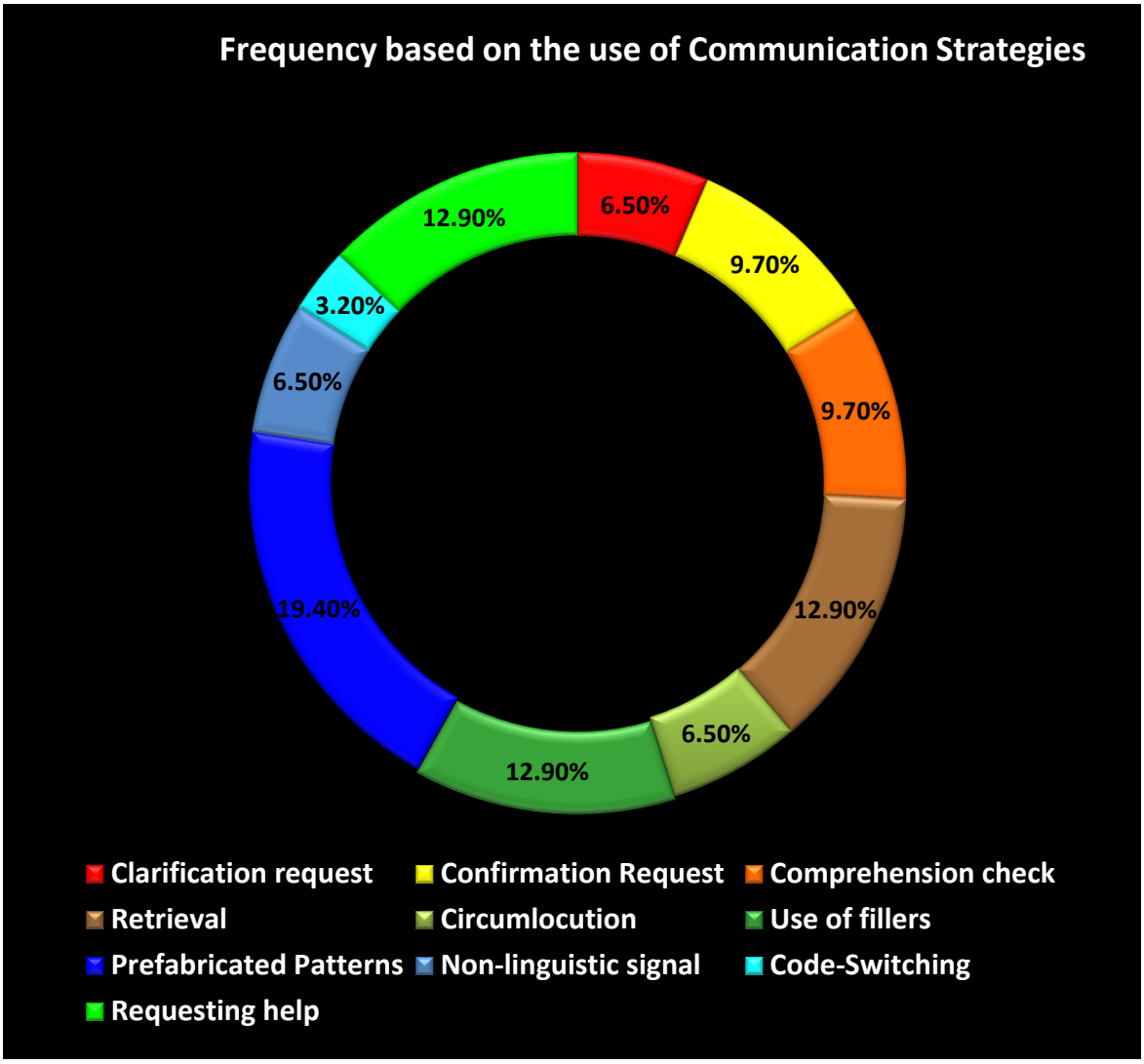
Graph # 2


Use of Communication Strategies in the Classroom
12.90%
8.60%
10%
10%
10%
10%
11.40%
8.60%
8.60%
10%
Clarification request
Confirmation request
Comprehension check
Retrieval
Circumlocution
Use of fillers
Prefabricated Patterns
Non-linguistic signal
Codeswitching
Requesting help

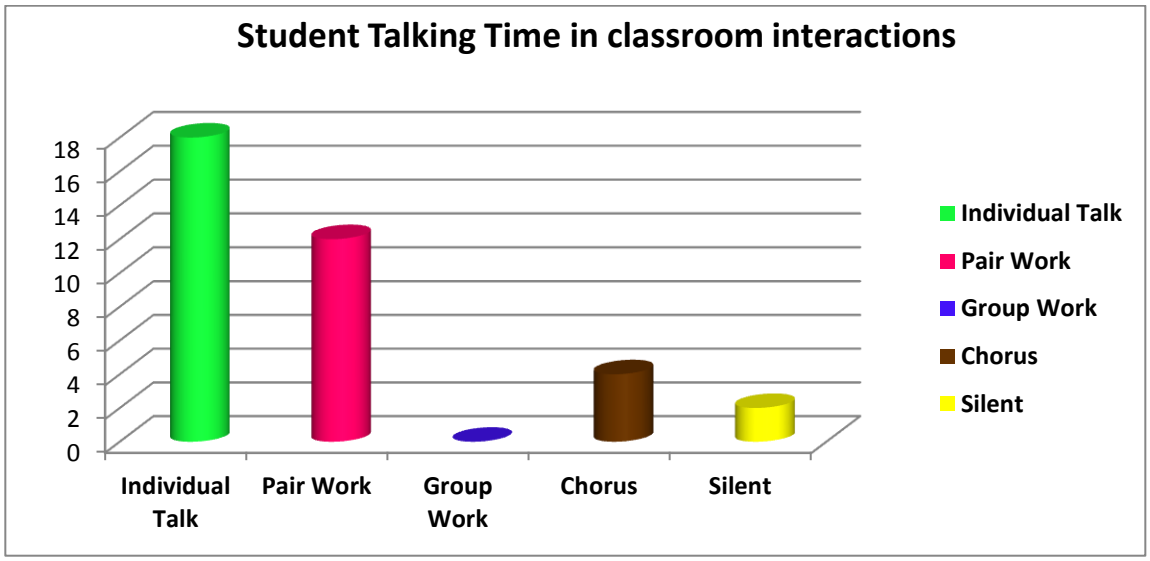
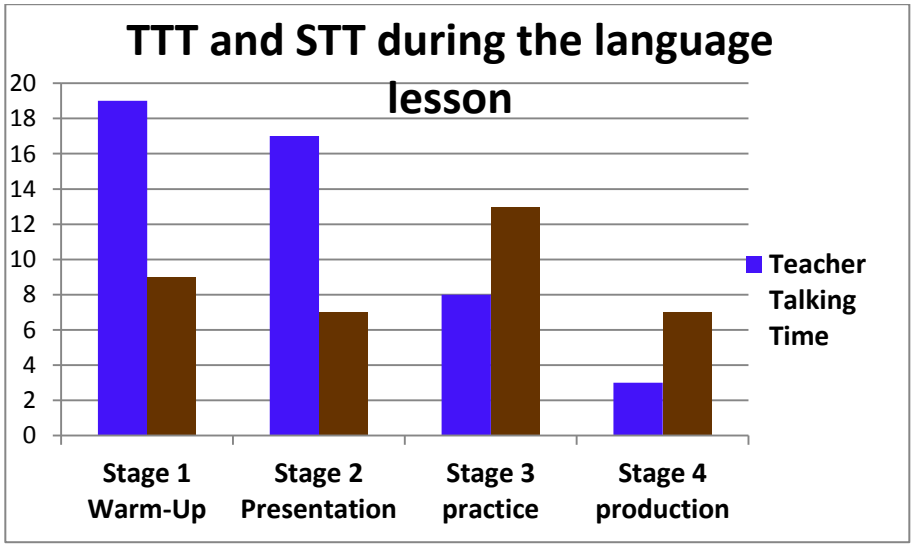
Graph # 3


Effectiveness of Communication Strategies in oral Tasks
14%
12%
10%
8%
6%
4%
2%
0%
13%
11.10%
13%
7.40%
13%
7.40%
11.10%
5.60%
7.40%
11.10%
Clarification request
Confirmation request
Comprehension check
Retrieval
Circumlocution
Use of fillers
Prefabricated Patterns
Non-linguistic signal
Code-Switching
Requesting help

Graph # 4


Frequency based on the use of Communication Strategies
6.50%
9.70%
9.70%
12.90%
6.50%
12.90%
19.40%
6.50%
3.20%
12.90%
Clarification request
Confirmation Request
Comprehension check
Retrieval
Circumlocution
Use of fillers
Prefabricated Patterns
Non-linguistic signal
Code-Switching
Requesting help

Graph 5



Graph # 6