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Theme

Analysis of factors that affect the oral communication of Students from the third-year afternoon shift, at the Miguel de Cervantes High School, in Managua during the second semester 2017

Graduation Seminar

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ABSTRACT

This research is about to identify the factor that influence the development of oral communication in students from the third-year afternoon shift, at the Miguel de Cervantes High School during the first semester of 2017. The population collect data was 36 students but, of 9th grade gender was 50% female and 50% male the instrument that we use to collect information was teacher interview student's survey and observation class, we observed the English class four times in two weeks and we confirmed in the interviews conducted by the teacher and the surveys apply to the students. The importance of this research is to describe the different communication strategies that students use in the classroom to improve their oral skills and analyze the way how the teacher uses the didactic material to improve oral communication also, to identify the factors that influence participant's involvement in oral activities inside the classroom. After we applied teacher interview he said to practice in the classroom to achieve the oral communication in the students, he uses such as: videos, tape recordings, role plays and help the students to feel motivated through introducing new strategies that they can uses in real situation because the teacher does not have the purpose didactic material according the teacher interview, he said that the MINED not give the purpose material, what he has to do is adequate according the of students needs, sometimes he has to look search in the website to download sources to apply in the classroom .The lack of interest of students do not help much the development, also the time is not enough to cover all the activities so, not all of them can participate in the oral activities beside that some of students are shy, they are afraid to make mistakes in front of the classmates.

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I.   Introduction

English is considered the most important global language. There are thousands of languages in this world." Language has made possible man's progress from animality to civilization". Aldous Huxley (1958, p.167). He effectively summarized the importance of language in humans 'lives. It is through language that we are civilized.

Oral communication is essential for the successful future career of students. In a competitive world, communication skills are a crucial part of foreign language which we can share our ideas and thoughts with other people, and this skill demonstrates the level of English that students have when they implemented the foreign language. When the oral communication is effective, both the student and the teacher benefit. Communication makes learning easier, helps students achieve goals, increases opportunities for expanded learning, strengthens the connection between student and teacher, and create confident between them.

Throughout this research we collect information about the factors that affect the oral communication in students of 9th grade from Miguel de Cervantes high school. We collect data through different instruments, such as: observation guide, interviews conducted to the teacher and student's surveys that make possible obtain all the information in this paper as a background, previous studies, Justification, problem research we identified the problem and a student needs and the use of strategies, didactic material, and the main factors that influence the oral activities.

Through the information obtained we analyzed the factors that affect the participants involvement of the students as a limited of sources, due to the lack of time in student's interest. The commitment of educational institutions to promote good teaching materials to the student is a challenge that in the long or short term will benefit the student's in their development of oral communication skills.

II. Background

This researched is based on the strategies, methodology in oral communication skills. Moreover it will analyze the different communication strategies, didactic material and the participants' involvement and factors that affect the oral communication in students at the Institute Miguel de Cervantes, probably this problem lies mainly, in the lack of commitment from the Ministery of Education(MINED) to motivate the student through a good didactic material to find more active strategies and so on, the student achieves their goals without fears and to express themselves with confidence, and avoiding mistakes, and they learn to improve the language. teachers play a very important role in the performance of this knowledge because they encourage the student in his success of the development of oral communication.

Many researches have been conducted through specific areas of speaking skill: strategies for developing in oral communication skill. There are some difficulties in the teaching process of oral communication and the end of this research we will give some recommendations to achieve the goal to improve the strategies and to give more opportunities to students and increase the level of learner. "The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot." Jeremy Harmer (The practice of English Language Teaching.p. 269)

II.   **Previous Studies**

There are some studies regarding 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.

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 AlirezaJamshidnejad 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 most 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.

Other research about 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. 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.

IV. Justification

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. To study English as a second language is very difficult for most students, since, they are **Second Language Learners** and it is a new language. During the major, they must learn four main skills, such as: Listening, Speaking, Writing, and Reading. Besides, these four abilities they also must learn the sub-skills each, for example: Fluency that is a sub-skill of speaking and one in which unfortunately almost all students have problem.

This project is based on the main weaknesses that students from the third year of High School at Miguel de Cervantes Institute evidence in the development of oral communication. In other words, it is focused on the main factors that interfere 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.

Education specialists point to the need for "self-taught" students, who can complement language learning beyond the lesson within the classroom, which should be a government policy the need to speak and understand the language. The bilingual educational plans do not fulfill the expectations for the good teaching of the English language in the secondary education, thus, for the student can speak English, he needs to learn it from the elementary school and in this way, fulfill the expectations of learning of the language.

This project will give us the ideas about which are the students and teachers needs or what the problems are. First, 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. Second, it will increase the teachers' awareness about the importance of using didactic materials in authentic ways by considering many aspects when designing and applying those teaching resources in oral communication activities and improving the student's skills on the ability of communicating.

V. Problem

➢ Factors that affect the developing of students' oral communication in the classroom.

Topic

➢ Analysis of the factors that affect the oral communication of students from the third-year afternoon shift, at the Miguel de Cervantes High School during the first semester 2017

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VI. Objectives

General Objective

1. To identify the factors that influences the development of oral communication in Students from the third-year afternoon shift, at the Miguel de Cervantes High School during the first semester of 2017.

Specific Objective

1. To describe the different communication strategies that Students use in the classroom to improve their oral skills.

2. To analyze the way how the teacher uses the didactic material to improve oral communication.

3. To identify the main factors that influence participants' involvement in oral activities inside the classroom.

VII. Research Matrix

Specific objective	Variables	Operational Concepts	Indicators	Information source	Techniques
1) To describe the communication strategies that students use in the classroom to improve their oral skills.	Communication strategies that students use in the classroom to develop their oral skills	The different Methods/plans that help the students to improve or success the communication in a classroom	➢ Speech ➢ Discussion ➢ Dialogues ➢ Recitation ➢ Debates ➢ Others	-Students -Teacher -Class	-survey -Interview Observation
2) To analyze the way how the teacher uses the didactic material to improve the communication in the classroom	The ways that the teacher uses the didactic material to enhance oral communication in the classroom	The different methods and techniques that teacher uses to facilitate or transmit an efficient knowledge to have good results	➢ Didactic materials used in the classroom. ➢ Visual Aids ➢ Wall charts and posters ➢ Videos ➢ Task	-Students -Teacher	-Survey -interview

3) To identify the main factors that influence participants' involvement in oral activities Inside the classroom	Main factor that influence the students to participate in oral activities in the classroom	Teaching foreign language, and the type of material used to motivate the student's participation	➤ Motivation ➤ Participation ➤ Environment	-students -teacher - class	-survey -interview -observation

VIII. Research Question

1- What are the strategies to improve the communication oral skills?

2- What are the didactic materials that the teacher uses to enhance oral communication?

3- What are the main factors that influence participant's involvement in oral activities?

Oral communication has always been a difficult task English is considered the international language because it is spoken in many countries of the world. It is used for communication with different purposes, among others: cultural, economic, political, scientific, etc. The English language seen as a foreign language has to do with the communication between native speakers or not.

A language has two forms of communication, the written form and the spoken form. Both with their own characteristics in any communicative processfor those who try to communicative verbally due to different aspects to take into account in the development of language skills, such as: The correct use of grammar, coherence, the content of those who wants to communicate the pronunciation, the intonation when speaking, the appropriate vocabulary to use, etc. In addition, most of the time people who communicate in a foreign language are afraid to communicate their ideas in front of other people, for fear or failure. For this reason, adequate motivation in the English language classes is of vital importance in order to achieve satisfactory results in development of oral skills.

Students of a second language, should not only learn grammar or vocabulary, but their main objective should be communicative and for that it is essential to speak, something that for many students is not simple or comfortable. Oral skills should be worked in class. It is the teacher's responsibility that the classroom become a place where communication is the basis of learning. The reality is that many teachers still understand and develop their class as a one-way process in which the teacher is the one who most communicate and the student receive the message and thus, will hardly be encourage and improved oral expression. We must not forget that talking is learned by speaking.

9.1 DIDACTIC MATERIAL

According to Jack C. Richards (communicative language teaching today, 2006) it requires a communicative competence, which is a good concept to achieve student's participation and to leave the conventional models of grammar and only repetitions of words. There are factors

that affect the oral communication in the classroom. The lack of authentic material to use in the classroom to improve oral communication.

But authenticity has other dimensions and we must also look for it in the type of goals that we propose, in the context of teaching and learning, in the texts we use and in the tasks, we offer. In NUNAN's opinion, it is also important that the student be aware of and accept the authenticity of the learning activities offered. In the same way, the authenticity of the materials and resources should awaken the interest of the student and should connect with their knowledge and previous experiences to be more significant.

However, we must not lose sight of the fact that the student does not always have enough English' level to face with certain authentic tasks, which is why the students gets bored and gives up. To avoid them it is convenient to make comprehensible the oral and / or written input, adapt it to the level of difficulty of the language to the real possibilities of the student. That's why Maley (1986: 93) talks about authentic and affordable texts for learners.

Nunan David defines the authenticity of the materials in the following terms (1985: 38)

"Authentic material is usually defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video, clips, recordings of authentic interactions, extracts from televisions, radio and newspaper, signs, maps and charts, photographs and pictures, timetables and schedules.

Students need to be able to communicate confidently and appropriately in the classroom; they need to learn how to interact productively in class discussion. There is low participation due to lack of motivation for not having the correct didactic material to improve their oral communication, they are afraid to make mistakes, and did not interact spontaneously and the presence of the teacher. They need to practice the mother tongue in the target language (Tuan and Maii, 2015). According to Dell Hymes (1972),

all people have not only the ability to speak but also the ability to communicate. Equally, the communicative competence refers to the linguistic knowledge necessary for a speaker to interact and communicate effectively in each situation.

Spoken language production is often considered one of the most difficult aspects of language learning (Brown& Yule, 1983) we find students with different problems of express

themselves. The speakers need communicative competence which includes not only linguistics competence but also a range of other sociolinguistics and conversational skills which help to students how to say what to whom and when. Johnson (1995) claims that the second language students need communicate competence to participate in and learn from their classroom experience, Nunan (1999).

Oral communication skills are fundamental to the development of literacy and essential and learning. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings and opinions. (Ontario Curriculum for language)

By teaching oral communication skills, students should learn:

- To listen, understand and respond to students and teachers in class/ group discussions about concepts and points of view.
- To develop the skills to interact and behave appropriately while communicating with others.
- To be able to communicate clearly using a wide range of vocabulary that is appropriate for the setting and to whom they are speaking to.
- To be able to identify and communicate various meanings of words through tone, speed and pitch.

9.2 TEACHING STRATEGIES IN ORAL COMMUNICATION

Teaching strategies are the different decisions that the teacher makes (consciously or unconsciously) to help the students to his skillfully. According to (Klinghammer&Opp-Beckman, 2006) " astrategy is a stool plan, or method used for accomplishing a task" there are some techniques that the teacher can use to develop speaking skill. All of them should encourage communicating in a way learner have real life situations and meaningful task. There several speaking strategies that can be develop in a classroom to enhance foreign language speaking fluency in students. (Tewksbury, 2008)

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language.

Communicative Language Teaching (CLT), this theory defines that CLT attempts to communicate activities may be encouraged from the very beginning. (Brumfit,1979) Trough this method the student is expected to interact with others. (Harmer, How to teach English, An introduction to Practice of English Language Teaching, 1998)

The importance of teaching materials in the classroom to improve the oral communication skills, according to Richards(2006) it is taking into account in the communicative language teaching methods. These principles are:

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- Effective classroom learning task and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchange.
- Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.
- Communication is a holistic process that often calls upon the use of several language skills or modalities.
- Successful language learning involves the use of effective learning and communication strategies.
- The role of a teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

9.3 Participants' involvement in oral activities inside the classroom.

Oral communication is a skill that involve the development of communicative competence. This is usually one of the more complex because the speaker in a very short space of time. Students think about to say. How to say it, say it clearly and without making grammatical or

pronunciation mistakes. In addition, one of the difficulties it is necessary, not only to know the language as a code but pragmatic use, depending on the communicative situation.

According to Brown (1994) and Richards (2008), some of the linguistics difficulties presented by students during an act communicative are:

Speaking at a slow pace, making many pauses, employing too many tricks, delaying in organizing ideas, expressing sentences incomplete, unite ideas in an organizing and coherent way, make mistakes regular grammar, lack the vocabulary communicating, not using reduced forms of language such as contractions, elicitation and syllabic reductions, and not correctly pronouncing words with adequate intonation. Richards (2008) presents some of the possible external reasons which affect the learning oral production, it is related to our research problem:

-Little emphasis on oral production in curriculum and assessment.

-Class conditions do not favor oral activities.

-Class size makes it difficult for students to participate and practice.

-Teachers face difficult in getting students interested in activities and use the foreign language.

-Limited opportunities to practice outside the classroom.

-Lack of didactic material suitable for practicing oral communication.
The communication also involves, among other factors, the expression and intention that the speaker has when sending his message. So, that the learning of oral production involves handling both grammatical rules, morphological, and phonological. There are generally two approaches to evaluating oral production. The first of them is the development the fluidity and the second the precision. Fluency refer to the ability of the speaker to expressed and understood in an understandable and reasonable manner without giving relevance to the correct use of the grammar or the pronunciation. Accuracy, on the other hand, focuses in the correct and accurate use of the linguistics aspects. The fluidity-focused approach is based on two fundamental criteria (Krashen and Terrel,1983). The first perceives communication as

the key develop oral production. The second states that the student must receive few corrections unless their performance hinders communication.

In this approach, grammatical errors are not important especially when the students is in the first levels of learning language. According to Ebsworth (1998) asserts that when too much emphasis on correcting grammatical errors, the acquisition and natural development of oral production.

The precision-oriented approach is more interested in using correct grammar, therefore, the repetitive practice of structures is inevitable in language learning. However, with the passage of the time this has been revalued by new theories that reject this assumption. (Stern, 1991)

The goal of the development of oral communication is to make the students be able to express themselves when they need it and wants it, to do it in an appropriate and capable of interacting orally during a practice communicative. It is therefore necessary to consider both approaches, not as isolated indicators, but as a vital component of successful oral communication.

It is necessary to develop confidence in the students to encourage them to participate actively in the constant oral interaction required to develop the communicative competence. Hadaway, vardell and Young (2001) point out the need to create a comfortable learning environment in the English classroom . the importance should be given to improving oral production skills through an effective syllabus that involvesoral design. This will facilitate the promotion of communication skills of English students to use the language in real contexts and situations. The exploration and application of various strategies for the development of oral skill by the English teacher help to students to communicative in the language more naturally.

To develop the oral student's communication, it is necessary to identify which would help to make learning an active process, a developer, an emotional experience and not just a question of linguistic knowledge. Dudley E (2004). Students should be aware of their individual differences, their particular way of learning in communicative interaction with other students. The fear of speaking in front of the class is another obstacle that many students face when expressing themselves in a foreign language and this aspect must be treated with affection and support, offering the student security and appreciating the effort they carry out each time face an oral communication activity. If in the classroom the teacher does not create a climate

of confidence in which to make mistakes is something necessary and valued, but rather focuses on grammatical corrections, the students will never feel the freedom to be able to express himself fluently. Teachers must be able to empathize and increase their confidence, and let them that nothing is happening, that the most relevant is to communicate and to improve in the process.

"To increased class time and early learning would give students more exposure to the language" Kettemann (1997:36) Due to the school's politics the lack of authentic didactic material, the students need to have the necessary tools to improve the oral communication in the classroom. Without the necessary material, we can find another factor that the students don't have as improve their abilities in a correct way. Materials will be consider anything which is used to help language learning(Tomlinson,2013) Educators need to understand the potential role in helping students to develop the interest in practice the oral communication (Hidi& Anderson, 2000) they could make a significant contribution to motivate to students to increase the proficiency in oral communication.

According to Maslow, the human needs are classified in various categories, they are physiological, security, affiliation, estimation and self-realization and express that the human being must satisfy them all specially to communicate orally. In this case related to how focused on the oral communication in the classroom, we need to create good strategies, real authentic material, implemented by the teachers to encourage the self-confidence and the educational institutions together with the government must go hand in hand to solve the problem in different schools that don't have the support and interest in the methodologies implemented in their politics. The teaching of language and its efficiency depends on the ability to understand the methodology being used and the effects that this can cause with students and their needs. On the other hand, it is necessary to guide the students to seek his own growth as students of the language and its own opportunities, which be aware of their responsibility in this training process and develop autonomy, because it will be them who will receive the benefits of the learning of oral communication.

9.4 The communicative language teaching (CLT)

CLT, is not a method but an approach, it is transcended the limits of concrete methods, as the same time techniques. The theoretical position on the nature of language and on teaching and learning. CLT, aims to make communicative competence, the goal in the language teaching

by providing attention that involve in any type of interaction or transaction. (Richards and Rogers, 2001)

We can follow the most relevant aspects:

- The students learn a language by using to communicate.
- Authentic and meaningful communication should be the goal of class activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of the different skills of the language.
- It focuses on all the components of communicative competence, not only in grammatical or linguistics competence.
- The meninges primordial.
- Use language in improvised or spontaneous contexts.
- Dialogues are used as a learning technique, they focus on communicative functions and are usually not memorized.
- Any resource that helps the students accepted, which varies from according to age, their interests, needs, learning styles, etc.
- Students are expected to interact with other people, through work in pairs and groups.
- Intrinsic motivation will become in interest in what is being communicated by language.

  According to Howatt (1984) and Richards and Rodgers (2001), distinguish between two versions in communicative teaching: one " strong" and one " weak", this has become more or less common practice in the last ten years and emphasizes the importance of giving students opportunities to use English for communicative purposes. And the other hand the "strong" version of communicative teaching asserts that is acquired through communication, rejecting all formal teaching of grammar and avoided the correction of errors between practices common in class.

  According to Swain (2000) suggest that for the acquisition of second languages, need communicate activities immersed in significant contexts but with the occasional and timely inclusion of explicit information on the structure of the language and on the mistakes of the learner. This idea is supported by Larsen-Freeman (2003) who states that in the classroom activities have to be communicative but must be carried out in so that students are aware of the correct use of the grammar, the special use of certain

forms and the reason why those uses the oral communication . To develop communicative competence in students, it is important to take account perceptions of their learning experiences, as those beliefs may affect motivation, receptivity with respect to classroom activities and therefore in their performance. It is important to understand that each learning context, each student, etc, are unique so there is no recipe, we cannot fit into an only method of teaching. In this sense Otto (2000) states that investigations into the acquisition of a" second language" have that the teachers are still a trend every time more prevalent than the eclectic approach in which they choose the method that involves to students.

The teaching practice is conditioned to several factors as:

- The "methodology of the book", that is used in classes because it is the most for the teacher not to move away from the contexts of the studies.

- The nature of examinations, working conditions for teachers and administrative factors especially those related to time and the number of hours of English. (Cordoba and Araya, 2010)

A communicative approach is a direct process, in which the student through discussions, conversations or other strategies that motivate to express themselves orally. The acquisition of this skill is very difficult and demanding, so many learners are feel discourage after some time of studying the language.

In conclusion, we describe the communicative competence skill that the students need to practice in the classroom and develop the authentic didactic material to enhance oral communication. Nowadays students apply different techniques and methods that the teacher uses to facilitate or transmit an efficient knowledge to have good results, students need to be motivated by the teacher and that that class does not monotonous and boring. This research will help us to identify and analyzes the factors that influence participants' involvement in oral activities inside the classroom

X. Methodological Design

The type of research is qualitative and because we are describing the characteristic of the problem that affect the oral communication in the student of 9th grade "G" at the Miguel de Cervantes Institute, Managua. The gathering information was obtained through instruments that have been used to collect the necessary information for this study and data analysis what was the student´s survey, class room observation, individual interview all of this to have a wide scope of the field work and build a connection that gave the teacher's expectancies from the students in order to fulfill the strategies to develop the oral skill comprehension implied by the teacher, and finally a focus group of 26 students, thirteen females and thirteen males.

Survey

A survey is a semi-structure instrument which can allow asking specific questions to gather specific information or facts that are relevant for the researcher. This survey was applied in one day to at the beginning of the investigation. The survey took around sixty minutes for the students, thirty minutes for the teachers.

Observation

The sort of observation used for this study was the direct observation because using this approach it is useful to expose to natural behavior in from of another observed person about the task that it must fulfill to accomplish the objective required. These observations were done in two weeks the meetings were twice a week on Monday and Friday. These meetings involved the teachers and the student during the class development. The aim of these observation was to analyses how the teacher develops the student's oral comprehension in the English language, also, to identify what kind of difficulties the students were struggling to develop this skill.

Interview

The interview was applied to collect information and facts about the participants involved in the inquiry. The main objective of the interview was to obtain the key essence of the information collected. Furthermore, the interview was a good instrument to draw out the information about opinions, perspective perception of the students about the oral

communication skill comprehension also to obtain the teacher´s point of view about the development of the students´ oral skill and the meaning of the importance of the developing this language skill. In addition, it was useful because allow us to know the principal sight and assessment regarding to the importance to develop this skill in an effective way. The interview was individual only for the teacher; the time duration was thirty minutes, just once. The objectives of this interview were to identify the issues that the teacher struggles in the moment that she is developing the oral communication skill. To identify what kind of strategies are necessary to improve or to change in order to develop students effective learn in oral skill comprehension.

XI. Population and Sample

The population was 36 students from the third-year afternoon shift, at the Miguel de Cervantes High School during the second semester 2017.population was 36 students from 9th grade of secondary school Miguel de Cervantes of Managua, Nicaragua during the second semester. The group was contributed by 13 women and 13 men. The student age is between 15 and 18 years old.

The following table presents the population gender and ages.

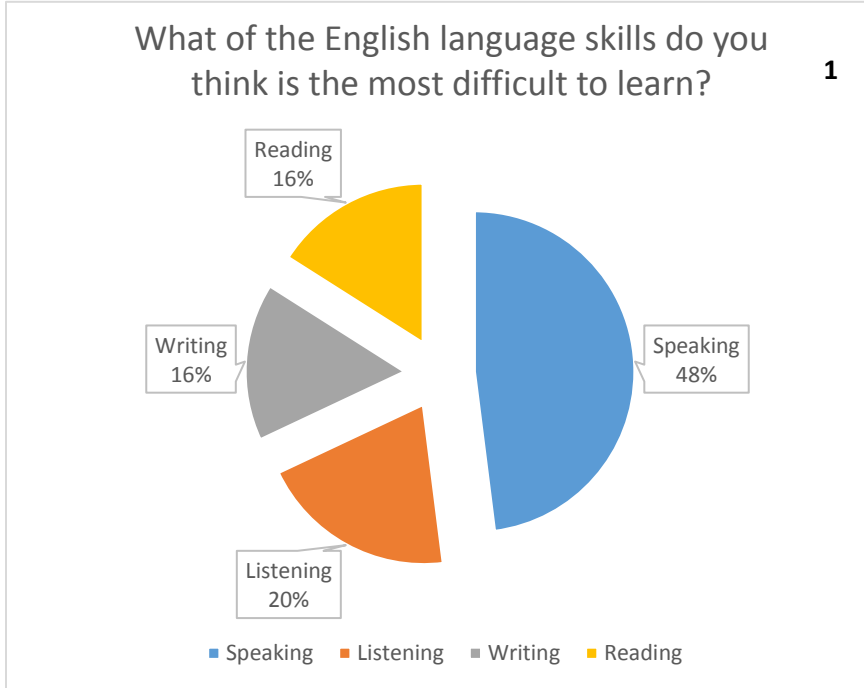| AGES	14-15	16-17	18
MALE	5	8	-
FEMALE	8	4	1
TOTAL	13	12	1

SAMPLING

A sample of 26 students was selected by convenient method. The sample represented 72% of the population. This percentage was selected to get a high level of reliability on the results obtained. All the chosen students belong to 9th grade Miguel de Cervantes of Managua and they take English classes 2 times per week. The population genders are 13 women that represented 50 % and 13 men which represent 50 % of the sample participated in the research.

XII. Data Analysis

To gather general information, we collect data throughout: a survey, observation guide and teacher interview that it was applied to the population involved of twenty-six students of thirty-six students represented 72% of the population. This percentage was selected to get a high level of reliability on the results obtained. All the chosen students belong to 9th grade Miguel de Cervantes of Managua and they take English classes 2 times per week. The population genders are 13 women that represented 50 % and 13 men which represent 50 % of the sample participated in the research.
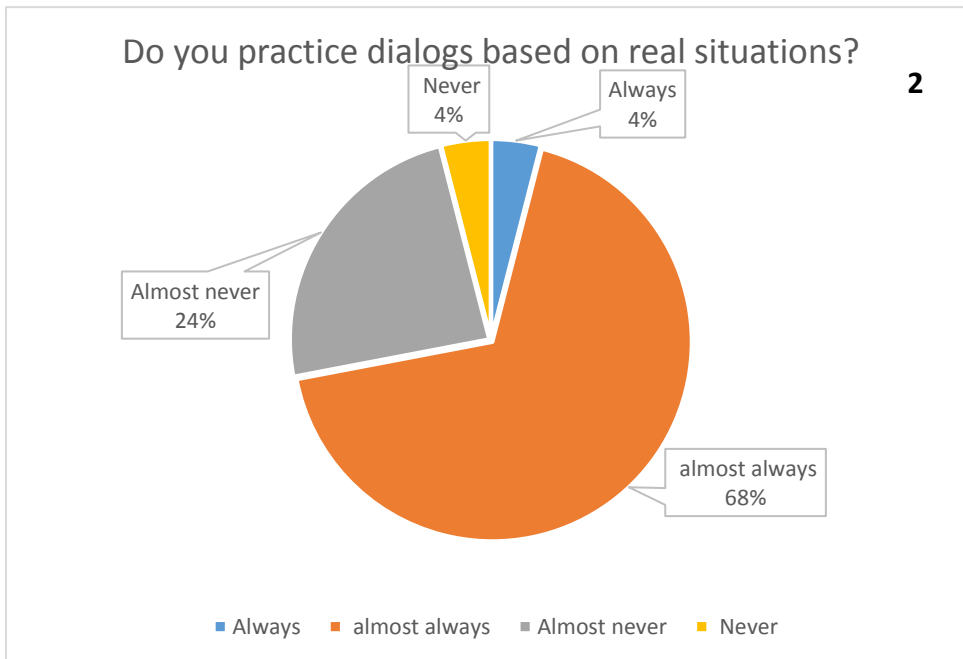
The following data analysis is the result of the information gathering through research to collect the information about the different communication strategies, didactic material and participant involvement in oral communication in English foreign language.

Communication Strategies

What of the English language skills do you think is the most difficult to learn?

1

Reading 16%

Writing 16%

Speaking 48%

Listening 20%

■ Speaking ■ Listening ■ Writing ■ Reading

According to this graph # 1 the48% of students said that the speaking skill is the most difficult to them and 20% said that listening and Writing and reading it is about 16% that said their difficulties in those English language skills. Spoken language production is often considered one of the most difficult aspects of language learning. (Brown& Yule, 1983) We find students with different problems to express themselves. The speakers need communicative competence which includes not only linguistics competence but also a range of another sociolinguistics and conversational. For this reason, it is considered that students of the 9th grade need to increase the communicative competence to develop their oral skills

Do you practice dialogs based on real situations?

Never
4%

Always
4%

Almost never
24%

almost always
68%

■ Always ■ almost always ■ Almost never ■ Never

2

Regarding to question # 2 the majority of student representing the 68 % said that they almost always, it is notable In the English class have a Good participation in this activity. It was found that 24% of them said that almost never practice Dialogues and the other 4% both said always and never.

According to (Richards and Rogers, 2001) Dialogues are used as a learning technique; they focus on communicative functions and are usually not memorized. This information leads into the conclusion that this kind of communicative strategy that the professor uses in the classroom to achieve the goals is excellent since it makes the students have a good development of oral communication skills

How often do you practice the ability of oral communication in the English language in the classroom?

Never 5%

Always 4%

Almost never 24%

Almost always 67%

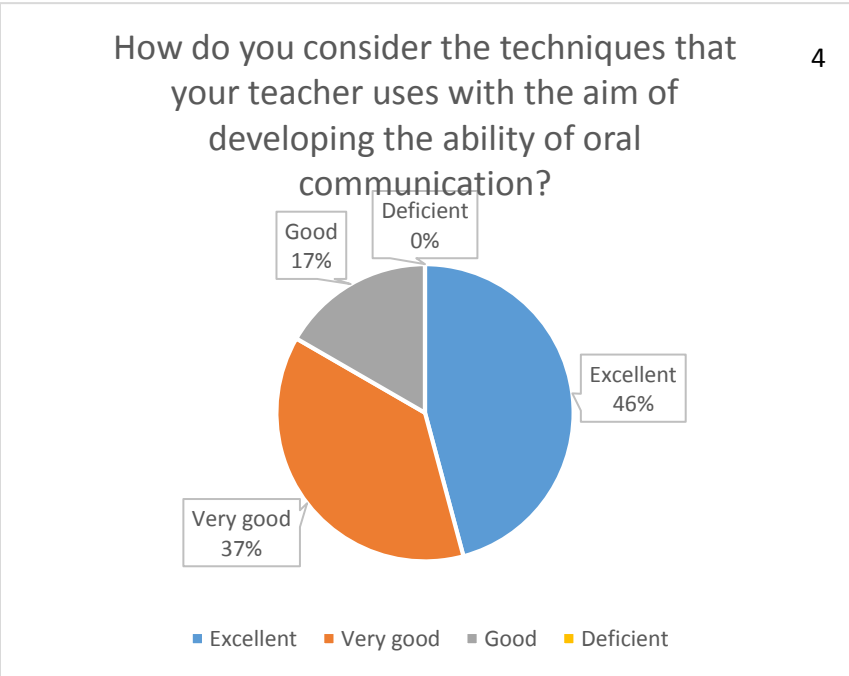■ Always   ■ Almost always   ■ Almost never   ■ Never
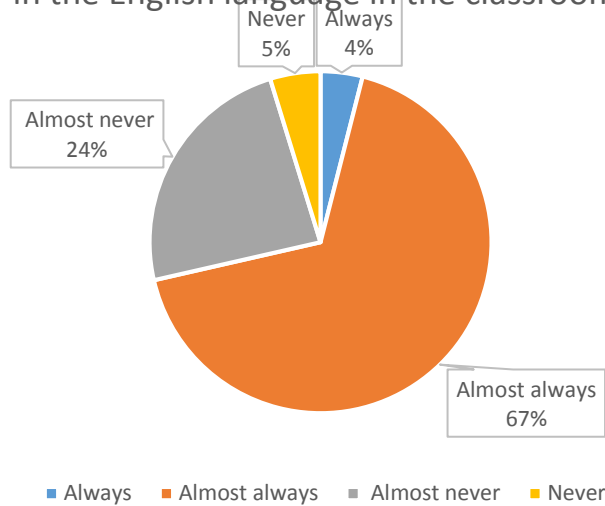
The 67% of students are practicing oral communication. The 24% almost never practice communication and 5% never practice oral communication and 4 % is always. Even though the percentage of practice of oral communication in class is high but, in our observation of the classes we noticed that most students practice repetition of words, they were participating in some activities related to improve the oral communication but, the time was not enough to participate all the group.

Richards (2008) presents some of the possible external reasons which affect the learning oral productions, are:

-Little emphasis on oral production in curriculum and assessment.

- Limited opportunities outside the classroom.

These results are reasonable because the teacher tries to accommodate the time and get the student to practice their oral skill.
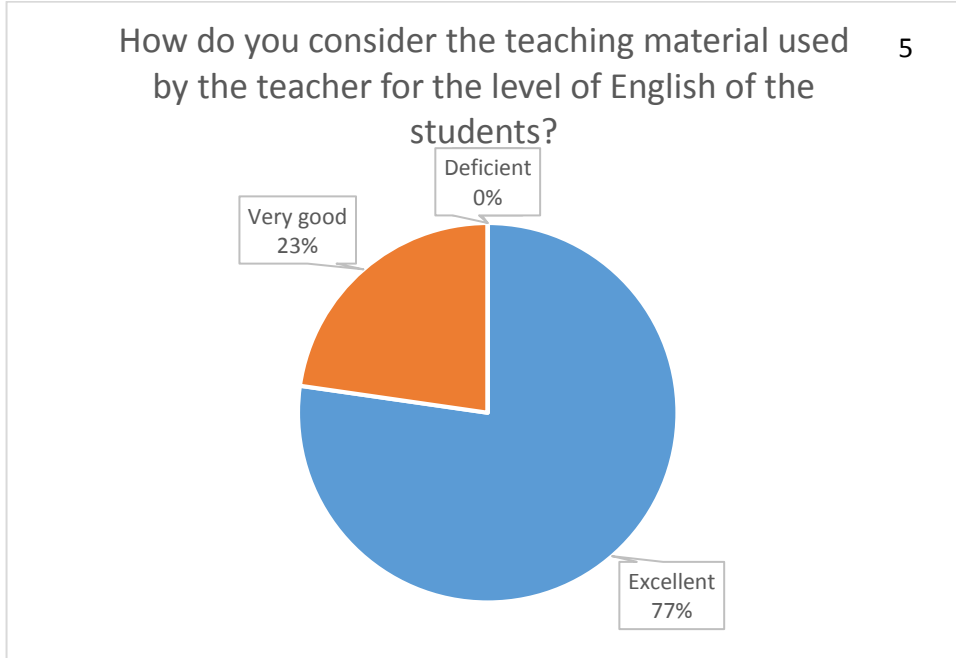
How do you consider the techniques that your teacher uses with the aim of developing the ability of oral communication?

4

Deficient 0%
Good 17%
Excellent 46%
Very good 37%

- Excellent
- Very good
- Good
- Deficient

According this graph # 3 the 46% of students mentioned that techniques uses by the teacher (Excellent) and the 37% said are (very good) and just 17% consider are good.

Regarding to the data obtained in the survey the teacher uses good techniques for oral communication skill, but the students are not motivated to practices due to repetition of word, the pronunciation, the grammar.

According to Swain (2000)To develop communicative competence in students, it is important to take account perceptions of their learning experiences, as those beliefs may affect motivation, receptivity with respect to classroom activities and therefore in their performance. It is important to understand that each learning context, each student, etc, are unique so there is no recipe.

Didactic Material

How do you consider the teaching material used by the teacher for the level of English of the students?
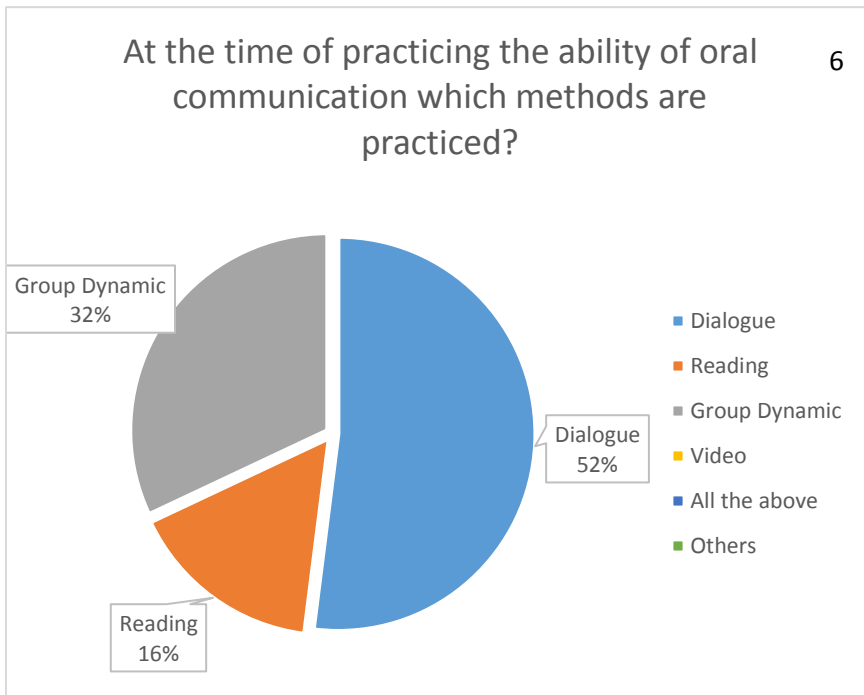
5

Deficient
0%

Very good
23%

Excellent
77%

According this graph # 5 the 77% students responded that the material was excellent and 23% said that was very good.

In the teacher interview said that the didactic material he uses is the recommended by MINED, but also, he should look for more on the internet or make photocopies and he should adequate according the necessity of the students group.

The importance of teaching materials in the classroom to improve the oral communication skills, according to Richards (2006) it is considering in the communicative language teaching methods. These principles are:

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.

At the time of practicing the ability of oral communication which methods are practiced?

6

- Dialogue
- Reading
- Group Dynamic
- Video
- All the above
- Others

Group Dynamic 32%

Dialogue 52%

Reading 16%

Based on the result of the graph # 6 the 52% of the students agreed that the most methods used in the classroom is dialogue and the 32% responded that they practice group dynamic and just the 16% said the reading methods.

While searching in the website I found a very interesting information that would be useful for students to practice the oral communication language the website has some application that students can download and integrate in the mobile technology it for any languages but in this case, we advise for the English Language, oral communication skill. (http://www.writeaboutapp.com/worldlanguages/)

Nowadays the English became the world language, so the students need to learn the language and use in real situation also if they develop it very well it will help them to have more job opportunity in their future.

Wich instruments makes it easier for better understand the message through oral communication in the English Language?

- Auditive 12%
- Audio -Visual 54%
- Visual Audio subtitled 29%
- Other 5%
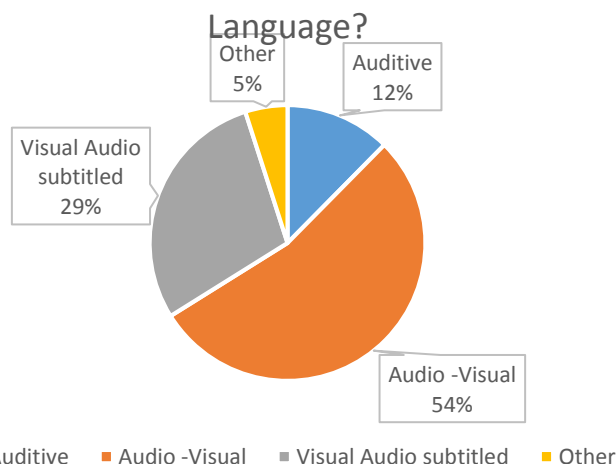
According the graph number 07 the 54% said that the instrument that makes them easier to comprehend the message is through audio visual and the other 29 said that the visual –audio subtitled, the 12% responded that the additive instruments and just 5% said others.

According to (Klinghammer &Opp-Beckman, 2006) "a strategy is a stool plan, or method used for accomplishing a task" there are some techniques that the teacher can use to develop speaking skill. All of them should encourage communicating in a way learner have real life situations and meaningful task. There several speaking strategies that can be develop in a classroom to enhance foreign language speaking fluency in students. (Tewksbury, 2008). Based on the results we can say that students understand the message through this kind of instrument the Audio-visual.

Nunan defines the authenticity of the materials in the following terms (1985: 38)

"Authentic material is usually defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video, clips, recordings of authentic interactions, extracts from televisions, radio and newspaper, signs, maps and charts, photographs and pictures, timetables and schedules.

Does the teacher encourage the student`s to overcome their learning difficulties and give feedback during the practices of oral communication of the English Language?

Almost never
5%

Almost always
43%

Always
52%

■ Always ■ Almost always ■ Almost never ■ Never
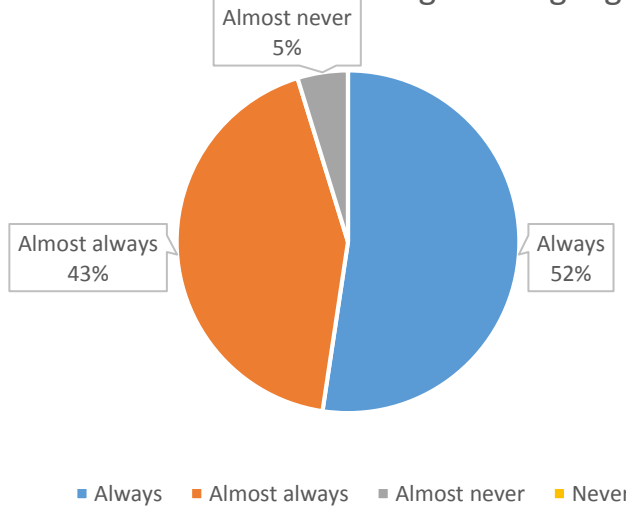
On the graph # 8 the 52% answered always and the 43% said almost always and just lower percent of 5% of students almost never.

Hadaway, yardell and Young (2001) point out the need to create a comfortable learning environment in the English classroom. According to Richards (2006) "the role of a teacher in the language classroom is that a facilitator, who create a classroom climate conducive to language and to reflect on language use and language learning."

Regarding to this graphic it is considered that the teacher give feedback in their difficulties even though the lack of interest and motivation of them. They still having problem in oral communication skill.

Do you have the opportunity to access to a laboratory in the school in order to practice oral communication in English? **09**

Always 14%
Sometimes 9%
Never 23%
Very little 54%
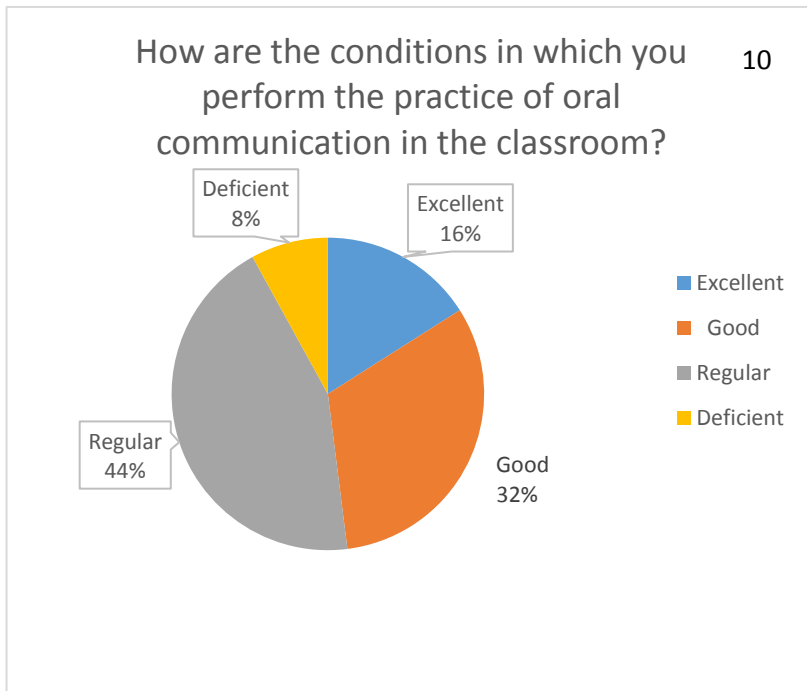
■ Always ■ Sometimes ■ Very little ■ Never
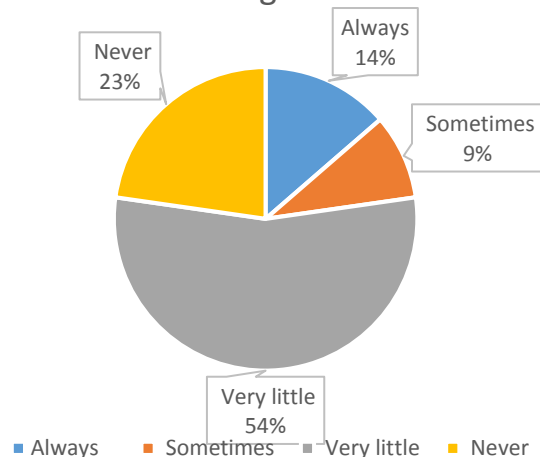
In the last graph # 9 the 54% (Very little) percent said that the access the must uses the laboratory and the 14% said (Always) the 9% answered (sometimes) and a consider amount said that(never) have access to the laboratory.

Using a language lab has many benefits allow students to practice the foreign language with a much wider variety of activities and exercises based on the computer. Learning occurs in a structured way, in a real context and visually attractive way that immerses the student in the language learning environment and promotes language use. The students can watch videos, practice their pronunciation through a speech recognizer, learn new vocabulary, and much more. Also, may improve the level of motivation to students. According to this graphic student said that they have laboratory but, they do not use it at all.

NUNAN defines the authenticity of the materials in the following terms (1985: 38)

"Authentic material is usually defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video, clips, recordings of authentic interactions, extracts from televisions, radio and newspaper, signs, maps and charts, photographs and pictures, timetables and Audio-visual Lab.

Participants Involvement

How are the conditions in which you perform the practice of oral communication in the classroom? 10

Deficient 8%

Excellent 16%

- Excellent
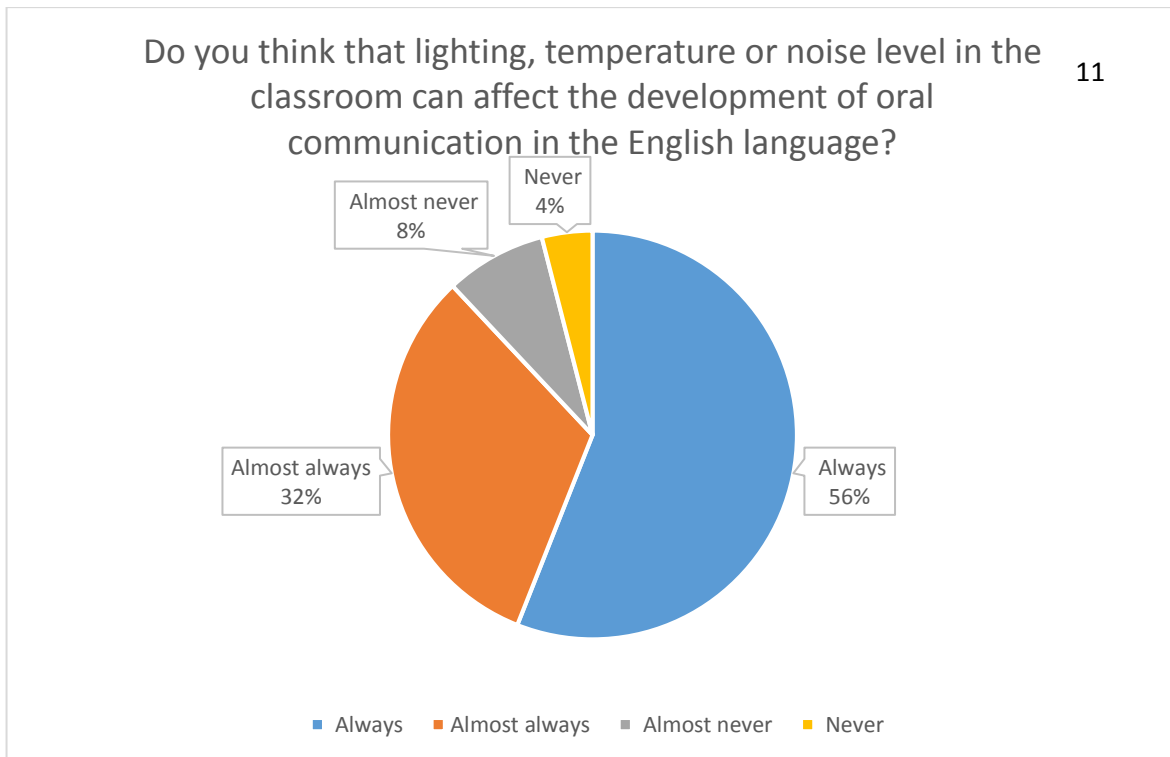- Good
- Regular
- Deficient

Regular 44%

Good 32%

At the graph # 10 just the 16% agreed that the condition of the classroom is excellent and 32% said is good the 44% answered regular and just 8% said the condition is deficient.

According this graphic the students said that the condition of the classroom is very important for them to improve and develop the oral communication skill.

There are some of the possible external reasons which affect the learning oral production:
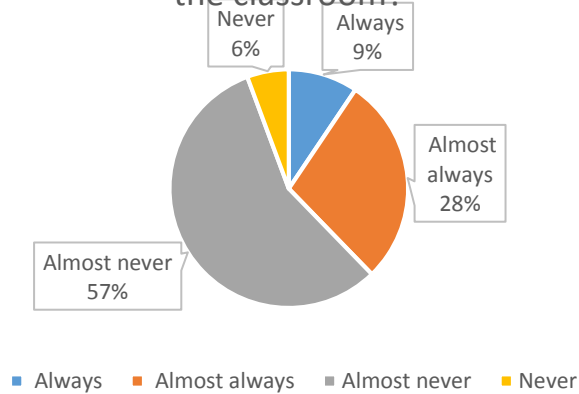
- Little emphasis on oral production in curriculum and assessment.
- Class conditions do not favor oral activities.
- Limited opportunities outside the classroom. Richards (2008)

Do you think that lighting, temperature or noise level in the classroom can affect the development of oral communication in the English language?

11

Never 4%

Almost never 8%

Almost always 32%

Always 56%

■ Always   ■ Almost always   ■ Almost never   ■ Never

The graph # 11 the majorities with the 56% (Always) of student were agreed that the condition in the classroom affect development of oral communication in foreign language and 32% said (Almost Never) and the 8% (almost Never) just the 4% answered (Never)
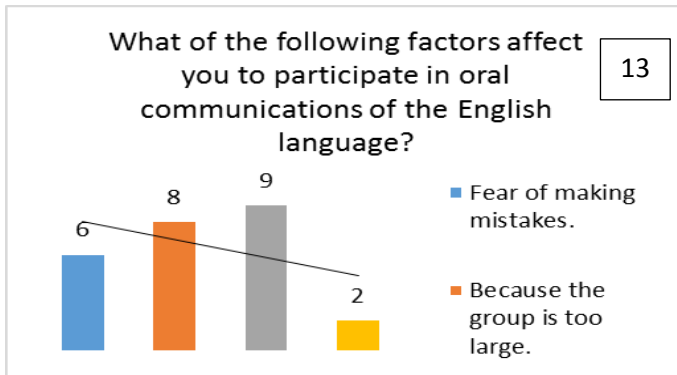
According to this graphic student said that always there are factors that affect the developing of the class, such as mentioned: lighting, temperature or noise. Most learning in school classroom involves speaking and listening as the primary communication modes: Student learn by listening to the teacher and to each other (Goodland, 1983). Excessive background noise or reverberation (i.e., many delayed 12 reflections of the original sound) can interfere with speech perception and, consequently, can impair educational outcomes. Careful attention to acoustical design requirements is essential for creating an effective learning environment.

Do you consider that the time is enough for the student's participation in the development of oral communication in the classroom? 12

- Always
- Almost always
- Almost never
- Never

Never 6%
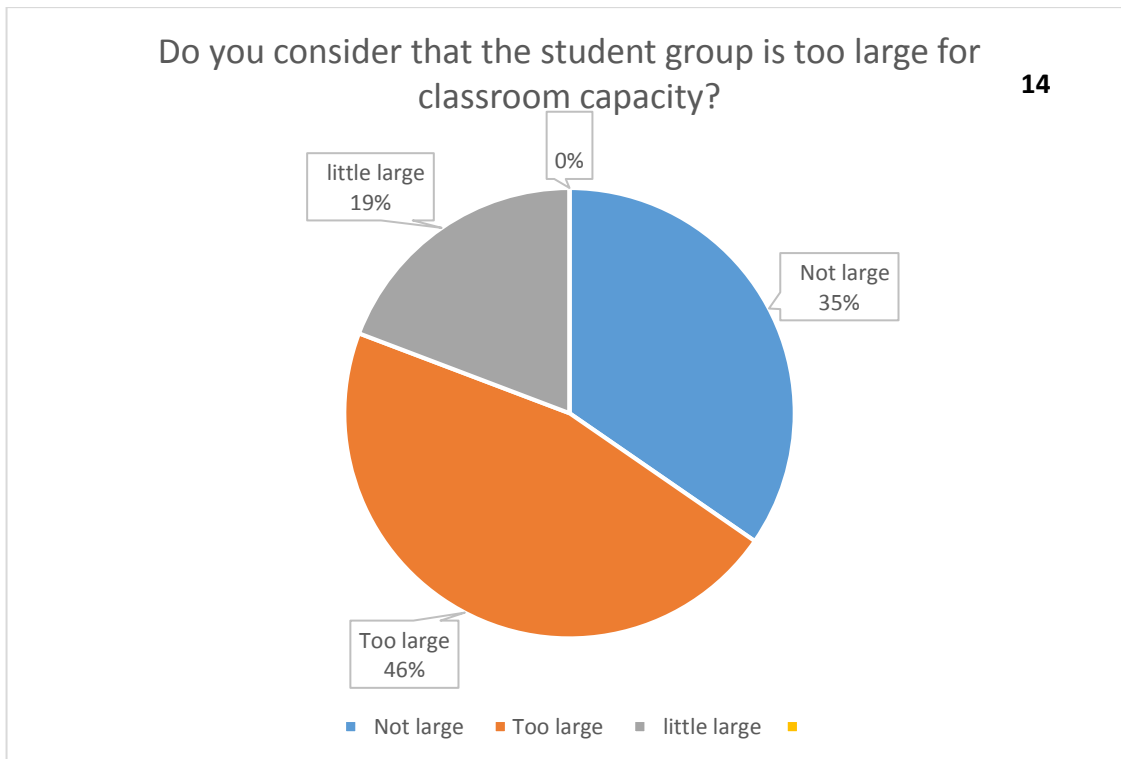Always 9%
Almost always 28%
Almost never 57%

When we asked is the time was enough the 57% of the student answered **(Almost Never)** and the 28% said (Almost Always) and just 9% Always and the minority said **(Never) .**

Regarding that more than the 50% percent consider that the time is not enough to participated in oral communication in the classroom, we could have observed in our class observation that the time is not enough, the teacher just introduced the class that the theme was **the irregular verbs** and just with few of them were repeating the pronunciation of some verbs them the time was over to finish the block of class so to concluded the teacher gives the task and asked to make some sentences as a home work . "To increased class time and early learning would give students more exposure to the language" Kettemann (1997:36) g the irregular form.

What of the following factors affect you to participate in oral communications of the English language?

13

6   8   9   2

■ Fear of making mistakes.

■ Because the group is too large.

According the graph # 13 the factors that affect the participation in oral communication the 37 % said that the (pronunciation and intonation) the 33% agreed (Because the group is too large) the 25% said (Fear of making mistakes) and just the minority said that (Because I don't understand what other said)

Students need to be able to communicate confidently and appropriately in the classroom; they need to learn how to interact productively in class discussion. There is low participation due to lack of motivation for not having the correct didactic material to improve their oral communication, they are afraid to make mistakes, and did not interact spontaneously and the presence of the teacher. They need to practice the mother tongue in the target language (Tuan and Maii, 2015). According to Dell Hymes (1972),

Do you consider that the student group is too large for classroom capacity?

14

little large
19%

0%

Not large
35%

Too large
46%

- Not large - Too large - little large -

In the graph # 14 the 46% answered that the group is (Too Large) and the 35% said that itisn't (Not Large) and just the minority thing (is not large). According to Richards (2008) presents some of the possible external reasons which affect the learning oral production deficiently develop the foreign language of English. -Class conditions do not favor oral activities.

-Class size makes it difficult for students to participate and practice.

Regarding to the information, the students said that the capacity of the classroom is too large and do not favor the development of learning in oral communication

XIII. Conclusion

According to the information acquired during this research, the different communication strategies that students use in the classroom to improve their oral skills and the didactic material that the uses to enhance the oral communication.

1 Strategies that students use in the classroom to improve their oral skills.

The most used teaching strategies by the teacher are: Dialogues, because they listen to the model dialogue, students complete a task in order to follow the practice of pronunciation and create a debate about this activity, she has seen good results in her students oral communication skill, another strategies that the teacher uses in the classroom is reading, the students makes story completion about the reading, the storytelling, brainstorming and then the students create discussions in groups of two or more, the teacher said that they like this activities because they feel motivated to express themselves and speak without fear.

2 The way how the teacher uses the didactic material to improve the oral communication.

The didactic material uses by the teacher are: whiteboards and markers, books from MINED, dictionaries, newspaper and another resource from the websites. As a result, it is concluded that the teacher is performing a communicative English class. She finds authentic materials depending of the level of difficulty and needs of the students. Therefore, the main skill that the teacher uses in the classroom is the practicing of oral communication through the authentic materials that motivate to students to improve their performing in oral communication.

3 The main factor that influence participants' involvement in oral activities inside the classroom.

The teacher encourages the students to overcome their learning difficulties and give feedback during the practice of oral communication at least a 50%. According to Brown (1994) and Richards (2008), some of the linguistics difficulties presented by students during an act communicative are:

Speaking at a slow pace, making many pauses, employing too many tricks, delaying in organizing ideas, expressing sentences incomplete, unite ideas in an organizing and coherent way, make mistakes regular grammar, lack the vocabulary communicating, not using reduced forms of language such as contractions, elicitation and syllabic reductions, and not correctly pronouncing words with adequate intonation.

XIV. Recommendation

According to the whole information, this research ends up with suggestions to the teacher that was managed as follow:

1 **To describe the different communication strategies that Students use in the classroom to improve their oral skills**.

We recommend to the teacher the use strategies to improve the speaking actively are very important for students to develop their foreign language. Most of students recognized to practice a lot of strategies of this nature, therefore, applies more strategies such as: Role plays, because students would feel in various social real situations, increasing their vocabulary and speaking skill.

2 **To analyze the way how the teacher uses the didactic material to improve oral communication.**

To use real material such as pictures, flashcard, books, laboratory audio-visual because students can acquire a new lexicon through images, before learning how to write them. In addition, with these approaches it is possible to improve students' language acquisition. It is highly recommended that teacher and mainly students have and use dictionaries for help them enrich their vocabulary those words which are extremely difficult to explain through gesture or signs. Therefore, this resource is quite important to improve speaking activities in classroom with new words and phrases.

3 **The main factor that influence participants' involvement in oral activities inside the classroom.**

Oral communication is a skill that involves the development of communicative competence. This is usually one of the more complexes because the speaker in a very short space of time. Students think about to say, how to say it, and say it clearly and without making grammatical or pronunciation mistakes. The teacher need to encourage the students to overcome their learning difficulties and give feedback during the practice of oral communication In addition, one of the most difficulties it is necessary, not only to know the language as a code but pragmatic use, depending

on the oral communication in real situation. According to Brown (1994) and Richards (2008), some of the linguistics difficulties presented by students during an act communicative.

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ANNEXES

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN-Managua
Facultad de Educación e Idioma

Departamento de Ingles

Encuesta a Estudiantes

Estudio de los factores que afectan el desarrollo de la comunicación oral en el idioma Ingles de los estudiantes en el aula.

A través de la presente encuesta, la Universidad Nacional Autónoma de Nicaragua (UNAN-Managua) desea obtener información acerca de sus estudiantes del /9^{no} grado "G" del Instituto Miguel De Cervantes Managua, en búsqueda de los factores que afectan el aprendizaje de la habilidad en la comunicación oral del idioma Ingles.

Con el propósito de proponer nuevas técnicas, instrumentos y métodos que faciliten el aprendizaje de manera clara y precisa en esta habilidad.

<u>Encuesta</u>

Estimado estudiante de acuerdo con su experiencia como estudiante favor responder la encuesta de manera sincera, a continuación, seleccione la opción que desee según corresponda.

La información obtenida será de uso confidencial únicamente para fines de estudios.

I-   **Information General**

1-Genero: a) Masculino [ ]   b) Femenino [ ]

2- Age/Edad: _____

A continuación, favor responda con (**X**) o bien con un (**✓**) según corresponda su opción deseada.

1. ¿Cuál de las habilidades del idioma ingles es más difícil de aprender?

A. Hablar [ ]

B. Escribir [ ]

C. Escuchar [ ]

D. Leer [ ]

2. ¿practicas diálogos basados en situaciones reales en el aula de clases?

A. siempre [ ]

B-Casi siempre [ ]

C. casi nunca [ ]

D. Nunca [ ]

3. ¿Desempeñas algún papel en situaciones imaginarias o especificas?

A. siempre [ ]

B. Casi siempre [ ]

 C. Casi nunca [ ]

D. Nunca [ ]

4. ¿Se le pide que lea una historia o novela, puede narrar usando sus propias palabras?

A, Siempre [ ]

B. Casi siempre [ ]

C. Casi nunca [ ]

D. Nunca [ ]

5. ¿Con qué frecuencia practica usted la habilidad de comunicación oral en el idioma inglés en el aula?

A. Siempre [ ]

B. Casi siempre [ ]

C. Casi nunca [ ]

D. Nunca [ ]

6. ¿Cómo consideras las técnicas que usa el docente con el objetivo de desarrollar la habilidad de la comunicación oral en el idioma Ingles?

A. Excelente [ ]

B . Muy buena [ ]

C. Buena [ ]

D. Deficiente [ ]

7. ¿Cómo considera usted el material de enseñanza del idioma ingles utilizado por el profesor es adecuado para el nivel de inglés de los estudiantes?

A. Excelente [ ]

B. Muy bueno [ ]

C. Bueno [ ]

D. Deficiente [ ]

8. ¿Al momento de practicar la habilidad de la comunicación oral cuales métodos son desarrollado en el aula de clase?

A. Diálogos [ ]

B. Lectura [ ]

C Dinámica grupal ☐

 D. Videos ☐

E. Todo lo anterior ☐

F. Otros ☐

9. ¿En cuál de las cuatro habilidades del lenguaje de inglés cree usted que el docente hace más énfasis?

A. Escuchando ☐

B. Leyendo ☐

C. Escribiendo ☐

D. Hablando ☐

10. ¿Consideras usted que el profesor puede mantener la atención del estudiante durante la clase de inglés?

A. Algún tiempo ☐

B. Todo el tiempo ☐

 C. Nunca ☐

11. ¿Cuál de los mensaje atravesó de la ☐ instrumentos le facilita a usted entender mejor el comunicación oral del idioma inglés?

A. auditivo ☐

B. Audiovisual ☐

C. Audio Visual Subtitulado ☐

D. Otros

12. ¿El docente anima a los estudiantes a superar sus dificultades de aprendizaje y les da retroalimentación durante las prácticas de comunicación oral del idioma inglés?

A. Todo el tiempo ☐

B. Algún tiempo ☐

c. Nunca ☐

13. ¿Cuándo el estudiante no entiende el mensaje en inglés, ¿el maestro simplemente describe o ejemplifica su significado al usar palabras simples?

A) Siempre ☐

B) Casi siempre ☐

C) Casi nunca ☐
D) Nunc ☐
14. ¿Cómo son las ☐ condiciones en las que usted realiza la práctica de la comunicación oral en el aula?

A) Excelente ☐

 B) Bueno ☐

C) Regular ☐

D) Deficiente ☐

15. ¿Cree que la iluminación, la temperatura o el nivel de ruido en el aula pueden afectar el desarrollo de la comunicación oral en el idioma inglés?

A. A veces ☐

B. Muy poco ☐

D) Nunca ☐

16. ¿Cuál de los siguientes factores le afecta a usted para participar en la comunicación oral del idioma inglés?

A) Miedo a cometer errores. ☐

B) Por qué el grupo es demasiado grande. ☐

C. Pronunciación and entonación ☐

D. Porque no entiendo lo que dicen los demás. ☐

16. ¿Considera que el tiempo es suficiente para la participación del alumno en el desarrollo de la comunicación oral en el aula?

A. A veces ☐

B. Algunas veces ☐

C. Casi nunca ☐

d. Nunca ☐

18. ¿Considera que el grupo de estudiantes es demasiado grande para la capacidad del aula?

A. No es grande

B. Demasiado grande

C. Muy pequeñ

19.¿Tiene la   oportunidad de acceder a un laboratorio en la escuela para practicar la comunicación oral en el idioma inglés?

A. Siempre

B. A veces

C. Muy poco

D. Nunca

¡MUCHAS GRACIAS!

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-Managua Facultad de Educación e Idioma
English Department
Teacher Interview

Dear Teacher

Through this interview, the National Autonomous University of Nicaragua (UNAN-Managua) would like to get information about your students of third year, with the purpose of collect information about the factors that affect the of the students. In this way, we can create new methods and tools of teaching the listening skill that make the student learning easier.

We request your help to answer the question in this interview. We really appreciate your time and cooperation.

1) How are your students hearing in the English language?

2) Does the classroom have the right conditions to practise the listening skill with the students?

3) Does the number of students affect the practice of the listening skill in the classroom?

4) Do you consider that the listening skill in English language is very difficult to teach?

5) What difficulties or weaknesses do you find in your students when teaching the listening skill?

6) What is the attitude that the students showed during of practising the listening skill?

7) Do you provide listening strategies in order that the students can get the message from the recording now of teaching the listening skill?

8) What tools do you use to practise the listening skill in the classroom?

9) Do you use extra material (audios that do not appear in the book) to teach the listening skill?

10) How often do you practise the listening skill with your students in class?

11) How long do you practise the listening skill in a session of class?

12) Do you assign homework to practise the listening skill out of the classroom?

Thanks very much!