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**COMMUNICATIVE STRATEGIES TO ENHANCE THE
SPEAKING SKILL IN AN ADULT INTERMEDIATE GROUP
AT SYKES ENTERPRISES DURING THE SECOND
QUARTER OF 2019**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Abstract

Communicative strategies not only play an important position in communication but they also contribute to second language acquisition and communicative competence.

Communicative strategies can help to keep the communication route exposed. The overall goal of this research is to apply communicative strategies and discover if there is a relationship between English learners' attitudes in regards to the use of such strategies and the reported frequency of using them in actual communication. Then, to analyze the outcomes after those strategies are tested.

A group of adults with an intermediate level of English proficiency from Sykes Enterprises was selected to participate in this investigation. The main instruments of this essay are two interviews, one at the beginning of the observation and another one after communicative strategies have been implemented in class. In addition, ten teachers from Sykes Enterprises were asked to fill out a questionnaire.

Finally, the research categorizes some factors that affect learners' attitudes towards communicative strategies. It incorporates the learner itself, the communication context, and the learning context.

Resumen

Las estrategias comunicativas no solo desempeñan un papel importante en la comunicación, sino que también contribuyen a la adquisición de una segunda lengua y la competencia comunicativa.

Las estrategias comunicativas pueden ayudar a mantener la vía de comunicación expuesta. El objetivo general de esta investigación es aplicar estrategias comunicativas y descubrir si existe una relación entre las actitudes de los estudiantes de inglés con respecto al uso de dichas estrategias y la frecuencia de su uso en la comunicación en contexto. Luego, analizar los resultados después de que esas estrategias sean probadas.

Un grupo de adultos con un nivel intermedio de dominio del inglés de Sykes Enterprises fue seleccionado para participar en esta investigación. Los principales instrumentos de este ensayo son dos entrevistas, una al comienzo de la observación y otra después de que se hayan implementado estrategias comunicativas en clase. Además, se le solicitó a diez profesores de Sykes Enterprises completar un cuestionario.

Finalmente, la investigación clasifica algunos factores que afectan las actitudes de los estudiantes hacia las estrategias comunicativas. Estos factores involucran al alumno en sí, al contexto de comunicación y al contexto de aprendizaje.

CHAPTER I

Introductory Framework

1.1 Problem Statement

As a result of globalization, English has become increasingly necessary and important in our daily lives, even more when searching for a job. Nowadays, English is considered an universal language; currently, in Costa Rica, English is a significant tool to obtain better job opportunities. Unfortunately, the level of English Costa Ricans manage is very low and it causes a breakdown of the companies' labor expectations (Ugarte, 2015).

Many of the Costa Rican population have a low English level for various reasons. Among them we can mention the lack of interest because they received a very basic level of English and do not look for further options to improve. They do not realize that it is a necessary tool for obtaining a better job. Another reason is the economic factor, since not everyone has the stability to pay private courses or English academies. On the other hand, there are people who have a job, get into a comfort zone, and do not feel the need to improve their English level, making it an obstacle to escalate or grow professionally.

The main disadvantage of not knowing how to speak good English is reflected in obtaining a job. According to El Financiero (2018), during the third trimester of 2018 the unemployment in Costa Rica was of a 10.2%, which affected negatively by the raise of an

8.51% in comparison to 2017. Companies have relationships or conduct businesses abroad, so the predominant language is English. For this reason, companies demand a high level of the language from their employees, since they must answer a call, hold conferences, videoconferences, or even write e-mails in their daily tasks.

Now that the language gap is known, this project proposes the implementation of communicative strategies, which include the application of some interactive tasks such as nomination, turn taking, topic control, repair, among others, specialized to improve speaking skills in a group of adults at Sykes Enterprises, an American multinational corporation which provides business process to outsourcing services. The researcher will focus on the processes involved in the conversational interaction of the students at Sykes Enterprises. Therefore, that leads to the following question, how will conducting such strategies in the class help students enhance speaking skills based on the call center environment?

1.2 Objectives of the Investigation

1.2.1 General Objectives

To analyze communicative strategies to enhance the speaking skill in an intermediate level group of adults at Sykes Enterprises

1.2.2 Specific Objectives

1. To identify areas of improvement in the students' speaking skill with an intermediate English level
2. To diminish the areas of improvement by applying communicative strategies
3. To evaluate the outcomes after communicative strategies are applied in class

1.3 Justification of the Study

How will conducting communicative strategies in the class help students enhance speaking skills based on the call center environment?

According to Taylor (n.d), communication is the heart of every organization. Everything you do in the workplace results from communication. People will need to request information, discuss problems, give instructions, work in teams, and interact with colleagues and clients. Also, as the workplace is becoming more global, there are many factors to consider if you are to communicate well in such a diverse environment.

The Sykes Enterprises' context applies what it was mentioned before, so the students' aim is to become employees of the company; consequently, to be hired, they need to improve their English level. The students have the necessity to think for themselves, use initiative, and solve problems. It is important to communicate the ideas accurately.

The English language has become an international language. Among nations, it serves as a lingua franca. It is spoken, learnt, and understood even in those countries where

it is not a native's language. In addition, all our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today (Ishrat Aamer, n.d).

Communicative strategies are a need to enhance oral skills and be an important individual in a call center environment, due to the fact that it will also create a career enhancement. Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing it. As well, as teachers, the main motivation is that students feel a personal satisfaction. Speaking skills can enhance one's personal life and thereby bring about the well-rounded growth that we should all seek (Gillis, 2013).

Speaking skills can help you in all areas of life. Having the vocabulary and wide range of English skills will assist you in acquiring a good job, communicating well to others, in business, at work or in school. The more knowledgeable you are in your speaking skills, the less frustration in conveying yourself to others. (Debbie Black, 2017)

Sykes Academy mainly focuses on preparing the students to be able to widen their options in job choices, as priority for them to stay in the company. This being said,

communicative strategies are a tool that will enable students to have good speaking skills.

Without speech, a language is reduced to a mere script, and when dealing with customers, people should not be scripted. They should sound genuine and fully confident. For a smooth conversation without first language interference, English speakers need to be especially and purposefully trained in the skill of speaking.

1.4 Antecedents

It is important to note that the English language has an origin as a communicative language, but also has a seed or appearance within the educational field. Based on the fact that the true origin of English is not the United States directly, but that it comes from England and that through its expansion to other territories, including the United States, it managed to make the language known throughout much of the American continent. This language was in turn transmitted to neighboring countries, although it is not clear whether there was a geographical order or social interests.

The introduction to the English teaching in Costa Rica dates back to a time when the country's economy was gradually increasing with large English-speaking foreign companies. "The teaching of this language became official in Costa Rica in 1901" (Marín, 2012, p.5). When the language is made official, it starts being taught in many existing methods, nowadays. Many of the teachers in charge of these classes were people who had had the good fortune of being able to visit an English-speaking country, for which they

already had an empirical knowledge, as well as foreigners who came to the country from another country and that English was their native language.

As time passed by, they were creating objectives and ordering content with the purpose of giving a better shape and structure to Costa Rican teaching methods. Those methods have bifurcated into many skills, including the oral one.

Solano (2014) mentions in her work “Teaching and Learning English in Costa Rica: A Critical Approach” that according to Chaves, Solano, and Villalobos (n.d):

Los objetivos y las metodologías de enseñanza del inglés han ido cambiando de acuerdo con los sistemas de producción de ingresos del país: de una sociedad basada en la oligarquía cafetalera, a una basada en el turismo y compañías multinacionales. Se ha percibido entonces el énfasis en la naturaleza “corporativa” del inglés en donde la oferta y la demanda de este idioma guían los objetivos de la enseñanza del mismo.

English teaching in Costa Rica started as early as the mid-nineteenth century and was first institutionalized in 1825 in the internal bylaws of the Casa de Enseñanza Santo Tomás. The need to learn the English language started for commercial and productivity reasons; it arose from these trade relations among Costa Rica and other English speaking countries or countries where Spanish was not spoken (Bonilla and Rojas, n.d).

It is observed that the need for speaking skills has been given for a long time due to different reasons, mostly to expose the country to international trade, specifically with North American companies. Although the country has built strong bonds with companies in the United States to provide their services, call centers per se, Costa Ricans still lack accuracy when speaking the foreign language and seek for new opportunities to enhance the aptitude.

Records of English instruction in primary schools go back to the 1940s, but English classes were already included in academic programs upon the founding of the “colegios primario-secundarios” in 1887. Córdoba, Coto, and Ramírez (n.d) also report that English classes were initially taught by foreigners, presumably native speakers of English, and it was not until 1954 when the first training of English teaching professionals took place at the Universidad de Costa Rica (UCR). It was also UCR which launched the first English teaching program in 1957. In 1973, the Universidad Nacional, along with the Escuela de Literatura y Ciencias del Lenguaje, opened its doors, also becoming a central actor in the “training and preparation of professionals in the areas of linguistics, literature, second language teaching, and translation in Costa Rica” (ibid). Now, there are several English teaching preparation programs in Costa Rica offered by both, public and private universities.

Today, English is the world's most widely studied foreign language. Five hundred years ago, Latin was the most dominant language to be studied because it was the language of business, commerce, and education in the western world. In the sixteenth century, however, French, Italian and English gained in importance as a result of political change in Europe and Latin gradually became displaced as a language of spoken and written communication (Richards and Rodgers, 2001).

Latin became a dead language. It was read in the books as classic language. Children started to enter in the 'grammar school' in sixteenth and eighteenth centuries to learn grammar rules of Latin. To learn Latin language became a "mental gymnastic." In the eighteenth century, when modern languages began to enter in the curriculum of the European countries, these languages were taught by the same methods as the Latin language was taught. Grammatical rules were memorized, written practices were done, and the passages were translated from the second language to the first language and viceversa (ibid).

By the nineteenth century, it was considered as a standard method of teaching language. The textbooks were divided into chapters. Each chapter contained a certain grammatical rule was practiced with a lot of written exercises (ibid).

Over time, communication was one of the primary purposes behind language teaching, which greatly influenced ELT during the development of English. The

preparation of curriculum and text books, evaluation was based on this premise. Initiation of new language learning theories led to the Communicative Language Teaching (CLT) which became the most acceptable language teaching method for ELT professionals. New text books became a necessity because both learners and teachers wanted activities related to real-life experiences and communication. Two categories of English language learners were identified by Van Ek (1980), the first group was general threshold level, who had a basic need of English language. The teaching materials and teaching method should help them achieve it. The second category of learners required English for special purposes (ESP). Various branches originated from ESP like, English for Academic Purposes (EAP), English for Occupation Purposes (EOP), English for Science and Technology (EST), etc. (Kn Mr, 2013).

Some ELT professionals wanted teachers and learners to stick to the basics and to look for alternative learning strategies. In 1976, Earl W Stevick published a book, "Memory, Meaning and Method." Stevick wanted ELT professionals to relook into earlier strategies. Stevick called these previous as "humanistic" methods, and they are Gattegno's "silent Way," Curran's "Community Language Learning," Asher's "Total Physical Response" and Lozanov's "suggestopedia." Stevick used this term in his book 'Humanism in Language Teaching' (1990).

English as a language to teach and as a priority for the entire world has gone through a lot of changes centuries after centuries. The teaching strategies pioneers brought to the table millions of conclusions that have helped teachers nowadays to inculcate the language to all people who want to acquire English as a second language. For instance, in 1972, Hymes introduced the concept of “Communicative Competence.” This concept focuses on giving the students the opportunity of interacting in situations that could happen in real life. This work will emphasize in some communicative strategies created through the time, useful to enrich this concept, since students are commonly involved in an interactive atmosphere all time.

1.5 Scope

Human beings need to have a balance in their life, even more when the professional field is referred to. People can be excellent in their profession but as globalization happens, all companies are doing business constantly; therefore, we have as a result that English is an universal language. If employees lack professionalism due to a low English level, not matter how good they are in their area, companies will not hire them because they need qualified personnel to be able to do business abroad. For this reason, many people lose excellent job opportunities because they do not relate their careers to the English language.

This work seeks to help students from Sykes Enterprises, a company which provides outsourcing services to North American companies, to improve their oral skills

after applying communicative strategies. The main aim is for students and future Sykes employees to master interaction by having clear and logical transactions. It is important in these kind of business to take control of the conversations with simple and complex contexts; consequently, the student will occasionally falter when asked to provide answers in contexts mostly related to customer service.

Companies acquire many advantages when their staff speaks another language and even more when it is English. Companies are constantly looking for opportunities to do business that generate high profits and allow them to grow, as an example we have Sykes Enterprises. Most of these negotiations are carried out abroad and having an English-speaking staff facilitates the negotiation process, since they do not have to spend more money on looking for third parties to carry out the contracts, but they are in charge of the entire negotiation process and reduce their costs. For that reason, communicative strategies will allow students to talk easily, confidently, knowledgeably, and in a professional manner. Then, their oral skills will have a plus, their tone of voice and style will be appropriate, successful at building rapport.

CHAPTER II

Theoretical Framework

Having a good management of the English language helps you to find a job, get promoted at work, increase your salary, and to optimize your skills. There are higher possibilities to obtain the areas mentioned before for these people, since the process of globalization that exists today requires a percentage of the English as an upper-intermediate level. That is to say, a person who speaks the English language will always be one step ahead.

This section of the investigation explains the path of the research, and the aim of the framework is to make the findings more meaningful and acceptable for the research field.

English learners will frequently face communication problems caused by a lack of linguistic resources. Communicative strategies are action plans that learners use to overcome these problems in order to transmit correctly their intended meaning. This section of the chapter is a literature review of previous researches related to how people deal with communicative strategies

2.1 The concept of Second Language Acquisition and Verbal Behavior (B.F Skinner 1957)

First language acquisition refers to the way children learn their native language.

Second language acquisition refers to the learning of another language or languages besides

the native language. Skinner (1957) argued that children learn a language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases. This research will look to that seminal work and other sources to examine Skinner's definition of verbal behavior.

The cognitive system is capable of developing a language by means of a process of change, whose most significant milestones are found in the first years of life. The Skinnerian proposal about how this system interacts with the linguistic and extralinguistic experience to learn a language appears in Skinner's (1957) *Verbal Behavior*.

In *Verbal Behavior*, Skinner (1957) offers a preliminary definition of the subject in Chapter 1 as "behavior reinforced through the mediation of other persons" (p. 2). He then refines it in Chapter 8 as, "behavior reinforced through the mediation of other persons (who) must be reacting in ways which have been conditioned precisely in order to reinforce the behavior of the speaker" (p. 225). This second concept is a restriction on the first part, and its goal is to demarcate verbal behavior as a particular kind of social behavior. The restriction, however, is not stated clearly enough. The listener is conditioned to respond in ways that reinforce a speaker's behavior presenting the behavior patterns. The relation between verbal behavior and language, the practices of a verbal community, is fully stated here,

“Verbal behavior is shaped and sustained by a verbal environment— by people who respond to behavior in certain ways because of the practices of the group of which they are members. These practices and the resulting interaction of speaker and listener yield the phenomena which are considered here under the rubric of verbal behavior.” (Skinner, 1957 p. 226)

Skinner was consciously avoiding the use of the word “language.” Sometimes, he even puts the word language in quotation marks. Although not always, in general he was very critical of linguistics, and wanted to present his explanation of verbal behavior as an alternative that would be “appropriate to all special fields” (1957a, p. 4). Interestingly, part of his criticism of linguistics and grammar probably resulted from his extensive reading of linguists who warned against the dangers of using the concept of language, unless one is truly aware of its nature as an abstraction, taken from the concreteness of speech. This conception of language as an abstraction was commonplace in 19th-century linguistics.

The parent sets up a repertoire of responses by reinforcing many instances of a response. Obviously, a response must appear at least once before it is strengthened by reinforcement. It does not follow, however, that all the complex forms of adult behavior are in the child’s unconditioned vocal repertoire. The parent need not wait for the emergence of the final

form. Responses of great intricacy can be constructed in the behavior of an organism through a procedure illustrated [...].

In teaching the young child to talk, the formal specifications upon which reinforcement is contingent are at first greatly relaxed. Any response which vaguely resembles the standard behavior of the community is reinforced. When these begin to appear frequently, a closer approximation is insisted upon. In this manner, very complex verbal forms may be reached” (Skinner, 1957, p. 29-30).

The fragments from the Verbal Behavior mentioned above, show how Skinner accounted for the learning of a language. In this explanation, the researcher can emphasize two areas. First, the gradual conceptions of language, parents reinforce the successive approximations to the adult linguistic model. Skinner through that proposed that the first productions are far from the model and, in successive steps, they come closer and closer. He also indicated the essential need for a model. Both issues are current and coherent with the constructivist outlook. Second, the Skinnerian conception of this learning is linear, “his” learning system is not a system that changes as a result of its activity. Skinner’s learning mechanisms cannot change and, therefore, cannot ever induce grammar.

2.2 Basic Linguistic Competence and Language Acquisition Device (Noam Chomsky, 1965)

Chomsky (1965) states that children do not simply copy the language that they hear around them. They deduce rules from it, which they can then use to produce sentences that have never heard before. They do not learn a repertoire of phrases and sayings, as the behaviorists believe, but a grammar that generates an infinite number of new sentences. Children are born, then, with the Universal Grammar wired into their brains. This grammar offers a certain limited number of possibilities - for example, the word order of a typical sentence.

The Chomskian model proposes to explain the acquisition of a language, reducing to the bare minimum the role of experience. Sixty years after the development of cognitive psychology, the knowledge accumulated about the mind's functioning is stimulating psycholinguists to relocate the topic in question to a more psychological area. This relocation can be specified in the following question: Why does a child acquire, and not learn, a language?

The term acquisition is in consonance with the Chomskian model. In this work, it is proposed to analyze what this model is based on and how the current theoretical perspectives (grouped under the general name of "constructivism") offer an alternative and can also integrate some aspects noted in Skinner's Verbal Behavior, in a new framework.

First, constructivism conceives the development of language as a process of change that takes place during the development of an individual organism or anatomical or behavioral feature from the earliest stage to maturity. This constructivist notion can recover the fact that Skinner's arguments never exceed the framework of the child's interaction with the environment. As it is already known, this framework is prior to birth.

Then, constructivism conceives the development of language as a global process. The complexities of language are not resolved, but are instead gradually built. The basic Skinnerian mechanisms of learning, reinforcement and imitation, are being recaptured as necessary to account for the initial phases of this development. However, constructivism exceeds the Skinnerian model many times over, because the latter does not explain the emergence of grammatical complexity. Constructivism conceives the development of language as a process of adaptive change. Skinnerian verbal behavior proposes eventual relations with experience. This angle can be recovered in the new theoretical framework because, contrary to the Chomskian model, it contemplates the development of grammatical knowledge, absent in Skinner's, as a huge adaptive success of the process of linguistic development. But why does a child "acquire" and not "learn" a language? In order to answer this question, the researcher must go back to Skinner's work (*Verbal Behavior*, 1957) and the critique of this work by Chomsky (*Review of B. F. Skinner's*

Verbal Behavior, 1959). Skinner was interested in the behavioral aspect of language, Chomsky was interested in the origin of the grammatical knowledge that organizes it.

Chomsky's criticism of this work led research to focus on the origin of the grammatical knowledge that a child begins to exhibit from the age of 30 months.

Linguistics argued that language is unlearnable because language is an early acquisition that involves the construction of a complex formal system (grammar), and this is done through a cognitive system that is still prelogical and preoperative. He also stated that language is acquired with no apparent effort or without any explicit instruction. That is, nobody teaches the child to talk. Finally, language is acquired despite "stimulus poverty." Grammatical information is not found explicitly in the stimulus input and, in addition, this input contains informative noise, interruptions, differences between speakers, and is grammatically incomplete.

When the child begins to listen to his parents, he will unconsciously recognize which kind of a language he is dealing with, and he will set his grammar to the correct one. This is known as "setting the parameters." The child knows intuitively that there are some words that behave like verbs and others like nouns, and that there is a limited set of possibilities for ordering them within a phrase. This is not information that the child is taught directly by adults, but information that is given for the child to decode. This set of

language learning tools, provided at birth, is referred to by Chomsky as the Language Acquisition Device.

Thus, the term “acquisition” began with Chomskian, linguistic roots, and it emphasized the notion that grammar is triggered by the environment rather than learned. Also, grammatical development would be independent of other kinds of developments, linguistic or otherwise: semantic, pragmatic, cognitive.

Chomsky (1965) proposed that every child was born with a Language Acquisition device that holds the fundamental rules for language. In other words, children are born with an understanding of the rules of language; they simply need to acquire the vocabulary. Chomsky offered a number of pieces of evidence to support his theory. He maintained that language is fundamentally similar across all of humanity. For instance, every language has something that is like a noun and a verb, and every language has the ability to make things positive or negative. Chomsky also discovered that when children are learning to speak, they do not make the errors you would expect. For instance, children seem to understand that all sentences should have the structure “subject-verb-object,” even before they are able to speak in full sentences.

From his experiments, Dr. Chomsky (1965) also noted that young children would notice if adults around them spoke in a grammatically incorrect manner. This explains the fact that children from all over the world go through similar stages, at similar ages, in the

acquisition of a language. By 5 years of age, most children have a good grasp of the basic rules of their own language. This provides strong evidence for the existence of a Language Acquisition Device as if language were not innate, children from different countries and backgrounds would surely pick up different aspects of language in different orders, and all children, even those from the same backgrounds, would acquire language at different rates.

Further evidence for the existence of a Language Acquisition Device comes from what was termed surface structures and d-structures deep structures (Chomsky, 1957, 1982). Different languages have different outward structures, but they all share the same deep structures, reflecting the sentence's meaning. The fact that children understand deep structures without having to be actively taught them suggests that language is innate: children have an inborn understanding of grammatical concepts, understanding that the order of words within a sentence is important.

The grammatical errors children make during the process of acquiring a language, known as overgeneralization, also suggest language is an innate module, thereby providing evidence for the existence of a Language Acquisition Device. Overgeneralization occurs, for example, when children apply the past tense -ed inflection to irregular verbs such as "go." Children obviously would not hear an adult saying "goed," which suggests that children have an inbuilt knowledge of grammatical rules, they know that to form the past tense they have to use the -ed suffix, but they are not yet aware of irregular verbs.

A final piece of evidence for the existence of a Language Acquisition Device is the fact that language is specific only to humans. No other species develop language in the way that humans do. This fact, along with the relative speed and ease in which children acquire their first language, provides evidence for the existence of a Language Acquisition Device, especially as language is far too complex to be taught completely from scratch.

Canale (1983) looks at strategic competence as a composition of the ability to acquire verbal or non-verbal communicative strategies to recompense for breakdown in communication caused by certain kinds of limitation and also to enhance the effectiveness of communication. They point out that strategic competence is often used when communication problems arise. Learners try to use what they know to communicate with others by using the target language. That is to say, communicative strategies are used to compensate for some deficiency in the linguistic system and focus on exploring other ways of what one does know for the transmission of a message. After Canale and Swain (1980) had introduced the influential framework of communicative competence, a more comprehensive model was proposed by Bachman (1990). Based on Canale and Swain's model, he proposes that communicative competence is to interpret learner's communicative language ability. He says that competence is the mental capacity for executing the components of language competence to determine the most effective means of achieving a communicative goal and physiological mechanisms refer to the actual execution of

language as a physical phenomenon (Bachman 1990, p. 81-91). That is to say, communicative competence plays a very important role in learners' process of learning and using of communicative strategies in the process of second language acquisition.

Comparing Canale and Swain's model and Bachman's model of communicative competence, it is found that in both of their models, strategic competence is an important element in performing its important functions. Therefore, the study of communicative strategy is of great importance in the research of communicative competence.

2.3 Communicative Competence (Dell Hymes 1972)

According to Hymes (1972, p. 277),

A normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.

In other words, a language speaker needs to use the language not only correctly, based on linguistic competence, but also appropriately, based on communicative competence. Nevertheless, this theory does not diminish the importance of learning the grammatical rules of a language. Actually, it is one of the four components of

communicative competence: linguistic, sociolinguistic, discourse, and strategic competence. These four components of the communicative competence should be respected in teaching a foreign language, and they usually are, by modern teaching methods, employed in second language teaching. Usually most of the above are best learned if the language learner dip into the culture of a country that speaks the target language.

Linguistics is the knowledge of the language code, its grammar and vocabulary, and also the conventions of its written representation. The grammar component includes the knowledge of the sounds and their pronunciation (phonetics), the rules that govern sound interactions and patterns (phonology), the rules that govern the combination of words and phrases to structure sentences (syntax), and the way that meaning is conveyed through language (semantics).

Sociolinguistic competence is the knowledge of sociocultural rules, how to use and respond to language appropriately. The suitability depends on the setting of the communication, the topic, and the relationships among the people communicating.

Moreover, being appropriate depends on knowing the context of the conversation.

Discourse competence is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. It is knowing how to combine language structures into a cohesive and coherent oral or written text of different types. Thus, discourse competence deals with organizing words, phrases and sentences in

order to create conversations, speeches, poetry, and email messages, among others. Finally, strategic competence is the ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain word, so will plan to either paraphrase or ask what that word is in the target language. During the conversation, background noise or other factors may block or delay communication; therefore, the speaker must know how to keep the communication channel open. If the communication was unsuccessful due to external factors or due to the message being misunderstood, the speaker must know how to restore communication. These strategies may be requests for repetition, clarification, slower speech, or the usage of gestures.

The concept of Communicative Competence has not always existed, but now it is understood as the knowledge that enables an individual to use a language effectively and appropriately, and their ability to use this knowledge for communication. The term is most attributed to Hymes (1972); however, the concept has been widely used in sociolinguistics and language teaching, often in rather vague and conflicting ways. Those confusions over the terminology is due to the many interpretations and misunderstandings of it. Because of the thousands of interpretations, this work will explore some of the different approaches to the assumption of communicative competence.

Chomsky (1965) established a distinction between competence and performance.

For him, competence refers to the innate knowledge of a language an speaker has in a

speech community. The concept is conceived as an idealized knowledge of phonological and syntactic rules. Performance, on the other hand, refers to the actual production and rules of language usage. According to Chomsky, only the competence was the fields of studies for linguistics.

Hymes (1972) criticized the restriction of Chomsky's theories on language use, and proposed that there were other kinds of knowledge that enabled speakers to use the language effectively. He also claimed that there was a need for a theory that could deal with a heterogeneous speech community. Hymes introduced then, the concept of communicative competence, paying attention to the sociolinguistic component which is connected to language and culture. Dell Hymes declared that native speakers know more than just communicative competence. He expands Chomsky's notion of grammar competence and performance into the four parameters mentioned above. The reason that those rules exist is that, although one can have linguistic competence and consequently is able to produce linguistically correct sentences, if the person lacks knowledge of the competence, the individual will not be able to communicate adequately. For instance, the person could ask a question grammatically correct, but the answer to that question coming from another individual could be another idea not related to the pattern asked, still being linguistically correct. Therefore, none of them, the question or the answer has achieved effective communication, since the answer does not respond to the question's needs. Any sentence

must be linguistically correct, must be appropriate in a given context, and must actually occur in the language.

2.4 Definition of Communicative Strategy and Types

The focus of language learning has always been on creating and increasing opportunities for learners to communicate using the target language. However, some learners are soft-spoken during activities in the classroom. There can be many situational and personal reasons involved, such as their feelings during the day, their knowledge of the language, personality characteristics, and so on. Since overcoming all these factors is an far-iff goal in the short term, this work proposes the implementation of some communicative strategies to enhance speaking skills in order to help them fill the gap in their linguistic knowledge. The chosen communicative strategies (nomination, turn-taking, topic control, repair, and termination) are going to be taught by teachers and followed by an appropriate practice during the entire period of research. After a five-session period introducing and practicing communicative strategies, the results are going to be measured by speeches and interviews. The outcomes of the present study will reveal if the learners, who went through this type of instruction, showed an increase in their talking time and their accuracy when speaking even when they displayed a lack of linguistic knowledge.

The nomination strategy happens when a speaker carries out nomination to collaboratively and productively establish a topic. Basically, when the learners employ this

strategy, they try to open a topic with the people they are talking to. When beginning a topic in a conversation, especially if it does not arise from a previous topic, the learner may start off with inquiries and announcements as they promise extended talk. It is a strategy that can also be applied at any time during the course of an interaction as a method of continuing communication. When this strategy is used, the topic is introduced clear and truthfully, stating only what is relevant to keep the interaction focused.

Sometimes, people are given unequal chances to speak. The strategy of turn-taking is a process that aims to delegate to people the decision of who takes the conversational floor. There is a code of behavior behind establishing and sustaining a productive conversation, but the primary idea is to give all communicators a chance to speak (Schegloff, 1977). The speaker should keep the words relevant and enough to express the views or feelings. In this strategy, the speaker should not take over the conversation and talk incessantly without letting the other party air out their own ideas. To acknowledge others, the listener may employ visual signals like a nod, a look, or a step back, and they could follow these signals with spoken cues.

The strategy of topic control covers how procedural formality or informality affects the development of topic in conversations (Schegloff, 1977). For example, in a formal meeting at their work place, they may only have a turn to speak after the moderator indicates them to do so. In contrast, when they have a casual conversation with friends at

lunch or coffee where they may take the conversational floor anytime. Regardless of the formality of the context, topic control is achieved cooperatively. This only means that when a topic is initiated, it should be arm in arm developed by avoiding unnecessary interruptions and topic shifts. Speakers can make themselves actively involved in the conversation without overly dominating it by using minimal responses.

The next strategy, repair, refers to how speakers address the problems in speaking that they may detect in a conversation. For instance, if everybody in the conversation seems to talk at the same time, the learner could give way and appreciate the other's initiative to set the conversation back to its topic. Repair is the self-righting mechanism in any social interaction (Schegloff, 1977). If there is a problem in understanding the conversation, speakers will always try to correct it.

Termination attributes to the conversation participants' close-initiating expressions that end a topic in a conversation. Most of the time, the topic initiator takes responsibility to signal the end of the discussion as well. Even though, not all topics may have clear ends, the speaker should try to signal the end of the topic through concluding keys. Learners can do this by sharing what they learned from the conversation. Aside from this, soliciting agreement from the other participants usually completes the discussion of the topic purposely.

Lim and David (1995) made a research on a case for the incorporation of communicative strategies as a teaching tool for ESL teachers. However, the research on communicative strategies has generally focused on language learners. David (1992) investigated the possibility of consciousness-raising of communicative strategies as a tool to improve language proficiency of L2 learners.

If by teaching through example and practice teachers can make students more aware of the communicative problems they might encounter in communication and the importance and advantage of using different types of communicative strategies to confront different problems, they might be able to choose more appropriate communicative strategies and use them more consciously.

Learners can benefit from strategies to overcome both grammatical and lexical difficulties. Communicative strategies are means in which the learner can make use of, not only to communicate accurately. There are two reasons for using communicative strategies. They are to avoid making errors and to increase fluency. Faerch and Kasper (1983) explain that, "in order to avoid producing non-fluent or incorrect utterances by using insufficiently automatised or hypothetical rules/items, learners may decide to communicate by means of a reduced system focusing on stable rules and items which have become reasonably well-automatised."

The elimination of certain elements of the target language does not always interfere with the transmission of meaning. It may ease the communication making it more efficient; for instance, the use of the simple present tense instead of other tense forms if and when meaning is not affected or radically altered.

Bayllis (1984) conducted a study and found that L2 learners engage in communicative strategies more frequently than L1 speakers. Language teaching should therefore involve the awareness of such resources, as effective communication is essential for the success of enriching projects and it also helps the listener to make use of strategies to ensure that he has understood the predestined message.

There is still no one who can master a language perfectly and use it appropriately in all social interactions. Without a doubt, in the process of communication, we may come across a great number of problems. In order to overcome these problems, we have to use some communicative strategies. Communicative strategies play an important role in second language acquisition. From different prospects, linguists have defined communicative strategy in different ways. For example, Tarone (1980) studies communicative strategies from the interactional perspective, Brown (1994) looks at communicative strategies from the perspective of error resources, while Færch and Kasper (1983) perceive them from psychological approach.

Tarone (1980) defines communicative strategies as mutual attempts of two dialogists to agree on a meaning in situations where meaning strategies do not seem to be shared. It is known that both, the speaker and the listener are involved; therefore, successful communication is the responsibility of both. When the participants are aware of that they do not understand each other, they will look for a number of strategies: paraphrase, transfer, avoidance, and others.

Brown (1994) suggests that communicative strategy is actually the process of interlingual transfer and the context of learning as a learner tries to get a message through to a listener or reader. Then, communicative strategies can act as the conscious utilization of verbal or nonverbal mechanism for communicating an idea. Brown's definition of communicative strategy can help to reflect what strategies have been used by a speaker through the analysis of errors.

From the psychological perspective, Færch and Kasper (1983, p.36) define "communicative strategy as potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal." In addition, Færch and Kasper explain similar data in terms of an individual's mental response to a problem rather than as a joint response by two people. According to their definition, in general, there are two possible strategies for solving a communication problem: avoidance

strategies and achievement strategies. Researchers generally agree that the main purpose of communicative strategies is to deal with communication problems.

2.5 Speaking Skill

Language is very important in our lives, as it is the means by which people communicate day by day. Speaking skills are often considered the most important part of English as a Foreign Language. This skill is one of the productive skills, which is the evidence of the competency of a student's performance. Moreover, much of the communication is made through speaking. In short, learning a language remains incomplete if one does not achieve expertise in speaking. Speaking can be realized as the most common way to convey the message to others, and the ability to communicate effectively is a basic requirement which needs to be taken seriously in English education (Azadi, 2015).

The previously mentioned skill is one of four basic skills in learning a foreign language, besides listening, reading and writing. Normally, learners in English as a second language context do not use the language in factual situations. They possess inability in communicating appropriately and correctly. This leads to the learners' lack of self-confidence and avoidance when communicating with native English speakers (Oradee, 2012). Therefore, this research proposes some ways of developing the speaking skill in adults from a theoretical perspective.

According to Kayi (2006), speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise involves language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is real communication and speaking is a productive skill, so it needs to be practiced as often as possible. Many students are required to read English in primary, secondary, and higher secondary levels for about twelve years, but their level of proficiency is below the desired target. They enter universities for undergraduate programs with a low proficiency in English, and after completing the graduate and postgraduate levels, they have to enter the job market. In different interviews, they are tested on their competence in English, but the results are often disappointing. Moreover, most of the graduate and postgraduate students are not capable of speaking good English, which is an evidence of one's competence in a language.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is the interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking (Florez, 1999).

Speaking is a crucial part of second language learning and teaching. However, the world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Therefore, recent pedagogical research on teaching students conversation has provided some constants for developing the skill.

Bygate (1997) believes that speaking is, in many ways, an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a 'societal' form of an expression which uses the unprestigious register. Lewis and Hill (1993) state that speaking is a process that covers many things in addition to the pronunciation of individual sounds. Widdowson (1996) believes that speaking is simply the physical embodiment of an abstract system or of the grammatical system of language, or both. Burkart (1998) says that speaking is an activity, which involves the areas of knowledge, which mechanics (pronunciation, grammar, and vocabulary); which is the use of the right words in the right order with the right pronunciation, the functions (transaction and interaction); which is knowing that the clarity of the message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building), and the social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative

roles of participant); it is understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason.

Mackey (2001) defines that speaking is an oral expression that involves not only the use of right patterns of rhythm and intonation, but also the right order to convey the right meaning. Meanwhile, Thornbury (2005) says that speaking is interactive and requires the ability to cooperate in the management of speaking turn. Clark and Clark (1997) state that in speaking, a speaker expresses his thought and feeling in words, phrases, and sentence, following a certain structure which regulates the meaningful units and meaning of sentences. The frequency of using the language will determine the success in the speaking skill. In other word, without practicing, it will be difficult to speak English fluently.

The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that foreign language teachers' pay great attention to teaching speaking by providing students with adequate exposure with the language and with fair motivation to communicate through it. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place, is aspired. Speaking is key to communication. By considering what good speakers do, what speaking tasks can be used

in class, and what specific needs learners report, teachers can help learners to improve their speaking and overall oral competency.

CHAPTER III

Methodological Framework

In this research, a data collection and analysis will be carried out to answer the questions that arose from the work about the enhancement of oral skills by applying communicative strategies in adults at Sykes Enterprises. In order to make a good analysis of the research, interviews on experts on the topic will be conducted. In addition, sources like books and authors will be used to obtain information about the benefits of mastering speaking skills.

3.1 Research Approach

The approach to be used in the present research will be the qualitative one. According to Ospina (2004), in her work *Qualitative Research*, Shank (2002) defines the qualitative research as “a form of systematic empirical inquiry into meaning” (p. 5). By systematic he means “planned, ordered and public,” following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says that researchers try to understand how others make sense of their experience. Denzin and Lincoln (2000) claim that the qualitative research involves an interpretive and naturalistic approach: “This

means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3).

In other words, the qualitative approach is based on logic and the inductive process. Its main objective is to explore, describe and finally get to theoretical deductions. For example, the interviewer interviews an individual, collects all the information provided by the expert, analyzes the data, and finally reaches the conclusion according to all the information that was gathered. Likewise, more interviews are conducted in order to reach the phenomenon of study. Based on the previous definition, this work will be a qualitative research, since its aim is to understand the social reality of students at Sykes Enterprises, their culture as nearly as possible as its participants feel it or live it. Thus, people and groups are studied in their natural setting.

3.2 Research Design

In order to develop the research, a qualitative approach will be used and it will be focused on the naturalist paradigm, since it is the most apt to correctly find out and understand the research problem. The qualitative approach seeks primarily dispersion or expansion of data and information, while the quantitative approach intentionally seeks to narrow the information (Hernández, 2014, p.10).

The naturalist approach is to enter into the environment that is being investigated and not to make any changes, while achieving the necessary results to continue with the

research, but always keeping the distance not to alter any aspect that involves any change. The aim is to carry out an investigation where concrete and relevant data can be obtained from the application of communicative strategies to enhance the speaking skill in adults that attend to Sykes Academy, an institution that helps people with the goal of becoming future employees of the call center. This design is chosen because the researcher will carry several interviews to English teachers and experts on the topic at Sykes Enterprises. It is intended to collect relevant information as much as possible and then analyze each piece of information provided by the participants in order to obtain an analysis congruent on the question of communicative strategies enhancing speaking skills.

3.3 Information Sources

Information can come from social media, blogs, personal experiences, books, journal and, expert opinions, encyclopedias, and web pages. The type of information that is needed will change depending on the question that is being asked. Different researches require information from a variety of sources; therefore, it is needed to understand where to go to find certain types of information.

For purposes of this research, the sample consists basically of teachers from Sykes Enterprises working at Sykes San Pedro. Those who can contribute by expressing their experiences towards the methodology used to help the agents improve their speaking skill, since that is the most important area workers from a call center should have. The

population chosen is based on specific information essential to achieve the necessary inquiries about the application of communicative strategies to enhance oral skills in adults at Sykes Enterprises.

Information can come from virtually anywhere, personal experiences, books, articles, expert opinions, encyclopedias, and the web. The type of information needed will change depending on its application. Individuals generate information on a daily basis as they go about their work. In academic institutions, staff and students consult various sources of information. The choice of the source to consult is usually determined by the type of information sought.

3.3.1 Primary Sources

According to Village (n.d), primary sources are those that provide first-hand accounts of the events, practices, or conditions you are researching. In general, these are documents that were created by the witnesses or first recorders of these events at about the time they occurred. This include diaries, letters, reports, photographs, creative works, financial records, memos, and newspaper articles.

There is a list of the primary resources this research will be promoted by.

Table 1**Primary Sources of the investigation**

Book's Name	Book's Author
Styles and Strategies (2000)	Douglas Brown
Communicative Strategies in Second Language Acquisition (2011)	Lin Wei
Communicative Competence: Theory and Classroom Practice (1983)	Sandra J. Savignon

3.3.2 Secondary Sources

A secondary source interprets and analyzes a primary source. These sources are one or two steps removed from the event or occurrence. They may include comments, discussions, reviews, and explanations; they are considered second-hand sources because they are based on the primary source. A secondary source may contain quotes, graphics, or pictures of primary sources in them (Shyam 2013).

Below, there is a list of the teachers working at Sykes Enterprises that will help this research with their input.

Table 2**Secondary Sources of the Investigation**

Interviewed	Teaching Degree	Working Place
Jose Andrés Quirós	Bachelor's degree on English Teaching and Master's Degree on English Teaching	Sykes Enterprises
Diego Romero	Bachelor's Degree on English Teaching	Sykes Enterprises
Keiry Fernández	Bachelor's Degree on English Teaching	Sykes Enterprises
Kriscia Cantillano	Master's Degree on English Teaching	Sykes Enterprises
Evelyn Knowls	Master's Degree on English Teaching	Sykes Enterprises
Raquel Umaña	Bachelor's Degree on English Teaching	Sykes Enterprises
Raquel Vega	Licenciatura on English Teaching	Sykes Enterprises

Maria José Gonzales	Bachelor's Degree on English Teaching	Sykes Enterprises
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Note: All of the experts chosen for this Project work at Sykes Enterprises, and they have roles as teachers and supervisors of the correspondent department.

3.3.3 Tertiary Sources

Tertiary sources are sources that identify and locate primary and secondary sources. These can include bibliographies, indexes, abstracts, encyclopedias, and other reference resources; available in multiple formats, some are online, others only in print. (Hilton n.d).

Tertiary sources are not necessary for the present investigation, since the researcher can gather all information needed from the primary and secondary sources.

3.4 Analysis Categories

The unit of analysis corresponds to the major entity or representative of what will be the specific object of study in a measurement. It refers to what or who is the object of interest in an investigation. This part of the investigation must be clearly defined in a research protocol and the researcher must obtain the information from the unit that has been defined, as such.

The first unit of analysis of this research work are the consequences. The consequences refer to the negative results that harm Costa Ricans, who do not know or speak the English language or do not have an upper intermediate language level to be able

to work in a company, in which one of the main requirements is the expertise in the area. In the same way, they also try to reflect the different types of consequences in which national workers are immersed because they do not have perfect knowledge of the English language.

In addition, the opportunities in this work refer to the set of positive aspects, occasions, and circumstances that Costa Rican workers who speak the English language in the workplace obtain; therefore, the importance of communicative strategies to be able to achieve the English level that is required in their call center context. These opportunities can be to get a stable job, a promotion, or the opportunity to travel abroad, among others.

The advantages refer to a set of benefits, improvements, and positive aspects that are obtained by having a good handle and knowledge of the English language. Thanks to this, you can achieve and opt for work options or improve in a job and improve yourself.

3.5 Data Collection Instruments

Data collection will allow the researcher to collect information that we want to gather about the study objects. According to Denzin and Lincoln (2005), an instrument is the general term that researchers use for a measurement device (survey, test, questionnaire, etc.). To help distinguish between instrument and instrumentation, consider that the instrument is the device and instrumentation is the course of action (the process of developing, testing, and using the device). Throughout this work, many instruments will be put in practice; the main ones will be interviews and speeches for the students.

3.5.1 Interviews for Students

Interviews are sought to collect the necessary information with the purpose of developing the study in an appropriate manner. According to Hernández (2014, p.407), “la entrevista permite hacer preguntas sobre experiencias, opiniones, valores y creencias, emociones, sentimientos, hechos, historias de vida, percepciones, atribuciones, entre otros elementos”.

Part of following questions will be asked at the beginning of the observation to measure the students' English level before applying communicative strategies. The instrument such as the interview will grant an English speaking percentage for the students. Then, the rest of the questions will help to assess the speaking skills after the implementation of communicative strategies to enhance the students' speaking competences. This being said, the percentage of English assigned before, should increase.

The rubric used for evaluating the interviews will be an oral score card divided in four areas. The first field is pronunciation, stress and intonation, the second one is grammar and vocabulary: the third one is organization of thoughts and control of the conversation and the last one interactive fluency. Each part consists in a 25%, for total of 100% of the speaking skills. As for the Sykes Enterprises' criteria, the student should pass the interview with at least and 85%.

The interview questions are meant to measure the effective use of grammar tenses like Simple Present, Simple Past, Simple Future, Conditional Tenses, and others.

Additionally, they will measure the students' ability to maintain a descriptive or argumentative conversation.

The following questions are some examples of the ones used in during the interviews.

1. What do you know about our company?
2. Why do you think you are suitable for a customer service position?
3. What provides you with motivation?
4. What do people criticize about you? Are their concerns valid?
5. Why is teamwork important in a call center?
6. What kinds of people do you like to work with?
7. Which has been your greatest failure, and what did you learn from it?
8. What made you choose to apply to call center position?
9. How would you define great customer service?
10. What past accomplishments have given you satisfaction?

3.5.2 Speeches for Students

Oral speeches about arbitrary topics have been one of the main instruments used in this investigation in order to collect information relevant and detailed, since it is the act of

looking closely at one thing to assimilate in detail the nature researched, a set of data, facts, and phenomena.

The following speech topics will help the students to think outside of routine transactions in a call center environment. The students' will have to present one of these speech topics before communicative strategies are applied and the researcher will be able to evaluate areas that involve communication, pronunciation, fluency and grammar.

Each area will be evaluated in a scale from 1 to 5; the number 1 being the least proficient and the number 5 when the students exceed the expectations.

Many of the speeches will be deliberately provocative to stimulate a response. Others will be open-ended or neutral to allow whatever occurs in the students' mind to fit the topic. This being said, a random topic will be fired at the speakers on the spot, and they will have just a few seconds to think about it and organize their ideas. The students are expected to with relevant content to speak on the topic, for a specified duration; usually from three to five minutes.

Some examples of the speeches used to help the students improve their speaking skill are:

1. Should more pets be adopted than bought from a breeder?
2. Why should you own a dog?
3. The danger of texting and driving
4. Prayer in schools should not be mandatory

5. Would it be better if high school students completed community service hours to graduate?
6. Art and music programs in public schools are an essential part of education
7. The importance of higher education
8. We need more financial assistance for students
9. We should keep our community clean
10. Recycling should be mandatory

The function of implementing the instruments in the observation is to analyze the environment that surrounds the interviewees at the moment of carrying out said work; that is, the environment and the interviewee. In this investigation, all the details observed at the time of the interviews will be documented, among these details are, body language of the interviewees, and tone of voice used when answering the questions.

3.5.3 Questionnaires for Teachers

As the last instrument used for this work will be questionnaires for the teachers that work at Sykes Enterprises. According to McLeod (2018), a questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. They provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a sample of people.

Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This being said, the questionnaire consists of a series of questions and other indications with the purpose of obtaining information in a clear manner and expressed through a series of open and closed questions that focus on obtaining knowledge that is based on the veracity and reliability of professionals, dedicated directly and indirectly with the English language. In the present research work, the questionnaire will be used as the instrument to gather the necessary information about the benefits of applying communicative strategies to master the English language in the workplace, with semi-structured open questions.

3.6 Collection Data Process and Data Analysis

The instruments previously mentioned will be conducted at Sykes Enterprises, located in San Pedro, Barrio Dent. This company is a private outsourcing company that sets the standard in customer care solutions servicing over one thousand companies around the world. Sykes contact centers specialize in providing expert customer service and technical support.

Observations will be done at the beginning and at the end of the investigation to compare the students' performance. The purpose is to analyze how students speak the language without applying communicative strategies and then, have progress in their English skills after applying said strategies.

For this work, questionnaires will go along with interviews. Interviews will be conducted in the following way: the interviewer will be contacted and the reason for the research to be carried out will be indicated. Date and time will be established in advance to carry out the interview personally. If due to work or personal circumstances the interview cannot be held face to face, a video conference will be the second option to perform the interview. In this research, the secondary sources will be asked to fill out a questionnaire, once the expert's opinion is gathered and classified in categories the researcher is more eager to obtain information, the same will be disclosed then to be able to transmit conclusions, since it is a matter of importance for the rest of the population.

The following instruments are used to collect, measure, and analyze data related to the subject of this research. These tools are going to be used as subject- completed instruments which provide quantitative data, and the researcher has a checklist of skills and notes that the students can perform. The production of communicative strategies in speaking skills by applying the predetermined set of criteria will be evaluated.

CHAPTER IV

Data Analysis

The data analysis is a process used to transform, remodel, and revise certain information with the purpose of reaching certain conclusions for a given situation or problem. It can be done by different methods as according to the needs and requirements of different domains. The data analysis, in a research, supports the researcher to reach a culmination. Therefore, simply stating that data analysis is important for a research will be a restraint, since no research can survive without a data analysis. This being said, the analysis of the results obtained from each of the interviews and rubrics that were applied with the research samples, is developed. In addition, what this analysis seeks is the opinion of each of the interviewees, who are knowledgeable about the research topic with the purpose of studying the results obtained. The answers were separated according to their category and in relation to the unit of analysis.

This chapter discusses the data analysis and findings from 20 interviews done to some students at Sykes Enterprises and 20 speeches that the same students presented. As well as the questionnaires and interviews done to 10 professors at the company, who deliver classes as a full time job. Moreover, this part of the research shows the major findings of the analysis of the attitudes of the adult learners' with intermediate level and the reported frequency of using communicative strategies when speaking. These results are obtained by analyzing the many results obtained before applying communicative strategies during the teaching period and after implementing them.

4.1 Analysis and Interpretation of the Results

To complete the present study properly, it is necessary to analyse the data collected in order to answer the research question. This chapter comprises the analysis and

interpretation of the findings as a result from this research. The units that were developed correspond to the three specific objectives of the research. Next, a brief description and analysis of each category is given. The analysis and discussion are carried out in accordance with the theoretical background that was elaborated in the second chapter of the present investigation.

4.1.1 Observation

Teaching is the centre of all education related topics. So, the researcher, in this document, will describe a class observation done in a course at the Institute Sykes Academy. The purpose of this report is to reflect on the teacher's communicative strategies, methodologies, and class environment in relation to what has been developed in this work. Therefore, throughout this paper, a variety of students' and the teacher's behaviors will be analyzed.

A Sykes Academy course named Reloaded has been observed. This course is mainly focused on helping +18 years old people to improve their English skills, (pronunciation, grammar, and customer service skills). These students are trying to apply for a job at Sykes, but they do not have the English level the company requires, yet. The students in this module should have an English level of at least seventy-eight percent, and they need to achieve an eighty seven to be hired. Now, a chronological list of events including the teacher's and students' interaction, while the researcher was an observer in the classroom, will be listed.

4.1.2 Analysis of the Results of the Instruments Implemented in Students

4.1.2.1 Interviews

At the beginning of the observation, the students were interviewed to determine the entry English level. The interview provided an opportunity for the researcher to detect the students as potential employees and to decide how well their speaking skill aligned with the company's needs. The interview also allowed the researcher to give feedback to the students to get better acquainted with the context and obtain information to help them decide if that job is the right one for them.

Table 3**Total Results of First Interviews**

Student	Pronunciation, Stress and Intonation	Grammar and Vocabulary	Organization of Thoughts and Control of Conversation	Interactive Fluency	Overall
A	80%	85%	85%	80%	83%
B	80%	85%	80%	80%	82%
C	80%	80%	80%	80%	80%
D	80%	80%	80%	80%	80%
E	80%	80%	80%	80%	80%
F	85%	80%	80%	80%	82%
G	80%	80%	80%	85%	82%
H	85%	80%	85%	80%	83%

I	80%	85%	80%	85%	83%
J	85%	80%	80%	85%	83%

Note: The percentages above were determined by the oral scorecard used as a rubric.

A total of ten students were interviewed with different questions to perceive their English level. Those questions were open-ended; this helped the interviewer to include information, feelings, attitudes, and their understanding of the subject in their answers. This conceded the researcher better access the respondents' true feelings on the matters presented.

During the interview, the prospects showed a good attitude, even though, most of them were very nervous. Due to that fact, the researcher could notice there were many areas of improvement, starting with their confidence. There is nothing more important than eye contact when it comes to showing confidence, and it was extremely noticeable that many of the students were staring down or to the side when they were speaking. In addition, their body positioning demonstrated their lack of confidence. They were not feeling fully comfortable with their language skills; some of them had their arms crossed and they were making themselves smaller instead of making their bodies take up a lot of space.

Another characteristic the researcher was able to notice during the first interviews was that the students needed to canalize the overwhelmed feelings, so they were not still, nor controlled to make calculated movements. They were sitting in a chair, and they were constantly moving the chair or their hands around when they were supposed to be listening and monitoring what they were saying. Confident people usually smile. Some of the students grimace or wrinkled their faces up looking serious and distracted; the behaviour was found normal, since they did not feel satisfied enough with their speaking skill.

Another interview was conducted after the implementation of the communicative strategies during the observation.

Table 4

Total Results of Final Interviews

Student	Pronunciation, Stress and Intonation	Grammar and Vocabulary	Organization of Thoughts and Control of Conversation	Interactive Fluency	Overall
A	85%	90%	90%	85%	87%
B	85%	85%	85%	85%	85%
C	85%	85%	85%	85%	85%
D	85%	85%	85%	85%	85%
E	85%	85%	85%	85%	85%
F	85%	90%	85%	85%	86%
G	85%	85%	85%	90%	86%
H	90%	90%	85%	85%	87%
I	85%	90%	85%	90%	87%
J	85%	85%	85%	85%	85%

Note: The percentages above were determined by the oral scorecard used as rubric.

This time, the students were smiling and trying to enjoy the process. It was not the first time they were going through that situation; for this reason, it was noticeable that they were feeling more confident. They were constantly taking deep breaths to try to relax. They finally understood that walking into the interview with a positive image of yourself makes a difference.

The students also focused more on their posture, as an important form of communication; consequently, they had a relaxed attitude and their answers were longer and more complex. This time, the prospects talked slowly, which made their speaking skill easy to measure. They did not blurt out the answers, they were thinking if they made sense or not while speaking. It was clearly seen how the communicative strategy repair was implemented. The speakers were addressing the problems in speaking that they detected in the conversation, as they had the self-righting mechanism explained.

Besides repair, another communicative strategy mainly used by the speakers during the last interview, was topic control. Speakers were able to make themselves actively involved in the conversation without overly dominating it by using minimal responses.

Now, to what degree do learners understand the importance of communicative strategies? Firstly, most of the interviewees did not know the great importance of the communicative strategies in second language acquisition. However, by using such strategies in their communication, they have formed some awareness and build up their view of it. In the process of using communicative strategies, learners realized their weak points in their linguistic system; consequently, they tried every medium to overcome those problems.

As stated in Table 3, there was an average overall from eighty and eighty-three percent of English at the beginning of the module; however, after the implementation of communicative strategies such as nomination, turn taking, topic control and repair, their percentage increased to an average overall of an eighty-five and eighty-seven percent of the level.

Most of the students had some first language interference, causing distinctive mispronunciations of consonant and vowel sounds or intonation patterns. Although that did not cause communication breakdown, there was still room for improvement. A standard range of grammar and vocabulary was seen; at times restricted and repetitive. Sometimes the applicants self-corrected their mistakes, but not in a hundred percent of the times. At the time of responding the questions, the responses were mostly clear, logical, and to the point for routine transactions; however, when more complex questions were asked, the students tended to translate from Spanish. This occasionally leads to "losing control" of the conversation.

Subsequently, throughout the the final interview, an increase in the speaking level was detected. The students talked easily, confidently, knowledgeably, and in a professional manner. Their tone and style were almost always appropriate and they were successful at building rapport.

Through the investigation, it was shown that the attitude towards language learning also affects the learners' attitudes to communicative strategies. It was reflected that learners with higher level of language proficiency attached themselves to meaning and frequency. Most of them may consciously create the environment for second language learning. This group of students had a positive attitude to communicative strategies and used them courageously. On the other hand, learners with lower level of language

proficiency focused on accuracy and could not unconsciously avoid the interference of L1.

4.1.2.2 Speeches

As a second instrument completed, speeches were presented by the students at the start of the course, without communicative strategies, and then after executing them. The researcher will proceed to analyze the results from the first speeches the students delivered. Each student will be classified with a letter from the alphabet.

Figure 1

Communication in Speeches Before Communicative Strategies

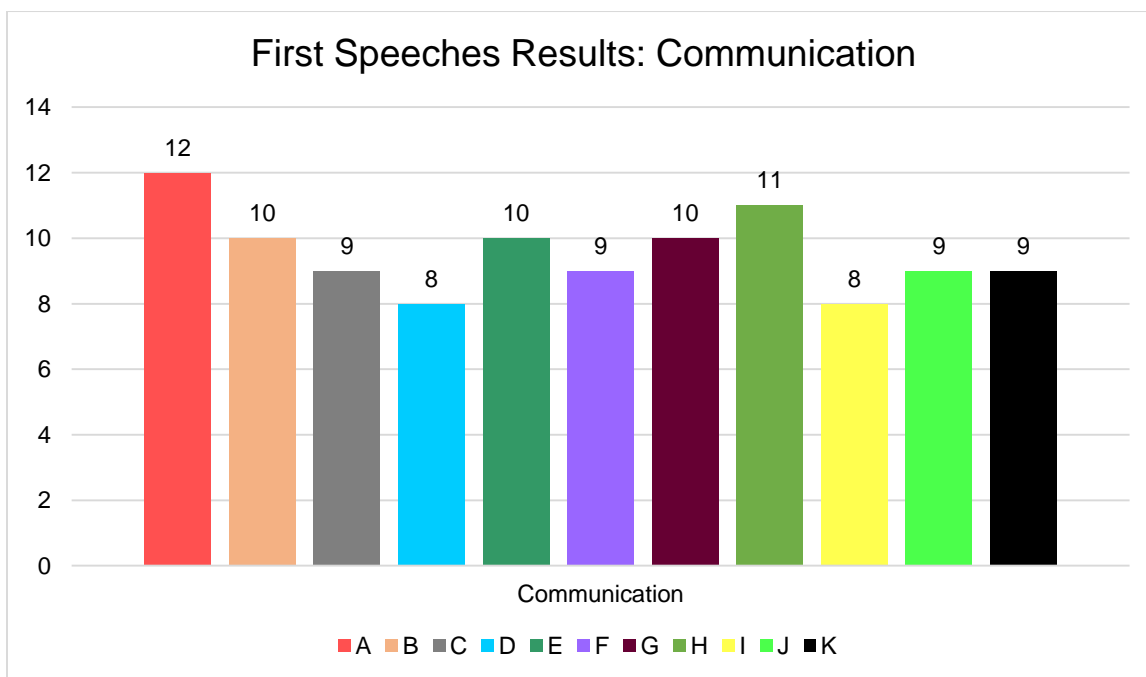


Figure 1. The punctuation given to each student was based on the rubric made for speeches. Source: Researcher’s own creation.

The item “Communication” in the rubric is divided in three areas, for a total of fifteen points. The first area evaluates if the message is clear and organized; the second, if the person can express with relative ease and if despite some pauses, the student is able to keep going effectively without any help.

Any of the ten students was able to obtain the perfect score; however, the closest one was student A, who obtained twelve points. Even though, speeches can be frightening, the student was able to manage her emotions in a very good way and took control over the situation. She expressed with all her nature what she thought about the topic and made it an anecdote. Her fluency was very good, and although she paused constantly throughout the speech, it was just to organize her ideas.

However, as areas of opportunity to mention, the researcher can say that repair is a communicative strategy that was missing from the student, and not only from student A, but the rest of them, as well. They did not show the ability to persist in communication and to modify, repeat, or re-organize their ideas when the initial communication attempt failed. It was easier for the speakers to ignore the fact that they were not making sense when speaking, or avoid thinking about the mistakes they made than going back to the beginning and structure a well-formulated idea.

It can be said, then, that the habit of repairing needs to be enhanced. The students need to reinforce their ideas by modifying them if the meaning is lost. Modifications include changes to the original message if necessary in order to transmit the information the best way possible.

Figure 2

Pronunciation in Speeches Before Communicative Strategies

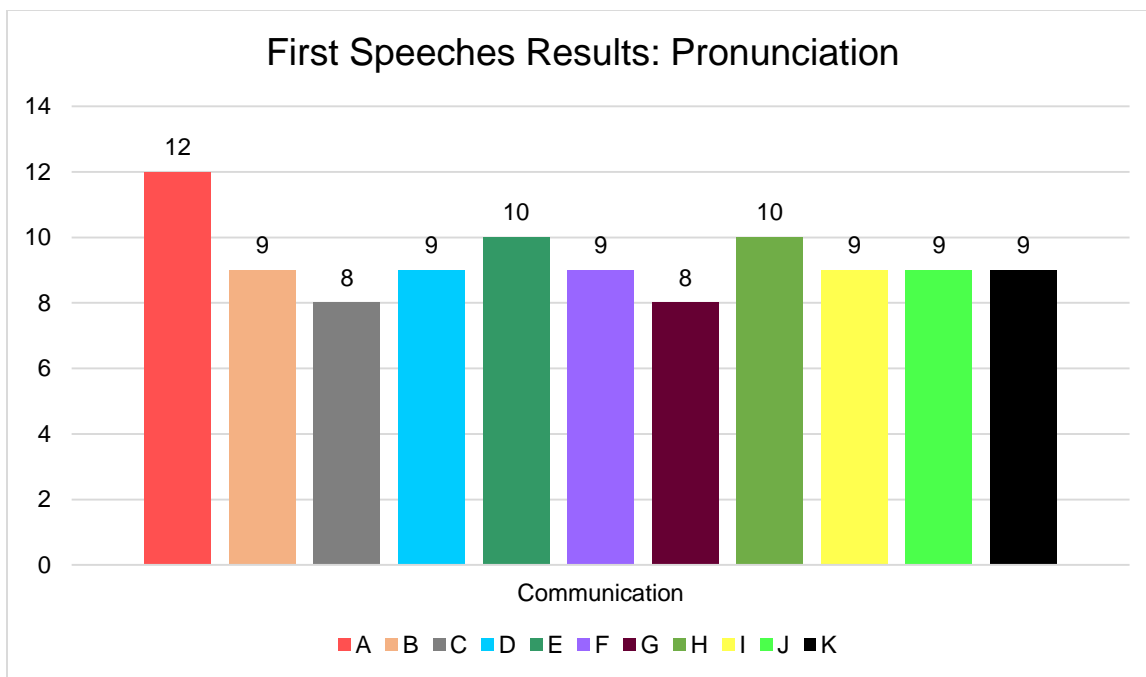


Figure 2. The punctuation given to each student was based on the rubric made for speeches. Source: Researcher’s own creation.

The item “Pronunciation” in the rubric is divided in three areas for a total of fifteen points. The first area evaluated if the student used the correct stress in words and sentences to avoid misunderstandings. The second area was related to accent, since it is very common to observe that Spanish speakers tend to have a strong accent that interfere with communication. Finally, if the students pronounce the vowel and consonant sounds correctly to keep the information clear.

There was a constant with students B, D, F, I, J, K. Some of them had a background in which they learned English in institutes where the phonetic skills were clearly ignored. Meanwhile, the case of some others was that they did not even have a previous knowledge in the pronunciation area.

Correct and clear pronunciation is as important as, for instance, listening and conversational skills. Pronunciation training is a very important part of mastering any foreign language, like English. Thus, it does not mean that the purpose is to get rid of a foreign accent completely. It has been seen with students C and G, for example, that it might not be possible, and with students A, E, and H that it might not be necessary. The main objective of implementing communicative strategies during the pronunciation training is for the students to learn how to hear themselves and others, since poor pronunciation creates barriers in understanding.

The majority of the students had issues mainly with sound /ə/ (schwa). That is seen as an obstacle because the schwa sound is the most common sound in English. If students learn how to make the sound properly, it will make their speech sound more natural and will be a good start point for more advanced aspects of English pronunciation, such as consonant clusters.

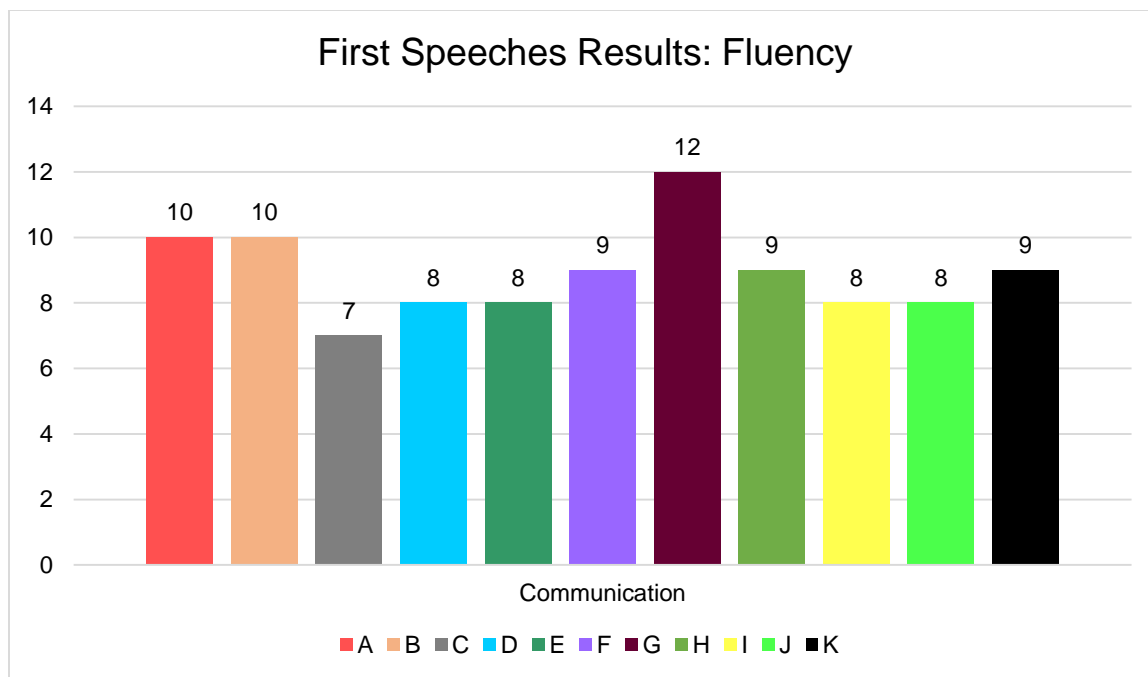
Figure 3**Fluency in Speeches Before Communicative Strategies**

Figure 3. The punctuation given to each student was based on the rubric made for speeches.
 Source: Researcher's own creation.

The item “Fluency” in the rubric is divided in three areas for a total of fifteen points. The first area looks for a good pace in the student; the second area evaluates the confidence and professionalism the speaker has at the moment of addressing a message; and the third area judges if the speaker uses fillers to fill a gap of vocabulary or ideas. Students often believed that speaking fast was a sign of being fluent and speaking good English. The speakers were not constant when they had to pronounce words slowly and clearly.

In a call center context, as in Sykes, fluency is desirable. When it comes to communicating, it is essential that fluency takes place. That way, students can communicate with a native speaker if they have only a mid-proficiency in English, but being truly fluent in the language offers many advantages, particularly in the business world. After implementing communicative strategies, the students are

supposed to know that they have full command of the language, and that will mean that as future employees they can feel wholly confident with their speaking skill.

Figure 4

Grammar in Speeches Before Communicative Strategies

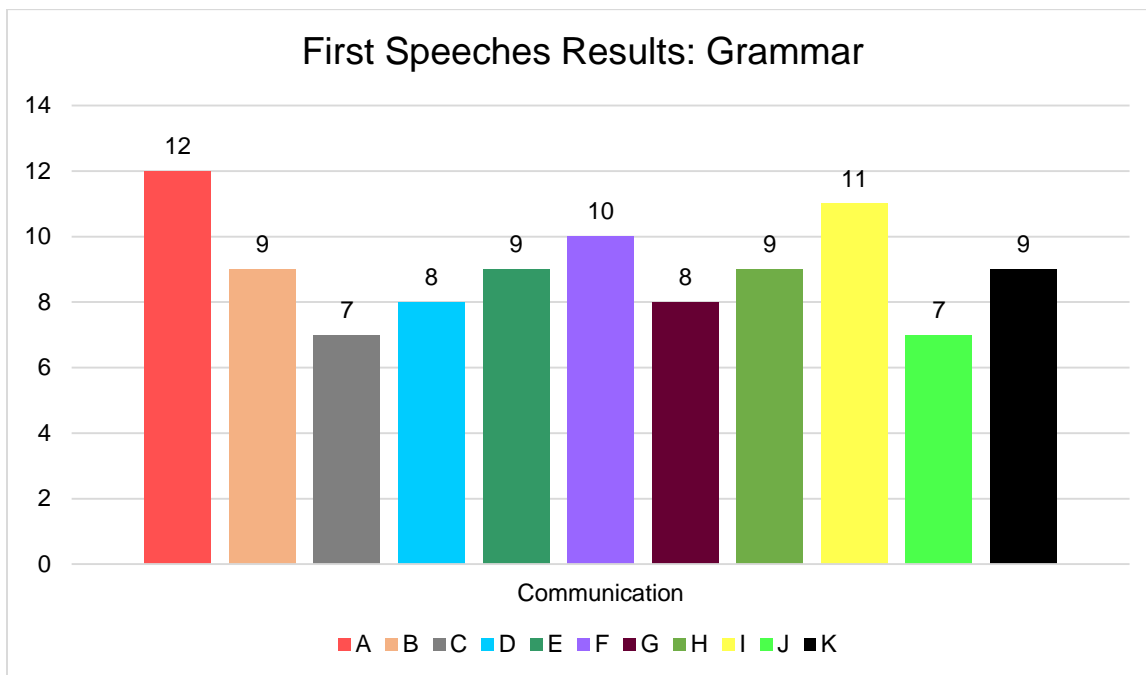


Figure 4. The punctuation given to each student was based on the rubric made for speeches. Source: Researcher’s own creation.

The item “Grammar” in the rubric is divided in three areas for a total of fifteen points. The first area seeks for the student to use a wide variety of grammar structures and the avoidance of third person singular mistakes. The second area evaluates if the learner uses the correct grammar tense and keeps it constant throughout the interaction. Finally, it is important to avoid the first language interference to make the message clear; therefore, the third area examines if there was Spanish translation in the students’ ideas.

Grammar sets the groundwork for effective communication. The researcher was able to appreciate that only student A had good grammar skills when speaking, and still,

she did not score fifteen points in the area. Students C and G, for example, in most of the speech had improper grammar affecting the meaning and clarity of the intended message.

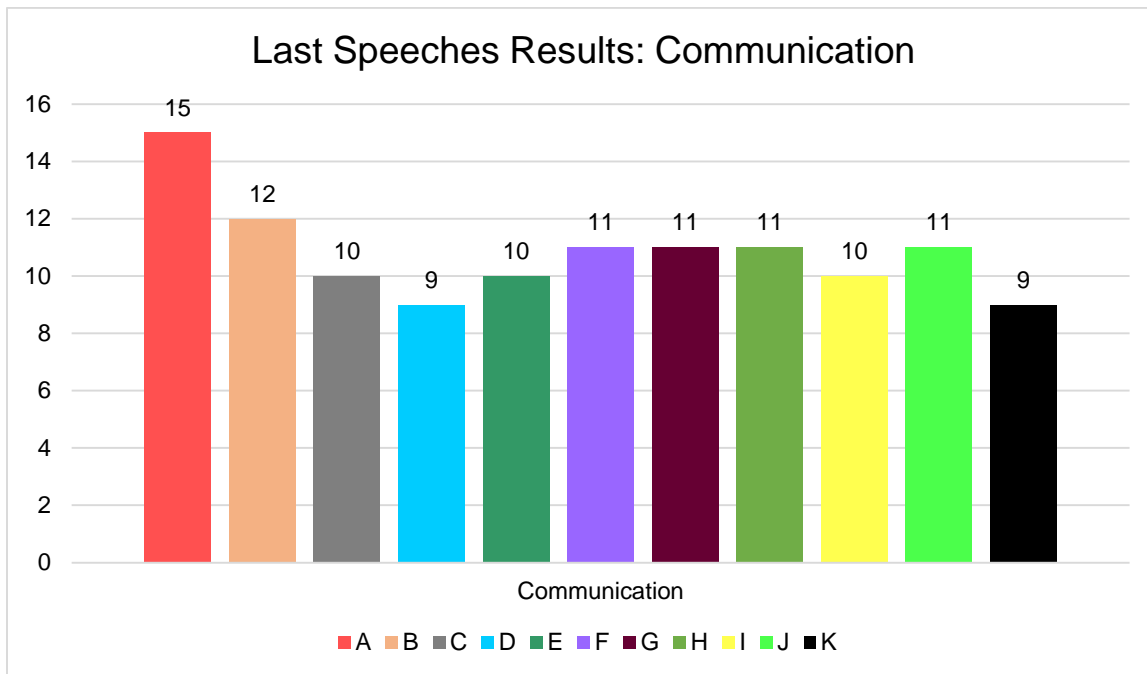
To sum up the analysis of the results of the students' first speeches, the experimenter can say that most of the students thought that it is impolite to use gestures, postures, and other body language in communication, while presenting a speech. Before communicative strategies were implemented, the context in communication in the classroom lacked necessary information; therefore, learners often reduced their communicative goal to avoid the problem. They thought that by speaking less, they would do better. Some students only reached a lower punctuation, which means that most of the advanced students' reported a frequent use of communicative strategies; in other words, they were from the level of hardly ever use of them to the level of sometimes using it.

That is to say, learners who have less adequate strategic competence in their communication will make less use of the communicative strategies, while the learners who have a more adequate strategic competence in their communication, will more often use the said strategies. The use of L2-based strategy is also affected by strategic competence. Most of Spanish speakers can only use the simple conventionalities such as "Well," "You know," and they cannot use the more complicated ones such as "To be quite honest," among others. It is because of the limited knowledge of these criteria that learners cannot make their discourse more fluently by using various conventionalities in different situations.

After nomination, turn-taking, topic control, repair, and termination were implemented as a method of practicing speeches, the results changed.

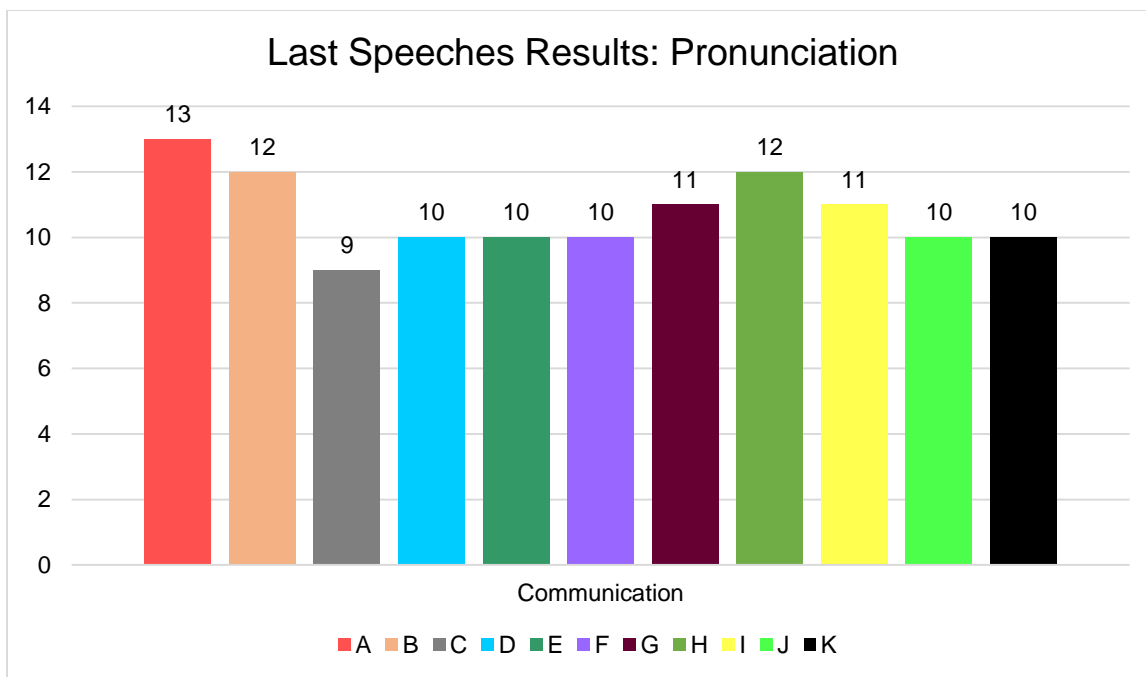
Figure 5

Communication in Speeches After Communicative Strategies



*Figure 5. The punctuation given to each student was based on the rubric made for speeches.
Source: Researcher's own creation.*

Comparing figures 1 and 5, it can be said that the students finally understood that conversation is part of the most basic and essential communication skills, since it enables them to share thoughts, opinions, and ideas. This time, students were able to control their body language, eye contact, and paraphrasing technique, among others.

Figure 6**Pronunciation in Speeches After Communicative Strategies**

*Figure 6. The punctuation given to each student was based on the rubric made for speeches.
Source: Researcher's own creation.*

Students chose a particular aspect from their pronunciation to focus on it. The aspects they chose were the ones that frequently led to misunderstanding when they talked. Some of them had a hard time noticing it; however, after receiving some guidance, they were able to implement the communicative strategy Repair to self-monitor consonant and vowel sounds like /dʒ/, /tʃ/, /θ/ and /ð/, or /ə/.

They accomplished the three basic aspects to develop good pronunciation. The first one, the ability to recognize the sounds when native speakers produce it. The second one, they could recognize by themselves when they were producing an unclear sound (“self-monitoring”), and, the third one is based on the ability to produce the desired pronunciation in their speeches.

Figure 7

Fluency in Speeches After Communicative Strategies

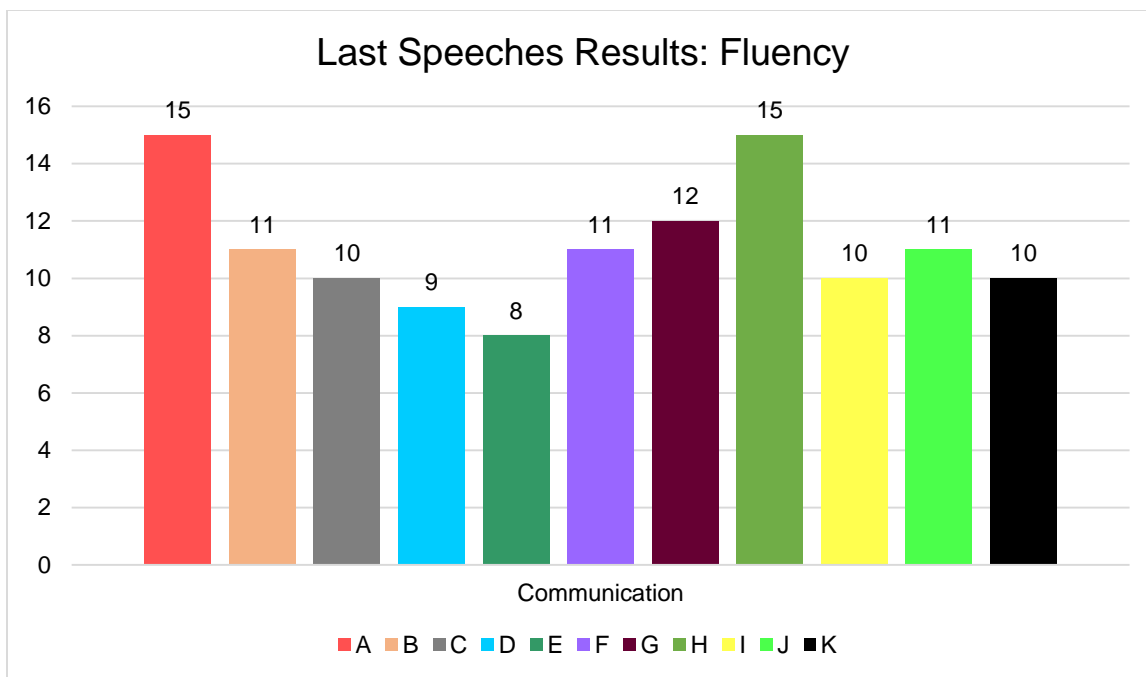


Figure 7. The punctuation given to each student was based on the rubric made for speeches. Source: Researcher’s own creation.

There was definitely an improvement if figures 3 and 7 are compared. For instance, something students agreed on was that they were afraid of speaking; they were scared that people would make fun of them or judge them. However, communicative strategies such as nomination or topic control helped them gaining confidence and fluency while speaking in English. Now, they have in mind that good speakers communicate and get their message across smoothly, even though they may make mistakes. Communication is the most important part of speaking and it is important to communicate the ideas as naturally as possible.

Figure 8.

Grammar in Speeches After Communicative Strategies

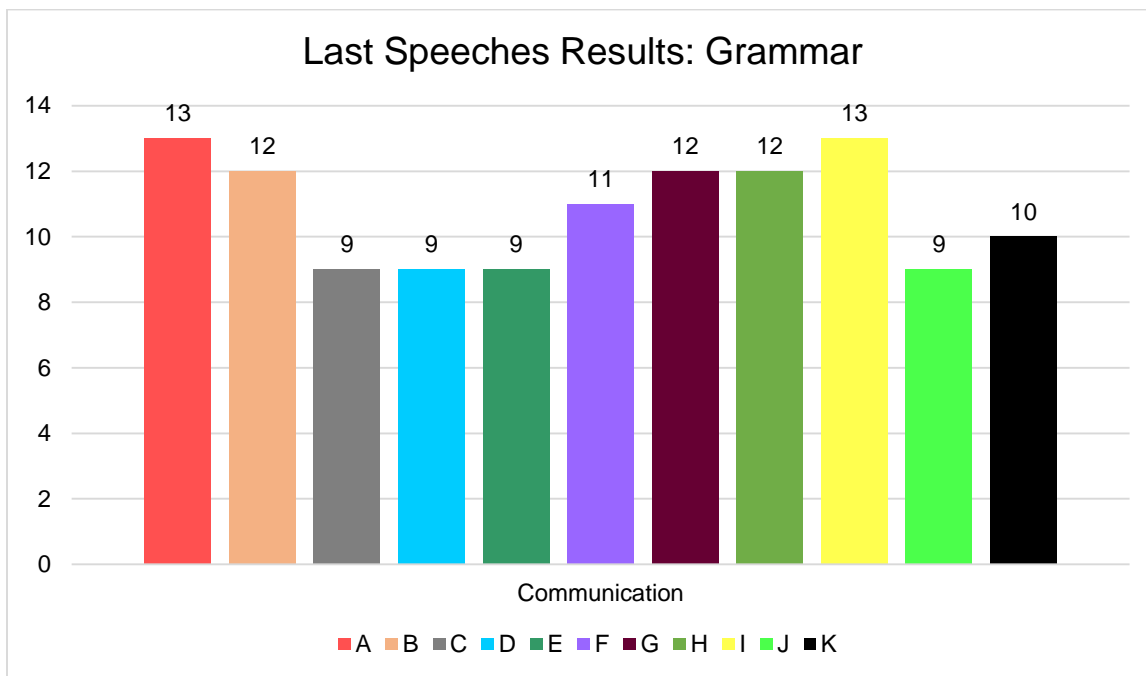


Figure 8. The punctuation given to each student was based on the rubric made for speeches. Source: Researcher’s own creation.

Before, students were able to speak, but not of constructing grammatically correct sentences while speaking. It was essential to bridge the gap and help students to apply basic grammar rules while constructing sentences. Due to the environment the students are surrounded by, they understood that grammar is a key management skill because it ensures that the messages are delivered promptly. Good grammar will eventually reduce confusion with customers or in meetings. When the message is delivered grammatically correct, it minimizes the time wasted in translation of the message and that leads to higher productivity, as it was seen during the experiment.

4.1.3 Factors Affecting Communicative Strategies

So far, the main factors affecting the learners' attitudes at the time of implementing communicative strategies and the reported frequency of using them have been discussed. This section clearly analyzes figures 1 and 2, and it can be seen that there exists a coefficient correlation among the students' attitudes toward communicative strategies and the reported frequency of using them. To put it more specifically, the positive attitude towards nomination, turn-taking, topic control, repair and termination leads to a high reported frequency of using them. In return, the more actively the students use the communicative strategy, the more they realize the important role that they play in second language acquisition.

When the situation is assessed, there are factors that need to be taken into consideration: when and where communication takes place, what the problem is, where the topic is from, and who participates in the communication. In addition, there are many aspects affecting the use of communicative strategies, such as the learner's level of language proficiency, the learner's personality and communicative experience, a learner's attitude towards communicative strategies, the topic source, and the communication situation.

It was found that the students' attitudes, level of language proficiency, and their personality may have some impact on the use of communicative strategies. First of all, their attitude towards a particular strategy affects its use. Normally speaking, a positive attitude brings high frequency of using the communicative strategy. It can clearly be seen that the learners' positive attitude towards the strategies leads to a more active use of them. Similarly, a negative attitude regarding the strategy does not result in low reported of using

it. This oddity results from the learning situation, traditional teaching method, and the deficiency of strategic competence. Therefore, it might be speculated that learners' attitudes have greater influence on the learners' use of strategies. The normality (positive attitude leads to high reported frequency of using, and negative attitude to low reported frequency of using) may be realized by increasing communicative activities and developing learners' communicative competence.

Secondly, learners' level of language proficiency may influence their choice of communicative strategies; generally speaking, learners with a higher language proficiency level tend to use communicative strategies with more frequency, whereas the learners with a lower language proficiency level prefer to avoid them to avert mistakes.

Finally, learners' personalities may also affect their choice of communicative strategies. Tarone (1977) suggests that personality is highly related to the choice of communicative strategies. As in this analysis, it shows that younger learners prefer to use communicative strategies. On the other hand, the elder learners and female learners tend to have barriers that are more difficult to overcome. Moreover, communication context also affects a learner's preference for a particular communicative strategy. The students' communicative experiences and their assessment of the context will determine their choices of communicative strategies. For example, communication with a teacher in a language classroom will cause one use of language style, and communication with a friend will cause another use of language style.

4.1.4 Communicative Strategies Awareness

The students' attitude towards communicative strategies definitely influences their use of communicative strategies and affects their communication and second language acquisition. Therefore, to cultivate a learner's strategic competence, the learner's awareness of communicative strategies should be raised. Boosting awareness means excavating on what a learner understands of the higher order in executive skills. That may include planning, monitoring, or evaluating the success of communicative activities. Consequently, the most important thing is to comprehend the characteristics and the function of communicative strategies in communication and second language acquisition.

Communicative strategies contribute to successful second language acquisition; however, Spanish learners of English do not use them frequently in communication, although they have understood the important roles of communicative strategies. According to this, attention should be placed on the development of the linguistic competence and the development the strategic competence in terms of English leaning. Plus, learners should first focus on the acquisition of grammar and vocabulary, because linguistic competence is fundamental to communication. Communication opportunities should be created, so that learners have a chance to use the communicative strategies and build their strategic competence. All in all, the combination of the two aspects seems beneficial to communication and second language acquisition.

4.1.5 Analysis of the Results of the Instruments Implemented in Teachers

4.1.5.1 Questionnaires

Ten questionnaires were distributed to teachers from Sykes Enterprises. All ten questionnaires were completed and will help as the base for this part of the analysis. Data gathered through the questionnaires was subjected to frequency counts. In other words, the responses for each question were added together to find the highest frequency of occurrence, meaning, and the number of times that a particular or similar response occurs. The questionnaires will be analysed question by question. That way, it can be determined how teachers at Sykes Enterprises help their students to enhance their speaking skill.

4.1.5.1.1. Indicate your gender

Table 4

Sykes Enterprises' Teachers Gender

Variable	Frequency
Male	2
Female	8

Note: Two teachers are males and eight are females.

In the table above, it is noticeable that women are considerably over-represented in the teaching profession.

4.1.5.1.2. Indicate your age range

Table 5**Sykes Enterprises' Teachers Age Range**

Variable	Frequency
18-25 years old	3
25-40 years old	6
41-65 years old	1

Note: Teachers at Sykes Enterprises are mostly young.

This table shows the age categories of the subjects who took part in the completion of the questionnaires.

Teachers in the profession, for a while, have a tendency to get stuck into a routine, reusing the methods they learned at the university instead of exploring new ideas. However, that is not the case of every experienced teacher; although, there is a general trend towards 'new tricks' not being adopted as quickly as they might. The message intended is that new teachers fresh out of university enter the profession with a whole boat full of new ideas, so their students get the benefit of this, while students of some older teachers get stuck with the same old lesson.

4.1.5.1.3. Choose the range of experience as an English teacher**Table 5****Sykes Enterprises' Teachers Experience**

Variable	Frequency
1-5 years	3
6-10 years	6
10-15 years	1

Note: Most of the teachers have more than five years of experience.

Teaching experience matters. A teacher's effectiveness is more impressive based on their experience. As teachers acquire experience, students' academic achievements are not the only benefit; the attendance improves, since they like to go to class because they feel they are really learning something.

4.1.5.1.4. Do you consider that communicative strategies are essential to achieve an accurate management of the English language? Justify your answer

“Yes. We develop and use communicative strategies in daily situations in our native language (Spanish), which help us improve and clarify our interactions with others. Therefore, they are essential in English classes.”

“Communicative strategies are essential to achieve an accurate management of the language because they help students internalizing and putting into practice the structures they have studied in class. They also encourage self-correction.”

“Communicative strategies are vital in the learning of a second language because students may encounter problems by the lack of linguistic resources.”

Most of the teachers agreed on communicative strategies being essential to achieve an accurate management of the English language. The lack of communication or inconsistent information leaves students feeling frustrated. They may feel left out, particularly if they fail to communicate key information. By sharing communicative strategies consistently with students, the teachers create a sense of transparency that allows their pupils to feel they know what is going on.

In Chapter II, it was stated that the study of communicative strategies is of great importance in the research of communicative competence because a language speaker needs to use the language not only correctly, based on linguistic competence, but also appropriately, based on communicative competence. In such manner, the Sykes Enterprises' teachers are on the same page and understand the importance of having communicative strategies in class.

4.1.5.1.5. Which of the following communicative strategies have you implemented in your class? Multiple choices can be selected.

Table 6

Sykes Enterprises' Teachers Communicative Strategies in Class

Variable	Frequency
Nomination	9
Repair	7
Turn Taking	10

Topic Control	10
Termination	10

Note: Teachers have a constant implementation of communicative strategies in class

Analyzing the answers from Table 5, the researcher can observe that nine teachers out of ten use the nomination strategy in their class. That means, that they help their students to productively establish a topic. The students, then, in their class, open the topics of the debates or class discussions they would have with the rest of the people, so the topic is introduced in a clear manner to keep the interaction focused.

Then, seven out of ten teachers implement repair as a communicative strategy. They help students to set the conversation back to its topic when everybody seems to talk at the same time, and they encourage their learners to self-correct their mistakes.

Furthermore, the ten teachers that completed the questionnaire like to use turn taking, topic control, and termination as communicative strategies when enhancing the speaking skill. They encourage all communicators to speak in class keeping their words relevant enough to express a thought. In addition, they cheer their students to make themselves actively involved in the conversation without dominating it by using minimal responses. Finally, they reassure that every conversation or discussion in their class has clear starts and clear ends to set a good organization of thoughts.

4.1.5.1.6. What is the importance of the good management of the English speaking skill in call centers for you? Justify your answer

“Good management of English speaking skills is very important in the call center industry because it enhances client’s relations with agents, brands, and/or products.”

“It is a significant advantage, since the agent will be able to transmit his ideas, and the customer service experience will be great to the customer.”

“This helps to reinforce other skills that are necessary to succeed in this business. Developing speaking skills in all centers should include the development of a customer-oriented behavior.”

Ten out of ten teachers said that the good management of the English speaking skill is very important. As stated in Chapter II, this skill is one of the productive skills, which is the evidence of the competency of a student’s performance. Moreover, much of the communication is made through speaking.

4.1.5.1.7. What advantages do students that received communicative strategies in their classes during Sykes Academy have after graduating from the course?

“They are more spontaneous and learn how to self-correct easily.”

“Customers understand them better. They are able to carry out a logical conversation.”

“They are better prepared to negotiate, express ideas spontaneously, develop ideas through examples.”

Most of the teachers had similar answers. It seems they are synchronized, since they strongly believe that communicative strategies give many advantages to their students. After they finish the course and pass it, they start working at Sykes Enterprises. The call center environment is very demanding; therefore, the workers should be able to communicate properly with logical ideas and responses. Effective communication in a company is always important. No matter what the operational scale of a company is, it can succeed and overcome all sorts of misunderstandings, as well as external operations only with successful communicative strategies.

4.1.5.1.8. Which of the following communicative strategies is your favorite one to put in practice in your class?

Table 7

Sykes Enterprise's Teachers Favorite Communicative Strategy

Variable	Frequency
Nomination	1
Repair	3
Turn Taking	3
Topic Control	2
Termination	1

Note: Repair and Turn-Taking are the teachers' favorite communicative strategies to implement in class.

The teachers with the application of repair in their classes look for their students to always try to correct themselves if there is a problem in understanding. They try to build the habit of self-righting on their pupils, so they are able to maintain a complex conversation of any type. Furthermore, turn-taking helps the teacher to make sure all parties take a chance of participating in the conversation to express their thoughts, but they also make sure with this strategy that the speaker does not take over the conversation and talk incessantly.

4.1.5.1.9. Do you consider that communicative strategies make teacher's life easier in class?

Table 8

Communicative Strategies Help Teachers in Class

Variable	Frequency
Yes	10
No	0

Note: All teachers agree that communicative strategies make their lives easier.

After the learners have overcome the psychological fear of making mistakes, they have the possibility of reaching the goal of accuracy and fluency. That makes the teachers worry less for their students' progress, and they can make the class more dynamic to keep enhancing the skills.

4.1.5.1.10. Do you consider that communicative strategies enhance speaking skills?

Table 9

Communicative Strategies to Enhance Speaking Skills

Variable	Frequency
Yes	10
No	0

Note: All teachers believe communicative strategies enhance the speaking skill.

Speaking English accurately and fluently has become one of the basic tools of assessment in selecting students for several jobs. The development of the speaking skill has become one precondition in the work place. Therefore, the speaking skill of students should be enhanced for better employment prospects in the present context of globalization. To accomplish this, students are required to adopt the best strategies to become good language learners. However, teaching students who have limited exposure and understanding of the English language is very difficult. For this particular reason is that communicative strategies play an important role in helping students to learn the language with ease, and according to Table 9, teachers agree on that. They consider communicative strategies help students enhancing the speaking skill.

To conclude, it should be added that even though this was a small scale study and its results cannot be generalized, it shows the importance of observing English learners strategic communication. By doing this, not only can learners' development is going to be perceived, but most importantly, the problems they encounter when using the language in each of these stages. This type of information could be very valuable in teaching contexts, where the teaching methodologies are becoming more influential, as it could guide teachers on the specific problems their students experience when communicating.

CHAPTER V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The investigation was designed to explore the attitudes towards communicative strategies and reported frequency of a group of adults with an intermediate level of. The research tried to find the relationship between learners' attitudes approaching communicative strategies and aimed to investigate the factors that affected the group of students' attitudes against the same communicative strategies.

Through the detailed analysis based on the instruments, interviews, speeches, and the teachers' questionnaires, the researcher was able to find that communicative strategies play an important role in communication and have significant influence on second language acquisition. Communicative strategies in general keep the tunnel open and help to assure more input from learners.

Based on the communicative strategies models, communicative strategy is defined as a possible conscious plan for solving communicative problems when trying to reach a specific goal. The use of these strategies is restricted by several communicative variables, such as learners, learning situation, and communicative context, among others. Over the investigation of the relationship between the attitude towards communicative strategies and the reported frequency of using them in communication, some conclusions have been thought.

5.2 Conclusions

It is concluded that the English language is not only an universal language, but also a business language, this is because Costa Rica is constantly negotiating with other countries and the language they use is English. Moreover, as observed in the interviews done to the

teachers, students who are better prepared tend to get better jobs or achieve promotions by comparing them to those who do not have any knowledge or a very basic knowledge of the English language. The fact that communicative strategies are implemented in classes, people who do not have knowledge enough can increase the level of English, and thus getting good job positions, since most require a certain level of English in order to be hired.

It is determined that people who are fluent and have a good management of the English language have a greater advantage when it comes to obtaining a job, since companies constantly ask for English because they frequently do business abroad, as in the case of Sykes Enterprises.

5.2.1 To identify areas of improvement in the students' speaking skill with an intermediate English level

The researcher came to the conclusion that there were many areas of improvement, starting with the students' confidence. For instance, the learners were not controlling their nervousness and that could be noticeable by their body language and lack of eye contact. Many of the students were staring down or to the side when they were speaking. They were afraid to make mistakes and did not realize that people were only able to correct their mistakes when they heard them.

Another area of improvement was that most of the students had first language interference, causing mispronunciations of consonant and vowel sounds or intonation patterns. A standard range of grammar and vocabulary was seen, and although sometimes the applicants self-corrected their mistakes, it was not in a hundred percent of the times. At the time of responding the questions of the interviews, the responses were not clear enough,

and they tended to translate from Spanish, and that occasionally led to "losing control" of the conversation.

Then, learners did not show the ability to persist in communication and to modify, repeat, or re-organize their ideas when the initial failed. It was easier for the speakers to ignore the fact that they were not making sense when speaking or avoid thinking about the mistakes they made, than go back to the beginning and structure a well-formulated idea.

5.2.2 To diminish the areas of improvement by applying communicative strategies

There was a change after the researcher implemented communicative strategies during the observation. Students understood that a conversation is part of the most basic and essential communication skills, since it enables them to share thoughts, opinions, and ideas. This time, students were able to control their body language, eye contact, and others.

They accomplished the three basic aspects to develop good interactions. The first one, the ability to recognize the sounds when native speakers produce them; the second one, they were able to self-correct when they were producing an unclear sound, and the third one, they were able to produce the desired sounds to have clear ideas transmitted. In addition, communicative strategies as nomination or topic control helped them gain confidence and fluency while speaking in English. They know that good speakers communicate and get their message across smoothly, even though they may make mistakes.

5.2.3 To evaluate the outcomes after communicative strategies are applied in class

To begin, it was found the Spanish learners' overall attitudes towards communicative strategies. It was shown that most of the learners agreed about the role

which communicative strategies play in communication, but they did not entirely agree on using them at all times when they were first starting to acknowledge them. However, the attitude depends on other factors, as well. One is that it is found that the learners with a higher language proficiency are more likely to agree with communicative strategies than those learners with a lower language proficiency. The reasons for this are that the learners with a higher level of language proficiency set a higher goal for their communicative competence. Most of them try their best to deal with the problems in communication, getting the communicative goal and, additionally, improving their second language acquisition.

On the other hand, the learners with a lower level of English proficiency are restricted by their limited language resources, so they have more possibilities of avoiding communicative strategies to avoid making mistakes. Now, depending on the context and situation in class, it is also found that learners, disregarding their language proficiency, have similar perspectives about communicative strategies. The dilemma is, as stated in Chapter IV, to which degree learners understand the significance of communicative strategies.

English learners with Spanish as their mother language seldom use communicative strategies if the teachers do not present those to them, although they try to improve their speaking skill, they really do not have idea of how to make progress until the professional states the strategies and techniques in class. The factors affecting students' view of communicative strategies include the view of language learning, cultural differences, and the degree to which learners comprehend the performance of communicative strategies in second language acquisition and communication. However, once the teacher has presented the strategies explicitly, the attitudes towards communicative strategies are positive, if we

take into account the results presented in Chapter IV, based on the reported frequency of use. The more actively the students use communicative strategies, the more they realize the important role that these play in second language acquisition. Else ways, the more learners tend to agree with communicative strategies, the more frequently they will use them in their communication which in return affects the improvement of their second language acquisition.

Finally, the factors affecting the students' attitudes towards communicative strategies were investigated. For instance, the learners' personal level of language proficiency, learners' personalities, the learning context and communication context.

5.3 Restatement of the Research Question

How will conducting communicative strategies in the class help students enhance speaking skills based on the call center environment?

The main aim is for students and future Sykes employees to master interaction by having clear and logical transactions. It is important in these kind of businesses to take control of the conversations with simple and complex contexts.

Basically, students are required to adopt communicative strategies to become good language learners. After conducting communicative strategies in the class, students improved their communication, fluency, pronunciation and grammar when speaking. Communicative strategies are important to achieve an accurate management of the language, and they help students to internalize and put into practice the structures they have studied in class. Besides that, they encouraged self-monitoring or correction.

By conducting such strategies, students will put themselves in an all English-speaking environment where they can learn passively. The best way to learn is through speaking. They create an atmosphere in which the students want to learn, not because they

"have to," but because they want to. In addition, they help the learners to think in English without translating from their own language. This avoids Spanish interference and as a positive consequence, they improve their fluency.

5.4 Recommendations

In this section, a series of recommendations will be established to the protagonists of the investigation. These are derived from the information collected thanks to the instruments used in the research and from the comments by the professionals interviewed.

The following is recommended to Sykes Enterprises. First, create more options to learn English for students so that they have better opportunities, since the students selected to be part of the academy must have a certain level of the language. Second, train teachers better so that they can have a good command of communicative strategies and thus, the process can be facilitated to students. Next, plan more techniques to motivate students about the importance of the English language and communicative strategies in class, in order to get excited to really learn English in the classroom. It would be worthwhile for all people involved in education, like teachers and government, to encourage students in their respective areas of responsibilities, such as recognizing excellence, appreciating students' hard work as soon as possible, and bonuses, among others. These will help to motivate the students positively towards their study and academic achievement. Finally, students should be taught study skills, so that they can cultivate good and effective study skills. Study habits are important as they influence the academic performance of students; consequently, teachers must help in improving the study habits of students.

Now, the following is recommended to English learners. Before entering to the Sykes Enterprises' institute, start learning the English language through courses taught in certain places, because they will need the language background due to the teaching method

implemented in the call center. Attitudes and achievement go side by side with each other. If the attitude to study is positive, the accomplishment is greater; which means that the better the attitude, the better learning. If the attitude to study is negative, the learning is low; so, the development of a positive attitude towards studying is essential. Later, extracurricular hours are necessary in order to improve the speaking skills.

As a suggestion for future research, it is important that the findings of this research are not generalized to all schools or institutes in the country. The sample for this study was only for the institute at Sykes Enterprises. Further research can be conducted with larger sample size from other institutes situated in different areas of the country.

Other factors may influence the study habits of students such as academic motivation, socio-economic background, age, etc; therefore, future research could be focused on communicative strategies to develop academic achievement, self-concept, and improve study habits, among students.

To conclude this research, it is important to mention that communicative strategies enhance the speaking skill in students that have a learning background already, and that the study habits are as important as they are influential in the performance and improvement of students. Teachers at institutes should be facilitators in learning; therefore, they should make communicative strategies a useful tool for students.

The students' attitude towards communicative strategies definitely influences their use of such strategies and affects their communication and second language acquisition. So, to cultivate a learner's strategic competence, the learner's awareness of communicative strategies should be raised. The finite treasure within every learner should be discovered and nurtured for the purpose of improving their speaking skill.

APPENDIX**Communicative Strategies to Enhance Oral Skills in Adults Questionnaire**

The following questionnaire will help the researcher understand the teaching method towards communicative strategies from the teachers' end at Sykes Enterprises.

Please select with an (X) your unique answer.

1. Indicate your gender

Male Female

2. Indicate your age range

18 – 25 years old 25 – 40 years old 41 – 65 years old

3. Choose the range of experience as an English teacher

1 – 5 years 6 – 10 years 10 – 15 years

4. Do you consider that communicative strategies are essential to achieve an accurate management of the English language? Justify your answer

Yes No

5. Which of the following communicative strategies have you implemented in your class? Multiple choices can be selected.

Nomination Repair Turn Taking Topic Control

Termination

6. What is the importance of the good management of the English speaking skill in call centers for you? Justify your answer

Not important at all Somewhat important Important Very important

7. What advantages do students that received communicative strategies in their classes during Sykes Academy have after graduating from the course?

8. Which of the following communicative strategies is your favorite one to put in practice in your class?

Nomination Repair Turn Taking Topic Control

Termination

9. Do you consider that communicative strategies make teacher's life easier in class?

Yes No

10. Do you consider that communicative strategies enhance speaking skills?

Yes No

Rubric for Students' Interviews

Student's Name:		Oral Score:	English background:	
Evaluation Date:		Professional experience:		
Pronunciation and Intonation 25%		Grammar and Vocabulary 25%		Comments
Native speaker like. Good standard accent. Clarity, volume, pitch and speed are all very good.	100%	Complex grammar and vocabulary used. Consistently accurate. No first language interference.	100%	
Advanced speaker. Completely understandable with occasional pronunciation lapses, which do not interfere in smooth communication. Clarity, volume, pitch, and speed are well-suited to the context.	90%	Good range of grammar and vocabulary. Mostly accurate and is able to self-correct. Occasional first language interference. Minor errors do not affect communication.	90%	
Intermediate speaker There is some first language interference, causing distinctive mispronunciations of consonant and vowel sounds, and intonation patterns, which do not cause communication breakdown. Clarity, volume, pitch, and speed are mostly suited to the context.	80%	Average range of grammar and vocabulary. At times restricted and repetitive. Sometimes the applicant self-corrects. Errors rarely affect communication.	80%	
Frequent inaccurate enunciation. Difficult to understand. Pronunciation and Intonation are causing confusion and breakdown. Clarity, volume, pitch, and speed are inconsistent.	70%	Limited range of grammar and vocabulary. Usually unable to self-correct. Errors often affect communication.	70%	

<p>Poor pronunciation and intonation causes breakdown. Very hesitant causing stuttering/stammering. Clarity, volume, pitch, and speed are adversely affected.</p>	<p>60%</p>	<p>Very limited range of grammar and vocabulary. Errors frequently affect communication.</p>	<p>60%</p>
<p>Organization of Thoughts 25%</p>		<p>Interactive Fluency 25%</p>	
<p>Responses are clear, logical, and to the point for all transactions. Ability to take control of the interaction, to repair and clarify at difficult points in the interaction.</p>	<p>100%</p>	<p>Talks very easily, confidently, knowledgeably and in a professional manner. Tone and style are very appropriate. Very successful at building rapport.</p>	<p>100%</p>
<p>Responses are clear, logical and to the point for most transactions. Ability to take control of the interaction with simple and complex questions. Occasionally falters when asked a very complex question. Good ability to repair and clarify information with the interviewer.</p>	<p>90%</p>	<p>Talks easily, confidently, knowledgeably and in a professional manner. Tone and style are almost always appropriate. Successful at building rapport.</p>	<p>90%</p>
<p>Responses are mostly clear, logical and to the point for routine transactions. When asked very complex questions may translate from first language . This occasionally leads to "losing control" of the conversation. Reasonable ability to repair and clarify with the interviewer.</p>	<p>80%</p>	<p>Talks somewhat easily, confidently, knowledgeably and in a professional manner. Tone and style are appropriate. Sometimes able to build rapport.</p>	<p>80%</p>
<p>Responses are sometimes unclear and off topic. Unable to take control of the conversation. Communication is effective only</p>	<p>70%</p>	<p>Talks easily, confidently, knowledgeably and in a professional manner only in routine transactions. Limited</p>	<p>70%</p>

<p>in simple and routine conversations. Limited ability to repair and clarify.</p>		<p>ability to build rapport.</p>	
<p>Unable to answer questions. There is no logical flow of ideas. Communication breaks down frequently. Can only deal with scripted and very routine exchange.</p>	<p>60%</p>	<p>Unable to talk easily, confidently, knowledgeably and in a professional manner. Tone and style are adversely affected. Rapport is strained in most situations, and often results in communication failure and frustration</p>	<p>60%</p>

Rubric for Students' Speeches

Total of Points: 60pts

Total of Points Obtained:

Score:

Name:	1	2	3	4	5	Comments
<u>COMMUNICATION (15pts)</u>						
Message is clear and organized						
Can express with relative ease						
Despite some pauses, the student is able to keep going effectively without help						
<u>PRONUNCIATION (15pts)</u>						
Uses correct stress to avoid misunderstandings						
Accent doesn't interfere with communication						
Pronunciation mistakes don't cause misunderstandings						
<u>FLUENCY (15pts)</u>						
Pace is appropriate						
Confident and professional						

Avoids fillers						
GRAMMAR (15pts)						
Uses correctly a wide variety of grammar structure and avoids third person singular mistakes						
Uses the correct tense and keeps it constant throughout the interaction						
Avoids Spanish influence						
Extra Comments:						

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RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

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