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NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN - MANAGUA

**FACULTAD REGIONAL MULTIDISCIPLINARIA – FAREM MATAGALPA**

**DEPARTMENT OF EDUCATION AND HUMANITIES**

**PROGRAMA UNIVERSIDAD EN EL CAMPO – UNICAM - LA DALIA**

**GRADUATION SEMINAR**

**Submitted to the National Autonomous University of Nicaragua, Managua  
as a requirement to obtain the bachelor’s degree in teaching English as a  
foreign language. (TEFL)**

**THEME:**

Didactics strategies applied in the learning process of primary and secondary school students, La Dalia-Matagalpa, II semester 2022

**SUB THEME:**

Use of communicative activities in the English Learning Process of eight grade students, regular shift, La Dalia Matagalpa, during the second semester 2022

**AUTHORS:**

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**TUTOR:** MSc. David de Jesús Vallejos Rodríguez

December 2022





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## **DEDICATION**

To God for giving us the wisdom, understanding and persistence to complete our investigative work.

To our parents and relatives for supporting and motivating us to achieve our goals.

To Our tutor MSc. David de Jesús Vallejos Rodríguez, for his care, patience and dedication, guiding us in this study.

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We thank our relatives and friends, who have supported us economically and morally.

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To the principal of Salomon de la Selva High school, for allowing us to make the corresponding observation.

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To UNAN FAREM Matagalpa, for allowing us to study this bachelor degree in educational sciences with a major in English.

We also thank MSc. David de Jesus Vallejos Rodriguez, advisor of this research, for his wise advice, his constant reflections and methodological suggestions during the conducting of this research.

# ENDORSEMENT LETTER



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## UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA FAREM-MATAGALPA

*2022: "Vamos por más victorias educativas"*

### Diciembre 2022

El presente Seminario de Graduación, desarrollado por los estudiantes de la Universidad en el Campo, UNICAM La Dalia, como primeros graduados en Inglés de esta modalidad tan especial, bachilleres Mileydi Alexenia Polanco Torres carnet #18723910, Byron González Arceda, #18724834; and Héctor Feliciano Ochoa García, #18725824; remitido como requisito para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema **Didactic strategies applied in the learning process of primary/secondary school Students, La Dalia – Matagalpa, II semester 2022**; bajo el subtema **“The importance of using communicative activities in the English learning process of eight grade students, regular shift, Salomón de la Selva School, La Dalia - Matagalpa, during the second semester 2022”**; cumple con los requisitos del proceso de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua - UNAN Managua - FAREM Matagalpa, con la relación adecuada entre objetivos, variables, fundamentos teóricos, diseño metodológico, resultados y conclusiones.

El proceso de análisis y discusión de resultados se llevó a cabo tomando en cuenta las variables de estudio, instrumentos de recolección de información, objetivos y referencias bibliográficas confiables.

La presente investigación es el resultado del esfuerzo, la dedicación y el conocimiento adquirido y puesto en práctica por los estudiantes, el cual cumple con todos los requisitos académicos e investigativos. Por lo tanto, se considera completa y lista para su defensa

A handwritten signature in blue ink, appearing to read 'David de Jesús Vallejos Rodríguez'.

**MSc. David de Jesús Vallejos Rodríguez**  
**Professor**  
**UNAN Managua, FAREM Matagalpa**



## **ABSTRACT**

This research studies the importance of communicative activities in the learning process of language English students in secondary Education, La Dalia– Matagalpa, during the second semester 2022. Mainly focused in the analysis of the different communicative activities that influence the learning of a second language in students of eight grade at Salomon de la Selva school. It provides a set of communicative strategies, recommendations and advice to improve the communicative skills in the students.

This study is quantitative with qualitative elements; the instruments that were used to collect relevant information where a survey for students, teacher's interview and an observation guide. The theoretical framework is based on information collection about communicative activities, importance, uses in the real life, and how they influence in the learning process of teaching English as a foreign language. This issue proposes and recommends that the teachers implement some more communicative activities to improve the skills of speaking English.

## **I. INTRODUCTION**

This document aims to analyze the use of communicative activities in the English learning process of eight grade students Salomon de la Selva School La Dalia-Matagalpa. It is worth mentioning that the use of communicative activities implemented in the classroom by English teachers are of great importance, since they bring great benefits and make the classroom more welcoming, thus the students are motivated and attract their attention.

So that they improve their knowledge in learning the English language, since the globalized world requires people with excellent linguistic ability. The results of these studies will be of great help for future university students of the English degree, as well as for teachers so that they improve, analyze and create new communicative activities that facilitate the conduction of the knowledge construction process; and thus, they can improve the results of his students.

This research responds to the positivist paradigm, because it is based on the analysis of the importance of communicative activities, used in teaching by the eighth grade English teacher. The research approach is quantitative with qualitative incidences since it aims to analyze the communicative activities with the most incidents in the classroom for the teaching process. It is of a transversal type with a cut in the second semester 2022nd. Its design is descriptive, non-experimental. The population is 10 students of eight-grade regular high school education, and the sample is 100% of them, in order to give more validity to this research.

## II. JUSTIFICATION

This study is based on different communicative activities used in the eighth-grade student of the high school. Salomón de la Selva of the second semester 2022 in the municipality La Dalia-Matagalpa

This investigation is developed with the propose of analyzing different communicative activities used in the classroom for the teaching English language which helps to improve students learning process. This research is of a great importance since the communicative activities in the classroom are fundamental for good learning of students also for a better performance of the teacher at the time of develop each class.

This document will serve as a study tool for teachers interested in obtaining a broader knowledge of communicative activities, to students who wish to experiment with the use of activities to facilitate knowledge, and to other readers who wish to acquire information about this topic. The English language is on the rise because it is the language of business and one of the most widely spoken language in the world it is considered to be one of the most important languages internationally it is a good performer for obtaining knowledge and a better job opportunity.

According Nishandi (2018) the importance of this language continues to grow a day as more and more people need or want to communicate in English it is grout is very evident. The teaching of English to a case of integrative motivation also reference is made to the fact that English is like a subject. The implementation of the English language in the classroom has deficiencies at the time of teaching, the MINED study program has, with short class blocks that the teacher is forced to make more specific when is developing the contents this is the factor that causes the teacher uses little communicative strategies in the classroom.

## **III. OBJECTIVES**

### **3.1 General Objective**

Analyze the use of communicative activities in the English learning process of eight grade students, regular shift, Salomon de la Selva School, La Dalia -Matagalpa, during the second semester 2022

### **3.2 Specific Objectives**

- Identify communicative activities used in the English learning process.
- Explain students' different learning styles that have incidence in the learning process.
- Propose a set of communicative activities to complement eight grade students learning process at Salomón de la Selva school La Dalia

## **IV. DEVELOPMENT**

### **4.1 Background**

There is one similar study of Cruz & Aleman (2009), on the analysis of factors in the learning process for proficiency in speaking ability in the students of the third year at the Technical Institute Jose Dolores Estrada Matagalpa. Its objective is to find factors that affect proficiency in the teaching process of speaking ability English using instruments as interview questionnaire, Rubric, Checklist and observation obtaining the results of 85% the influence communicative strategies in development of the English language learning.

Another study fund is one conducted by Guadamuz &Prado (2021), called factors affecting English speaking performance with to objective the present study aimed to analyze the psychological factors that affect English speaking performance such as fear of making mistakes using instruments as interview, checklist, questionnaire.

The third research found is from Mendez & Cortez (2007) some methodological factors that make difficult the acquisition of speaking skill in fifth year students, afternoon shift at Miguel de Cervantes national public institute with the objective to find out the main factors that make difficult the acquisitions of speaking skill. Using differences instruments as guide observation, questionnaire, Interview.

### **4.2 Communicative Activities**

#### **4.2.1 Definition**

Cervantes virtual center (2009) a communicative activity is a learning activity designed so that students learn to communicative, using the language, taking into account their true needs and interest, has a clear pragmatic objective to use the language to achieve something. Communicative activities are considered to be of great importance, since thanks to them the work is carried out more efficiently .in addition it helps to have a harmonious work environment, so in turn it manages to obtain a better performance in the activities and, therefore allows the objectives the institution to be achieved.

Communicative activities include any activities that encourage and require a learner to speak and listen to other learners, as well as with people in the program and community communicative activities have real purpose: to find information, break down barrier, talk about self and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be ingrate into lesson. According to (Littlewood 1981) in this type of activity the students use the language he has learned to convey specific meanings with defined objectives.

The development of communicative activities is necessary both in communicative on and in learning, because if these skills are well strengthened, they favor the development of the child in his academic training and, consequently, in society. For this reason, the school requires developing pedagogical strategies that allows students to have an effective communication and express themselves oral or written way. In the observation to the class, it was intended to prove If the teacher implement communicative activities, which was observed to be true.

### **4.3. Importance**

According to Rao (2002) communicative activities include exercises characterized by students to-students interaction with little or, no monitoring of students output by the teacher, oral situations characterized by student's teacher interaction with the teacher monitoring and sometimes responding to students. It is stated that communicative activities within the classroom are essential to reinforced the learning process and obtain the necessary information from the students to be able to influence the achievement of their educational objectives

Maintaining adequate communication between teachers and students is essential to contributed to the academic development of students, which is why communicative activities are very important because they facilitate knowledge and performance in the classroom since we must always keep in mind different learning alternatives which will make it easier for the teacher to develop and for the students to be enthusiastic and may have greater interest in the classroom.

Bermudez (2011) Explains that “communicative activities are all those that allow us to maintain good communication with other people, this must be affective and precise. communicating goes beyond structuring or issuing a message, because during this process conscious and unconscious factors that directly influence the understanding of what we transmit and the reaction of those who receive the message” (p.53).

Communicative activities, as a tool for the productivity of a company are key so that each of the collaborators is informed about the objectives that must be achieved efficiently and without misunderstanding due to a lack of communication. Based on the above, the communicative activities of a person refer to their ability to express their ideas correctly to others, to their ability to make themselves understood and understand the third party. Good communication skills are essential for almost any situation in which we may find ourselves.

In the survey applied to the students, an 100% of them answered that communicative activities improve speaking skills, likewise an 100% of them considered that there are important in English class. In the interview realized to the teacher, he answered that yes, he agreed and considered that communicative activities improve speaking skills and which there are important in English class.

#### **4.3.1 Dialogue**

Is a conversation between two or more people, called interlocutors, who alternately (taking turns) express their desires, intentions and beliefs, while they are part of a negotiation process Likewise, it refers to a literary work, in prose or verse, in which a talk or controversy is faked where several characters participate.

According to literature: it is a literary genre that look place in ancient Greece, promoted by Platon and Socrates with the purpose of exposing the truth. Dialogue is of utmost importance to build a peaceful society in which its members coexist harmoniously therefore it has become an essential tool within a sociocultural context marked by intolerance and negative through dialogue people can understand each other foster respect and the expression of all

kinds of feelings, bringing the individual closer to self-love and fulfillment. In the process of learning is indispensable to achieve an effective learning of use strategies.

### **4.3.2 Dynamics**

The dynamics are a teaching method based on structured activities, with variable purpose and form, in which students learn in an atmosphere of joy and fun. It is based on training through experimental experience. In other words, the dynamics is a set of activities that are developed in the educational field, this helps to attract the attention and interest of the student, also the group dynamics allow each student to know in depth and control their emotions and those of others. In the classroom the dynamics influence of way positive and attractive, since it allow an better academic environment school, It contributes to goals achieve planned during the process of teaching English.

### **4.3.3 Influences**

The English is very important because we can communicate with people from all over the world. This language is currently one of the most widely spoken in the world and it is expected that in a decade the entire planet will be able to communicate through this language fluently and naturally.

CR Garces (2015) Also explains that “English is the language of international communication, commerce and finance. English is a language Franca in many corners of the planet and the official language of many international organizations such as the European Union, the United Nations or UNESCO”. A translation remains in the understanding, while studying a language facilitates understanding. quality communication is what the study of a language provides, a true understanding, which incorporates one’s own experiences and those of others feelings the values or beliefs.

In the community, the language English has been a need to have others opportunities in the labor field, with the learning of this idiom we can communicate whit foreign people, and open new possibilities of standing out national or international. You can study abroad improve your job opportunities. does it encourage networking? It gives you access to



thousands of documents. Strengthen your brain. it helps you empathize it has more tourism options.

#### **4.4. Characteristics**

Skills or communicative competences are understood as a set of linguistic process that are developed during life in order to participate efficiently and skillfully, in all spheres of communication and human society. Having competent communication skill will determine success in social relationships and also in professional ones, and developing these skills allows us to communication ships with the entire environment, including work.

Therefore, English skills is very useful to an efficient communication and domain of all type of conversation in English language. It is characterized by be one of the most important in the world, necessary to the advance of the population or community.

##### **4.4.1 Elements of communication**

*Issuer:* is the one who issues the message.

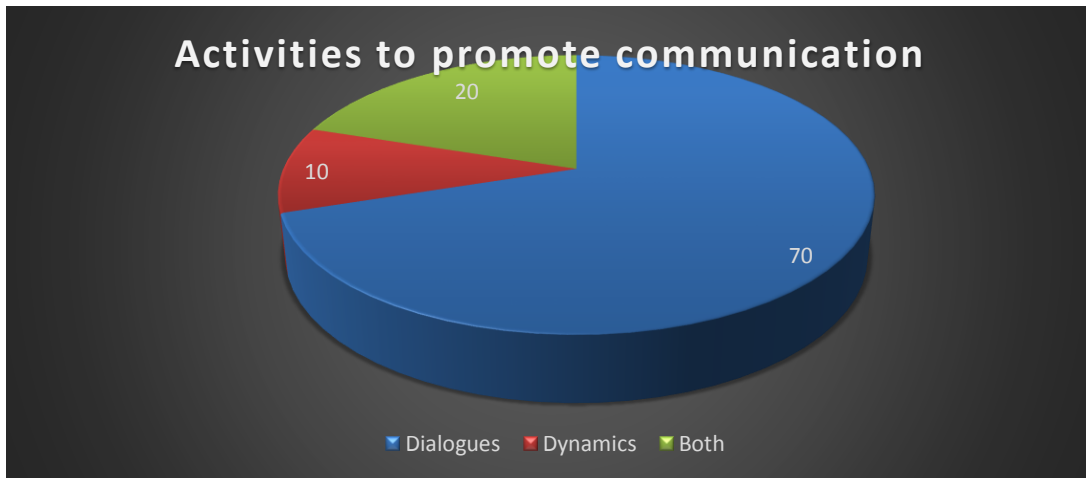
*Receiver:* is the one who receives the message and interprets it.

*Message:* is the information that is transmitted.

*Channel:* is the medium through which the message is transmitted.

The elements of communication are important because their function is to achieve and maintain understanding between individuals living in society and to foster. everything complements each other, since communication works as a socializing whole or as an integrating element that operates in two dimensions.

In the survey applied to the students they were asked about the strategies the teacher use to promote communication an 70% answered that he uses dialogues, an 10% answered that use dynamics and an 20% that the teacher uses both. Meanwhile in the interview realized to the teacher, he answered that uses Both dialogues and dynamics. Also, in the observation applied to a class, it was obvious that the teacher uses dialogues and dynamics to promote communication.



## 4.4. Classification

Formal communication is an exchange of official information between people within the same organization who are often at different levels within the organizational hierarchy. It's a controlled means of communication that follows predefined channels and adheres to predetermined rules, standards, processes and regulations set by the company.

### 4.4.1 Formal communication

Follows the organization's chain of command, with a top-down structure, meaning that higher-ranking employees often use it to send various messages and instructions to lower-level individuals.

A classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. No matter what your topic, your delivery, and manner of speaking immeasurably influence your students' attentiveness and learning. Lectures across different categories work together. Thus, an instructor may give a semiformal, problem-solving, chalk and talk lecture, while another may offer a lecture-discussion, point-by-point, multimedia lecture. A presentation is commonly more conversational and more interactive, It is often more informal and may take place on a regular basis.

#### **4.4.2 Informal communication**

Refers to the communication that flows without following the formal defined path. An informal communication system is also known as grapevine. Under informal communication, a piece of information flows in all directions without paying any heed to the level or author. In the observation guide realized in a class, we could observe that the teacher assigns oral presentations as exposition, oral test, oral question and dialogues.

#### **4.5. Learning Benefits**

Benefits of learning English as a second language, how will learning English benefit you in your future life? Open your mind and expand it. It allows you to meet new cultures and people. Being able to communicate in the universal language will give you the opportunity to make close ties with people who do not speak your language and you will also be able to get to know their culture. English opens a line of international communication. We think that learn English nowadays allows a general relationship between people of different cultures at the students also increasing the academic performance, also permit know other circumstance of social interest.

##### **4.5.1 Social Development**

Learning speaking is an important part of learning English as a foreign language; it involves great efforts by the educative community but especially of the interest and motivation by students in the integration of the different activities oriented by the teacher accomplishing the development of methodological strategies where they interact with the language using it in a real context.

##### ***Memory Improvement:***

It is a fact that no matter what age one is, that learning a second language improves brain functionality. Every single brain changes with age, but case studies executed show results that people who know more than one language have a longer attention span and perform better on attention tests.

***Improves listening skills:***

Because learning English keeps your brain activity functioning, especially when teachers use rhyming games in the classroom. When the students follow these prompts, they improve their listening which merges into all areas of their life.

***Education enhancement:***

Many of the world's prestigious universities are situated in countries such as United States, England and Australia. To earn a position at one of these prestigious universities it is paramount to be able to read, write, and listen in English. Degree opportunities at these institutions will become available once you are at the advanced stage of the English language which in turn will likely improve your career.

***Better employment opportunities:***

Watch employment opportunity doors open for you once you have learnt the English language. The better employment opportunities in turn have a knock-on effect of higher salaries. English speaking people are in high demand at corporate global companies. It may likely also increase opportunities within your existing company. Approximately half of the world's business websites are also written in the English language. English is the language of science, of aviation, computers, diplomacy, and tourism.

***Increases travel opportunities:***

Once you can speak English, your travel opportunities will not only become easier as you become more confident, but you will find you can travel more. And this in turn broadens the mind! Understanding and respecting different cultures also becomes more apparent. Even if you are in a country where English is not the official language, chances are that English will still be used as a tool for communication.

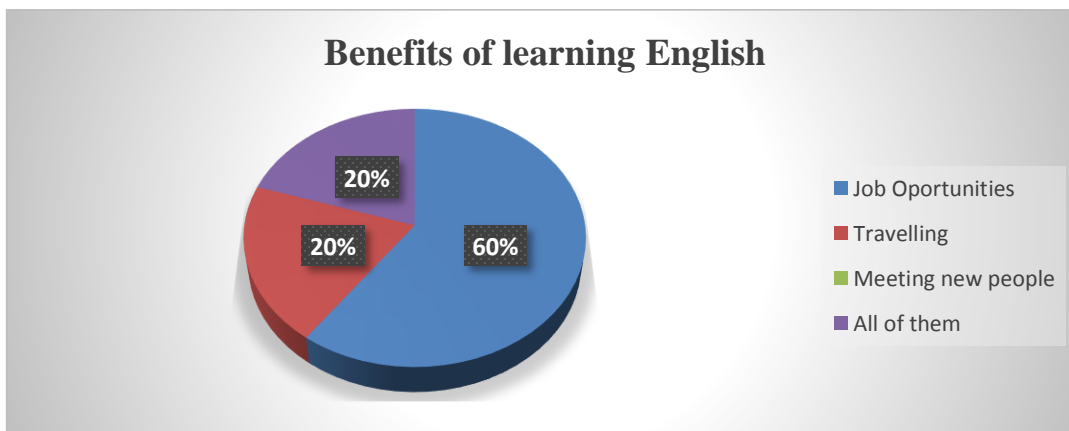
***Broaden entertainment opportunities:***

English is the official language of the art, and media world. The largest film industry in the world, Hollywood produces films in English. It is always best to appreciate an international work of art in its original language. Learning English will enable you to do away with subtitles.

***Assists in learning other languages:***

English is one of the easiest languages to learn with its simple alphabet. And once English is mastered you will have developed abilities and practices that you did not have before. These skills will transfer to any other language that you learn.

In the survey applied to the students, answered that If learning English they obtained benefits an 60% said job opportunities, an 20% said travelling, and an 20% said meeting new people to an 100% of population. Also, in the interview applied to the teacher, he answered that learning English obtained job opportunities, travelling, and meeting new people.



**4.6. Incidence on education**

Since English has become the global language, it is transcendental that students who attend to higher education have a good management of language skills. For that reason, the current research aimed to look for information about the incidence of the communicative activities

through the application of an educational intervention to improve the English language learning in students.

In the survey applied to students, a 100% of the population answered that is difficult for them to learn English. Likewise, in the interview realized to the teacher he said that is very difficult the learning English in the students as a second language, So too in the observation guide realized in the classroom, It was obvious that to the students is complicated learn English.

#### **4.7 Utility**

This language has managed to expand communication, opening doors to multitudes of people on a personal and professional level. In other words English is the language of international communication, finance and world trade.

### **5. Learning process**

#### **5.1 definition**

The learning process refers to that process in which they acquire a series of knowledge and skills after having lived or observed a series of previous experiences. Learning process can occur in the educational environment and outside of it. In short, it is an internal process in which the concepts that are learned are assimilated and the way in which they are valued and subsequently put into practice.

Beltran (2017) “in this way he said that the learning process in schools and educational institutions, such as the institute and the university, depends a lot on the interaction and the relationship that exists between the students and the teacher, in addition to clearly transferring the subject that is being taught to the students”.

Creation a participatory environment where students can ask questions and resolve their doubts will be essential for this process to be optimal. In addition, for their part, students must have a predisposition and pay attention and get involved in this learning. Since it also depends on them the fact that they assimilate the concepts and put them into practice after having understood the information received.

Learning means acquiring new knowledge, but also eliminating others because you change your perception or idea after knowing new information, or you structure it internally to finally form an idea about a specific experiences or event.

The learning process can take place anywhere, or in regulated and formal way how is the school, at home, where children learn as babies thanks to interaction with their parents, and in places like the internet where there is great access to information's, and it is a very common search option for any type of user According Rodriguez (2019) University autonomous de Veracruz Is a set of actions that process information experience and knowledge to transform it into a new knowledge that is applied and transferred for the generation of learning these actions are part of the cognitive process. Rosario Piero (02/11/ 2020) learning process.

That are acquired individually in a sociocultural content where the great protagonist is the subject who usually learns in education formal the student has the teacher's guide and the interaction with the colleagues to be able to develop competition that facilitate learning is a teaching and student relationship with student. The motivation of the subject who learns is indispensable.

## **5.2 Other opportunities**

You can study abroad improve your job opportunities. Does it encourage networking? It gives you access to thousands of documents. strengthen your brain.it helps you empathize .It has more tourism options. Learning opportunity means various types of educational experiences including classroom, online, blended self-guided, mixed delivery, coaching mentoring, and experimental course work. It may be delivered internally or externally, and must directly relate to the work situation.

## **5.3 Importance**

Learning is important for the development of people and personal autonomy through life we are faced with the possibility of learning new things putting our skills to prove lifelong learning or learning through at life it allows the constant development of the skills that a person may need on a professional and personal level. Speaking is one of the four skills in English learning, the most important characteristic of this skill is to know how to speak

fluently according to the context which involves the proper and correct use of grammatical structure, pronunciation and management of enough vocabulary, which will enable speakers to produce an- understand able and accurate utterances, also the fact that speakers be aware and clear of the proper use of this language.

Speaking is one of the most important skills in order to learn a foreign language; this enable learner to master the language. Depends on how well the learner speaks the language, it will be effective the ability to express what they want to transmit to the receptor. Learners evaluate their progress and success based on how well they speak the language or they feel they have improved in the spoken language proficiency

### **5.3.1 Strategies**

Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Strategies used may include paraphrasing substitutions, coining new words, switching to the first language, and asking for clarification. Learning strategies are a flexible and conscious guide to achieve the objectives proposed in the learning process .as a guide it should consist of some defined steps taking into account the nature of the strategy.

In the interview applied to the teacher, he said that the importance of the formal learning process is some indispensable on the education cause, the students can learn step by step according learning level, similarly based in the rules of an MINED Institution.

### **5.4 Characteristics**

The implications of the characteristics of educational strategies are related to the cognitive component of student and directly influence the learning process. Therefore, it is necessary for teachers to properly plasm the procedures for the implementation of these pedagogical strategies in the school environment. C Boghici,S Boghici -bulletin of the Transylvania University of Brasob (2013) ceeol.co



Harmer (2021) “as well mentions that the teacher must act as a mediator in the learning process of students’, must stimulate and motivate, and learning situations, classify, contribute, values and help them to develop their own finally they must promote and facilitate relationship” (pag 215). The teacher will propose exercise and reagents aimed at solving problems as well as teaching experience that promoter reflective and critical thinking. The initial evaluation or diagnosis that is made of the student starting the course or the unit, will be an aspect of extreme importance for the previous planning of the program.

Given the current educational demands, the teaching work will be oriented toward a tutorial attitude, similar to that of coordinating, advising and facilitating educational experiences in which the students can learn. Likewise, in which one climate of free expression will be given privilege and educational experiences will be initiated by the proposed, intentional and meaningful use question as an activator of integrative processes. On the other hand, will be used to the maximum for the construction and reconstruction of knowledge through interaction with others, in turn it will work for the development of specific cognitive capacity such as language comprehension, analyze and synthesis.

Therefore, the educational task will consist not in transmitting all the vast information available, but in teaching the students strategies that allow him to and interpret them by himself, that is, that allows him to "learn to learn". The student is the protagonist of his own learning of his own capacity to imagine. They discover truths know to the teacher but new to them.

The imagination will have no limits and it will be necessary to find a way to communication it to classmates, discuss it, share it and enjoy it. The student is more creative and participatory, the object of knowledge is actively built in the mind. Teaching strategies in the language, English. Communicative activities are the set of strategies that the teacher makes to guide education in order to promote student learning. It is about general guidelines about how to teach content, discipline considering. What do you want students to understand? What and for what?

According to Diaz Hernandez (1998) it explains what are the set of steps or skills that a student acquires and uses intentionally as a flexible instrument to learn significantly and solve

problems and academic demands. The key to the success of education is found in the design, programming, development and implementation of the content to be learned verbally or in writing this situation arises from planning, which is the importance of it is also very important to consider the characteristics of the group, since it does not.

#### **5.4.1 The need to know**

A phrase used in situations where one is not going to learn all details rather, just the essential or personally pertinent information. A know-it-all person is someone who thinks they know it all. They have strong opinions on almost everything and believe they're right all the time. This behavior is annoying to others because a know-it-all is unreceptive to others' viewpoint. Another reason knows -it-all people are annoying, especially to those who do know a lot, is that no one can really know it all. Knowledge keeps emerging and involving, so there's no 'all' out there to know. You can only increase your knowledge, but you can never know it all.

#### **5.4.2 The learner - self**

Self - learning is an approach to learning where the individual makes the effort to identify their own learning needs, set learning goals, find the necessary resources, and evaluate their own knowledge.

#### **5.4.3 The role of the learners experience.**

Learner experience is measured by how effective your course is at helping you're students reach the desired outcomes. Hence the importance of learner experience design, which refers to the process of creating a learner's experience that helps students learn, achieve, and benefit the most out of their learning journey.

#### **5.4.4 Readiness to learn**

Learning readiness refers to how well equipped a pupil is to learn, including circumstantial and environmental factors. A student with an allows readiness to learn may be encumbered by difficult personal circumstances in his or her life or a lower emotional or physical maturity.

### **5.4.5 Orientation to learning**

A learning orientation is a mental set that enables stakeholders to evaluate and recalibrate inputs and the outcomes, processes and policies required for growth. Research, including ACSI flourishing school's initiative, has found that a focus on outcomes is a key component of a learning orientation.

### **5.4.5 Motivation**

The term motivation describes why a person does something it is the driving force behind human actions. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors.

### **5.4.6 Summary**

A summary is a brief statement or restatement of main point, especially as a conclusion to a work: a summary of a chapter. A brief a detailed outline, by heads and subheads, of a discourse (usually legal) to be completed: a brief for an argument.

## **5.5 Classification of learning styles**

A learning styles is the way that different students learn. A style of learning refers to an individual's preferred way to absorb, process, comprehend and retain information.

### **5.5.1 Visual**

Describes the way students like to learn using images, diagrams and graphs to help them understand new concepts or ideas because using flash cards with eye-catching images allows them to remember new vocabulary and learn more in class.

### **5.5.2 Kina esthetic**

It is the way students learn by doing or associating knowledge with specific actions by engaging in activities and trying to find as many possible situations in which they can use English.

### **5.5.3 Social**

It refers to students who learn more and better in group or teamwork contexts. They share their conclusions with others and prefer to take other people's points of view into account when learning or experimenting.

#### **5.5.4 Solitary**

They are reflective people and tend to focus on topics that are of interest to them and place a high value on introspection and "thought experiments" although they can also experiment with matter.

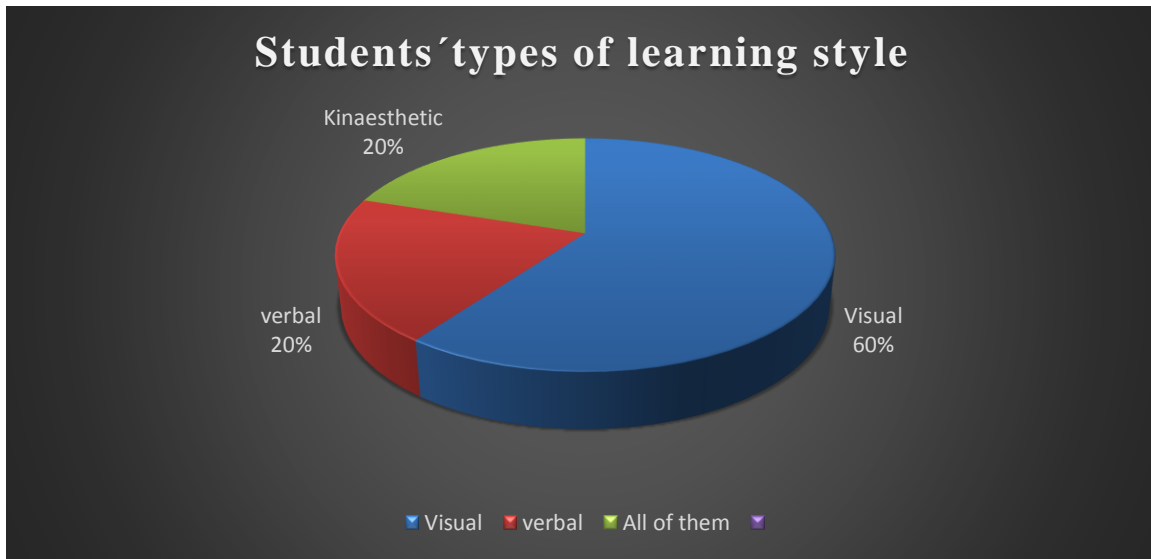
#### **5.5.5 Verbal**

Unlike visual learners, students who are better at using verbal language, whether oral or written, have a great facility for connecting abstract facts and concepts as long as they have a linguistic base to which they can relate. Anchor them, regardless of whether they are listening or reading. They also retain much better, when they write the lesson themselves.

#### **5.5.6 Logical**

These learners can make connections and recognize patterns with ease, and work well with numbers. They have a very systematic approach to learning and are excellent at keeping organized. We considered that the most of students learn through of gesture, movement, when they learn doing or building their own ideas, so a development it in his learning using different levels of learning.

In the survey applied to the students, they answered of the next way, that learning style that they have is an 60% Visual, an 20%, Verbal and an 20% all the style to an 100% of the population. Too in the interview realized to the teacher, he said that the kind of learning styles of his students is Visual. Also, in the observation guide we could see that the students have all the learning style.



## 5.6. Society Incidence

English language is an alternative in the societies that allows develop us in different ambits, or circumstances, offering opportunities, although of the negative contradictions that exist in the population, Achievement established challenges and overcome it.

### 5.6.1 Social standards

These are clear and public criteria that allow knowing what children and young people should learn, and stablish the reference point of what they are capable of knowing and knowing how to do in each of the areas and levels.

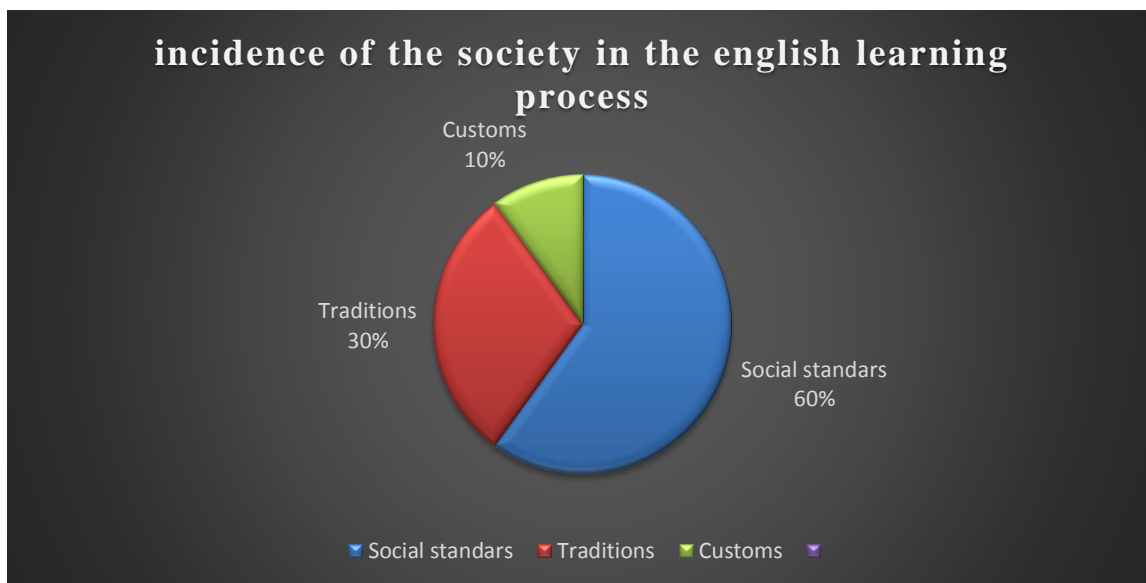
### 5.6.2 Traditions

It happens in classroom. there is a teacher who moderates and regulates the flow of information and knowledge. thus, the trainer expects the employees to deepen their knowledge through written exercises at home.

### 5.6.3 Customs

The influence of the traditions and customs the socio-cultural context, as an element of pedagogical support in the teaching and learning process “every individual has innate knowledge that he has developed through his existence through his environment.

In the survey applied to the students, they answered that society interfere in the English learning process of the next way, 60% Social standards, 30% traditions and 10% customs. In the interview realized to the teacher he answered that the society has incidences in students English learning only Social Standards, in the same way in the observation applied in a class, it was truth that social standards interfere on students in the English class



## 5.7 Benefits learning a foreign language

A foreign language is any language that is not native to a particular region or person. Obviously, this definition varies from region to region and by individual within a particular region. Many countries have more than one official language or contain significant populations that speak their own languages.

Foreign language instruction is often required or strongly recommended in primary and secondary education; there are also numerous methods of teaching languages to adults. Many people are bilingual or multilingual, that is, they are fluent in two or more languages; this is an asset in many professions. The benefits of learning a foreign language is that being bilingual will open up a whole new world of travel opportunities. Alan Ranfin October (25<sup>th</sup> 2022) Language humanities.org [http: www.language humanities.org](http://www.languagehumanities.org)). To learn a foreign

language, help us to improve our personal development and interact with people around the world, also a better interaction and the environment the other language.

### **5.8. Proposition of Communicative activities**

Role-plays that are excellent activities for speaking in the relatively-safe environment of the classroom. In the role-play, students are given particular roles in the target language. For example, one student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role-play gives learners practice speaking the target language before they must do so in a real environment.

Simulations are more elaborate than role-play. In a simulation, props and documents provide a somewhat-realistic environment for language practice. For instance, in a language lesson about the grocery store, a teacher might bring “products” for the students to buy (a box of crackers, coffee, a jar of jam) and even play money for making their purchases. A checkout counter would be set up for the students to practice transactional speaking with the cashier.

Information gap is an activity in which one person has information that the other lacks. They must use the target language to share that information; for instance, one student has the directions to a party and must give them to a classmate. Jigsaw activities are a bidirectional or multidirectional-information gap. Each person in a pair or group has some information the other person needs. For example, one student could have a timetable for train travel in Canada. Another could have a map of Canada. Without showing each other the visual information, they must speak English.

plan a one-week trip. This is one natural information gap task, especially when the students don't know each other well. Contact assignments involve sending students out of the classroom with the stated purpose to talk to people in the target language. In a second language environment, you can send students on an information treasure hunt in a nearby business district. Provide a worksheet which the students complete by asking the merchant questions. For instance, at a grocery store, they would have to ask how soon a shipment of fresh fruit would be delivered Posted on 28/10/2015 by Gareth H Jones.

### **5.8.1. Duolingo**

for learners is the world's largest languages learning platform where anyone can learn another language at their own pace. interview interactive Duolingo, Luis von ahn (2014).

One of the most interactive and fun courses today is Duolingo. But best of all, it's free! Duolingo is based on an interactive digital platform where you can participate in English courses, or languages as diverse as Russia or guarani.

*What is Duolingo?*

If you didn't know, Duolingo is quite an innovative web application in its way of teaching a huge range of languages. Each course is taught free of charge. The initiative for the creation of Duolingo came from Severin Hacker, a swiss graduate student who wanted to take his project further in mind, forming what is today one of the most popular and best apps to learn a new language .and if there is something to highlight ,it is that through Duolingo you can obtain the English certification for free.

*How does Duolingo work?*

To take advantages of how an app like Duolingo works, all you have to do is register on its platform so that you have access to a huge amount of knowledge of different languages. Once inside you must choose your native language, so that you know and select the courses suffered in that language. Apart from that, you will understand that "every lesson is like a game", or so the people behind this incredible application say. While learning English, for example, you can see the indicators of your learning progress. This will depend on whether you pass the evaluations made during each level, and whether you answer correctly or not.

*Advantages of using Duolingo:*

- Interactivity and enforced fun in each course.
- It offers a huge variety of languages, so you learn the one you like the most or need.
- You can review the indicators of your progress to continue advancing.

*How much does it cost to learn with Duolingo?*



Absolutely nothing. The creator of Duolingo became sure that the project had its own sustainability through crowdsourcing, and that the participants had not to pay a penny to access all the tools and multimedia library it provides. We consider that the application Duolingo, it will be of great importance to improve the skills in the English language it's an application easy to use and we can utilize any place since technological tool (cellphone). At the moment of teaching English indispensable innovate and motivate the student using his smartphone to achieve a better academic performance.

### **5.8.2 Other Activities to implement communication or speaking ability**

- Pictures predicting the language of a situation.
- Oral presentations by students.
- Pronunciation work.
- Repeat information to check comprehension.
- Conversation between the students in the target language.
- Discuss with the students about a specific topic.
- The use of body language to infer meaning.
- The use of an article title to activate background knowledge about a topic and communicate personal interest in it.
- Conduct interviews.
- The use of pictures to make inferences about a reading.

Cayi (2006) definition describes speaking as a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts Human, beings need to express their feelings and thoughts in a clear way that can be understood.

Speaking involves more than producing sounds but, the ability to choose the right words in context or situation and be coherent; it deals with the environment, the collective experiences and the purpose for the speaking.

Lenka (2007) "it mentions that the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based on

developing mainly the grammatical competence and using methodology popular in the past” (pag.7).

Most of the EFL courses have disregarding oral skill setting aside the practice of the spoken English to improve the fluency. To communicate well in English and speak fluently there are some aspects that have to be taken into account to foment the learning speaking in the students. Provide a collaborative environment and suitable didactics resources and task, so, students have more possibility to interact and practice the language.

Each student must have the same opportunity to participate in the speaking activities therefore, the teacher must be sure to involve all the students in the implementation of those activities. Try not correcting students’ pronunciation mistakes very often, this causes students feel disappointed and that they have no real progress in the process of learning English

The teacher should reduce the time in which he/she speaks English and try to increase the time when students speak English giving more those opportunities to practice it. The use of the foreign language instead of using the native language is another aspect that must be considered; students need to get used to hearing the language as something natural so they will be able to internalize it and then reproduce it. This is another way to encourage students to speak English.

Alek sandrzak, (2011), claims that important factors in the speaking learning process are the classroom’s problems in speaking activities regarding to the learner’s personality and his/her attitude in the learning process. Here are some problems found to the communicative activities performing in the classrooms. Students are often inhibited about saying something in the foreign language. They feel afraid to make mistakes and be public criticized by the teacher or their classmates or being ridicule if they say something wrong.

Nothing to say Sometimes students think that they do not have anything to say, this may be because they are not interest in the topic whether they do not know about the topic or it is not a motivated topic to talk about, or may be that student do not have enough vocabulary to participate Low or uneven participation A low percentage of

students participate, only those students who have more vocabulary dominate the conversation or they participate trying to catch the teacher attention, creating an environment where timid or shy students are not motivated to participate they feel comfortable being passive contributing passively in the class development.

Mother-tongue use Students are not use to speak a foreign language so they do not feel the need to use it. It is lost a valuable time in the classroom to practice oral language which does not allow the total development of this ability. (Moss& Ross-felman,2003) activities to promote interaction and communication)

## V. CONCLUSIONS

Based on the investigation developed, the following results were obtained, on the analysis the use of communicative activities in the English learning process of eighth grade students, regular shift, Salomon de la Selva School, La Dalia -Matagalpa, during the second semester 2022.

The communicative activities used by the teacher are dialogues, dynamics, oral assignments, presentations, motivation for students participate.

The students' different learning styles that have incidence in the learning process are visual, verbal and kinesthetic, being the predominant the visual one.

Communicative activities to complement eight grade students learning process at Salomón de la Selva School La Dalia are the use of an App called Duolingo, to develop and improve communication skills. Besides that, strategies such as prediction, oral presentations, repetition, interaction, interviews, pictures presentations and discussions are of great help to achieve this goal.

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## Appendix 1. Interview to the teacher.



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### FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA UNIVERSIDAD EN EL CAMPO UNICAM – LA DALIA

#### I. General Data:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

School: \_\_\_\_\_ Area: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Interviewed: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

#### II. Introduction

Dear teacher, we are doing some research on Communicative activities in the English learning process on Regular High school students, as a requirement for graduating as Bachelors of Arts in English. For this, we need your valuable collaboration. Please answer the following interview. Thank you in advance.

#### III. Objective

Analyze the importance of using communicative activities in the English learning process of eight grade students, regular shift, Salomon de la Selva School, Rancho Grande-Matagalpa, during the second semester 2022

#### IV. Development

##### *Questionnaire*

1. Do you think that communicative activities improve speaking skills?
  - a) Yes
  - b) No

2. What strategies do you use to promote communication?
  - a) Dialogues
  - b) Dynamics
  - c) Both
3. Do you consider that communicative activities are important in English class?
  - a) Yes
  - b) No
4. Is it difficult for the students' learning English?
  - a) Yes
  - b) No
5. What is the importance of the formal learning process?
6. What kind of learning styles do your students have?
  - a) Visual.
  - b) Kinaesthetic.
  - c) Social.
  - d) Solitary.
  - e) verbal.
  - f) Logical
  - g) All of them
7. What are the society incidences in students' English learning?
  - a) Social standards
  - b) Traditions
  - c) Customs
8. What are the benefits if learning English?
  - a) Job opportunities
  - b) Travelling
  - c) Meeting new people
  - d) All of them

## Appendix 2. Survey to students.



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### FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA UNIVERSIDAD EN EL CAMPO UNICAM – LA DALIA

Dear student, we are students of the fifth year of English as a foreign language (EFL) career of UNAN Managua, UNICAM El Tuma-La Dalia. We are conducting a survey with the purpose of gathering useful information to Analyze the importance of using communicative activities in the English learning process of eight grade students, regular shift, Salomon de la Selva School, Rancho Grande-Matagalpa, during the second semester 2022 For this, we need your valuable collaboration. Please answer the following survey. Thank you in advance.

#### I. General Data:

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Date: \_\_\_\_\_ Community where you live: \_\_\_\_\_

Area: Urban / rural

#### II. Development

**Please answer the following questions:**

1. Do you think that communicative activities improve speaking skills?
  - a) Yes
  - b) No
  
2. What strategies does the teacher use to promote communication?
  - a) Dialogues
  - b) Dynamics
  - c) Both



3. Do you consider that communicative activities are important in English class?
  - a) Yes
  - b) No
  
4. Is it difficult for you to learn English?
  - a) Yes
  - b) No
  
5. What kind of learning style do you have?
  - a) Visual
  - b) Kinaesthetic
  - c) Social
  - d) Solitary
  - e) verbal
  - f) Logical
  - g) All of them
  
6. How does society interfere in your English learning?
  - a) Social standards
  - b) Traditions
  - c) Customs
  
7. What are the benefits if learning English?
  - a) Job opportunities
  - b) Travelling
  - c) Meeting new people
  - d) All of them

## Appendix 3. Observation Guide.



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**FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA**  
**DEPARTMENT OF EDUCATION AND HUMANITIES**  
**UNIVERSIDAD EN EL CAMPO UNICAM LA DALIA**

### I. General Data:

School: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

Observant name: \_\_\_\_\_

### II. Objective:

Analyze the importance of using communicative activities in the English learning process of eight grade students, regular shift, Salomon de la Selva School, Rancho Grande-Matagalpa, during the second semester 2022.

### Development

Indicators	Yes	No	Comment
1. The teacher implements communicative activities in class.			
2 The teacher uses dialogues to promote communication.			
3 The teacher uses dynamics to promote communication.			

4. The teacher assigns oral presentations.			
5. Communicative activities look motivating for students to participate.			
6. Students seem to have difficulties in the English class.			
7. Students' predominant learning style seem to be kinesthetic (physical)			
8. Students' predominant learning style seem to be visual			
9. Students' predominant learning style seem to be verbal			
10. Students' predominant learning style seem to be social.			
11. Social standards seem to interfere negatively on students' performance in English class.			

#### Appendix 4. Descriptors Matrix.

Variable	Categories	Subcategories
1. Communicative Activities	1.1 Concept	Dialogues Dynamics
	1.2 Importance	Influences
	1.3 Characteristics	Interaction Elements
	1.4 Classification	<i>formal communication:</i> classroom lectures, speeches meeting presentations <i>Informal communication</i> casual phone Dinner conversations
	1.5 Learning Benefit	Social Development
	1.6 Incidence on Education	Motivation
	1.7 Utility	Language Inclusion
2. Learning process	2.1 Definition	Other opportunities
	2.2 Importance	Strategies
	2.3 Characteristics	<ul style="list-style-type: none"> <li>• The Need to Know.</li> <li>• The Learners' Self-Concept.</li> <li>• The Role of the Learners' Experience.</li> <li>• Readiness to Learn.</li> <li>• Orientation to Learning.</li> <li>• Motivation.</li> <li>• Summary</li> </ul>
	2.4 Classification of learning styles	<ul style="list-style-type: none"> <li>• visual.</li> <li>• kinaesthetic.</li> <li>• social.</li> <li>• solitary.</li> <li>• verbal.</li> <li>• logical</li> </ul>
	2.5 society incidences	Social standards Traditions Customs
	2.6 Benefits learning a foreign language	

**Appendix 5. Variables Operationalization.**

Variables	Concept	Indicators	Questions	Scale	Instruments	To Whom
Communicative Activities	Communicative activities is a learning activity, designed so that students learn to communicate (Cervantes Center 2009)	Communication skills	The teacher implements communicative activities in class.	Close Yes No	Observation	Class
		Importance in education	Do you think that communicative activities improve speaking skills?	Close Yes No	Interview	Teacher
			What strategies do you use to promote communication?	Close Dialogues Dynamics Both	Survey	Students
		Characteristics	What strategies does the teacher use to promote communication?	Close	Interview	Teacher
						students
						Class

			The teacher uses dialogues to promote communication.	Yes No	Observation	
		Classification	The teacher uses dynamics to promote communication.	<b>Close</b> Yes No	Observation	Class
		Learning benefits	The teacher assigns oral presentations.	<b>Close</b> Yes No	Observation	Class
			Do you consider that communicative activities are important in English class?	<b>Close</b> Yes No	Interview	Teacher
		Incidence on education	Communicative activities look motivating for students to participate.	<b>Close</b> Yes No	Survey Observation	Students Class

<b>Learning Process</b>			Is it difficult for the students' learning English?	<b>Close</b> Yes No	Interview	Teacher
			Is it difficult for you to learn English?	<b>Close</b> Yes No	Survey	Students
			Students seem to have difficulties in the English class.	<b>Close</b> Yes No	Observation	Class
	Process in which they acquire a series of knowledge and skills after having lived or observed a series of previous experiences	Importance	What is the importance of the formal learning process?	<b>Open</b>	Interview	Teacher

		Classification of learning styles	What kind of learning styles do your students have?	<b>Close</b> Visual. Kinaesthetic. Social. Solitary. verbal. Logical	Interview	Teacher
			What kind of learning style do you have?	All of them	Survey	Students
			Students' predominant learning style seem to be kinaesthetic (physical)	<b>Close</b> Yes No	Observation	Class
			Students' predominant learning style seem to be visual	<b>Close</b> Yes No	Observation	Class
			Students' predominant learning style seem to be verbal	<b>Close</b> Yes No	Observation	Class
			Students' predominant learning style seem to be social.	<b>Close</b> Yes No	Observation	Class



			<p>What are the society incidences in students' English learning?</p> <p>How does society interfere in your English learning?</p> <p>Social standards seem to interfere negatively on students' performance in English class.</p>	<p><b>Close</b> Social standards Traditions Customs</p> <p><b>Close</b> Social standards Traditions Customs</p> <p><b>Close</b> Yes No</p>	<p>Interview</p> <p>Survey</p> <p>Observation</p>	<p>Teacher</p> <p>Students</p> <p>Class</p>
			<p>What are the benefits if learning English?</p>	<p><b>Close</b> Job opportunities Travelling Meeting new people All of them</p>	<p>Interview</p> <p>Survey</p>	<p>Teacher</p> <p>Students</p>

## Appendix 6. Activities Timetable.

<b>Phase</b>	<b>Exercise</b>	<b>Time</b>	<b>Responsible</b>
I	Select the theme and Subtheme	August 28th	All the group
II	Select the Objectives General and Specifics and operationalization de variables	September 02nd	All the group
III	Describe the Justification and Matriz de descriptors recollect of information	September 08th	All the group
IV	Analyze and correction of mistake of Development	September 16th	All the group
V	Elaboration of Instruments	September 28th	All the group
VI	Application of Instruments	October 27th	All the group
VII	Analyze of results of the survey, interview and observation guide.	October 29th	All the group
VIII	Elaboration of Introduction and abstract	November 03rd	All the group
IX	Elaboration of Conclusions and Dedicatory, Acknowledgement	November 09th	All the group

## Appendix 7. Pictures while collecting information.

