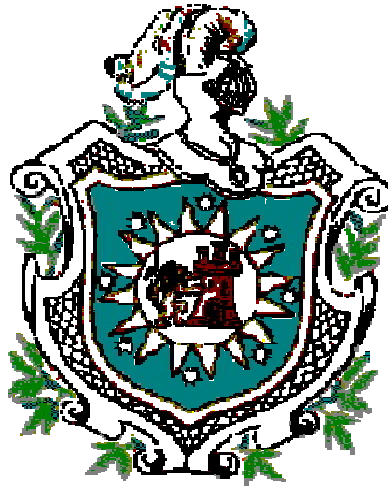


**NATIONAL AUTONOMOUS  
UNIVERSITY OF NICARAGUA  
RURD-UNAN, MANAGUA  
FACULTY OF EDUCATION AND LANGUAGES**



***“UNDERDEVELOPMENT OF THE COMMUNICATIVE SKILL IN THE ENGLISH CLASSROOM AFFECTS THE STUDENTS OF FIFTH YEAR AT THE INSTITUTO NACIONAL TECNICO PARA LA ADMINISTRACIÓN Y LA ECONOMIA INTAE-GRANADA”.***

*Graduating seminar*

Research submitted in partial fulfillment of the requirements for a B.A Degree in teaching English as foreign language

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**PROBLEM:** STUDENTS OF FIFTH YEAR AT INSTITUTO NACIONAL TECNICO PARA LA ADMINISTRACIÓN Y LA ECONOMIA INTAE-GRANADA ARE UNABLE TO COMMUNICATIVE USING THE TARGET LANGUAGE AFTER FOUR YEAR OF TAKING ENGLISH CLASS.

**THEME:** UNDERDEVELOPED OF THE COMMUNICATIVE SKILL IN THE ENGLISH CLASSROOM AFFECTS THE STUDENTS OF FIFTH YEAR AT THE INSTITUTO NACIONAL TECNICO PARA LA ADMINISTRACIÓN Y LA ECONOMIA INTAE-GRANADA.

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# DEDICATORY

First of all we thank God for given us the wisdom and strength to complete this final paper work.

To our parents for having supported and given us the courage to finish our university studies degree.

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We want to thank, in a special manner, our tutor professor George Neil Crisanto St. Clair for his valuable piece of advice to finish this research work.

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# Abstract

This is a research work which is focused on used of communicative skill by fifth year English students at Instituto Nacional Técnico para la Administración y la Economía INTAE-Granada in the process of English as a foreign language. The purpose of this investigation is to provide some important information about why some teachers have difficulties in making develop the communicative skill.

The methodology of this research work uses the fallowing techniques: Class observation, interviews, Material used by the teacher, methodology. The applications of them provide important information related to the purpose mentioned before.

Our procedure was followed according to orientations of Tutor teacher. We began selecting the problem referent Student of the fifth year at Instituto Nacional Técnico para la Administración y la Economía INTAE-Granada are unable to communicate using the target language after four year of taking English class and we specify sub problems, theme and objectives.

Them we visited the selected school to obtain useful information according to our historical background, this was although data recopilated from some books, also we analyze the student and teacher situation using guide observations class and surveys and them we consolidate this analysis with tables (see annex)

Finally, we obtained the main factors that affect, in this institute the development the knowledge of English subject specifically in the communicative skill.

# Introduction

The objective of this investigation is to provide some important information about why some teachers have difficulties to develop the communicative English skill in their classrooms; moreover, this research paper is based on the difficulties students from morning and afternoon shift of fifth year have at Instituto Nacional Técnico para la Administración y la Economía INTAE-Granada; in acquiring the communicative skill.

First of all, we had to identify the problem, by means of some systematic steps of the research. After apply some instruments, such as: interviews, surveys and observed class. We obtained some information.

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Then, we processed the information and analyzed all the instruments we got; beside, we found the factors that impede teachers' development of the communicative skill, in their classrooms.

Thus, in this research we attempt to help teachers and students of that Institute in order to develop new techniques, which could be applied in the classroom. We will provide some suggestions for English teachers and students. these are: some teaching and learning strategies to develop the communicative skill with effectiveness in the learning of process of the students.

Finally we wrote the conclusion and recommendation to overcome these difficulties that influence the process of teaching and students learning.

# Justification

We hope this document to be useful to understand the teachers face when they try to develop difficulties in communicative speaking skill as a foreign language in students of secondary school. We also want to encounter the teacher's limitation to develop the English language.

At the beginning we have chosen this topic because we want to find out the problems that exist in learning of foreign language, the way a foreign language is taught in the classroom we are going to also analyze the reasons that make students of fifth year unable to communicate using the target language.

Also in this work we are going to analyze the interest of the students to acquire a new language and how adequate the programs used at INTAE – Granada are in order to make students communicate using good level of English.

We truly believe that this investigation will help not only the teachers at INTAE, within teachers from different places of Nicaragua, too deal with the same problems.

The report of this research would benefit teachers who want to improve their understanding of how learners obtain a foreign language particularly the development of the communicative skill.

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# **I. Objectives**

## **A. General Objectives**

- 1) To know the main factors that affects negatively students speaking ability difficulting the students' fluency in using the language even after finishing secondary studies.

## **B. Specific objectives:**

- a) To find out the main factors that hinder students from speaking English fluently when they finish secondary school.
- b) To analyze the possible factors that impede students to acquire a new language, factors such as: Student background, their motivation for learning English, the teacher's teaching methodology didactical material and resources.
- c) To learn about the communicative activities the teacher practice in the classroom to develop fluently speaking.

## **II. THEORETICAL FRAMEWORK**

## **2.1 Historical Background**

### **Characterization of the center.**

#### **Geographic Location:**

INTAE – GRANADA is a technical institute located in Ruth Avenue, de la estación de Policía cuadra y media al Norte. It was founded on August 2nd 1953; it began offering its technical educational services in accountant, secretary and business administration.

When the school began to offer its first courses (1953) it was located on Arsenal Avenue, and it stayed there for only two years, then it moved (1955) in front of San Francisco Museum and it was there until 1968, finally it moved to Ruth Avenue where it is located now a day .

The institute has a population of one thousand ninety two students divided in three shifts: morning, afternoon and Saturday; offering technical bachelor in accountant, secretary, tourism, and computer courses.

The school employs 68 people, twenty nine of them are teachers, they have three English teachers one for each shift, English from first to third year has a three period of 40 minutes a week for secretaries, tourism, accounts and computer. From first to fifth year English is taught three times per week for high school Students.

## 2.2 Theories

A. Second language acquisition.

B. Speaking skill.

C. Motivation.

C.1 Are there advantage to intrinsic motivation?

C2 Group and individual Motivation

D. Textbooks and other teaching material.

E. Materials development.

F. Lack of teaching material to develop communicative skills.

G. Secondary English programs of the minister of education are not update for students to learn communicative skill.

## **A. Second Language Acquisition**

In this research we are providing information about the main factors that help to develop communicative skill and understand English as a second language in students of fifth year of INTAE Granada.

Some factors that are shown, explain why teachers have difficulties in making student to develop speaking skill in that Institute.

Second language acquisition is the process by which people learn a language in addition to their native language. The term second language is use to describe any language whose acquisition starts after early childhood. The language to be learned is often referred to as the "Target language or "L2" compared with the first language L1.

Several factors related to student's first and second language shape their second language learning, this factor include the linguistic distance between the two languages, student's level of proficiency in the native language and their knowledge of the second language.

Student's prior knowledge of the second language is of course a significant factor in their current learning. The extent and type of prior knowledge is an essential consideration in planning instruction.

Language attitude in the learners, the peer group, the school, the neighborhood and society at large can have a enormous effect on the second language learning process, both positive and negative. It is vital that teacher and students examine and understand these attitudes. In particular, they need to understand

that learning a second language does not mean giving up one's first language, it is involved a new language to one's repertoire.

Most of the teachers use different methods depending on their environment in "understanding second language acquisition ". "All teachers have a theory of language learning, that is they act in accordance with a set of principles about the way language learners behave", R. Ellis (1985: 16)

Second language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill, (Stephen Krashen).

"Second language acquisition is a complex process involving many interrelated factors" the theories of SCA have been offshoot of general linguistic theory and we recognize that all teaching processes there are factors that are very complex, Ellis (1985: 16).

In Communicative Language Teaching (CLT), the teacher spends less time on the structures of the language and more time encouraging the children to use the language. This gives children the opportunity to say what they want to say, and the teacher does not always have control over their language. Fluency plays a big role in CLT.

In a real language situation (e.g. writing to a pen friend or speaking to visitors in English), children will focus more on what they are saying rather than the grammatical structures of English. CLT tries to bring this idea into the classroom, and helps children communicate effectively in the world outside school. Fluency activities provide this practice because during these activities children often have to check that they have understood each other, repeat themselves, or change what they say, just like in real life.

Fluency isn't the only skill practiced these types of activities. Accuracy is important too, and the teacher should balance activities which focus on accuracy (correct grammar) as well as fluency. However, the main point behind CLT is that accuracy alone isn't enough, and children improve accuracy through focusing on fluency.

As the teacher, you can provide motivating communication activities such as games and puzzles, and ask students to complete the activity working in pairs or groups. Do not correct or intervene too much during the activity, and provide most of the feedback after the students have finished the task.

We have in conclusion that it is important to point out that the larger social and cultural contexts of second language development have a tremendous impact on second language learning. The status of student's in relation to the larger culture can help or hinder the acquisition of the language of mainstream society.

## **B. Speaking Skill.**

“Speaking is in many ways an undervalued skill, speaking is often thought of as a popular form of expression which uses the unprestigious, colloquial, register; literary skills are on the whole more prized”, Martyn Bygate (1987:8).

If we like to call English “the language of communication,” it seems to be that all the people have agreed to use English to talk to each other. We like to call English “the language of communication,” it seems to be that all the people have agreed to use English to talk to each other.

If the prime objective of our work as teachers of the Official Schools of Languages is to make our students capable of using a foreign language as a means of communication, it seems logical to follow a methodology based on the communicative approach, excluding its defects, and incorporating the positive elements to be found in other methodological trends.

The communicative approach has placed the speaking ability as the most important objective in the process of teaching-learning a foreign language. Most students of English want to be able to speak the language as perfectly as possible, in order to communicate with native and non-native speakers of English in their business or holiday contacts with them. The acquisition of this skill, however, is very difficult and demanding, and this difficulty is at the root of



the discouragement a lot of learners feel after some time of studying the language.

This is certainly Littlewood's view. He suggests that the following skill need to be taken into consideration:

- The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.
- The learner must distinguish between the forms he has mastered as part of linguistic competence, and the communicative functions which they perform. In other words, items mastered as part of his linguistic system must also be understood as part of a communicative system.
- The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situation. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.
- The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

**( Littlewood 1981: 6)**

## **C. Motivation**

It is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make sense to try and develop our understanding of it.

### **➤ How would you define Motivation**

Dictionary definition: "Motivation is the extent to which you make choices about goals to pursue and effort you will devote to that pursue.

The following definitions of motivation were gleaned from a variety of psychology textbooks and reflect the general state or condition (sometimes describe as a need, desire, or want) that serves to activate or energize behavior and give direction.

- Internal state or condition that activates behavior and give direction:
- Desire or want that energizes and directs goal-oriented behavior;
- Influence of needs and desires on the intensity and direction of behavior.

Franken (1994) provides an additional component in his definition:

- The arousal, direction, and persistence of behavior.

A cognitive view of motivation includes factor such as the need for exploration, activity, stimulation, knowledge and ego enhancement, H. Douglas Brown (2000: 160-166).

Motivation is a state of cognitive arousal which provoke a decision to act as a result of which there is sustained intellectual and /or physical effort so that the person can achieve some previously goal, Mario Williams and Richar Burden (1997:120).

Motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)." Jere Brophy (1987)

For us motivation is a desired, a feedback that the learners perceived like a boost to their feeling of competence and self-determination and their own personal autonomy critically, thinking the ability and self-fulfillment, can increase or maintain intrinsic motivation.

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

A student who is INTRINSICALLY motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Mark Lepper 1988). An EXTRINSICALLY motivated student performs "in order obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers, or teacher approval (Lepper).

The term motivation to learn has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner--regardless of whether or not they are intrinsically interesting" (Hermine Marshall 1987). Other notes that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning (Carole Ames 1990).

The motivation does not always have to be in the teacher's hands, it also should be in the learner's hands, and materials for then group to work.

The students of the INTAE Granada have a general orientation to the learner goals most of them present a strong motivation in the English subject. However, they have difficulties in the situational motivation because classroom's condition do not permit that the students achieve the learning goal. Also in the task motivation they do not have an excellent and particularly performing task.

### **C.1 Are There Advantages To Intrinsic Motivation?**

Does it really matter whether students are primarily intrinsically or extrinsically oriented toward learning? A growing body of evidence suggests that it does.

When intrinsically motivated, students tend to employ strategies that demand more effort and that enable them to process information more deeply (Lepper).

When students were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision-making strategies than did students who were extrinsically oriented J. Condry and J. Chambers (1978).

Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward (Lepper).

Although every educational activity cannot, and perhaps should not, be intrinsically motivating, these finding suggest that when teachers can capitalize on existing intrinsic motivation, there are several potential benefits.

### **C.2 Group and individual Motivation**

Like all learning activities, group work is more likely to go well if it is properly planned. Planning requires an understanding of the principle that lies behind successful group work.

In our opinion the motivation group must be guided by the teacher and he gives the central purpose of developing the group knowledge so the students will understand the matter being discussed.

➤ **The Principle of group work:**

Several factors work together to result in group work where everyone involved is interested, active, and thoughtful. If these factors agree with each other, then group work is likely to be successful. If they are not in agreement, group work is likely to be unsuccessful. The five factors are:

1. The learning goals of group work
2. The task
3. The way information is distributed
4. The seating arrangement of the members of the group.
5. The social relationships between the members of the group.

Let us look first at the learning goals of group work before seeing how the factors work together.

➤ **The goals of group work:**

The following description of the goals of group work focuses on the spoken use of language. There are several reasons for this focus. Firstly, group work is most commonly used to get learners talking to each other. Secondly, much research on group work in language learning has studied spoken activity, partly because this is the most easily observed and recorded. Thirdly, most teachers use speaking activities in unprincipled ways.

## **Group work can help learning in the following ways.**

- 1. *Negotiation of input:*** Group work provides an opportunity for learners to get exposure to language that they can understand (negotiate comprehensible input) and which contains unknown items for them to learn.
- 2. *New language items:*** Group work gives learners exposure to a range of language items and language functions. This will often require preteaching of the needed language items. Group work provides more opportunities for use of the new items compared to the opportunities in teacher-led classes. Group work may also improve the quality of these opportunities in terms of individualization, motivation, depth of processing, and affective climate.
- 3. *Fluency:*** Group work allows learners to develop fluency in the use of language features that they have already learned (Davis 1982). The arguments supporting group work for learning new items also apply to developing proficiency in the use of these items.
- 4. *Communication strategies:*** Group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition), strategies to keep a conversation going (Holmes and Brown 1976; Nation 1980).
- 5. *Content:*** Particularly where English is taught through the curriculum, a goal of group work may be the mastery of the content of the curriculum subject the learners are studying.

### **➤ Types of group work:**

A useful way of classifying group-work activities is to look at the distribution of the information needed to do the activity. In many group-work activities learners have equal access to the same material or information and cooperate to do the

task. In the *individual arrangement* each learner access to the same information but must perform or deal with a different part of it. These four different types of group work achieve different goals, are best suited to different kinds of tasks, require different kinds of social relationships. In order for group work to be successful, each type of group work must have its most suitable choice of other factors.

### **Individual Motivation**

We think that individual motivation is important because this way students obtain their independence in the learning, develop their own ideas freely and openly.

In **INTAE** Institute students do not have the work book which permits them to learn a new vocabulary, memorizing and practicing through activities suggested by the teacher and textbook.

Motivation in INTAE would be better if teachers encourage students to participate in different task that teachers have prepared for them to be able to accomplish certain specific function.

In conclusion teacher can stimulate motivation with:

- Set a personal sample with its own behavior.
- Create a pleasant, relaxed atmosphere in the classroom.
- Present the task properly.
- Good relationship with learners.
- Increase the learner's main interest.
- Promote learning autonomy.
- Familiarize learner with the target language culture.

## **D. Textbooks and other teaching Material**

Teachers have traditionally relied on a basic textbook for their work in class. In recent times, however, some teachers have questioned the usefulness and convenience of textbooks, on the basis that they constraint the teaching-learning process, do not leave space for the creativity of teachers and learners, or do not meet the specific interests and needs of different students or different learning situations.

In spite of the reasons put forward by the people who are opposed to using a textbook in class, we think that textbooks are not only useful but even necessary for a good and efficient teaching of the English language in our school.

Of course a textbook is not a panacea and we cannot expect that it will solve all our problems and satisfy all the students' needs. Textbooks, like any other medium, have inherent limitations. "Textbooks can at best provide only a base or a core of materials. They are the jumping-off point for teacher and class. They should not aim to be more than that. A great deal of the most important work in a class may start with the textbook but end outside it, in improvisation and adaptation, in spontaneous interaction in the class, and development from that interaction", (Robert O'Neil).

The question then, in our opinion, is not whether to use a textbook or not, but rather which textbook to use. There are so many general English courses offered by Spanish and British publishers that we must have a clear idea of the points to look at when selecting a textbook in our establishments. Textbooks are very convenient or necessary tools in the English class, but they are not the only teaching aid we have at hand. There are a lot of materials which can be used in class in a very fruitful and efficient way. Among them we can mention flashcards, wall charts, supplementary readers and other printed materials, audio-visual aids and computer programmers.



## **E. Materials developments.**

Language classroom activity everywhere addresses a similar goal — the development of linguistic skill and understanding. Materials, as documents for language learning activity, are important components in achieving this goal. Technically, they provide potential learning opportunity in the form of exposure to and practice in the language and they can be evaluated for the quality of that potential.

In use, however, materials become a component in complex individual cognitive processes and group social processes. Cognitively, individual factors such as personality, motivation and prior experience will determine the ways in which the learning opportunities are taken up by the learner. One would also expect, however, the uptake of learning opportunities to be affected by the ways in which they are presented in the classroom the emphasis that is given to certain elements, the degree to which the activities are explicitly related to the student's motivation, the guidance given on how to use the materials in class and at home and so on. All classroom activity, whether learning-focused or not, is culturally-based. It builds on role-relationships, expectations and routines that have resonances with other events in the community (Coleman, 1996). We need to understand this cultural level in order to fully appreciate the design and use of materials.

We have therefore at least three levels of materials analysis. The first level is materials as a set of potential learning opportunities. Description at this level is presented in the materials above the second level is materials in use by the individual, how the individual processes materials, remembers vocabulary, absorbs patterns as a part of an emerging system of grammar. The third level is materials in use by a group of learners under the leadership of a teacher, how the learning opportunities are mediated by the teacher as a classroom manager and as a leader in learning.

This section is concerned principally with this third level of analysis. What information is needed in order to guide the design of new materials or the

design of in-service teacher training courses? In either case, it would be difficult to instigate change without a clear and shared understanding of what role materials *currently* play in the learning process, what learning opportunities are made salient and what expectations the teachers and students have of materials. What information about materials use is likely to be relevant to those concerned with instigating change in the teaching of English? There are materials evaluation frameworks (Breen and Candlin, 1979, 1987; Dougill, 1987; Sheldon, 1988; Littlejohn, 1998). But our emphasis is on simply describing what happens rather than evaluating how well it works. The aim is to understand how learning opportunities in the materials are activated in the classroom. In our research into the use of materials in classrooms, there are four general questions that have been identified as relevant to the purpose. These questions are listed below:

- Are the textbook materials used as a script or a resource?
- What are the dominant teacher/learner preferences among given learning activities?
- In what ways do teachers select from, modify or supplement the current materials?
- What is the role of materials in setting work to be done individually — at home and at school?

Each of these questions will be dealt with in turn.

#### Are the textbook materials used as a script or a resource?

This is an important question about the role of materials in the classroom event. Materials are used as a *script* when they dictate the order and content of what is to be covered. The teacher typically works through one activity after another in the textbook and although some variations from the script may occur, the result is nevertheless a linear coverage of the agenda set by the book. Materials are used as a *resource* when a teacher follows a different agenda, perhaps working towards the goals of a syllabus, or goals deriving from difficulties experienced by learners. In doing that, the teacher draws on whatever parts of the materials are likely to help achieve the goals in hand.

Whether materials are used as a script or a resource is obviously important for a materials designer or teacher trainer. The limitation of working from a script is that the activity can easily become divorced from the process of learning. One outcome may be, therefore, that script-like materials include a considerable amount of advice (for teachers and learners) on how to exploit the activities fully for learning. Teacher notes might include greater information on how the order of a unit might be modified, or what might be left out, and why.

What are the dominant teacher/learner preferences among given learning activities?

An understanding of teacher and learner preferences for learning activity within the current range of activities in the materials is likely to indicate which activities work smoothly within the cultural context of secondary classrooms, whether teacher and learner preferences are similar or not. Obviously this information does not directly inform materials writers what types of activities should predominate in materials — this kind of decision has to be made with reference to current research on language learning and the activity that appears to promote it.

Nonetheless, it is useful to know which activities are the most popular and why. Such information tells us something about beliefs and motivation: what type of activities appear to contribute to a sense of self-efficacy or enjoyment in the learners, what activities fall within the teacher's perception of his or her role and expertise, which activities match teachers' beliefs about language learning. It would reveal whether or not there is a dominant 'learning style' (Reid, 1995; Willing, 1988). A broad understanding of participants' preferred activity in the teaching-learning process is essential before introducing new components in the process.

### In what ways do teachers select from, modify or supplement the current materials?

The ways in which teachers voluntarily modify or supplement materials is a further indicator of their own preferences and, if their choices are not simply based on tradition and routine, their own beliefs about language learning. Any deviation from the norm is likely to reveal something of these beliefs or of the cultural and social imperatives of managing a group, of the teachers' own confidence level, of the learners' response and commitment and a range of other dimensions of learning in groups.

This information is likely to reveal how materials can serve or be made to serve a purpose and what that purpose is. Once again, this is useful initial information in writing new materials. One of the most frequently cited reasons for projects not working is that the participants are working at cross-purposes. For teaching materials to work effectively, they must carry the users along in working towards a shared and transparent purpose. The reasons for modifications give some insight into the current purposes.

### What is the role of materials in setting work to be done individually — at home and at school?

The relationship between work done in lock-step classroom activity and work done individually in the classroom or at home, is likely to indicate something of the teaching-learning dynamic from a teacher's perspective. It is possible that the shift between individual or lockstep activity is somewhat random, or occurs when a change of pace or social dynamic in the classroom is called for. Similarly, homework can simply be work that is not finished in the classroom. On the other hand, it is possible that the teacher believes that some work is better done individually for some good pedagogical or cultural reason.

Whether the choice is random or based on specific beliefs about learning, materials writers and teacher trainers are in a stronger position when they understand the processes better. The link between collaborative learning and

the cognitive outcomes for individuals is a key factor in institutional learning. Materials can influence how this is done.

## **F. Lack of teaching material to develop communicative skills**

In our research, we are providing information about the main factors that are blocking the development of the speaking skills at the Instituto Nacional Técnico para la Administración y la Economía INTAE, Granada.

- A. Lack of good resources for teaching at the Institute (audio-lingual resources: tape recorder, TV, VCR, DVD, over head projectors).
- B. Lack of interest of using a lab efficiently and frequently to improve students' pronunciation and so the speaking skills.
- C. Syllabus design problems: the plans are not prepared for make students to speak English. The frequencies of English class are not enough for learning. All the English subjects should be taught in the target language.
- D. Poor interest spent in the English subject.
- E. Teachers at the Instituto Nacional Técnico para la Administración y la Economía INTAE Granada work with the MINISTRY OF EDUCATION programs for teaching English, but they haven't provided materials to develop the classes.

## **G. Secondary English Programs of the Minister of Education are not update for students to learn communicative skills.**

To research in the English Programs of the Minister of Education may clarify some doubt and weaknesses the English class has been suffering, and also

why this subject is irrelevant and unimportant for students of high schools in Nicaragua.

It is important to take into account the objectives of the English programs. We worked with the all General objectives and we pointed out two of them as a reflection.

#### OBJECTIVE #5

Make use of linguistic abilities of the English language in order to understand and express communication in the different abilities of the language.

#### OBJECTIVE #8

To project and form human values and learn the English language at home, in the Educative community and the society and the participation of socio cultural activities, belong to the English subject.

As the objectives said, students are ready to learn the language also for practicing. In the reality is not fulfilled. To understand and being expressed in English language is not opened enough for students in high school. Furthermore, learning English at home results so difficult; in most of the cases families don't speak the language because they are not interested in learning it, neither to study the language. Lack of English communication is a real difficulty for learning a new language and is an obstacle for people who are interested in acquiring the language. Even though, people who speak the language don't practice it, because they don't find some one who they could practice with. Speaking, people who are shy or afraid to speak will never develop communication.

There are some questions were teachers start their roles.

Are teachers motivated to teach the English subject?

Are the English programs in accordance with the student's expectations?

Does MINED have special supervisors for this area?

First of all, teachers' who are not motivated to teach English won't motivate students and their classes won't be motivated either. Nevertheless, to talk

about creativity is to talk about teaching motivation that includes activities materials, strategies and interaction between students and teachers. Most of the English classes are not enough prepared for a motivating development. Some teachers argue they don't have the conditions and materials for teaching and that is one of the reasons why they are frustrated to teach.

As the students said in the survey, the English programs don't fulfill their expectations because; they would like to learn the language, but with creative activities which permit practice by interaction with the English language. Results, tell us that students are not satisfied with the way teachers are presenting their classes. They would like to use technology, different materials and interesting activities.

Referring to English supervisors, the MINED institution doesn't have enough supervisors. On the other hand, specialists for that field forget to bring to update the English programs. Those programs were edited in 1993; since their fourteen years ago; teachers have been working with pathway books, same dialogs, same objectives, and same activities because of the school conditions. Besides, teachers feel unhappy to teach; sometimes it will be tired teaching and teaching using the same didactic materials each year. The Ministry of Education never sends a supervisor to a classroom to gives some suggestions to the teachers, in order to help them to improve and develop their teaching. Society is demanding more knowledge, new methodology, resources and so on; also, new programs and frequencies of classes should be considered to be dosed according to the appropriated students needs.

## **III. METHODOLOGICAL DESIGN**



### **3.1 HIPOTHESES**

The main reasons for the poor performance of 5<sup>th</sup> year students at the Instituto Nacional Técnico para la Administración y la Economía INTAE-Granada in the English language are: the teacher's poor motivation in the English class, the lack of practice of the target language in the classroom, the poor teaching material the teacher's are provided with.

### 3.2 Population and sample

We chose 5<sup>th</sup> year of the Instituto Nacional Técnico para la Administración y la Economía INTAE-Granada with **UNIVERSE** of 102 students and three English teachers.

The sample selection was 30% of:

- Fifth level students from morning shift of INTAE.
- Fifth level students from afternoon shift of INTAE.
- It's constituted of 100% from English teacher of INTAE.

### 3.3 System of variable

Variable	Sub-Variable	Indicator
General Information	Sex	-Male -Female
	Age	15-16 17-18 19-20
	Do you live with	- Parents - Alone - Others
Psychological Factors	Motivation	-Internal: Personal interest for English. -External: Teacher motivating students. -Attention in class outside/inside of the classroom.
Educational Factors	Student Difficulties: Time student study English	1 hour Less than 1 hour More than 1 hour
	Practice English Class	Presentation Dialogues Role plays Game Group work Question and answer
	Considered the English class	-Interesting -Motivating -Boring And tiring
	Period of time during the week	1 period 2 period 3 period More than 3 period
	Need more conversational classes to improve speaking skill	-Practice in classroom -Repeating word or phrases -Exclusive English class -Others

<b>Variable</b>	<b>Sub-Variable</b>	<b>Indicator</b>
Educational Factors	Material use in class	Tape recorder T.V Wall paper Lab Charts Picture Magazines Flash cards Game Photocopies Book
	Kind of additional courses student receive	Foreign language institute. Commercial technical
	Level of English to begin secondary	- Very low - low -High
	Language use in class	- Spanish - English
Teacher's Methodology	Methodology the teacher use most	- Grammar Translation - Active communicative - Audio-lingual method - Direct method
	Interactions Practiced in the classroom	Teachers- Students Students-Teachers Students-Students
Economical Situation	Family Income	High C\$ 10.000 Middle C\$ 8.000 Low C\$ 5.000 Lower C\$ 3.000
	Economical Problems Which affects the studies	Money: Bus fare Books and pencils Pocket money Pamphlets

## **Methodology**

First of all, we have been working with a chronogram of activities which permit organizes each specific aspect in our research.

The topic of investigation has as title: Underdeveloped of the communicative skill in the classroom of English affects the students of the fifth year at the Instituto Nacional Técnico para la Administración y la Economía **INTAE-Granada**.

The reasons why we chose this topic was to find out through surveys and interviews from the teacher of fifth year of INTAE how they learn and perceive teaching. Also, how they are using the varieties of the techniques their communicative skill and making suggestion to improve quality in the teaching and learning process.

On the preparation of research is to determine the effectiveness of the different method used by the teachers in developing communicative skill, how this affects the limitation they have to teach the language and learning process in the English class.

We thought about the problem and sub problem to begin finding information. Then we pointed out the objectives as clearly as possible in order to determine the information we need.

We have been using different resources to obtain information such as; Internet, And books resources that are helping and enriching our theories; furthermore, all the apply instruments in this investigation were: survey, interview, direct observation and visits to the classroom in the INTAE.

## **Survey**

This instrument was applied to 30% of the students between the morning shift and the afternoon shift of secondary school of the INTAE.

## **Interview**

As a second instrument, we use interviews with the teachers of that Institute. The information of the survey and the interview have the purpose to get information about methods of teaching, development of classes, specially speaking skill, students point of view, activities and creativities teachers use for teaching the language.

## **Direct observation**

It helps to know the kind of methodology the teacher use to develop a class, the kind of motivation the teacher transmit to the students and the students interest for learning the language.

All the techniques and procedures found will be helpful for processing the information of our research.

After we get organized, processed and analyzed all the information; we will give our suggestions and recommendations about the work; ending our research.

## **IV. Development**

## 4.1 Chronogram of the activities

Description	August	September	October	November	December
1. Problem + Sub problem	14				
2. Theme, General and specific objectives	21				
3. Historical Background	28				
4. Theories		3-10			
5. Methodological design: <ul style="list-style-type: none"> <li>• Hypothesis</li> <li>• Population and example.</li> <li>• System of variables and indicators.</li> </ul>		17-18			
6. Instruments for survey. <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Interview application for gather information</li> </ul>			8-9-10		
7. Analysis and interpretation of the results or finding recommendations				19-23	
8. Hand in Final Work					06
9. Monograph Defense					



## **4.2 Instruments**

## a) Survey

Dear students the following survey has the purpose to know the main causes why students do not speak English fluently when they finish secondary studies at the Instituto Nacional Técnico para la Administración y la Economía INTAE, Granada.

By answering this survey we believe, you will be contributing to our work, as well as helping to better the teaching process in our institute.

Please, write an x to answer the questions and please explain why, where is required.

### 1. GENERAL INFORMATION

SEX: Female \_\_\_\_\_ Male \_\_\_\_\_

Age: 15 \_\_\_ 16 \_\_\_ 17 \_\_\_ 18 \_\_\_ 19 \_\_\_ 20 \_\_\_

Do you live with: parents \_\_\_ alone \_\_\_ other \_\_\_ no answer \_\_\_

2. Do you like the English subject. ? Why?

Yes \_\_\_\_\_ NO \_\_\_\_\_

3. How many teachers in your institute motivate students to learn English language?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ more than 4 \_\_\_\_\_

4. What kind of resources the teacher uses to motivate students?

Songs \_\_\_\_\_ games \_\_\_\_\_ jokes \_\_\_\_\_

5. How teachers help students in their learning process?

Individually \_\_\_\_\_ group work: \_\_\_\_\_ attention in the classroom \_\_\_\_\_  
outside the classroom \_\_\_\_\_

6. How much time do you spend to study English?

Less than one hour daily \_\_\_\_\_ 1 hour \_\_\_\_\_ more than one hour \_\_\_\_\_

7. What kind of practice does your teacher use for develop communicative skills?

Presentations \_\_\_\_\_ role play \_\_\_\_\_ dialogues \_\_\_\_\_ games \_\_\_\_\_  
questions and answers \_\_\_\_\_

8. How do you consider the English class.? Why?

Interesting \_\_\_\_\_ motivating \_\_\_\_\_ boring \_\_\_\_\_ tiring \_\_\_\_\_

9. How often do you receive English classes during the week?

1 period \_\_\_\_\_ 2 periods \_\_\_\_\_ 3 times a week \_\_\_\_\_ more than 3 periods \_\_\_\_\_

10. What kind of activities would you like to practice in conversational classes in order to improve your communicative skills? Why?

Practice in classroom \_\_\_\_\_ repeating words or phrases \_\_\_\_\_  
Exclusive English class \_\_\_\_\_ others \_\_\_\_\_

11. What kind of material the teacher uses to develop the class.?

Tape recorder \_\_\_\_\_ TV \_\_\_\_\_ wall paper \_\_\_\_\_  
Lab \_\_\_\_\_ charts \_\_\_\_\_ picture \_\_\_\_\_  
Magazines \_\_\_\_\_ flashcards \_\_\_\_\_ games \_\_\_\_\_  
Photocopies \_\_\_\_\_ books \_\_\_\_\_

12. In which activities do you think you learn more English?

When a teacher develops a class \_\_\_\_\_ having practice  
Between students \_\_\_\_\_ learning in creative activities \_\_\_\_\_

13. What kind of English interactions do you practice in the classroom?

Teachers-students \_\_\_\_\_ Students-teachers \_\_\_\_\_  
Students -students \_\_\_\_\_

14. How often are you interacting English with your partners and teachers?

In the classroom:

Sometimes \_\_\_\_\_ usually \_\_\_\_\_ often \_\_\_\_\_ never \_\_\_\_\_

Out side the classroom?

Sometimes \_\_\_\_\_ usually \_\_\_\_\_ often \_\_\_\_\_ never \_\_\_\_\_

15. Have you ever studied any additional English courses?

Yes \_\_\_\_\_ No \_\_\_\_\_

Foreign language institute \_\_\_\_\_ specific technical English \_\_\_\_\_

16. Do you consider that your teacher have enough fluency for teaching English? Why?

Yes \_\_\_\_\_ no \_\_\_\_\_

17. What language does your teacher speaks more, while is teaching in the classroom?

Spanish \_\_\_\_\_ English \_\_\_\_\_

18. How do you consider your English level to begin a high school?

Very low \_\_\_\_\_ low \_\_\_\_\_ medium \_\_\_\_\_ high \_\_\_\_\_

19. Do you consider that after studying English for five years in high school, students should speak English fluently? Why?

Yes \_\_\_\_\_ No \_\_\_\_\_

20. Which are the economical problems that affect your studies?

Money for bus fare \_\_\_\_\_ pamphlets \_\_\_\_\_

Books and pencils \_\_\_\_\_ pockets money \_\_\_\_\_

## b) Interview

Dear teachers, the following survey has the purpose to know the different strategies and methodologies teachers use and practice to teach English speaking skills at the Instituto Nacional Técnico Para la Administración y la Economía INTAE, Granada.

By answering this survey we believe, you will be contributing to our work, as well as helping to understand some aspects teachers are concern about.

1. Why do you teach English language?
  
2. Is it difficult to teach English?
  
3. What kind of strategies do you use to encourage your students to speak inside and outside the classroom?
  
4. What kind of materials do you use in the classroom to improve the speaking abilities?
  
5. Do you think that the available resources are good enough to make students improve their speaking skills? Why?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  
6. In your own words, could you say if the development of speaking skills is balanced with the proper activities? Why?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  
7. When you teach, what are the English skills that you put more emphasis on?
  
8. What methods do you use to teach communicative skills and which do you think is the most useful and Why?  
Grammar translation \_\_\_\_\_ active communication \_\_\_\_\_ audio lingual \_\_\_\_\_ direct method \_\_\_\_\_
  
9. How do you develop the speaking ability in your students?

10. When you go to the classroom, do you feel you have what students need and want? Explain.

11. Which are the main causes or reasons that affect students of secondary school to learn English language?

12. Do you agree with the Ministry of Education English programs? Argue.

Yes \_\_\_\_\_ No \_\_\_\_\_

13. Do you speak fluently English with your students; if no, why?

Yes \_\_\_\_\_ No \_\_\_\_\_.

14. Does your institute provide basic conditions for teaching English? Mention what conditions. If the answer is negative, please answer the next question.

Yes \_\_\_\_\_ No \_\_\_\_\_

15. As a teacher, how do you feel if the Institute administration doesn't provide enough resources to develop your classes?

16. Do you think the teaching English frequencies the Ministry of Education has assigned; are they appropriate or enough to learn the language?

17. If you have planned a class for two hours, and students didn't understand or acquired the enough information or knowledge, what do you do?

18. If you have the opportunity to change part of the Ministry of the Education English program; what would you like to change and why?

## ANALYSIS FOR TEACHERS' INTERVIEW

Analyzing teachers' interview at the Instituto Nacional Técnico Para la Administración y la Economía INTAE, Granada; we obtain the following results:

### 1. Why do you teach English language?

The three teachers interviewed answer, they like and love to teach English, and two of them consider that language is an important communication between two different cultures.

### 2. Is it difficult to teach English?

The three teachers answer, that it isn't difficult to teach English, but one of them argue that it is easier when a teacher get prepared with the adequate didactic materials, also when it is provided with the basic teaching condition.

### 3. What kind of strategies do you use to encourage your students to speak inside and outside the classroom?

Two teachers agreed in use fun activities in their classrooms, in order to motivate students' interest, and one of them said; those activities don't guarantee students speaking practice outside the classroom, because we as teachers don't provide enough help out of the classroom.

### 4. What kind of materials do you use in the classroom to improve the speaking abilities?

Teachers said they use some basic materials such as: pictures, presentations, and wall paper.

### 5. Do you think that the available resources are good enough to make students improve their speaking skills? Why?

The three teachers of that Institute answer that the resources they are provided with are not enough for practicing speaking skill, because they have difficulties to obtain different resources for teaching.

6. In your own words, could you say if the development of speaking skills is balanced with the proper activities? Why?

One of the teacher's answers was that he balances his activities for speaking skill and two of them said, they are not always preparing proper and specific activities for their speaking class. Most of the time teachers develop grammar or writing activities.

7. When you teach, what are the English skills that you put more emphasis on?

Two teachers' answer that speaking and writing skill they practice more and another teacher said reading and writing.

8. What methods do you use to teach communicative skills and which do you think is the most useful and Why?

One teacher said that he makes use of direct method, because is a traditional method and focuses on learning grammar rules, and also work in some translations. The two others teachers agreed in active communication, teachers prepared some specific activities and make students talk about interesting topics.

9. How do you develop the speaking ability in your students?

One of the teacher's answers was, to make presentations, choosing an interesting topic and create a discussion interaction. Another said, that role play and games are important to enrich a communicative skills and the last one said, using strategies such as: singing a song, make some dialogs and dramas participation.

10. When you go to the classroom, do you feel you have what students need and want? Explain.

One of the teacher said that he think about students needs when he is preparing his class. The two others teachers said, that it is difficult for them to prepare free topics or interesting issues students like; because they have to work with the MINISTRY OF EDUCATION PROGRAMS and follow specific subjects even if students like or if the topics are interesting for students or not ,teachers have to develop their classes.



11. Which are the main causes or reasons that affect students of secondary school to learn English language?

Two teachers coincided in some causes they expressed like as: indiscipline, lack of students' interest and some students don't like English Language. The other teacher expressed. Students don't have the opportunity to interact out of the classroom with their classmates and other people. No much people speak the language and some don't like to practice, because they are shy or don't have enough fluency for practicing.

12. Do you agree with the Ministry of Education English programs? Argue.

The all teachers interviewed agreed that English programs are not adequate for learning English, because the programs are not updated. Programs should bring new activities and interesting topics in order to call students attention for learning a new language.

13. Do you speak fluently English with your students; if no, why?

Two teachers said, they speak fluently English with their students, and one of them said he doesn't speak much English because students won't understand the class.

14. Does your institute provide basic conditions for teaching English? Mention what conditions. If the answer is negative, please answer the next question.

The Institution doesn't provide enough materials, resources and conditions.

15. As a teacher, how do you feel if the Institute administration doesn't provide enough resources to develop your classes?

Two teachers answer, they feel frustrated when they want to develop some topics that require TV, DVD, tape recorder and they are not supplied with the resources for teaching. One of them said, he never will fulfill its objectives, because English class isn't develop as he would like to do it. Nevertheless, he is trying to do his best.

16. Do you think the teaching English frequencies the Ministry of Education has assigned; are the appropriate or enough to learn the language?

The three teachers interviewed agreed that the frequencies for teaching English are not enough for learning a new language, because it needs more practicing time to acquire a language.

17. If you have planned a class for two hours, and students didn't understand or acquired the enough information or knowledge, what do you do?

One teacher said, that he will ask specific questions and reinforce in some details students are not clear enough. Another said, that he should change her strategies and adequate it to students needs, and the last one said that he would like to develop some activities students can get involved and make a participative class.

18. If you have the opportunity to change part of the Ministry of the Education English program; what would you like to change and why?

One of the teacher said, he would like to change the pathway books. Because they are old books and not are updated. Another teacher answer that she would like to change not only activities, traditional method, but also to suggest that it is necessary to teach English from primary education in order students could acquire basic knowledge for communication and start their high school studies with previous abilities of the English language. And the last one said, he would like to change topics from the programs that are not accorded with the real students needs.

## **c) GUIDE FOR OBSERVATION CLASS.**

### **GENERAL DATES**

**Teacher's Name: Karen Mercado**

**Year: V year.**

**Morning Shift**

**Date: October 8<sup>th</sup>, 2007**

**Hour: two hours.**

### **OBJECTIVES:**

1. Observe the functional methodology the teacher applies in the classroom.
2. Observe the acquired knowledge students have.
3. Observe students interest and motivation for learning the English language.

### **DEVELOPMENT**

The teacher started her class telling her students to write something about Holidays and oriented to write two paragraphs.

The teacher gave some topics name as writing suggestions, and also helped some students who had difficulties in their writing to correct some grammar structures and doubts students have, furthermore, she provided some vocabulary needed.

Later on, each student was sharing information with its partners. Then, some students who were selected to participate in front of the class were reading their writing, and others ask some questions such as: what things people do in Easter week. What are the customs people from United States celebrate in the Grace Day.

Some students don't answer the questions and not all of them participated in the activity.

To end the class she didn't argue anything more. Just to collect the writing for hand in.

## **ANALYSIS OF OBSERVATION CLASS**

### **TEACHER ATTITUDE**

According to the aspects observed in the class, we can say that the teacher has a good relationship with their students. The teacher demonstrated domain in the topic and she tried to give responses to the students when they required.

### **PEDAGOGICAL ASPECTS**

The teacher had a plan; also she gave good examples for writing a holiday topic and she used the board as a resource. The teacher gave individual attention to their students and her vocabulary was accorded to students' level. Some students get involve in the activity.

On the other hand, the teacher didn't make any relation between the last topic with the new one. She didn't use material to develop her class; and the conclusion was made for some students. The classroom didn't present materials where the teacher had been used before in her classes.

The teacher didn't make questions or some feedback in order to evaluate the class and know if the students like or dislike the activity.

Maybe the teacher could give to know some general cultural customs for celebrating some holidays, before writing something about. Furthermore, she should works with students who don't like English and integrate them in the classes, motivating and stimulating their participation.

### 4.3 Analysis and interpretation of results

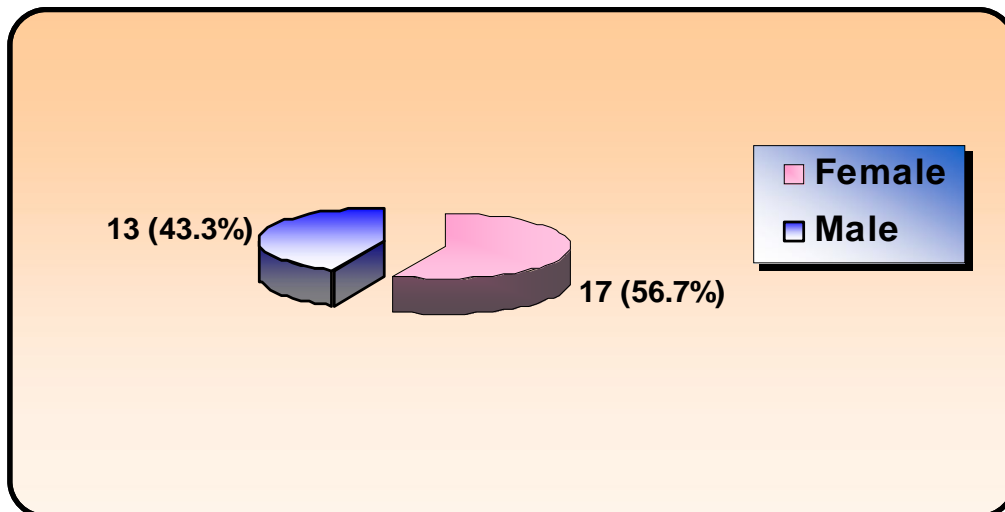
After having analyzed the survey applied in the two fifth year's students of secondary school at INTAE.

#### Variable # 1 General Information

Graphic # 1.a

a) Sex

#### STUDENT' SEX

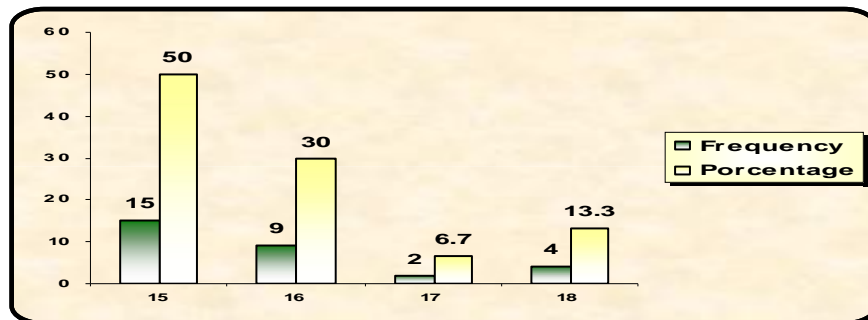


The majority of the fifth levels students are female reaching 56.7% of the sample. This shows INTAE the female sex predominate in the classroom.

## b) Age

Graphic # 1.b

### STUDENTS' AGE

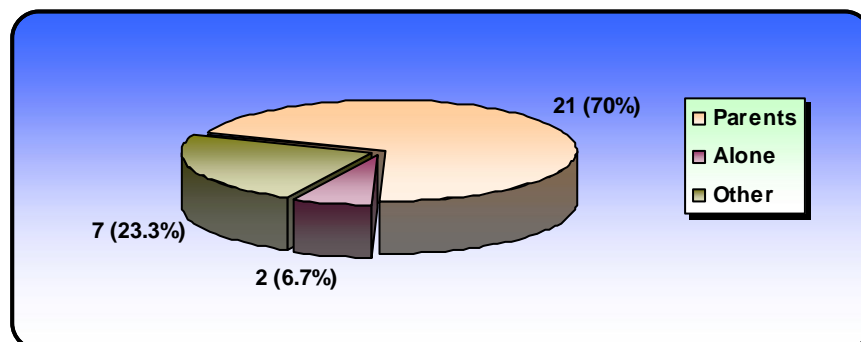


Most of the students are between the age of 15 and 16 years old. The 50% have 15 year old and 30% have 16 years old of the sample. This age is according to fifth years in the morning and the afternoon shift and there are few students older than 16 years, corresponding to (20%).

## c) Do you live with?

Graphic # 1.d

### Student Tutors



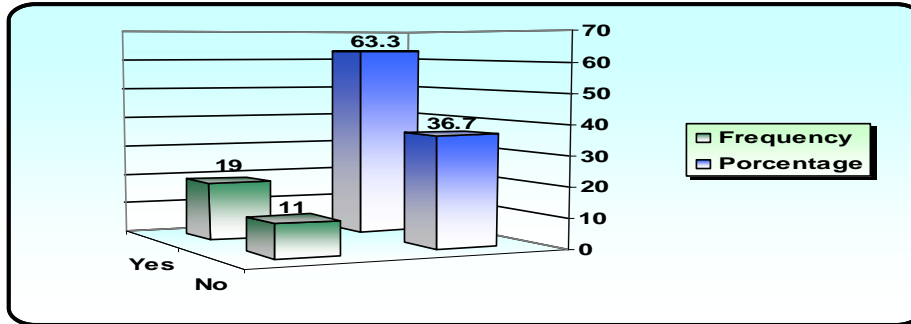
The majority of the students live with their parents reaching 70%, 6.7% live alone, and the 23.3% live with other persons.

## Variable # 2 Psychological Factors

Students like the English subject

Graphic # 1

### STUDENTS LIKE THE SUBJECT

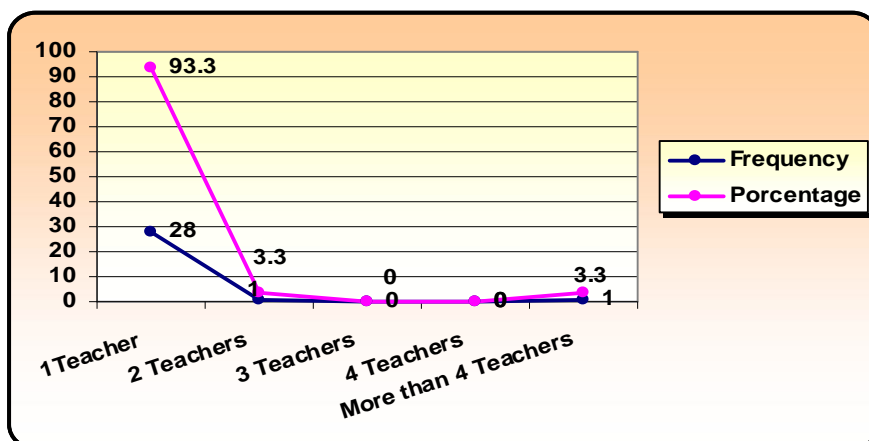


The majority of students like the English subject, obtaining 63.3%. This shows, they recognize the importance to learn a foreign language. The 36.7 said, they don't like the English subject.

Teacher motivated student

Graphic # 2

### TEACHER MOTIVATED STUDENT



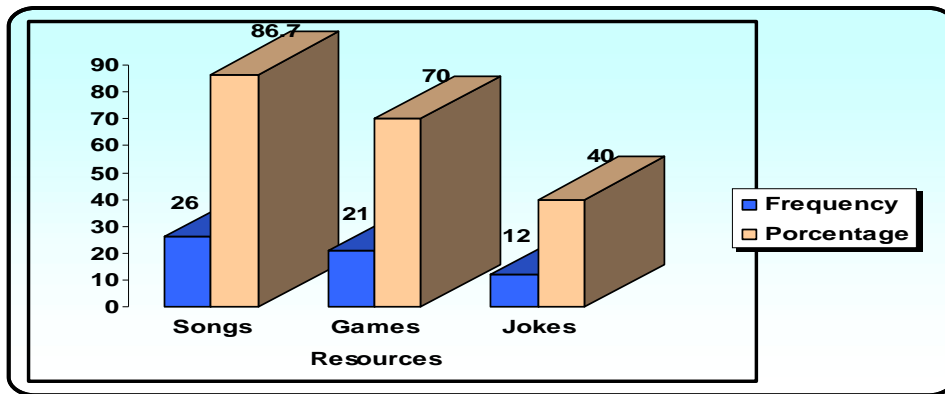
93.3% of the students felt motivated by one teacher of the Institute. 3.3% by two teachers and 3.3% more than four teachers.



Resources Teacher use to motivate students.

Graphic# 3

### RESOURCES TEACHER USE TO MOTIVATE STUDENTS

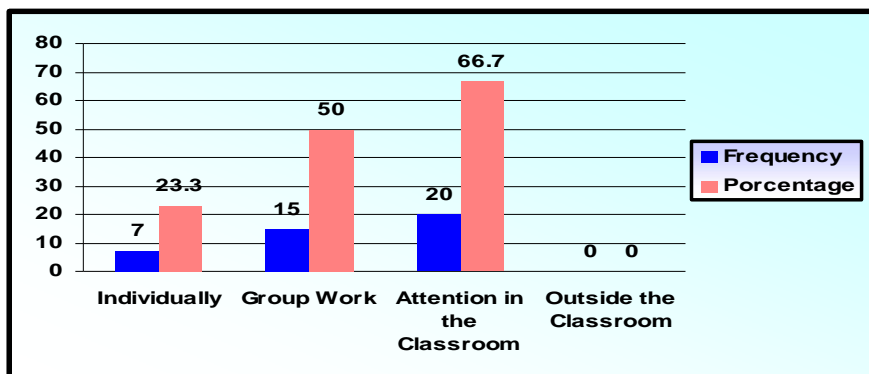


One of the most resources used for the teachers are songs with 86.7%. This shows that the majority of the students feel Motivated when teachers use that resource. Another resource is games, students like that kind of activities representing el 70% of the students. And the 40% are motivated by jokes.

Help students receive

Graphic # 4

### HELP STUDENTS RECEIVE



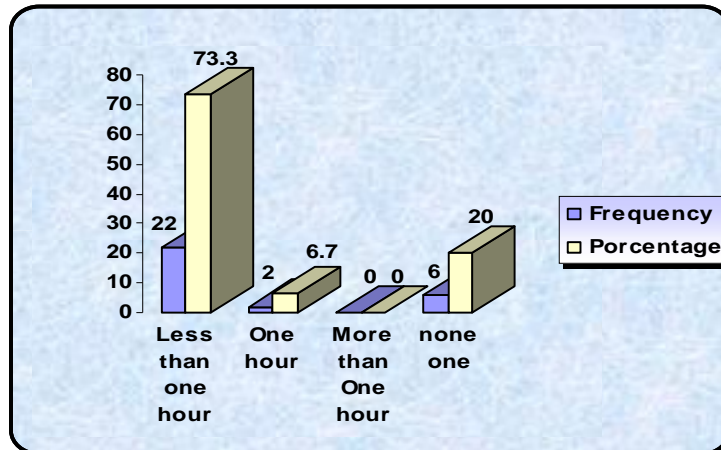
66.7% of the students receive help in the classroom; the 50% said they receive attention in group work and the 23.3% are helped individually and out of the classroom none of them is helped.

### Variable # 3 Educational Factors

Spent time to study English

Graphic # 1

#### SPENT TIME TO STUDY ENGLISH

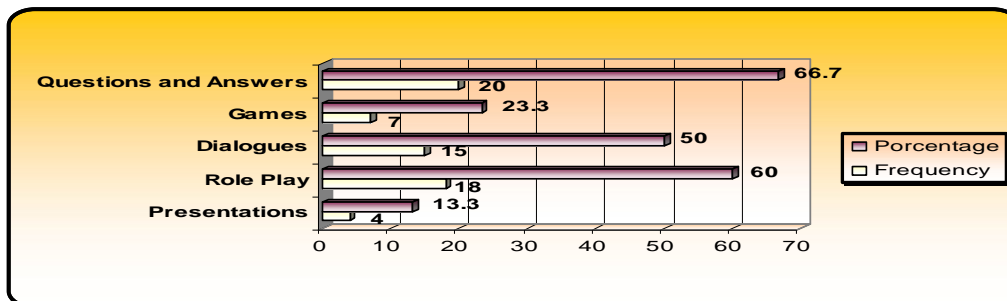


The 80% of the students study between 1 hour and less than 1 hour and 20% do not study. This shows that students do not study enough time the English subject, being this a negative factor that affect their learning.

Kind of practice teachers use for communicative skill

Graphic # 2

#### KIND OF PRACTICE TEACHERS USE FOR COMMUNICATIVE SKILL

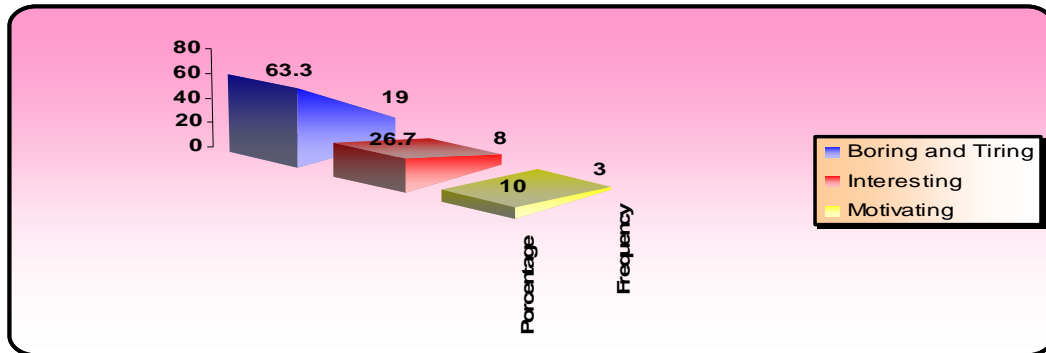


The 66.7% of the students said that teachers practice with questions and answers a communicative skill. Role play and Dialogues are practiced with the almost the same rhythms; 60% and 50%. Games and presentations are practiced in less frequency.

## Classification of the English class

### Graphic # 3

#### CLASIFICATION OF THE ENGLISH CLASS

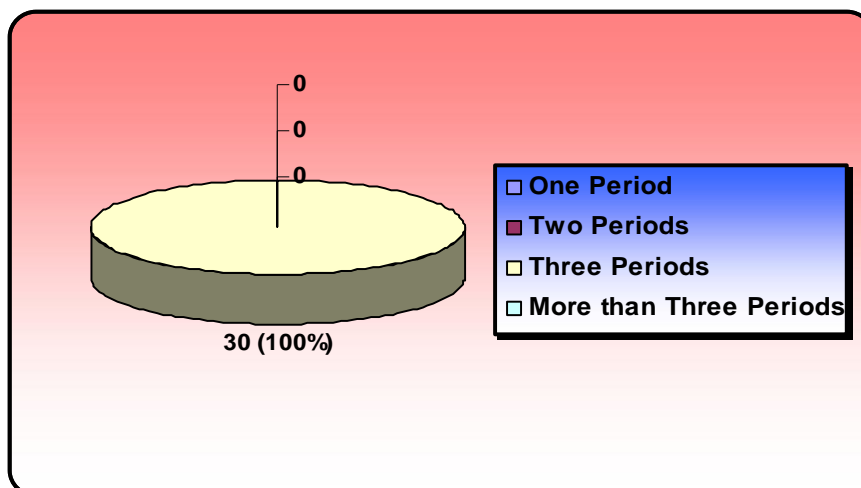


This Graphic show that a 63.3% of the students consider Boring and tiring the English class, being this a negative factor that affects their learning. Another argument the graphic present is that students are not receiving any motivation in their classes.

#### Periods of classes per week

### Graphic # 4

#### PERIODS OF CLASSES PER WEEK

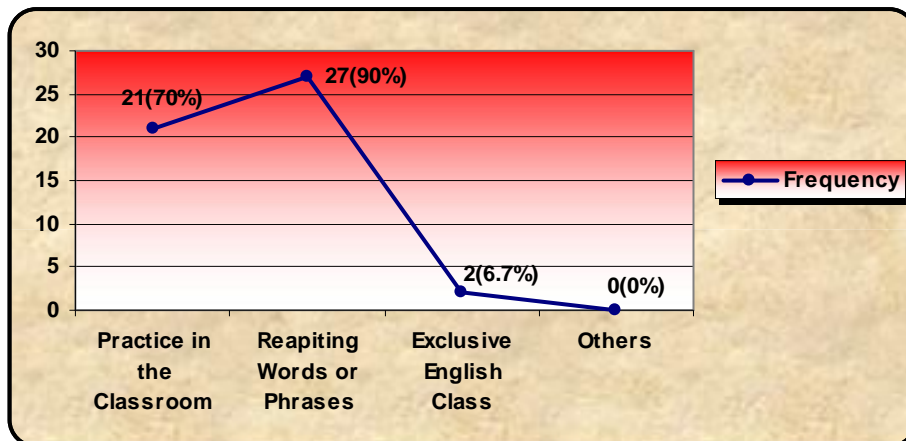


This graphic shows that the students have three periods of classes per week.

## Activities to practice in conversation class

**Graphic # 5**

### ACTIVITIES TO PRACTICE IN CONVERSATION CLASS

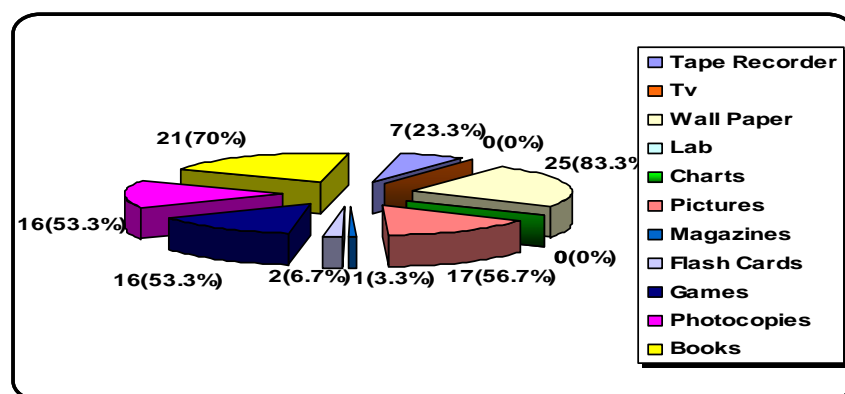


There are some activities that students prefer to practice like as: repeating Word or phrases with 90% and practice in the classroom with 70%. The 6.7% said they would like to practice exclusive English class.

Materials the teacher uses to develop a class.

**Graphic # 6**

### MATERIALS THE TEACHER USES TO DEVELOP A CLASS

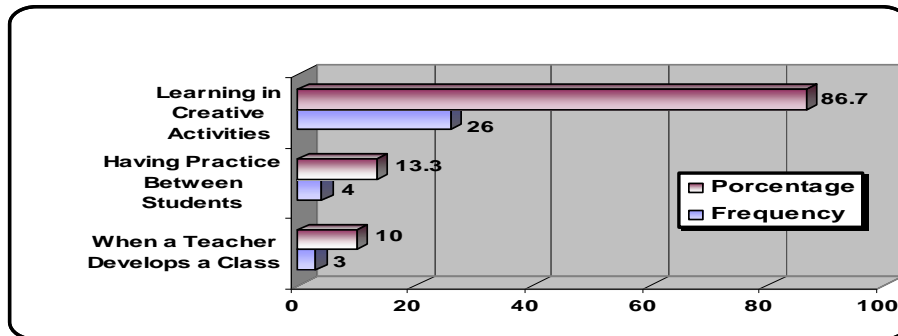


This graphic shows that there are some materials that the teacher use most of the time in order to develop the class: Wall paper, Pictures, Photocopies, Games, books, are the most useful for the teacher.

Activities you learn more English

**Graphic # 7**

**ACTIVITIES YOU LEARN MORE ENGLISH**

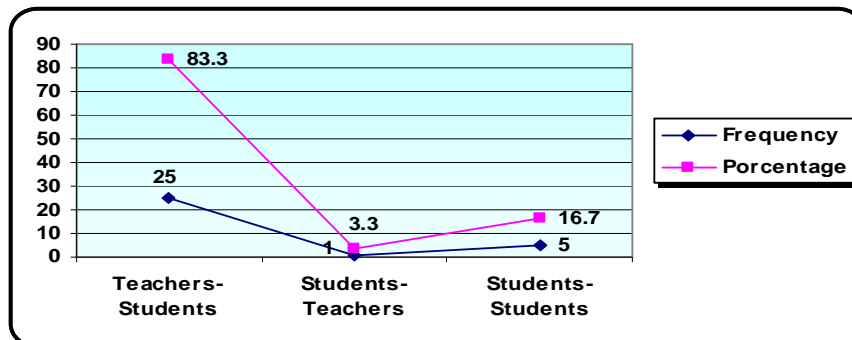


This graphic show that learning in creative activities is the best way students can learn English.

Kind of interaction in the classroom

**Graphic # 8**

**KIND OF INTERACTION IN THE CLASSROOM**

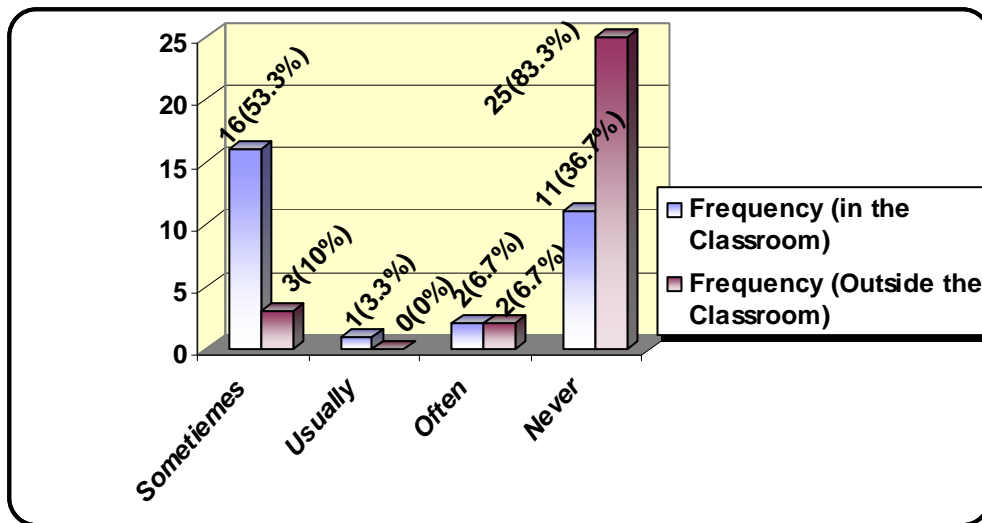


83.3% of the student practice interaction in the classroom between teachers-Students. 16.7% interact Students-student and 3.3% Students-teacher. This show that the majority of the interactions practiced in the classroom is between teacher-students.

## Interaction in the classroom and out side the classroom

### Graphic # 9

#### INTERACTION IN THE CLASSROOM AND OUT SIDE THE CLASSROOM



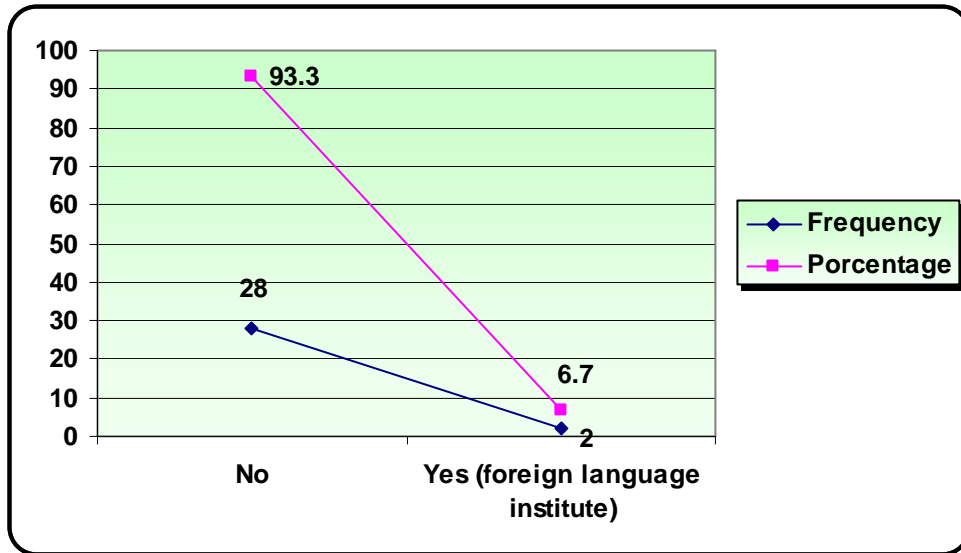
83.3%, of the students never practice English outside the classroom 10% of them sometimes do, and 6.7% often practice, This shows that interaction out side the classroom is very low, being this a negative factor that affect their process of learning.

On the other hand, the majority of the students said that sometimes they practice interaction into the classroom that corresponds to the 53.3%, 3.3% usually, 6.7% often and 36.7they never do. This graphics shows that the interaction into the classroom is poor; being this is other factor that affects their learning.

## Additional English courses

**Graphic # 10**

### ADDITIONAL ENGLISH COURSES

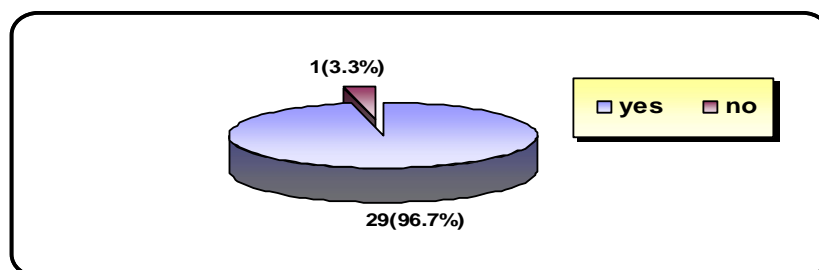


93.3% of the students do not receive additional English courses. 6.7% receive additional English courses. This shows that the numbers of students who receive additional English courses is very low.

## Teacher fluently

**Graphic # 11**

### TEACHER FLUENTLY

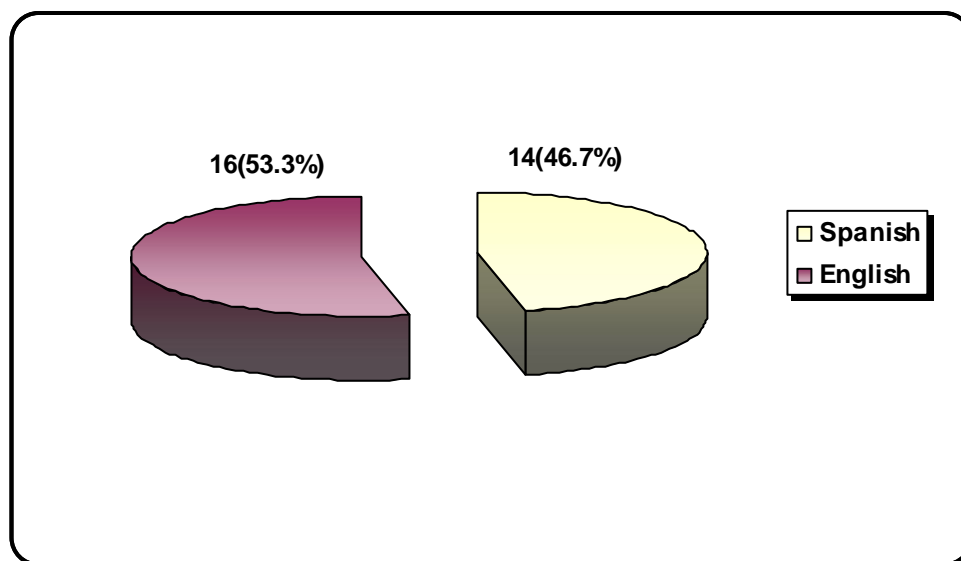


The majority of the students (96.7%) said that the teacher speaks English, fluently and the 3.3% said that the teacher do not have fluency.

Language your teacher's speak more

**Graphic # 12**

**LANGUEGE YOUR TEACHER'S SPEAK MORE**



53.3% said that the teacher speaks more English, 46.7% said; the teacher speaks Spanish most of the time.

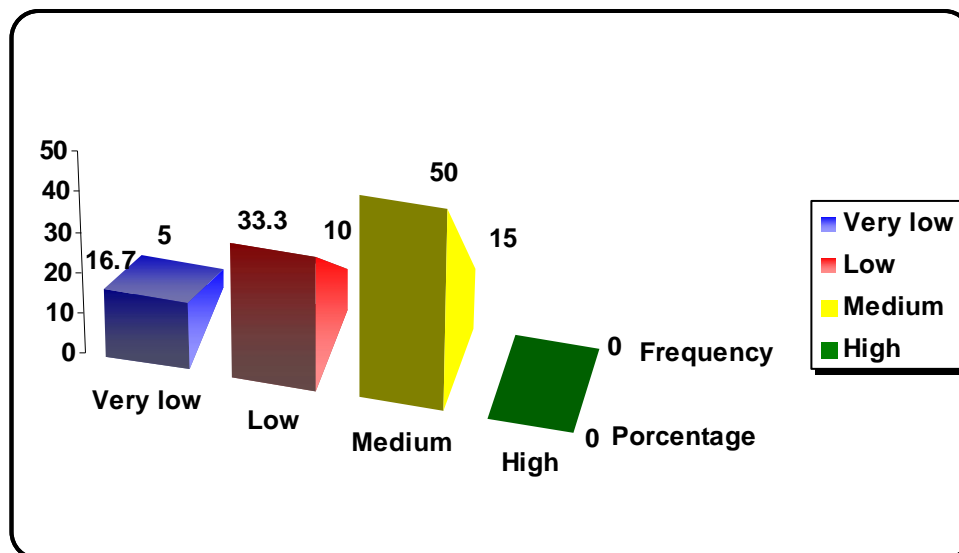


## Variable# 4 Teacher's Methodology

English level to begin a high school

Graphic # 1

### ENGLISH LEVEL TO BEGIN A HIGH SCHOOL

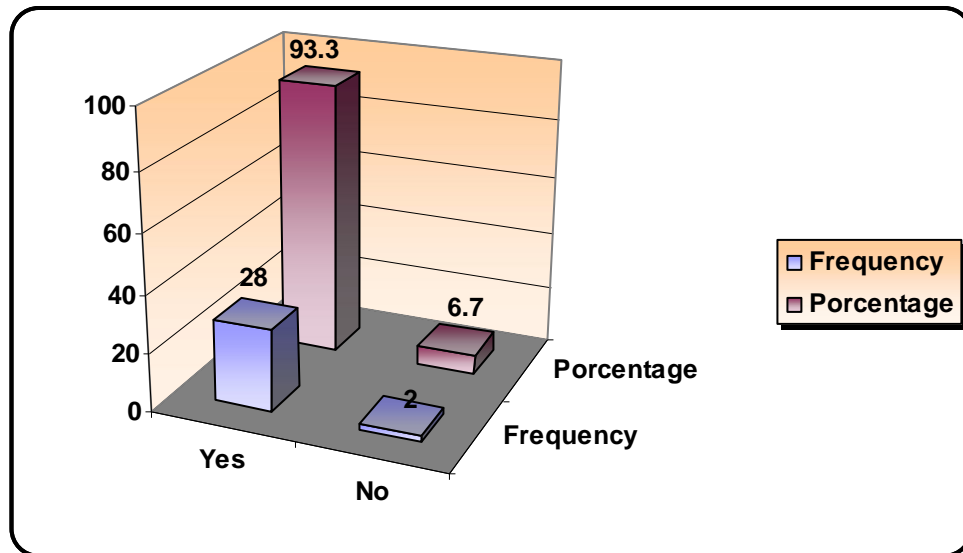


50% of the students said, they have the medium English level, 33.3% low and 16.7 very low. This shows that students assume; they have some basic knowledge of the language.

Studying English for five years in high school students should speak English fluently

Graphic # 2

### STUDYING ENGLISH FOR FIVE YEARS IN HIGH SCHOOL STUDENTS SHOULD SPEAK ENGLISH FLUENTLY



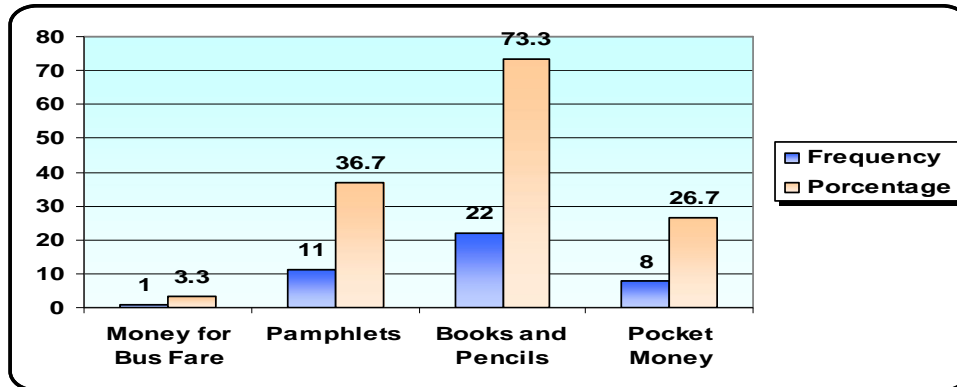
Most of the students mark yes, this show that the 93.3% of the student said, that when they finish the secondary school they should speak English fluently.

## Variable # 4 Economical Situation

### Economical problems

Graphic # 1

### ECONOMICAL PROBLEMS

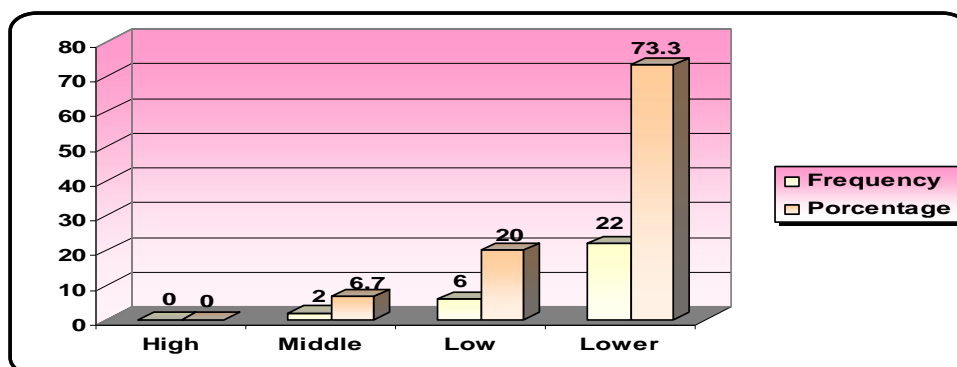


The majority of the students consider that the Economical problems affect their studies, especially for books and pencils which are the basic supplements for studies.

### Family Income

Graphic #2

### FAMILY INCOME



73.3% of the students mark lower income in their family, only 6.7% said to have a middle family income. The low salaries are one of the big economical problems for the Nicaraguan families.

## Conclusion

After investigating why students of INTAE have not developed the communicative skill. We finally obtained information about the main factors that affect the appropriate development of this ability. Those factors are: Teacher's motivation in the English class, the lack of practice of the target language in the classroom, and the poor teaching materials the teachers are provided with.

This permits us to confirm that truly the majority of the students of fifth year of INTAE agreed that their teachers are using basic techniques to develop a communicative skill in their students.

Teachers don't have the real conditions for teaching, they are not provided of all materials they needed neither, the resources that help teachers to develop creatives and varieties classes are many factors that affect the process of learning of the students of INATE Granada:

Lack of good resources for teaching at the Institute, we found that teachers never have the opportunity to make use of resources such as tape recorder, TV, VCR, DVD, over head projectors.

Lack of interest of using a lab efficiently and frequently to improve students' pronunciation and so the speaking skills.

Poor interest inverted in the English subject.

Teachers at the INTAE work with specific programs for teaching English, but they are not provided with materials to develop the classes.

Curriculum problem affect teachers and students. The English program of the MINISTRY OF EDUCATION (MINED) is one of the most affected problems. There are some questions were teachers start their roles.

Are teachers motivated to teach the English subject?

Are the English programs in accordance with the students' expectations?

Does MED have special supervisors for this area?

First of all, teachers' who are not motivated to teach English won't motivate students and their classes won't be motivated either. Nevertheless, to talk about creativity is to talk about motivation of teaching that includes activities materials, strategies and interaction between students and teachers. Most of the English classes are not enough prepared for a motivating development. Some teachers argue they don't have the conditions and materials for teaching and that is one of the reasons why they are frustrated to teach.

As the students said in the survey, the English programs don't fulfill their expectations because; they would like to learn the language, but with creative activities which permit practice by interaction with the English language. Results, tell us that students are not satisfied with the way teachers are presenting their classes. They would like to use technology, different materials and interesting activities.

Referring to English supervisors, the MED institution doesn't have enough supervisors. On the other hand, specialist for that field forgets to bring to update the English programs. Those programs were edited in 1993; since their fourteen years ago; teachers have been working with pathway books, same dialogs, same objectives, and same activities because of the school conditions. Besides, teachers feel unhappy to teach; sometimes it will be tired teaching and teaching using the same didactic materials each year. The Ministry of Education never sends a supervisor to a classroom to gives some suggestions to the teachers, in order to help them to improve and develop their teaching. Society is demanding more knowledge, new methodology, resources and so on; also, new programs and frequencies of classes should be considered to be dosed according to the appropriated needs of the students.

## **Recommendation**

We want to start recommending to our teachers that in order to speak the language and call the attention and interest of the students. They need to find creative resources and materials to develop a class. If the teacher does not have basic materials for develop his/her class, it will be difficult to have good learner and good result, because students are not acquiring any knowledge and ability. That is the reason why teachers have to use their creativity and make an effort to find strategies of using materials. There are some suggestions to help students to improve speaking skill when an institution does not provide resources for teaching.

The teacher should use a material which has meaningful and proficiency for the process of learning like Charts, picture, wallpaper, puzzles, games, calendars, posters, world map, magazines, flash cards, and white paper for different purposes.

The use of pictures permits students visual contact with the material and we can elicit and get students to talk and ask for opinions. Calendars help us to work with days, date and years where students are sharing with their partner some information. Games are much fun for students and they love playing and that is the time to practice speaking skill.

Another great material is post a large world map on the wall, other material could be to process an interesting information and changed until the last participant give some creative end.

Teacher can use things that students bring to class and make a scene, and practice an interaction between students and teachers. Those kinds of materials can help to develop communicative skill when a teacher does not have access to the technology and basic materials for teaching.

Furthermore, teachers have traditionally relied on a basic textbook for their work in class. In recent times, however, some teachers have questioned the usefulness and convenience of textbooks, on the basis that they constraint the

teaching-learning process, do not leave space for the creativity of teachers and learners, or do not meet the specific interests and needs of different students or different learning situations.

In spite of the reasons put forward by the people who are opposed to using a textbook in class, we think that textbooks are not only useful but even necessary for a good and efficient teaching of the English language in our school.

Of course a textbook is not a panacea and we cannot expect that it will solve all our problems and satisfy all the students' needs. Textbooks, like any other medium, have inherent limitations.

The question then, in our opinion, is not whether to use a textbook or not, but rather which textbook to use. There are so many general English courses offered by Spanish and British publishers that we must have a clear idea of the points to look at when selecting a textbook in our establishments. Textbooks are very convenient or necessary tools in the English class, but they are not the only teaching aid we have at hand. There are a lot of materials which can be used in class in a very fruitful and efficient way. Among them we can mention flashcards, wall charts, supplementary readers and other printed materials, audio-visual aids and computer programmers.

Lack of English communication is a real difficulty for learning a new language and is an obstacle for people who are interested in acquiring the language. Even though, people who speak the language don't practice it, because they don't find some one who they could practice with. Speaking, people who are shy or afraid to speak will never develop communication.

The teacher should be ready to enrich its curriculum, learning and applying new knowledge and fulfilling their goals which will be helpful for the teacher career having a successful class. Also teachers need to interact and evaluate their classes with their students and ask them what subjects they would like to learn. The Director must provide of significant material to the teacher in the way the teacher will feel supported by the Institute, also the director need to make supervision of the English class.

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# **ANNEXES**

## Annexes # 1

### Student survey

#### I. General Information

##### a. sex

Indicators	Frequency	Percentage
Female	17	56.7
Male	13	43.3
Total	30	100

##### b. Age

Age (years)	Frequency	Percentage
15	15	50
16	9	30
17	2	6.7
18	4	13.3
Total	30	100

##### c. Do you live with

Indicators	Frequency	Percentage
Parents	21	70
Alone	2	6.7
Other	7	23.3
Total	30	100

#### 2. Students like the subject of English

Indicators	Frequency	Percentage
Yes	19	63.3
No	11	36.7
Total	30	100

### 3. Teacher Motivated students to learn English

	Frequency	Percentage
1Teacher	28	93.3
2 Teachers	1	3.3
3 Teachers	0	0
4 Teachers	0	0
More than 4 Teachers	1	3.3
Total	30	100

### 4. Resources teacher's use to motivate students

Indicators	Frequency	Percentage
Songs	26	86.7
Games	21	70
Jokes	12	40
Total	30	100

### 5. Help students receive

Indicators	Frequency	Percentage
Individually	7	23.3
Group Work	15	50
Attention in the Classroom	20	66.7
Outside the Classroom	0	0
Total	30	100

### 6. Time to spend in English studies

Indicators	Frequency	Percentage
Less than one hour	22	73.3
One hour	2	6.7
More than One hour	0	0
none one	6	20
Total	30	100

7. Kind of practice teachers use for communicative skill

Indicators	Frequency	Percentage
Presentations	4	13.3
Role Play	18	60
Dialogues	15	50
Games	7	23.3
Questions and Answers	20	66.7

8. Classification of the class

Indicators	Frequency	Percentage
Interesting	8	26.7
Motivating	3	10
Boring and Tiring	19	63.3
Total	30	100

9. Periods of classes per weeks

Indicators	Frequency	Percentage
One Period	0	0
Two Periods	0	0
Three Periods	30	100
More than Three Periods	0	0
Total	30	100

10. Activities to practice in conversation class

Indicators	Frequency	Percentage
Practice in the Classroom	21	70
Repeating Words or Phrases	27	90
Exclusive English Class	2	6.7
Others	0	0

11. Materials the teacher use to develop a class

Indicators	Frequency	Percentage
Tape Recorder	7	23.3
Tv	0	0
Wall Paper	25	83.3
Lab	0	0
Charts	0	0
Pictures	17	56.7
Magazines	1	3.3
Flash Cards	2	6.7
Games	16	53.3
Photocopies	16	53.3
Books	21	70

12. Activities you learn more English

Indicators	Frequency	percentage
When a Teacher Develops a Class	3	10
Having Practice Between Students	4	13.3
Learning in Creative Activities	26	86.7

13. Kind of interaction in the classroom

Indicators	Frequency	Percentage
Teachers-Students	25	83.3
Students-Teachers	1	3.3
Students-Students	5	16.7

14. Interaction in the classroom and out side the classroom

	Frequency (in the Classroom)	Frequency (Outside the Classroom)
Sometimes	16	3
Usually	1	0
Often	2	2
Never	11	25
Total	30	30

15. Additional English courses

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
No	28	93.3
Yes (foreign language institute)	2	6.7
<b>Total</b>	<b>30</b>	<b>100</b>

16. Teacher fluently

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
yes	29	96.7
no	1	3.3
<b>Total</b>	<b>30</b>	<b>100</b>

17. Language your teacher's speak more

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
Spanish	14	46.7
English	16	53.3
<b>Total</b>	<b>30</b>	<b>100</b>

18. English level to begin a high school

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
Very low	5	16.7
Low	10	33.3
Medium	15	50
High	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

19. Studying English for five years in high school students should speak English fluently

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	28	93.3
<b>No</b>	2	6.7
<b>Total</b>	30	100

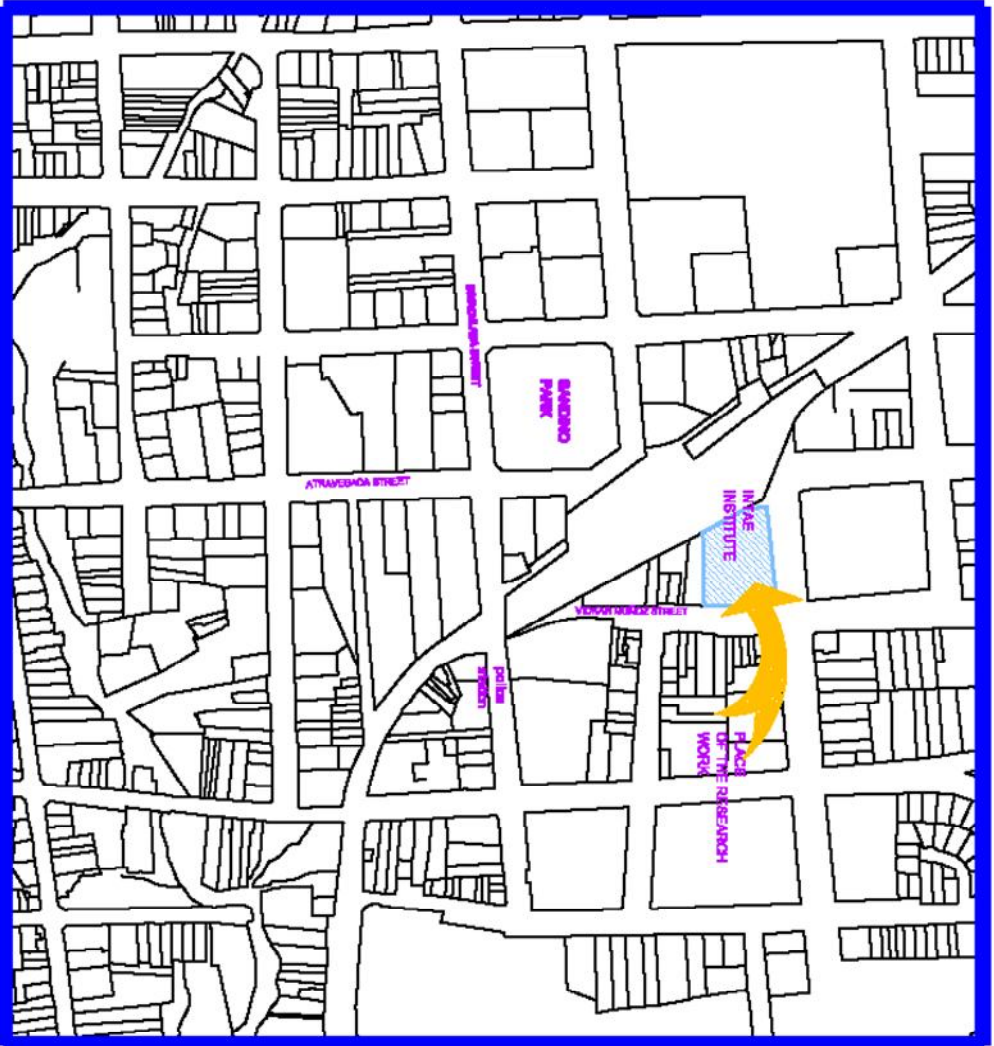
20. Economical problems

<b>Indicators</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Money for Bus Fare</b>	1	3.3
<b>Pamphlets</b>	11	36.7
<b>Books and Pencils</b>	22	73.3
<b>Pocket Money</b>	8	26.7

21. Family income

	<b>Frequency</b>	<b>Percentage</b>
<b>High</b>	0	0
<b>Middle</b>	2	6.7
<b>Low</b>	6	20
<b>Lower</b>	22	73.3
<b>Total</b>	30	100

# LOCATION PLAN





No	Sex		Age				Tutors			E. Subject		Teachers Motivate					Resources			Help Students				Time to Spend				Teachers Practice					E. Class			Period			Conversational						
	1	2	1	2	3	4	1	2	3	1	2	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	1	2	3	1	2	3	4			
1		2		2				2			1					1				2										5	1						3		2						
2		2		2			1					2	1				1				2									5				3			3		2						
3	1		1				1				1					1				2			1						3				5			3		3	1	2					
4		2	1				1					2	1			1	2	3		2				2						5				3			3	1	2						
5		2				4	1				1					1	2			1	2			1					3	4					3			3		2					
6		2	1				1					2	1				1	2	3		2			1					3	4					3			3	1	2					
7		2	1				1				1						2			2			1								5				3			3		2					
8		2		2							3					1				2			1						3						3			3	1	2					
9	1				3						3					2	1				1	2			1				2				5		2			3		2					
10	1					4	1					2	1				1	2			1	2			1					2					3			3		2					
11	1				3		1					2	1				1	2	3				3				4	1			3	4	5			3			3	1	2				
12	1			2			1				1						1	2	3				3		1						5				3			3	1	2					
13	1		1				1				1						1	2					3				4		2						3			3		2					
14	1			2							3	1					2				2	3					4	1			3			5		2			3	1	2				
15	1		1									1					1	2					3					4		2						3			3	1	2				
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17		2				4	1					1					2						3		1					2	3				1				3	1					
18		2				4	1					1					5	1					3		1					2	3				1				3	1	2				
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21	1		1				1					1					1	2					3		1				2	3	4	5		2				3	1	2					
22	1			2							3						1	2	3				3		1					2				5			3			3	1				
23		2	1				1					1					1		3	1	2	3		1					2	3			5			3			3	1	2				
24	1		1					2				1					1	2					3		1				2				5				3			3		2	3		
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26	1		1								3	1					1	2	3				3		1				2			4	5	1					3	1	2				
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30		2	1				1						2	1			1	2	3	1	2	3		1					2			4	5				3			3	1	2			



Codifications						
Indicator	Code	Indicator	Code	Indicator	Code	
Sex	1= Female	Periods	1= 1 Period	Interact Out the Classroom	1= Sometimes	
	2= Male		2= 2 Periods		2= Usually	
Age	1= 15 Years		Conversational		3= 3 Periods	Fluency
	2= 16 Years	1= Practice in classroom		4= Never		
	3= 17 Years	2= Repeating words or phrases		1= Yes		
	4= 18 Years	3= Exclusive English class		2= No		
Tutors	1= Parents	Material Teachers Use	4= Others	Interaction	1= Teachers - Students	
	2= Alone		1= Tape recorder		2= Students - Teachers	
English Subject	1= Yes		Activities	2= Tv	Teacher Speaks	1= Spanish
	2= No			3= Wall paper		2= English
Teachers Motivate	1= 1 Teacher	Interact in Classroom		4= Lab	Level	1= Very low
	2= 2 Teachers			5= Charts		2= Low
	3= 3 Teachers			6= Pictures		3= Medium
	4= 4 Teachers			7= Magazines		4= High
	5= More than 4			8= Flash cards	Additional	1= No
Resources	1= Songs			9= Games		2= Yes (Foreing language institute)
	2= Games			10= Photocopies		3= Yes (Specific technical English)
	3= Jokes			11= Books		1= Yes
Help Students	1= Individually			E.5 Years	1= When a Teacher develops a class	Economical Problems
	2= Group Work		2= Having practice between students		1= Money for Bus	
	3= Attention in the classroom		3= Learning in creative activities		2= Pamphlets	
	4= Outside the classroom	1= Sometimes	3= Books and Pencils			
Time to Spend	1= Less than 1 Hour	Income	2= Usually	Income	4= Pocket money	
	2= 1 Hour		3= Often		1= High	
	3= More than 1 hour		4= Never		2= Middle	
Teachers Practice	1= Presentations		Interact in Classroom		1= Sometimes	Income
	2= Role Play	2= Usually		4= Lower		
	3= Dialogues	3= Often				
	4= Games	4= Never				
English Class	5= Questions and answers	Interact in Classroom	1= Sometimes	Income	3= Low	
	1= Interesting		2= Usually		4= Lower	
	2= Motivating		3= Often			
	3= Boring and tiring		4= Never			