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Topic: “Methodology and Learning Strategies of the Four Language Skills of English”

Subtopic: “Interaction Between Students Of Seventh Grade In The Class Of English From The Juan Jose Rodriguez Institute Of Jinotepe During The Second Semester Of 2014”

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DEDICATION

We dedicate this research primarily to our lord God for giving us the understanding and the strength to carry out the investigation to the end.

Secondly, a special mention to our mothers for their moral and economic support.

In addition, this research is dedicated to our tutor Xiomara Valverde who is an admirable teacher that helped us with the investigation development and gave us encouragement to do it as better as possible.

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ABSTRACT

This paper is based on some strategies that a teacher uses to teach English through interaction between students of seventh grade of high school. This research was achieved in a public school with thirty six students.

During the investigation it will found beneficial strategies to promote the interaction between students in the English classroom which would increase the learning of the target language and promote communication.

It used the qualitative approach because the research is based on the experiences of the group of study. It used descriptive method to describe different strategies used by the teacher to promote interaction between students. It was necessary to make three classroom observations in order to identify what kind of strategies were used by the teacher and the way those ones were applied. It was very useful to apply some data collection tools to obtain real information. It applied survey and interview with students in order to verify how effective are strategies used during the English class. Also it applied an interview to the teacher to take into account his point of view as an English teacher.

At the end, this research proposed some strategies in order to improve some difficulties found in this research about the interaction between students during the English class at the seventh grade of public high school.

Key words: Strategies, interaction, teacher, students, classroom observation.

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I. INTRODUCTION

Nowadays, the interaction is very important in learning a new language like English because learners need exchange information, share ideas, desires, feeling, experiences, knowledge, and what they need to learn.

The interaction allows students communicate with each other in order to improve this skill using the target language within and outside of the classroom. The use of communication between English learners increases self-confidence and the successful learning.

This research was applied at Juan Jose Rodrigues Institute of Jinotepe which is a public high school with a population of one thousand eight hundred and forty eight students in the morning, afternoon, and weekend shift.

It was selected seventh grade section "C" in order to determine how it develops the interaction; identify achievements and difficulties in learning through interaction; and proposes strategies for improving the interaction between students. The group is 36 students who receive English classes three times a week and the teacher explanation is completely in Spanish.

The methodology applied was qualitative - descriptive using the following tools: class observation, teacher interview, student's interview, and survey to students in order to know which strategies had been used in class by the teacher, which of them students like, and if students use most of the time the target language during the class.

This work was carry out in stages: introduction, setting of the problem, background, justification, general and specific objectives, contextual, framework theoretical framework, methodology, analysis of data result, conclusions and recommendations.

The introduction mentions the main purposes of the investigation, toward who was directed this research, and the methodology applied.

The background is about previous material associated with this topic and studies made previously by some people.

The justification is focuses on why it work decided to address this topic; the importance this one has; and an explanation of the purpose of this research with suggestions to the English teacher of Juan Jose Rodriguez Institute.

The tools used in this research allowed analyze how effective had been strategies used by the teacher to contrast with definition searched previous to propose which of them improve communication between students.

II. SETTING OF THE PROBLEM

English language to students starting high school in Nicaragua had been for many years a worry to parents and students by the feeling of afraid that cause to the beginners.

Interaction between students of seventh grade is little or null in some cases which it is not a better way to improve the Teaching Learning Process. Improve interaction between students of English learning in high school had been a big interest to several research workers. Some of this works it was consulted to reach the necessary knowledge in the field and carry out this research with objectivity.

Those research motivate to continue this research on behalf of quality of the Teaching Learning Process by the importance of interaction in a classroom with English students that need methods and strategies of communication that allow take into account their own reality (context) and consider their own interests and needs of learning to improve and development their skills in communication.

By the previous asserted we ask the question:

Which strategies of interaction apply the teacher during the English class on seventh grade to improve communication between students?

III. BACKGROUND

In the educational context, English is taught as a requirement for five years in high school education. On the other hand, in many private schools English is taught since Kindergarten. According to (Holliday, 1993) in high school teachers teach English using a structural approach that is based on grammar study and each one of its aspects which are involved in an educational process. It has as its main objective the development of the language as a working and growing tool. English teaching trains students in translation of short written texts and in the analysis of basic grammar structures.

English language to the students starting High School had been a concern of many studios because it provokes fear in teachers as students. Nevertheless, interaction between students of seventh grade is little or null in some times which did not contribute to the Teaching Learning Process.

Last year was carried an important research in this university by two students of FAREM – CARAZO who did an investigation about Interaction between students; teacher – student; and student – environment. The study concluded that:

“Interaction between two or more people is a factor that influences in the learning process of human beings; the classroom is an interactive room where take place interaction between students through the practice of their acquired knowledge; teachers must take into account different strategies to increase the participation of students in all activities developed to improve interaction” (Gutierrez Dinorah, 2013)

Those investigations motivate us to continue realizing studies in favor to Quality of Teaching Learning Process. The importance of interaction among students of English language need methods and strategies of communication that allow take into account the context of students and their own interest and needs of learning to improve and develop their communication skills.

IV. JUSTIFICATION

This research has the intent to identify the need that exists to promote strategies within the teaching-learning process that encourage and motivate students of seventh grade of high school in the English class.

Students of seventh grade generally started their English study with afraid because is a new language, sometimes completely unknown for some of them. This feeling is common in students of seventh grade. Therefore it is important to provide confidence to encourage communication between students through some interaction strategies.

The scope of this work is the interaction between students because teachers need to find innovative strategies to contribute on quality of foreign language instruction and share experiences with other English teachers at the high school level, mainly in the seventh grade to encourage communication between English learners.

Focused on the objectives of this research, it was analyzed the strategies used by the teaching of seventh grade of the Juan Jose Rodriguez Institute to identify achievements and difficulties and to propose strategies to improve the interaction among the students.

To realize the goals of the research from the methodological point of view, it found concepts; studies related to the topic; experiences shared with other teachers who teach the English class, the application of instruments that allow to get necessary

information to know in-depth the problem of study. Also it tried to realize a better interpretation and analysis of these instruments.

At the end of this work, it achieved methodological and pedagogical benefits for both, to the students from English class of seventh grade to the Juan Jose Rodriguez Institute of Jinotepe as direct beneficiary who will improve interaction and communication between peers; and the teachers as indirect beneficiary who will improve their labor with more strategies to promote the interaction among learners.

This research proposes some strategies of interaction that will provide excellent tools to improve communication and realize a better labor as an English teacher in the teaching learning process.

V. OBJECTIVES

5.1 GENERAL OBJECTIVES

Determine how it develops the interaction between students of the seventh grade of high school in English class for the achievement of learning during the second semester of 2014, in the Juan Jose Rodriguez Institute of Jinotepe.

5.2 SPECIFICS OBJECTIVES

1. Analyze the strategies used by the teacher in the English class that allow interaction between students.
2. Identify achievements and difficulties in learning English through interaction.
3. Propose strategies for improving the interaction between students.

VI. CONTEXTUAL FRAMEWORK



Juan Jose Rodriguez Institute is a public high school located near to the Regional Hospital two blocks East Jinotepe, Carazo. It was founded on 1914.

By the access, it has a population of one thousand eight hundred and fifty six students in the morning and afternoon shift. The institute provides coverage to many areas in Jinotepe and students from different areas such as Santa Teresa Güisquiliapa, La Paz, San Marcos, and Diriamba.

The educational offer of this Institute is regular high school during the week and Adult and Young people during the weekend (High School on Weekends). In the morning shift, the Institute has a population of eight hundred and thirteen students. On the other hand, the afternoon shift has a population of five hundred and fifty seven students. And, by the weekend it has a population of four hundred and eighty four students, for a total of one hundred and forty eight students.

The physical installations and school furniture are according to the capacity of students and needs. The electric system is of low quality and damaged by the time. The drainage system has problem mainly in wintertime.

It has a workforce of sixty five teachers among which three are specialists with college degree, four with master's degree, four teachers still studying at the university, one schoolteacher of Normal School of Jinotepe and one empirical teacher.

VISION: To train young people for the life with knowledge suitable to face life challenges and personal improvement.

MISION: To form fully and comprehensively the young man with his abilities and skills with continuing education.

VII. THEORETICAL FRAMEWORK

7.1 INTERACTION

As indicate Buck & Wightwick (2013) "The interaction is one of the most important activities that promote the acquisition of the language".

In other words, the interaction in the classroom is not more than a process of exchange information of the students in the educational management with the purpose of carry out the teaching-learning process to its maximum expression.

According to Nussbaum & Bernaus, (2001, p. 52), during an English class we can find the following scenarios:

1. Students that show little interest in subjects and/or strategies that have been developed in the class.
2. Low-trust environment by lack of mastery of the subject matter and/or vocabulary
3. Situation of tension while using the target language.
4. Topics and/or vocabularies out of context.
5. Little or no activity in which learners are organized into pairs or small groups.
6. Rate of student learning goes unnoticed by the teacher.
7. The teacher or the students corrected to apprentice with rudeness and without care.
8. Little or no use of media to develop the skills of the students.

Analyzing cited above, such scenarios impossibility the creation of an atmosphere of mutual confidence in the class and consequently the interaction is decreased between students. It reduces and limited knowledge and did not allow a meaningful learning.

Within this perspective Leon A. (2003, p. 41) indicate: "Interaction refers to the social contacts, the frequencies of such contacts and the circumstances". This suggests that, verbal interaction is a relationship of dialog carried out by the word, used as a means to achieve an effective and efficient communication.

The importance of the interaction in the foreign language learning is more than significant to strength students skills in communicative field and allows them optimize confidence in themselves.

The interaction that exists in an educational experience is the one that defines the way in which the student learns with respect to the contents, their peers and the teacher; that is, the interaction may be learner-content, learner-learner and teacher-student. Depending on the way in which the teachers project your practice, it is as the interaction will occur in the class. (Science Magazine-man, 2008).

Based on the above statement, it is necessary that teachers reinforce strategies of interaction, thus her/ his role is like a facilitator during the process. It is important to emphasize the importance of the teacher as a guide that leads active participation of students. Teachers must consider issues of interest to the learners and cause the reflection in students that will enable to gain confidence in them self.

Nowadays, the best way to promote learning is the interaction that occurs between several apprentices (Slavin at Govea Pineapple & Sanchez, 2006). The first part of the constructivist approach that promotes the construction of knowledge arises in the moment in which students interact with each other to arrive at conclusions, create, evaluate, forming judgments, inquire, solve problems and carry out other means of cooperative learning. This is where the intervention of the teacher focuses on guiding this process of negotiation and management of knowledge.

According to the previous statements, all forms of interaction are effective but it is more relevant interaction student - student as it is the same apprentice is who directs her own education, built with aid of his classmates his own knowledge and develops skills and skills in the language to communicate with others. The teacher in this case is a facilitator of the process in which students are the main actors and correct their own critical thinking.

Cooperation in a team, in couples or through the entire class creates an environment partner emotional and intellectual that promotes openness, tolerance for diversity and teamwork for the intellectual development. The active part of the student and the teacher's guide created a practice intellectual and affective very productive (Brown, D., 2007).

According to the foregoing, the cooperative work facilitates interaction. As teachers is his/her duty to realize those kind of activities to encourage their students to practice knowledge from their own behavior, meanwhile the involvement and relationship with the other improve every time in the classroom.

Many teachers are reluctant to work in small groups because they think that, without their presence, the students are going to get distracted from the task

recommended, is going to be noise in the class, and so on. , in short: it is going to lose control. However, numerous studies that have analyzed the group work from tape recordings and transcripts show that such phenomena, when students have a precise task, does not occur. (Escobar & Nussbaum, 2001)

Escobar & Nussbaum (2001) affirm that during work in small groups it can see that:

1. The students are the protagonists of their own communication since they themselves managed
2. They are very attentive to what they say and how they say it
3. Resolve themselves problems of meaning and form
4. Their interventions are very diverse: describe, questions, provide feedback, for example.

For many of the teachers working with groups of students is a challenge with respect to control of discipline and control of the activity itself by what it is necessary to prepare the activity very well and lead with confidence and security to the students.

The context in which teachers work with groups of students prepares an interactive environment favorable to the learning because they are themselves manage the information and control is did it by themselves; the activity occurs since they were able to speak, interrupt and be interrupted for self-correct or corrected among themselves.

These possibilities produced relations of symmetry between the participants, which does not prevent that in certain sequences, one of the students will be able to adopt the role of teacher (correcting, proposing solutions to a problem raised) and

another student the role of apprentice asking for the meaning of a word or seeking help. These papers do not tend to be, however, fixed and stable, but in many cases are interchangeable. (Nussbaum & Bernaus, 2001, p. 156)

According to the above, students construct their own knowledge, share moments and information relevant to their interests in a real context of learning through cooperation, while maintaining respect between them and sharing responsibilities with their odds.

Nussbaum & Bernaus (2001) note: "When the task has been clearly defined, the students use little use of their mother tongue" students can practice not only ways to communicate, but on all specific ways of carrying out the activities required for the inner comprehension.

According to above, to make more effective the learning objectives of the students, they must be able to share experiences, exchange of information, desires and interests in the foreign language setting aside their mother tongue when the interest is shared and favors the interaction.

According to Nussbaum & Bernaus (2001, p. 186) this type of interaction allows the students:

1. Get a new input
2. Explore to the maximum the own resources to be made to understand
3. Check the comprehension and expression in a cooperative manner, with the help of the partner
4. Be aware of the own skills and difficulties
5. Think about the functioning of the language

Learn a foreign language in a natural environment requires that we use language to communicate (transmit or build knowledge, share information, indicate the speaker to your message has been understood, ask the speaker to clarify your message, reformulate the speaker's message to be able to confirm if this has been properly understood, etc.), which means that the sense prevails on the form, except when there are problems of inner comprehension.

In general, during the English class the teacher promotes the actual use of the target language when used to socialize with the students, i.e. when the salutes and fired, when cares for them, when they are asked to do things, when you set or recalls rules of conduct, or when instructed, transmits information or intends to obtain it, ask questions and respond, etc. It is important to provide students the possibility of them manage the speech and attempt to use the target language between them.

Students should be practiced at all times a foreign language: at school, with friends and/or classmates, in their homes, at parties, meetings, etc., which its main interest which transmit what they think and what they feel in a real context, vivid interest and creating an environment of confidence within and outside the classroom.

There are many advantages that exist in the work in pairs or small groups and although there are some disadvantages, we can try to diminish these and deal with them in pursuit of improving the quality of the teaching of language thus allowing transform the apprehension that there is in the learning of English in enthusiasm and interest in the same.

The teaching of oral skill is paramount in the learning of the foreign language if it is intended that the student will be able to achieve a sufficient competence to

communicate orally in common situations of daily life. Oral comprehension is present in numerous learning activities and its development is closely linked to the development of other skills (Nussbaum & Bernaus, 2001, p. 287)

According to the above, teachers have to take the resources of the daily lives of the students such as songs, speeches or talks on topics of interest for them. It allows the interaction with effectiveness and efficiency which increase the possibility of becoming familiar with the daily live, but in another language themselves producing their own dialogs.

Through interaction the student develops skills that allow producing a message in a limited time. They use a simple language, simple syntax, a reduced vocabulary, incomplete sentences; abbreviations, phrases memorized with fluidity to the speech, and do not require strategies to gain time nor planning what you are going to say. On the other hand, when the speaker believes that has not been expressed with enough clarity he/she can use paraphrases to give time to the listener to understand and remember. (Nussbaum & Bernaus, 2001, p. 288)

As cited above, the language used by students must be in accordance to their own level of knowledge. It must be addressed to go reaching higher levels of communication and learning being clear and precise in the exchange of information toward the other to be able to understand and be understood.

7.2 HOW TO ENCOURAGE INTERACTION IN THE CLASSROOM?

You learn how to talk about speaking, in the same way you learn to read by reading, to swim by swimming or drive by driving. There is no other secret. Therefore, if you want to give the students the opportunity to learn to speak in a foreign language will have to offer the maximum of opportunity to be able to speak in the classroom. (Nussbaum & Bernaus, 2001, p. 296)

According to the previous statement, it is important that you always must to practice the language that you are studying to prevail the communication inside and outside of the classroom. The students will acquire a greater level of confidence allowing a maximum of opportunities to interact with others. It should be considered a natural environment to act with others prevail the respect and the same number of opportunities.

Caballero de Rodas (2001, p. 288) argued that:

“The first step to promote the interaction is that teacher usually use the foreign language as the language of communication in the classroom, for teaching (presentation of content, activities, etc.) as for the organization of the class (physical distribution of the classroom, of groups, control of the discipline, etc.), the same way as for socialization (more personal relationship with the students) “

Effective communication in the classroom is essential to the success of both the students and the teacher. The horseshoe or semicircular arrangement, the teacher positioned at the opening of the horseshoe, can see all students very well, although some students may not be able to see all of their classmates as well. This arrangement will allows a better communication because there is more of a

community feels to lessons, discussions, work time and promote interaction between students.

It is of great importance and a great value as teachers because we take into account the use of foreign language all times from the same moment to start the class until the end of the same. This can be achieved with practice and security in the own participants of the class in real-life situations, through its social relationship with the environment.

A teacher must manage the interaction in the classroom for all students have the same opportunities to speak. For that reason, it is essential give priority to the work in pairs and small groups, so all participants have the need and obligation to speak. In this way, it will reduce the polarity teacher - student and increase the opportunities of negotiation of the meaning (Caballero de Rodas, 2001, p. 288).

According to the afore mentioned, the opportunity for expression must be in full sense of equality in order to strengthen the bonds of camaraderie, self-confidence, promote participation and optimize the competencies of communication between them.

7.3 STRATEGIES THAT PROMOTE INTERACTION BETWEEN STUDENTS

To promote interaction in the classroom (Caballero de Rodas, 2001, p. 289) notes that the students should have opportunities to actively use the language they know in significant activities, in which they will be motivated to speak. Therefore, in the educational materials produced in recent years special attention is given to the inclusion of pedagogical proposals that focus on tasks that have to be resolved

through the use of the language or that involve negotiation processes and to share information.

7.4 INTERACTION ACTIVITIES

Teachers have to plan English class based on a set of interaction strategies to provoke a meaningful learning in the students, allowing that students could feel more confident and have a better communication. Those strategies must have a lot of creativity, dynamism, entertainment, and about all a meaningful teaching to wake up the interest in communication between students.

This kind of activities are planned by teachers use to make an effective English class. That is why strategies are very useful to the teacher to apply them according to the class objectives. Many strategies will be applied by the teacher but it is important take into account those that allow increase and improve interaction between students to promote communication.

Next, some strategies mentioned by authors to improve interaction

:

7.4.1 Oral Presentations

Students individually or in small groups have to talk to the class during a limited period and short of time. They can present a current topic of interest to the group, tell a story, comment on the last film they have seen, etc. This kind of activity is particularly suited for the implementation of certain forms of speech (Caballero de Rodas, 2001)

This kind of activities takes into account interests of students, what they want to know about a particular topic and they will transmit knowledge, preferences, and so on to each other.

7.4.2 Role Play

Role play means that it is taken in a safe environment in which students are as inventive and playful as possible. It refers to "The changing of one's behavior to fulfill a social role". (Ladousse, 2004)

This strategy allows to the students get a better development in their communication skills. It is an interactive activity where the students realize a conversation assuming different roles putting into practice interaction between them. This activity will motivate the students to produce the language in a natural way.

Dialogs are without text prefixed in which each student takes a particular role. Students build their own dialogs, free-form or from a few guidelines or instructions to receive the teaching. (Caballero de Rodas, 2001)

7.4.3 Personal Proposals

Activities inspired by the principles of humanistic psychology, which attempt to involve the student in the interaction with the approach to the topic relating to him personally (hobbies, phobias, feelings, memories, etc.) (Caballero de Rodas, 2001).

7.4.4 Simulations

They are very similar to the role play. Games are also act, but in them is recreated a situation more complex and extensive, replica of a real situation, there is usually more than two students involved, and the characters have a certain personality and characteristics (Caballero de Rodas, 2001).

7.4.5 Pair Work

Douglas Brown (2007) affirms that “Pair work enables you to engage students in interactive communication for a short period of time with the minimum of logistical problems.” It refers that pair work allows to the students improve interaction and share information, opinions, knowledge, desires with less difficulties. It helps to acquire the language with confidence.

Pair work activities encourage students to communicate naturally and effectively as they share information relating to a range of relevant topics. It is a good strategies that teacher will use to promote interaction between students in order to improve oral skill during the English class. (Nussbaum & Bernaus, 2001)

7.4.6 Group Work

“Group work can be a fun way to learn, thus motivating learners and increasing their active participation in learning. Group work allows learners to experience roles as leaders, peers, and subordinates a range of social contact”. (Killen, 2007)

The group work is a useful strategy that allows students increase their knowledge and improve their interaction. Teachers must prepare very well this kind of strategy to get the control of the whole activity.

According to the assertions above, all strategies can be excellent tools that teachers will be able to carry out in significant activities to contribute the interaction between the students of the foreign language. Teachers will develop their skills with security, friendship and team spirit, reaching the success to thrive in a communicative environment and confidence with the language.

7.5 ADVANTAGES AND DISADVANTAGES OF PAIR WORK

(Caballero de Rodas, 2001)

7.5.1 Advantages

1. Increase the possibilities of using the target language on the part of all students.
2. Students have the opportunities to interact with the relaxed manner and therefore, take more risks when using the target language.
3. Pair work promotes maximum participation of students giving the opportunity to speak.
4. Students have the opportunity to negotiate the interaction, i.e. they may ask for clarification if they have not understood something and can judge the validity of their productions by the effect they have on the partner.
5. You can give greater individualized attention to the different couples, though not all at the same meeting.

7.5.2 Disadvantages

1. It is necessary to persuade the students not to use their mother tongue.
2. There is more noise.
3. The teacher was unable to meet the time for all students. If you do not monitor the work of all couples and only paid attention to one of them, the others can leave the task and become distracted.
4. The group can only be formed by an even number of students.

7.6 ADVANTAGES AND DISADVANTAGES OF GROUP WORK

(Caballero de Rodas, 2001)

7.6.1 Advantages

1. The interaction that is generated is very rich.
2. Promotes cooperative work.
3. Promote learner responsibility and autonomy.
4. The students are more autonomous and participate more actively in their learning, as they learn and teach.
5. It is not necessary to have an even number of students.
6. Groups can be flexible, i.e. can be separated and reassembled.

7.6.2 Disadvantages

- I. It is necessary to persuade the students not to use their mother tongue.
- II. There is more noise
- III. Although the existence of a leader of the group can be something beneficial, a teacher must ensure that the group is not dominated by only a student but that all of them cooperate.
- IV. The groups, to work, it should not be very many. How many more groups there are greater will be the effort of monitoring by the teacher

VIII. PREGUNTAS DIRECTRICES

1. What kind of strategies allows interaction between students?
2. Which advantage has strategy of interaction?
3. Which difficulties will found in Strategies of interaction?
4. How improve interaction between students?

IX. METHODOLOGY

This investigation was carried out during the second semester of the Academic year 2014. It was developed in a group of seventh grade students. It was used a qualitative – descriptive methodology with the search of concepts, investigation related of this research, instruments applied, and analysis e interpretation of results.

The school has a population of one thousand eight hundred and fifty six students and fifty four teachers. There are four English teachers in the school to teach the entire institute. In addition, the institute has nine section of seventh grade with a population between 35 to 40 students each section.

The sample was selected intentionally, because it observed the English teacher labor from seventh grade section “C” where there are thirty six students at Juan Jose Rodriguez Institute in Jinotepe, Carazo, Nicaragua.

The instruments used in this research were focused on the use of strategies. During the observation was identified the most common strategies used by teachers in the classroom to promote interaction in their students. To collect the information was used the following data collection tools: class observation, interview and survey.

X. DESCRIPTORS MATRIX

Specific Objectives	Questions Guidelines	Specific Questions	Informant	Tools
Analyze the Strategies used by the teacher in the English class that allow interaction between students.	What interaction strategies are used by the English teacher?	Which interaction strategies are used by the teacher?	Teacher	Interview
		Was the teacher's instruction understandable for the students to practice the exercises?	Students	Survey
		Did the students perform the speaking activities?	Teacher	Class Observation
		Did the students use the target language to interact during the class?	Teacher	Interview
Identify achievements and difficulties in Learning English through interaction.	Which are achievement and difficulties in the learning English through interaction?	Which achievements have the use of interactive strategies?	Teacher	Class Observation
		Which difficulties have the use of interactive strategies?	Teacher	Class Observation
		Do you like the English class?	Students	Interview
			Students	Survey
	Teacher	Interview		

		Do you participate during the English class?	Teacher	Class Observation
			Students	Interview
		Do you enjoy interactive activities?	Students	Interview
			Students	Survey
		Do you want to improve your English language?	Students	Interview
Propose Strategies for improving interaction between students.	Which strategies improve interaction between students?	Enjoy practicing interactive activities?	Students	Interview
		During English class students perform interactive activities?	Teacher	Interview
		Did the students perform the speaking activities?	Teacher	Class Observation

XI. ANALYSIS OF THE DATA RESULTS

11.1 DATA COLLECTION TOOLS:

Classroom Observation

The process of classroom observation was based on the objectives of this research; a rubric was designed to observe the strategies that teacher uses to promote interaction between students in the classroom.

The rubric contains four aspects to evaluate, kind of strategies used by the teacher during the class and a short questionnaire to the class observation. Three classes were observed; every class lasted forty five minutes.

Interview

It is a popular method of data collection. We applied interview to the teacher and to the students. The objective of the interviews is to obtain information based on strategies used by the teacher in the English class. The interview was structured with closed question. The purpose of these ones is to make a comparison between the classroom observation and the information that the teacher provided.

Survey

Survey typically describes attitudes, beliefs; behaviors, and perceptions, topics typically follow current trends and issues. Survey research allows us to gain

ongoing understanding about the way people think about something or what they do about something. (Wiley & Sons, 2010)

This information shows which interactive strategies are most useful, which are meaningful and which are more effective to improve communication and promote interaction between students.

In this research all instruments used by collect information were useful to recognize what kind of strategies are used by the teacher an which of them is preferred by the student according of their point of view.

The methodology used in this research had been really useful to identify which strategies were applied by the teacher to promote interaction between students.

The class observation, interview, and survey were meaningful tools. They allowed knowing how they had influenced in the interaction and increasing communications in the target language.

11.2 DESCRIPTIVE ANALYSIS

This section describes the process of analysis of results was performed. It was conducted through a matrix for qualitative research that was conducted by objectives.

The specific objective one that relates to: Analyze the strategies used by the teacher in the English class that allow interaction between students. For the analysis of results of this objectives it was realized a teacher's interview, students' interview, class observation, and students' survey. The results are:

During the interview the teacher said many strategies are used in class to promote the interaction of students and improve communication, in regard to the students, he said that they realize this kind of strategies with confidence and enthusiasm provide them a clear explanation about what they need to do. It was observed a secure and confidence teacher when he talked about the use of strategies and students interaction. We think that is important to emphasize the importance of the teacher as a guide that leads active participation of students. The teacher must be sure about the work he performed as a guide for communication among students. As is asserted in Science Magazine-man (2008) "Depending on the way in which the teachers project your practice, it is as the interaction will occur in the class". The strategies that teacher said uses to interactive activities are: pair work, group work, role play, short conversation, and oral presentation.

It is important use many interaction strategies to expand logical and communicative development in students. Cooperation in a team, in couples or through the entire class creates an environment partner emotional and intellectual that promotes openness, tolerance for diversity and teamwork for the intellectual development.

The active part of the student and the teacher's guide created a practice intellectual and affective very productive (Brown, D., 2007).

According to the teacher's interview, the teacher explanation is very clear to motivate students interact with each other in to improve communication and follow instruction by the teacher. It allows students perform the speaking activities with confidence using target language during the class. We believe that the construction of knowledge and interaction between students is carried out with greater success if the teacher is a facilitator of communication provides to students elementary tools to improve this skill.

Nowadays, the best way to promote learning is the interaction that occurs between several apprentices (Slavin at Govea Pineapple & Sanchez, 2006). The first part of the constructivist approach that promotes the construction of knowledge arises in the moment in which students interact with each other to arrive at conclusions, create, evaluate, forming judgments, inquire, solve problems and carry out other means of cooperative learning. This is where the intervention of the teacher focuses on guiding this process of negotiation and management of knowledge.

Interview and survey to students' notes teacher use most of the time pair work, group work, and oral presentation to improve interaction and communication with a clear explanation by the teacher about development of the strategies used. They assert speak target language during the interaction activities being a funny and interesting class with an active participation of them in the English class.

However, the first class observation throws us opposite information received by the teacher and students in interview and survey instruments which really make us think that these strategies are not often used in the classroom. To corroborate what

we said before, we make three more observations, finding that: the second class observation teacher used pair work but students did not understand the instructions given in English by the teacher so he had to explain in Spanish. Students tried to make the interactive activity unsuccessful because apparently they used not to perform this kind of activity so there was no development of it.

Meanwhile the third class observation, the teacher could not attend us because he was busy in other teaching assignments. We returned, observing again the repetition of the same activity seen before: work in pairs. This time, some students showed more interest in the activity trying to succeed in performing; others showed no attention to it. Finally, it just managed to make the activity by 50% with success and participation of some students in the class. We think that it could be because the information exchanged was very hard to the level of students (Preposition of Place and Community Places). It is possible that students need to practice preposition first and then study vocabulary of community places.

We emphasize the language used by students must be in accordance to their own level of knowledge. It must be addressed to go reaching higher levels of communication and learning being clear and precise in the exchange of information toward the other to be able to understand and be understood.

Nussbaum & Bernaus (2001) note: "When the task has been clearly defined, the students use little use of their mother tongue" students can practice not only ways to communicate, but on all specific ways of carrying out the activities required for the inner comprehension.

In summary, the results we have one goal: the teacher does not apply many interactive strategies as shown by the instruments used to interview and survey,

the most used strategy to promote communication is work in pairs. Most of students show interest in such strategies but they need better guidance by the teacher to improve the communication between them to interact and exchange ideas, knowledge, desires, needs and more.

For the specific aim two regards: Identify achievements and difficulties in Learning English through interaction. To develop this goal, we use teacher and student interviews, classroom observation and student survey which show that: the achievements have the use of interactive strategies is meaningful if it's clearly explained to motivate participation of students. The teacher should implement more often use strategies to promote interaction among students communication.

During the class observation we noticed that there are many difficulties in the use of interaction strategies due to the lack of experience of the teacher and the little use of them. We think that the teacher is willing to work using interaction strategies but need to practice a bit more with their students to achieve the necessary experience in this regard.

The data result about this objective allows describe what are students' preference about interaction strategies which shown that they want to improve their communication but at the same time they need to improve interactive activities with each other's.

According to Nussbaum & Bernaus (2001, p. 186) this type of interaction allows the students: get a new input, explore to the maximum the own resources to be made to understand, check the comprehension and expression in a cooperative manner, with the help of the partner, be aware of the own skills and difficulties.

In summary, the results we have in the goal two: the teacher and students have the interest of use interactive strategies to improve communication and they enjoy the interactive activities. The difficulties encountered in terms of explanation of the teaching and development of interactive activities can be overcome with the constant practice of the same.

For the specific aim three regards: Propose Strategies for improving interaction between students. To develop this goal, we recommend the teacher to continue using pair work but more often to achieve greater student participation, self-confidence to interact with each other, and share experiences, desires, knowledge and so on. We think that practice is very important to develop this kind of strategies. Students and teacher would improve interaction strategies through the practice of these activities most of the time.

Within this perspective Leon A. (2003, p. 41) indicate: "Interaction refers to the social contacts, the frequencies of such contacts and the circumstances". This suggests that, verbal interaction is a relationship of dialog carried out by the word, used as a means to achieve an effective and efficient communication.

In summary, the results we have in the goal three: the students like pair work, group work and role play. They said that these strategies help them improve their interaction and have a funny class with this kind of activities. During the class observation students showed fear and insecurity to perform interactive activities which is contradictory to what was indicated in the interview and survey so we thought that maybe it was influenced by fact of being us watching them besides the lack of experience of them.

The strategy applied by the teacher is one of the preferred by the students to participate. Most of the students preferred pair work, group work and short conversations. Those strategies improve interaction between students according to Nussbaum & Bernaus (2001) who notes that "Pair work encourage students to communicate naturally and effectively".

11.3 INTERPRETATIVE ANALYSIS

The information obtained from the classroom observations show how teacher teaches in a traditional way. He and mainly his students follow basic instruction to realize exercises without interaction strategies.

During this process, it was focusing on the teacher, because it wanted to know what kind of strategies he used to promote interaction between students. It applied class observation where it addressed some aspects that were mainly focused on the objectives of this research.

According to the first objective it research analyzed the strategies used by the teacher in the English class that allow interaction between students based on definition and bibliography references.

These observations allow identify achievements and difficulties in learning English trough interaction as the lack of experience of teacher; use of mother tongue most of the time; reduced supervision by the teacher. However, some students were interested in realize the activity and tried to organize them.

The activities will be interactive during the class through a good application of strategies that allows a better communication of the students. The teacher could implement role play to improve interaction in his class, "Role plays are dialogs without text prefixed in which each student takes a particular role. Students build their own dialogs, free-form or from a few guidelines or instructions to receive the teaching". (Caballero de Rodas, 2001)

However, classes were traditional because:

1. The teacher did not use too much strategies, it was just about two of them.
2. He is an elementary teacher who has not enough experience teaching in high school.
3. Strategy applied was not clear to the students so they were misunderstood.

XII. CONCLUSIONS

1. The teacher implemented just pair work strategy during second and third class observation but it was not successful because instruction was not enough clear.
2. The achievements identified during the interactive activities were: students are interested in this kind of strategies; they believed will enjoy interactive activities like: pair work, group work and role play.
3. The difficulties that did not allow the development of interactive activities are the lack of experience of teachers and students in the type of strategies and the use of native language during English class.
4. The implementation of different interaction strategies like pair work, group work, and role play are the kind of activities that allows peer interaction; share experience among students, and develop communication between them.
5. The development of interaction between students is poor in seventh grade of high school during the English class therefore achievement of learning is low. To reach interaction between students, the teacher would apply strategies to encourage students to communicate naturally and effectively as they share information relating to a range of relevant topics.

XIII. RECOMMENDATIONS

To improve interaction between students, teacher has some alternatives to implement strategies of interaction and increase the communication. The teacher could include strategies like role play to take into account a safe environment which students are as inventive and playful as possible. "It refers to the changing of one's behavior to fulfill a social role" (Ladousse, 2004).

Teacher can use pair work to encourage student's communication take into account clear explanation about what they need to do during this strategy. This strategy allows share knowledge and learning with their classmate having a confidence environment to increase self-confidence. It is very important that instructions be clear to the students could understand and realize the activities with confidence.

Group work can be a fun way to learn, thus motivating learners and increasing their active participation in learning. Group work allows learners to experience roles as leaders, peers, and subordinates a range of social contact". (Killen, 2007)

The teacher has to take into account the level of the students and also he has to plan an attractive class that contains different strategies that motivate and facilitate the interaction between students.

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APPENDIXES

Appendix 1



In this photo students started the activities of pair work. They tried to do it but explanation was not clear enough to do it well.

Appendix 2



The activity was confused but students were trying to do it.

Appendix 3



In this photo students were realizing whatever thing but no pair work.

Appendix 4



This photo shows some students that did not interested in the activity.

Appendix 5



Some students did all possible to realize with success the pair work.

Appendix 6: Class Observation



UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

CLASS OBSERVATION

School's name: _____

Kind of School: _____ Grade: _____ Section _____

No. Observation: _____ Total Rating: _____

Date: _____ Time: _____

Comment: _____

Speaking rubrics for interactive activities:

Indicators / Strategies	Excellent (4)	Very good (3)	Good (2)	Needs improvement (1)	Score
Pair work	Students interact correctly. They give example, use the vocabulary taught by the teacher and give details of	Students interact with their classmates with few difficulties. They are able to ask and answer questions.	Students able to interact with both teacher and classmates but they do not respond correctly or they need clarification	Students' interaction performance when practicing different activities	

	main ideas		because of error in word choice.		
Group work	Students interact correctly. They give example, use the vocabulary taught by the teacher and give details of main ideas	Students interact with their classmates with few difficulties. They are able to ask and answer questions.	Students able to interact with both teacher and classmates but they do not respond correctly or they need clarification because of error in word choice.	Students' interaction performance when practicing different activities	
Role play	Students interact correctly. They give example, use the vocabulary taught by the teacher and give details of main ideas	Students interact with their classmates with few difficulties. They are able to ask and answer questions.	Students able to interact with both teacher and classmates but they do not respond correctly or they need clarification because of error in word choice.	Students' interaction performance when practicing different activities	
Oral presentation	Students interact correctly. They give example, use the vocabulary taught by the teacher and give details of main ideas	Students interact with their classmates with few difficulties. They are able to ask and answer questions.	Students able to interact with both teacher and classmates but they do not respond correctly or they need clarification because of error in word	Students' interaction performance when practicing different activities	

			choice.		
--	--	--	---------	--	--

Class observation questionnaire:

Was the teacher's instruction understandable for the students to practice the exercises?

Yes _____ b) No _____

Did the students perform the speaking activities?

Yes _____ b) No _____

Did the Students use the target language to interact during the class?

Yes _____ b) No _____

Appendix 7: Students Interview

Entrevista a estudiantes

Fecha: _____

Nombre del estudiante: _____

Edad: _____

OBJETIVO:

Obtener información acerca de la interacción entre estudiantes durante la clase de inglés a través de la entrevista a estudiantes.

	SI	NO
¿Te gusta la clase de inglés?		
¿Participas durante la clase?		
¿La clase es fácil para ti?		
¿Te gusta la clase interactiva?		
¿Practicas actividades interactivas?		
¿Te gustan las actividades interactivas?		
¿Consideras tú que necesitas practicar más el inglés?		
¿Disfrutas el trabajo en pareja?		
¿Disfrutas el trabajo en grupo?		

¿Disfrutas de las actividades de juego de roles?		
¿Practicar inglés con tus compañeros de clase?		
¿Disfrutas practicando conversaciones cortas?		
¿Disfrutas practicando conversaciones largas?		
¿Te gustaría mejorar tu inglés?		
¿Practicar el inglés con otros fuera del aula de clases?		

Apendix 8: Students Survey

Encuesta a Estudiantes

Estimado estudiante:

La Facultad Regional Multidisciplinaria de Carazo (FAREM) de la Universidad Nacional de Nicaragua está realizando la investigación “Interacción entre estudiantes de primer año en la clase de inglés”, para lo cual solicitamos responda a estas preguntas brindándonos sus opiniones sobre el tema.

La clase de inglés es:

Divertida _____

Interesante _____

Aburrida _____

Durante la clase de inglés mi maestra usa:

Trabajo en pareja _____

Trabajo engrupo _____

Juego de roles _____

Conversaciones cortas _____

Conversaciones largas _____

Presentaciones orales _____

Usualmente, el desarrollo del tema es:

Excelente _____

Muy bueno _____

Bueno _____

Regular _____

La explicación de la maestra es:

Excelente _____

Muy bueno _____

Bueno _____

Regular _____

Las instrucciones para realizar actividades de interacción son:

Excelentes _____

Muy buenas _____

Buenas _____

Regular _____

Apendix 9: Teacher´s interview

Teacher´s interview

OBJECTIVE:

To get outlook of English´s teacher in respect of English class and interaction between students through a teacher´s interview

As an English teacher you feel:

Happiness _____

Realized _____

Frustrated _____

Enthusiastic _____

Angry _____

Stressful _____

You use strategies of interaction with your class like:

Pair works _____

Group work _____

Role play _____

Short conversation _____

Long conversation _____

Oral presentation _____

During your English class students realize interaction activities:

Frightened _____

Confident _____

Sad _____

Enthusiastic _____

Timidity _____

Happy _____

Your explanations are to your students:

Clear _____

Mixed up _____

Precise _____

Confused _____