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Factors that make difficult the development of the communication ability of the students in the 11th year A at Rigoberto Lopez Perez Institute in the 3rd District of the Department of Managua during the II Semester of 2016.

GRADUATION SEMINAR

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

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DEDICATION

I dedicate this work to my mother, Luisa Arias, for all her help and support during these 5 years.

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I dedicate this research to my parents: Samuel Julian Lopez Lazo and Digna Castellon Gonzalez for having supported me during these 5 years.

Jose Lopez

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ABSTRACT

This research was conducted at Rigoberto Lopez Perez Institute on the use of English as a foreign language. It takes as the main approach the communicative skill or speaking. And it addresses the different problems or hindrances that make difficult the development of the communicative skill in the students of the 11th year A. It also approaches the strategies and methods and teaching resources used by the teacher to set an English environment. Therefore, it is vital to conduct this investigation, because the obtained information can help to overcome weaknesses and improve the English teaching system at Rigoberto Lopez Perez Institute. Also, it can provide guidelines for the English professor to improve his teaching methods and strategies. All this is done to benefit students with a better teaching-learning quality. This research main objective is to increase future performance in high school students. In addition, it also brings a warning for bilingual teachers to prevent repeating the same mistakes over and over in the future practice of teaching. Moreover, between the specific objectives these research paper addresses to be external factors (noise), teaching strategies, effectiveness of teaching resources and interest of the students to use English. This paper presents as essential the important role of interest in students to overcome their fears to speak and practice the foreign language whether inside or outside the classroom. And it is urged to the teacher to take advantage of the student's interest to develop the activities and tasks.

INDEX

I. INTRODUCTION	1
1.1 BACKGROUND	2
1.1.1. PREVIOUS STUDIES	2
1.2 PROBLEM STATEMENT	5
1.3 JUSTIFICATION	6
II. OBJECTIVE	7
2.1 GENERAL OBJECTIVE	7
2.2 SPECIFIC OBJECTIVES	7
III. THEORETICAL FRAMEWORK	8
3.1 COMMUNICATION PROCESS IN ENGLISH AS A FOREIGN LANGUAGE	8
3.2 WHAT IS COMMUNICATION IN ENGLISH AS A FOREIGN LANGUAGE?	10
3.3 IMPORTANCE OF COMMUNICATION IN THE ENGLISH LANGUAGE	10
3.4 FACTORS THAT HINDER THE PROCESS OF COMMUNICATION IN STUDENTS	11
3.4.1 NOISE	11
3.5 LACK OF TEACHING MATERIALS	13
3.6 EFFECTIVENESS OF TEACHING RESOURCES USED DURING THE TEACHING PROCESS	14
3.7 IMPORTANCE OF TEACHING MATERIALS IN THE TEACHING AND LEARNING ENGLISH	14
PROCESS	14
3.8 TEACHING MATERIALS FOR ESL	15
3.9 TEACHING STRATEGIES EMPLOYED TO COMMUNICATE IN ENGLISH	17
3.10 LACK OF MOTIVATION DURING THE TEACHING-LEARNING PROCESS	23
3.11 INATTENTION	24
3.12 STUDENTS INTEREST TO COMMUNICATE IN ENGLISH	25
3.13 INTEREST AND EDUCATIONAL IMPLICATIONS	26
IV. HYPOTHESIS	28
V. SYSTEM OF VARIABLES	29
VI. RESEARCH METHODOLOGY AND SYSTEM OF VARIABLES	32

6.1	TYPE OF RESEARCH	32
6.2	POPULATION AND SAMPLE.....	32
6.3	INSTRUMENTS AND DATA COLLECTION METHODS.....	32
6.4	DATA PROCESSING METHOD.....	33
6.5	PROCEDURE FOR THE VALIDATION OF THE INSTRUMENTS.....	33
VII.	DATA ANALYSIS	34
VIII.	CONCLUSIONS	44
IX.	RECOMMENDATIONS.....	46
X.	REFERENCE	50
X.	ANNEXES.....	52

I. INTRODUCTION

Through history all human beings from different cultures have had the need to communicate between individuals of the same clergy and people from different languages. All this has led to the implementation of the use of English as a Second Global Communication Language, therefore, English is more a necessity than a luxury in this competitive world.

English is considered the most important global language, either for those who speak it as their first language or foreign language. So "English absolutely wins every battle when it comes to native speakers or English speakers as a foreign language" (<http://www.importancia.org/ingles.php>, 2002). In this sense, one can say that the English language is present in almost everywhere and it is considered the main element of communication between diverse cultures that share little or no trait in common.

To communicate in English is necessary to be aware of how important it is, and being continuously practicing to polish and not to forget what it has been learned. It is also fundamental reviewed how English is taught in high schools, in order to change the teaching strategies and didactic material for those which can provide a better learning and teaching process results, teachers also must avoid to overuse their mother tongue within a context which must be in English the most possible.

So, it is urgent to call attention to these processes that far from contributing to the improvement of processes goes into the decreasing quality of education.

1.1 Background

The poor acquisition and development of the speaking skill in Nicaragua high schools has been a prominent problem for many years in secondary students' context. English subject is taught for five years in high school; however, students don't speak so much English by the time they finish their high school studies. It is a clear reality that there are many weaknesses in teaching process, use of teaching material and language acquisition.

In the Department of English of the Faculty of Education and Languages at UNAN-Managua, there were found several researches that ex-students of the Department of English conducted under the modality of graduation seminar. These researches have topics related to the acquisition of English as a foreign language, which were assigned and supervised by the faculty members from the English Department. There was also found an article about the importance of English for this country at La Prensa newspaper. These are some of the previous researches and the article mention:

1.1.1. Previous Studies

TOPIC: Analysis of factors in the learning process for proficiency in speaking ability in students of the third year at Instituto Tecnico José Dolores Estrada by Jennifer Obregon Cruz Sadrac and Guillermo Aleman Hernández.

The aim of this research was to find out the main factors of deficiency in teaching and learning process in speaking ability, classroom techniques, teaching materials and psychological problems of the students in third year from Instituto Technical Jose Dolores Estrada in Managua city.

It was applied several instruments to the students and the teacher to get all the information needed. It was also conducted some visits to the school to determine the teaching and learning process of English as a foreign language.

TOPIC: Methodological factors that affect the development of both listening and speaking skills in the students of 10th and 11th grades from Maria Mazzarello Private School during the second semester in 2014 by Blanca Azucena Bustamante Benavides and Julieta Marverly Blass Candy.

This research attempted to analyze the methodological factors that affect listening and speaking skills and their implications in the development of communicative competence. The informers were students who belonged to low advanced level of tenth and eleventh grades.

The information was gathered using the following instruments: observation classes, surveys for students and interview for the teacher. The information obtained was about the effectiveness and efficiency of the work carried out by the teacher. Findings revealed that the methodological factors affecting the development of the listening and speaking were: Lack of knowledge about teaching strategies to develop listening and speaking skills, inappropriate implement of teaching strategies to develop these skills by the teacher, and lack of effective didactic resources to teach English, and finally, the low level of effectiveness on assessment applied in listening and speaking skills.

NEWSPAPER: La La Prensa (01/ 17th / 2011). Enseñanza debe profundizarse (Teaching must be reinforced). pp. A-4.

In this article is stated the lack of methodology to teach English in the public schools of the country, therefore an education specialist pointed out the need for “self-taught” students who can complement language learning beyond the classroom lesson, another problem stated was the lack of bibliographic and methodological resources to teach English, according to the education specialist, Mario Quintana “English cannot be taught without books and other educational support materials”.

Notwithstanding the lack of English educator is a problem that affect the teaching of English in Nicaragua, this problem is more accentuated because there are more than one thousand teachers majored in English teaching however in the official enrollment of basic and middle Education, there are around 1.6 million children and young people. Only the Ministry of Education (MINED) has almost 800 teachers dedicated to teach English however in the country, there are more than 10 thousand public schools. It must be reviewed the level of empiricism that may exist in the teaching of this subject, considering that a mechanical learning cannot be given if English is projected as a foreign language for the development of the country, “said Ernesto Medina, president of the Foro Educamos—Forum Educating. However, Medina said that “it is difficult to meet with self-taught students and this is the challenge of the teacher”

1.2 Problem Statement

This research is on the speaking skill in the students of 11th year from Rigoberto Lopez Perez Institute, because the oral communication is one of the most important aspects in communicative English. Some of the factors that can be improved are: **teaching-strategies** which are applied in high school, without achieving satisfactory results for acquiring English as a foreign language. **Teaching resources**, which has had an inappropriate used for years in public schools. Students' **interest**, which play an important role to learn English as a foreign language. And **noise**, which is constantly noticed and affects the process of teaching.

For the aforementioned, the main reason of this research study is to offer alternative solutions to this problem that affects the quality of education in English. That is why it is asked the following question:

What factors make difficult the development of the communication ability of the students in the 11th year A at Rigoberto Lopez Perez Institute in the 3rd District of the Department of Managua in the second semester 2016?

1.3 Justification

This research is intended to present the educational need presented by learners of English at Rigoberto Lopez Perez Institute, in the 11th year “A” afternoon shift. It focused on the use of English as a foreign language, taking as the main approach the communication skill (Speaking). This research also addresses the factors that interfere in the communication process of English, it also approaches the strategies and methods used in the classroom.

Through this research the direct beneficiaries will be the student population, that present deficiencies in the class of English, and the indirect beneficiaries will be the teachers from Rigoberto Lopez Perez Institute.

Therefore, it is vital to conduct this investigation, because the obtained information can help to overcome weaknesses in the teaching system at Rigoberto Lopez Perez Institute. It can provide guidelines for the English teacher to improve his/her teaching methods and benefit students with suggestions for a better learning quality. It also brings a warning for teachers of English to prevent repeating the same mistakes over and over in the future practice of teaching.

II. OBJECTIVE

2.1 General Objective

To analyze the factors that make difficult the development of communication ability in the students of the 11th grade A of Rigoberto Lopez Perez Institute in the 3rd District of the Department of Managua during the II Semester of 2016.

2.2 Specific Objectives

- To identify the results of external noise exposition in the classroom.
- To determine the effectiveness of teaching resources used during the teaching process.
- To describe the teaching strategies employed to develop communication in the English class.
- To define students' interest to communicate in English.
- To propose teaching strategies to enhance the development of communication of English as a foreign language.

III. THEORETICAL FRAMEWORK

3.1 Communication Process in English as a Foreign Language

Today, it is very common to see the term “Communication Process in English” in Teaching, Pedagogy books, media, institutions in charge of Education, teachers and students, but what is a communication process and what is its importance for Communicative English teaching? "From a technical point of view, communication process means the fact that a particular message originated at A point reaches another given point B, the last one can be distant in space or time. It is also an exchange of ideas and concepts, through language in which we communicate stories through a process of transmitter and receiver. " (Merida, 2011).

The communication process makes of a message being sent and perceived by the others. The message may be verbal or non-verbal. Communication means talking, making friends, interacting with people, having relationships either private life relationships or work related, therefore communicating with others is essential in leading a normal life. In addition, we all communicate in our own way but we need to learn how to do it effectively. Communication has two types: there is verbal communication and non-verbal communication. The verbal is including oral communication mean that through words and writing. Example, a lecturer writing at the whiteboard and speaking at the class, and the students are writing what the lecturer spoke out and read what lecturer wrote out. Second, non-verbal communication is without words mean that is expressive behaviors and body language/body signal. Instance, a boy kisses a girl to show the girl that he loves her. The communication process is the guide toward realizing effective communication. It is through the communication process that the sharing of a common meaning between the sender and the receiver takes place. Individuals that follow the communication process will have the opportunity to become more productive in every aspect of their profession. Effective communication leads to understanding (UKessays, 2015).

The communication process is made up of four key components. Those components include encoding, medium of transmission, decoding, and feedback. There are also two other factors in the process, and those two factors are present in the form of the sender and the receiver. The communication process begins with the sender and ends with the receiver. When encoding a message, the sender must begin by deciding what he/she wants to transmit. This decision by the sender is based on what he/she believes about the knowledge of receivers and assumptions, along with what additional information he/she wants the receiver to have. It is important for the sender to use symbols that are familiar to the intended receiver. A good way for the sender to improve encoding their message, is to mentally visualize the communication from the point of view of the receiver.

Verbal communication in English is divided into written and oral communication. The oral communication refers to speaking words in the communication process. Oral communication can be face-to-face communication or a conversation over the phone or on the Messenger chat over the Internet. Spoken conversations or dialogs are affected by voice modulation, volume and even the speed and clarity of speaking. The Another type of verbal communication is written communication. Written communication can be via letters, newspaper, mail, or email. The effectiveness of written communication depends on the style of writing, grammar, vocabulary used, clarity and precision of language. Below are some types of verbal communication:

Types of verbal communication

- a) Speaking and writing
- b) Reading and listening
- c) Face to face discussions
- d) Telephone conversations

Verbal communication also includes the written word. Written includes emails, books, letters, magazines, newspapers, notes, faxes, announcements, commercials etc. Anything that is written is also verbal communication. Oral communication has also besides real words, mere grunts, cries, whimpers that people make. “Each

sound we make can be interpreted and seen as a certain language. Communicating with others is done more easy and it's more easy also to understand if the two people speak the same language" (UKessays, 2015).

3.2 What Is Communication in English as a Foreign Language?

It can be said that Communicative English is the systematization established between two subjects, where both decode the message sent and where the message and the response given by manipulating the English language, receiving and interpreting the meaning to give a logical response to the transmitter, but for this whole process is carried out it is necessary that both the sender in harmony with the receiver understand the message code. Merida (2011) explains that communication will only be successful if the receiver interprets the information in the sense intended by the issuer, in other words this means that at the time communicate in English, we must use a language that fits the receptor level and it must agree with the end sought communicative English as it is this purpose that justifies the kind English that is being taught.

It can also be understood as Communicative English to the fact of setting communication using formal patterns with common use of the English Language, but a true Communicative English should go beyond formal language patterns that are taught in institutes by bilingual teachers and textbooks. Language must be real and useful to speaking English language learners.

3.3 Importance of Communication in The English Language

"The communicative method or communicative language teaching in English is an approach on teaching this language in which greater importance is given to oral interaction like a path and ultimate goal in learning the English language." (Martinez) This implies that Communicative English must provide their students vocabulary and useful tools for everyday use, not words or grammatical concepts that are never going to be used, or that are no longer be used very often, because the goal is to

communicate an oral way, so is the constant practice oral English which makes the student communicate. Narvaez (2006) states that English is not an abstract discipline; it is practical, functional and real. That is why we distance ourselves from the grammatical and structural practices and foster learning more like that found in people when they are part of an English-speaking culture. That is real, immediate and practical learning where people accept, accompany, interpret and do not correct or punish. "

English is a language that is increasingly being required by companies to expand their professional and personal horizons becoming now a key tool for academic success, being a prerequisite for most major's requirement and is used in the study of almost all academic fields. It is also the language that allows access to more and better jobs. The foreign language has become an essential tool in the professional field. Notably English has dominated the field of information and media. Moreover, learning English helps meet new people and to relate to other cultures.

3.4 Factors That Hinder the Process of Communication in Students

3.4.1 Noise

Noise pollution or noise disturbance is the disturbing or excessive noise that may harm the activity or balance of human or animal life (Velella, 2013). Noise exposure affects educational outcomes, to explain these effects of noise on learning. Speech intelligibility studies have found that ability of the students to recognize speech sounds is decreased by even modest levels of ambient noise, and this effect is magnified for younger children. This problem may not be appreciated by adults, who are better able to recognize speech in the presence of noise.

Most learning in school classrooms involves speaking and listening as the primary communication modes: Students learn by listening to the teacher and to each other (Goodland, 1983). Excessive background noise or reverberation (i.e., many delayed

reflections of the original sound) can interfere with speech perception and, consequently, can impair educational outcomes. Careful attention to acoustical design requirements is essential for creating an effective learning environment.

The ability of people to understand speech is influenced largely by the level of speech sounds relative to the level of ambient or background noise. Reverberant sound causes one word to smear into the next and can decrease the intelligibility of speech. According to (Hygge, Evans, & Bullinger, 2002) Excessive noise can also interfere with learning by affecting memory and acting as a distraction that impairs the ability of students to pay attention. The ability to pay attention is most important when students are engaged in tasks that demand higher mental processes, such as learning new concepts or when teachers are verbally presenting new or complex information.

Excessive background noise in a classroom can originate from outside the building, from within the building, noise from adjacent classrooms or hallways, gymnasiums or music rooms or noise from the students themselves. However, it is important to note that the level of residual noise from the students is strongly related to the general level of ambient noise in the room. That is, student chatter will increase as the general level of ambient noise increases, (Junqua, 1996)

The impacts of excessive noise vary according to the age of the students because, the ability to focus on speech is a developmental skill that evolves with maturation of the brain and mastery of language. Because “the auditory mechanism does not fully mature until age 13 to 15 years, young children, require better acoustical environments than do adult listeners to achieve equivalent word recognition scores” (Anderson, 2014).

For that reason, a student’s difficulty in understanding speech in noisy situations may not be recognized by teachers, building designers, or other adults. Said another way, adults cannot recognize the level of the difficulties of children by using their own ability to perceive speech under the same adverse listening conditions. Elliot (1995) found that the ability to recognize sentences in noisy environments improves

systematically with age for children ages 7, 9, 11, 13, 15, and 17 years. This has recently been shown in extensive studies in actual classrooms (Bradley & Sato, 2004). There are also studies suggesting that the negative effects of excessive reverberation are more acute for younger listeners (Nabelek & Robinson, 1982), but the requirements for children of various ages have not been determined.

3.5 Lack of Teaching Materials

In the process of teaching and learning English as a foreign Language, the little didactic materials and misuse of existing ones is a factor to take into consideration as teaching English need to have the necessary tools as well as knowledge of the language. With the necessary material, a teacher can improve learning and knowledge in students. But the creation of teaching materials is a complex task, because it requires a long process. Therefore, a material becomes didactic not just because it is called that way but when the teacher gives a use and educational focus. This process of giving a didactic use to materials we have at hand starts from the identification of educational needs and ends with the reproduction and dissemination of environment in the educational context.

Teaching resources are the set of elements and materials applied by the teacher to develop contents, enhance comprehension and raise student's interest toward the learning process. Therefore, the appropriate usage of such materials facilitates knowledge acquisition in learners, as Llerena (1985) points out, "to contribute to the holistic upbringing of our students, the teacher must apply adequate means of teaching to increase interest (motivation) and adapt to the class pace, needs of information and possibilities for assimilation as well as preventing boredom and fatigue.

3.6 Effectiveness of Teaching Resources Used During the Teaching Process

Materials will be considered anything which is used to help language learning (Tomlinson, 2013). Examples include but are not limited to: course books, workbooks, CDs, flashcards, and CD-ROMs. Materials evaluation will be considered a procedure that involves examining learning materials to establish their value.

Adaptation is the altering of materials to improve or make them more suitable for a learner or group of learners. Course book and Textbook While it is possible to make distinctions between the two terms, in this paper course book and textbook will be used interchangeably to refer to books intended by their producers to be used as core teaching materials.

To evaluate language learning resources in terms of their ability to promote learning. "It is necessary to have a set of principles about how languages are learned" (Dickinson, 2010). Therefore, we must consider which are the most important principles in thinking about foreign language learning by young learners:

- Children actively try to construct meaning
- Children need space for language growth
- Language in use carries cues to meaning that may not be noticed
- Development can be seen as internalizing from social interaction
- Children's foreign language learning depends on what they experience

3.7 Importance of Teaching Materials in the Teaching and Learning English Process

This leads us to consider; what is the teaching material and its importance in the teaching-learning process? You can define the teaching material is "Any support or resource containing audio-written-visual messages with a didactic structure" (Garcia, 2008) the importance of teaching materials is that they support the various types of

content of the educational program, whose purpose is that students acquire certain knowledge. Through the teaching material content interaction between the teacher and the student is established. According to Garcia (2008): "Didactic material becomes didactic when your presentation and narration of its contents facilitates the process of teaching and learning. Therefore, for a material to be didactic, it must include the Structural Elements of Teaching"

In addition to teaching materials, it should be evaluated and most accessible to institutions, teacher and student. Also, it should be proper with the content to learn, and profitable with production-distribution time and available for speaking learners.

3.8 Teaching materials for ESL

Undoubtedly there is a wide range of teaching materials for teaching and learning English as a foreign language, so the usefulness of educational materials to be effective will depend on many factors to consider such as: content, type of student and English level for student, objectives, time, also the kind of English that I going to be taught. But the material used in the development of the class becomes intelligible when the teacher gives them a focus and educational use. 'The teaching material is often used as a connection or connecting element between the teacher and / or learner and reality. Ideally, all teaching and learning will be held in touch with real life' (Lorenzo, 2001). But it is not always possible or desirable, so that we resort to several means, resources or materials that serve as bridge between the taught and learned and the real world. Therefore, the teaching material replaces reality and tries to represent it in the best way possible.

In classroom contexts, teaching resources employed by the instructor and students for teaching and learning are quite important because they determine the effectiveness of teaching and learning programs experienced by students. The materials create conditions for teachers and students to interact as human beings in a climate where men dominate the environment. In these situations, teaching materials plays a crucial role:

- Approaching the students to the reality of what you want to teach.
- Motive teaching and learning, if the material is suitable and is used properly.
- Facilitates learning concepts, developing procedures and strategies, and the formation of attitudes and values related to what is taught and learned.
- Represents and illustrates, intuitively, what is verbally explained to facilitate teaching and learning.
- Contributes to a better fixation of learning.

But, as we shall see, the effectiveness of media and teaching resources depends on the use made by teachers and students. It may be neither positive nor negative. They depend on the methodology that is used with them. So, there are various types of facilities and resources for teaching and all of them play an important role in certain situations.

The most used are:

- The board and markers.
- The overhead projector (digital projector)
- Textbooks, consultation book, exercises book, etc.
- The language lab, computer room and media room: recordings, films, radio, TV, videos, computer programs, internet, etc.
- Magazines and newspapers: articles, news, reports, announcements.
- Franelograma and plastigrama, flashcards, and mobile signs.
- Organization charts, posters, murals, prints, etc.
- Real or miniature Objects
- Brochures, stickers, printed, instances, ads,
- Photos posters, clippings, etc.
- Slides, filmstrips, photos, postcards
- Excursions: visits to museums, monuments, contacts with natives, etc.

3.9 Teaching Strategies Employed to Communicate in English

It is understood as teaching strategies all those teaching actions, methods, tasks, etc... from which teachers hold to make easy the students' formation process. (Nogales & Francesc, 2015) Teaching strategies are the different decisions the teacher makes (consciously or unconsciously) to help the student to his skills fully. Also, teaching strategies can be stated as the different planned decisions that the teacher makes to face situations in the classroom to develop his subject and his objectives (general or specific) that play a role in a teaching environment.

A strategy is a method used by the teacher to develop a lesson plan. According to (Klinghammer & Opp-Beckman, 2006) "a strategy is a tool plan, or method used for accomplishing a task". However, method is essentially the way a teacher picks to explain or teach the material to students. In fact, methods refer to the way a set of activities within the teaching – learning process are provided". Method is a systematic event of established practices where the activities are given in the teaching – learning process, while methodology is the area that is in charge of the study of the methods.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. There are some techniques that the teacher can use to develop speaking skill. All of them should encourage communicating in a way learners have real- life situations and meaningful tasks.

There several speaking strategies that can be develop in a classroom to enhance foreign language speaking fluency in students. Among those speaking strategies it can be mentioned (Tewksbury, 2008)

The jigsaw technique

Have you struggled with group work in class? The jigsaw technique can be a useful, well-structured template for carrying out effective in-class group work. The class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into

mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture (hence the name "jigsaw"). Jigsaw module from Pedagogy in Action

The gallery walk

The gallery walk is a cooperative learning strategy in which the instructor devises several questions/problems and posts each question/problem at a different table or at a different place on the walls (hence the name "gallery"). Students form as many groups as there are questions, and each group moves from question to question (hence the name "walk"). After writing the group's response to the first question, the group rotates to the next position, adding to what is already there. At the last question, it is the group's responsibility to summarize and report to the class.

Concept sketches

Concept sketches (different from concept maps) are sketches or diagrams that are concisely annotated with short statements that describe the processes, concepts, and interrelationships shown in the sketch. Having students generate their own concept sketches is a powerful way for students to process concepts and convey them to others. Concept sketches can be used as preparation for class, as an in-class activity, in the field or lab, or as an assessment tool.

Case studies

Case studies have been used successfully for many years in business school and in medical school for actively engaging students in problem-solving relevant to the discipline. The primary hallmark of a case study is presentation of students with a problem to solve that revolves around a story (the "case"). In medical school case studies, the "story" typically involves a sick patient. In science case studies, "stories" can range from public policy issues to science research questions. Good case studies give the students considerable latitude in deciding how to solve the problem,

rather than leading them through the problem by the nose, and provide excellent opportunities to engage students in the classroom.

Debates

Debates can be a very useful strategy for engaging students in their own learning. Debates force students to deal with complexity and "gray areas", and they are rich in imbedded content. Debates can also help provide relevancy of course material to everyday issues, which can improve student learning. Debates also improve student's oral communication skills.

Discussions

Discussion is an excellent way to engage students in thinking and analyzing or in defending one side of an issue, rather than listening to lecture. Students must also respond to one another, rather than interacting intellectually only with the instructor. Good discussion can be difficult to generate, however.

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always

better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on (Kaji, 2006).

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984). A well-constructed role-playing or simulation exercise can emphasize the real world and require students to become deeply involved in a topic. These are activities in which students are assigned roles and improvise a scene or exchange based on given information or clues. It is a good way to get students' attention and encourage them to speak.

Simulations

Simulations are very like role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story must have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them

becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- Diamonds: Earning money
- Hearts: Love and relationships
- Spades: An unforgettable memory
- Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

3.10 Lack of Motivation during the Teaching-Learning Process

Demotivation is one of the factors that can be witnessed during English class and has much weight during the English learning process. The negative attitude and motivation are directly related and affect the success in learning English as a foreign language. A student with a high degree of demotivation cannot achieve the objectives faster and more if the room has a small amount of stimulus. In this case,

the teacher must know and master all kinds of techniques that will serve to increase the motivation in their students.

However, for learning to emerge strong and healthy, it is necessary that the learning experience be simple, real, effective and natural. This means, human interaction should not be faded by linguistic and grammatical explanations (that can be confusing for learners) or constant correction that regularly destroys the motivation of students. Tolerance and communicative learning support must prevail in addition with effective guidance and support of the teacher to driving to oral production. We found certain factors that affect the process of teaching and learning.

3.11 Inattention

This has been one of the main factors affecting the development of the English Language class the students. Therefore, to avoid this inconvenience, students' attention should be fun and entertaining. That is why examples of daily living life should particularly be used to illustrate classes accompanied by a good deal of healthy humor. Laugh at the beginning of a class is already a successful class. For instance, we can say that the best classes appear to be those in which the content of the class is related to a situation that is in the newspaper, on television or experiences.

However, other reasons favor inattentive students in a timely or widespread way. They are issues that affect their learning and their activity in the classroom. For example: Do not learn well the concepts, have gaps because they have not paid attention, and when studying, students feel confused. Catch the attention of students in class is one of the first challenges that teachers face in the classroom. Learners need to be concentrated around the task and the teacher; and the teacher need to be distributed among all students alike. So, in schools are two types of care are distinguished. Vazquez (2009) points out different strategies to grab and keep attention:

- Ensure the attention of all students and not start class until you have succeeded.
- Warn distracted student individually, calling him by name. If this step is ineffective, make a public personal warning.
- Identify the elements that can distract students and try to cancel them.
- Placing students in lower performance closer to the teacher.
- Start class activities that promote care as brief questions about the previous class or practical exercises.
- Use different forms of presentation of the contents of the subject, such as readings, videos, etc. Varying the tasks to be performed by students to avoid monotony.
- Identify what are the methodologies that achieve a higher level of attention to students and use them at key moments, such as at the end of the class, when they are generally more tired.

3.12 Students Interest to Communicate in English

The level of a student's interest has repeatedly been found to be a powerful influence on learning. Specifically, interest has been found to influence: Even though interest has been recognized as an important condition for learning, educators continue to wrestle with the difficulties of working with academically unmotivated students (Hidi & Aderson, 2000). Educators do not have a clear understanding of their potential role in helping students to develop interest. In fact, teachers often think that students either have or do not have interest, and might not recognize that they could make a significant contribution to the development of students' academic interest (Hidi & Aderson, 2000). How and why interests develop or how individual interest—a relatively enduring predisposition to reengage contents over time—can be encouraged to develop. The desire to reengage content over time to problem solve

and seek answers to questions is a necessity for all students, if equal access to learning is to be achieved.

Interest is a psychological state that, in later phases of development, is also a predisposition to reengage content that applies to in-school and out-of-school learning and to young and old alike. Although it is not addressed the physiological correlates of interest in this text, Here, basic characteristics of the four-phase model are overviewed briefly.

The first phase of interest development is a triggered situational interest. If sustained, this first phase evolves into the second phase, a maintained situational interest. The third phase, which is characterized by an emerging (or less-well developed) individual interest, second may develop out of the second phase. The third phase of interest development can then lead to the fourth phase, a well-developed individual interest.

Each phase of interest is characterized by varying amounts of affect, knowledge, and value. The length and character of a given phase is likely to be influenced by individual experience, temperament, and genetic predisposition. The four phases are sequential and distinct, and represent a form of cumulative, progressive development in cases where interest is supported and sustained, either through the efforts of others or because of challenges or opportunity that a person sees in a task. However, without support from others, any phase of interest development can become dormant, regress to a previous phase, or disappear altogether (Hidi & Renninger, 2000).

3.13 Interest and Educational Implications

Learner engagement is an aspect of educational practice that has been described as both critical and complicated because there is a need for better detail about how “students behave, feel, and think” (Fredricks, Blumenfeld, & Paris, 2004) Findings from studies of interest suggest that it impacts attention, goal setting, and learning

strategies in ways that make it a particularly relevant variable for those focused on improving educational practice.

Educators can (a) help students sustain attention for tasks even when tasks are challenging—this could mean either providing support so that students can experience a triggered situational interest or feedback that allows them to sustain attention so that they can generate their own curiosity questions; (b) provide opportunities for students to ask curiosity questions; and (c) select or create resources that promote problem solving and strategy generation.

Positive feelings about activity and solid content knowledge are important if students are to attend to content, set goals, and learn. Positive feelings for content may be facilitated by offering choice in tasks (Flowerday & Gregory, 2003), promoting a sense of autonomy, innovative task organization, support for developing the knowledge that is needed for successful task completion, and building a sense of competence.

IV. HYPOTHESIS

The factors such as the outer noise, level of language learners interest, teaching resources and strategies, hinder the communication process of the students from the 11th grade at Rigoberto Lopez Perez Institute.

V. SYSTEM OF VARIABLES

Factors that make difficult the development of the communication ability in the students in the 11th year A of Rigoberto Lopez Perez Institute in the 3rd District of the Department of Managua, during the second semester 2016.

Objectives	Variables	Sub variables	Indicators	Instrument	Informer
To identify the results of external noise exposition in the classroom.	Results of external noise exposition in the classroom.	Noise Perception	<p>It is not noticed.</p> <p>It is noticed, but it lets the lesson to continue.</p> <p>It disrupts momentarily .</p> <p>It disrupts the whole lesson.</p> <p>It distracts students from their tasks.</p> <p>It makes difficult to run activities.</p> <p>It doesn't let students to focus in the lesson/ tasks.</p>	<p>Survey</p> <p>Interview</p> <p>Observation guide</p>	<p>Students</p> <p>Teacher</p>

Objectives	Variables	Sub variables	Indicators	Instrument	Informer
To determine the effectiveness of teaching resources used during the teaching process.	Effectiveness of teaching resources used during the teaching process.	Level of effectiveness of teaching resources.	Excellent Very good Good Poor	Survey Interview Observation guide	Students Teacher
To describe the teaching strategies employed to develop communication in the English class.	Teaching strategies employed to develop communication.	Types of speaking teaching strategies.	Gallery walk Case study Debate Discussion Role play Simulation Information gap Brainstorming Storytelling Interviews Story Completion Reporting Playing Cards Picture Narrating	Survey Observation guide Interview	Students Teacher

Objectives	Variables	Sub variables	Indicators	Instrument	Informer
			Picture Describing Find the Difference		
To define the students' interest to communicate in English.	Student's interest to communicate in English.	Level of interest to communicate in English	Highly interested. Interested. Not much interested. Not interested.	Interview Survey	Teacher Students
To propose teaching strategies to enhance the development of communication of English as a foreign language.	Suggestions to promote the development of communication English as a foreign language.	Teaching strategies	Relevance of the strategies applied in the learning process.	Interview Survey	Teacher Students

VI. RESEARCH METHODOLOGY AND SYSTEM OF VARIABLES

6.1 Type of Research

The research was developed mainly from the perspective of quantitative and qualitative approach through statistical tables and numerical behavior patterns. The design used for our research was descriptive, transverse axis since the investigation was at a certain time of a semester class. It consists on emphasizing the factors that negatively affect the English class, in order to describe and analyze the process of teaching and learning in English language communication in the classroom.

The study has a descriptive scope, because it describes the collected information to explain the methodological strategies applied by the English teacher.

6.2 Population and Sample

The population participating in this research is 21 students, and 1 professor for a total of 22 participants. The sample is 12 participants (55%). The sample was taken by convenience because of the characteristics and nature of this research, and for the population amount.

6.3 Instruments and Data Collection Methods

The instruments used in this research were survey, interview, and observation guide.

- The survey was applied to the students, these students were male and female, four of them are from 16 to 17 years old and 7 are eighteen or more.
- The observation guide was administered to the whole class in 2 occasions.
- An interview and survey was administered to the teacher.

6.4 Data Processing Method

The quantitative data was analyzed using the software: MS Excel.

6.5 Procedure for the validation of the instruments

To validate the instruments of this investigation, first were chosen three experts from the following area: Grammar, English, and methodology. Second they were given a letter to ask for their collaboration and give the specifications about what were the points they would focus on. At the same time they were given copies of the instruments.

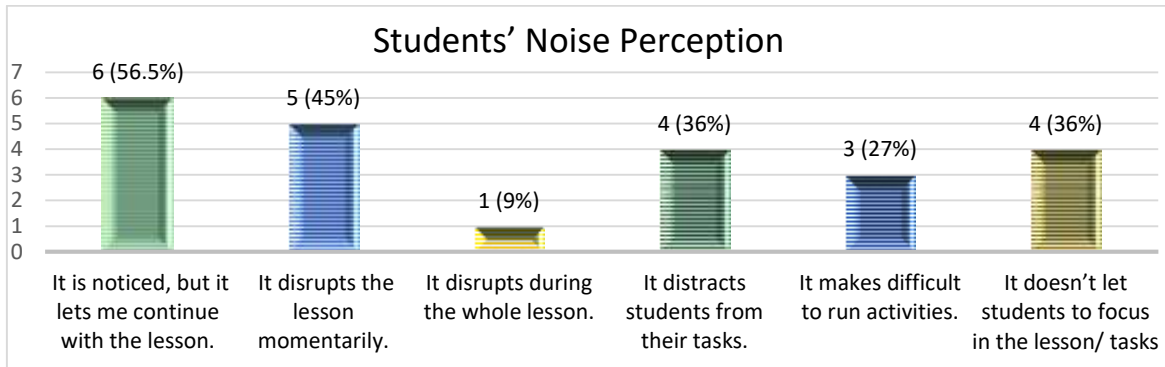
VII. DATA ANALYSIS

To gather general information; a survey, observation guide and interview were applied. Therefore, in this research eleven students out of twenty-one were selected to gather valid evidence of strength and weakness related to the problems that affected the students' speaking skill in the 11th Grade at Rigoberto Lopez Perez School in second semester 2016. These students were male and female, four of them are from sixteen to seventeen years old and seven students are eighteen or more.

Objective 1: External factors that make difficult the process of communication of the students.

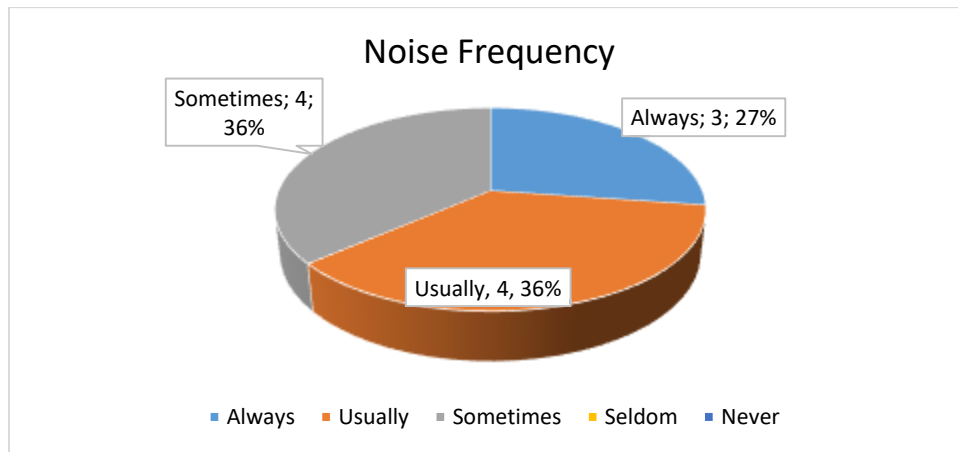
a) Noise perception

According to the results of the students' and teacher' survey, they all agree that there is the existence of outside noise coming into the classroom during the whole lesson. The students also classified the perception of noise as 'it is noticed but it lets the lesson continue with 6 students (54.5%), 'it disrupts the lesson momentarily' with 5 students (45%), 'it distracts from activities' with 4 students (36%), 'it doesn't let students to focus in activities' 4 students (36%) and it disrupts during the whole lesson with 1 student (9%). And the teacher classified the outer noise as: 'it is noticed but it lets me continue with the lesson'. According to Velella (2013) 'the ability of the students to recognize speech sounds is decreased by even modest levels of ambient noise, and this effect is magnified for younger children', and most of the students recognize that there is outer noise frequently into their classroom and that it interferes with the activities.



Graph no. 1

According to noise frequency students evaluate it as always with 3 students (27%), usually with 4 students (36%) and sometimes with 4 students (36%). And the teacher qualified the noise frequency as seldom.

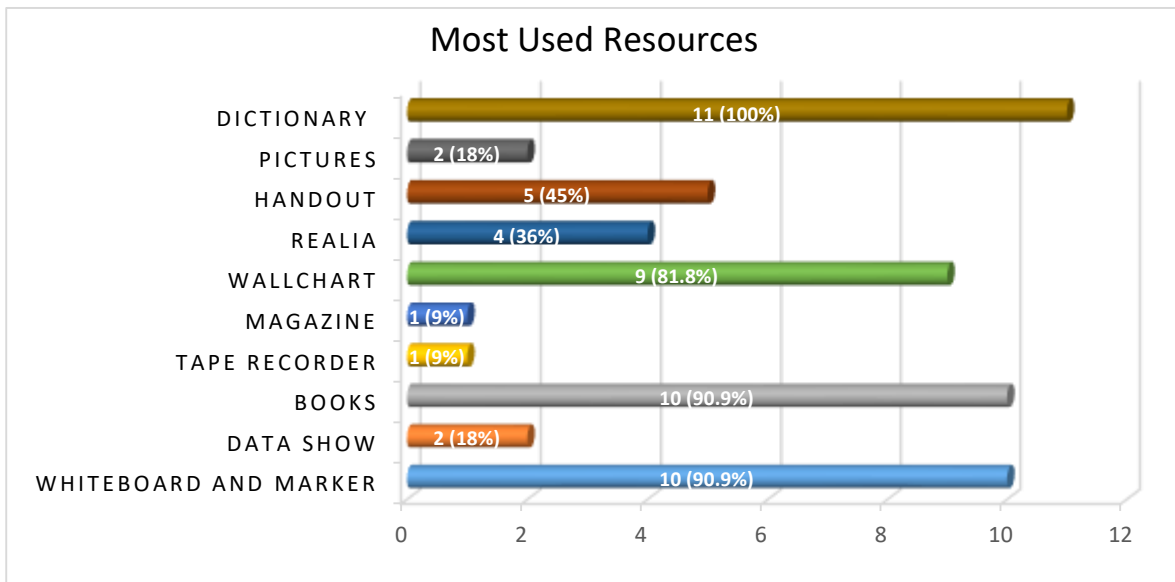


Graph no. 2

Objective 2: Effectiveness of Teaching Resources Used During the Teaching Process.

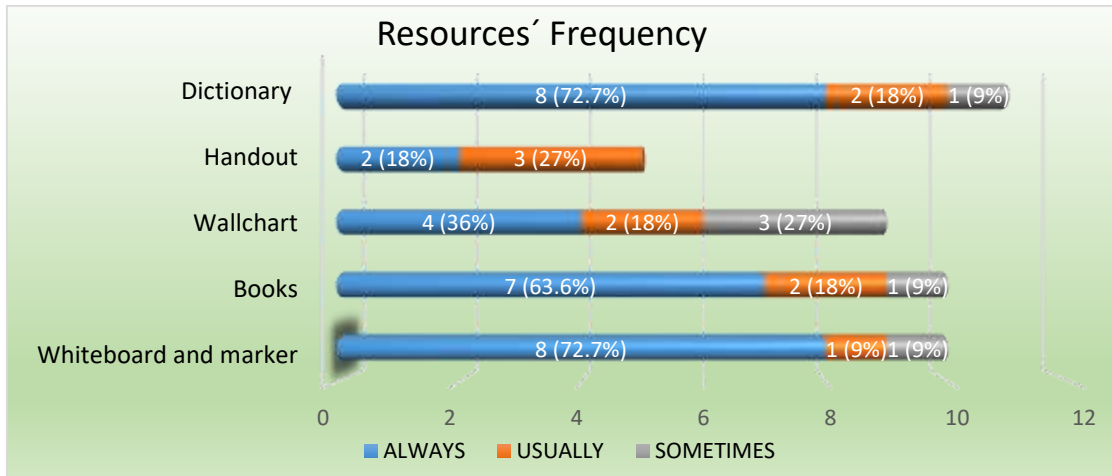
During the observation guide it was noticed that the teacher used dictionaries to develop the class, it was confirmed by the teacher and 100% of the students. The students also identified other resources such as whiteboard and marker and books with 90%, wallcharts with 81% and handout with 50%. And according to the students' survey the less used materials are tape recorder, magazines and pictures. And the teacher said that she uses white board and marker, book, tape recorder and realia. It should be mention that the students identified more resources than the teacher, such as picture, handout, wallchart, magazine and data show. Garcia (2008) states

that “the importance of teaching materials is that they support the various types of content of the educational program, whose purpose is that students acquire certain knowledge.” And according to the gathered information in the classroom the lessons are conducted with different resources that allows the class to be attractive to student.



Graph no. 3

The frequency of these materials is the following: dictionaries are always used according to 6 students (54.5%) usually according to 2 students and sometimes 1 student. Marker and whiteboard are always used according to 8 students (72.7%), usually 1 student and sometimes 1 student. Books are always used according to 7 students (63.6%), usually 2 students and sometimes 1 student. Wallcharts are always used according to 4 students (36%), usually 2 and sometimes 3 students. Handouts are always used according to 2 students and usually 3 students (36%). And the teacher evaluated board and market and book as usually, tape recorder as sometimes, and realia and dictionary as always.



Graph no. 4

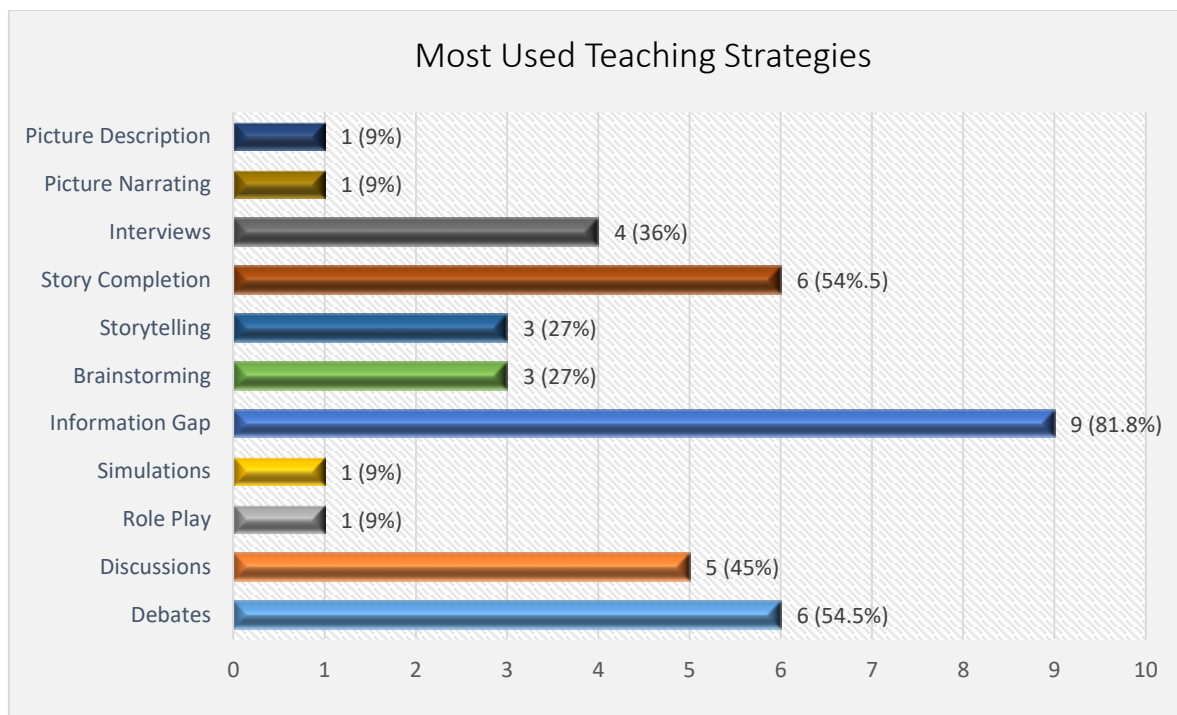
According to resources effectiveness the students classified these same material in the following: dictionary was classified as excellent for 6 students (54.5), very good for 3 students and good for 2 students, marker and whiteboard was classified as excellent for 6 students (55%), very good for 3 students and good for 1 student. Books was classified as excellent for 3 students, very good for 3 students and good for 4 students (36%). Wallchart was classified as excellent for 3 students (27%), very good for 2 students, good for 3 students and poor for 1 student. Handouts was classified as excellent for 2 students (18%), very good for 2 students and good for 1 student. The teacher's instrument applied shows that board and marker, book tape, recorder are evaluated as good; and realia and dictionary as excellent.



Graph no. 5

Objective 3: Teaching Strategies Employed to Communicate in English

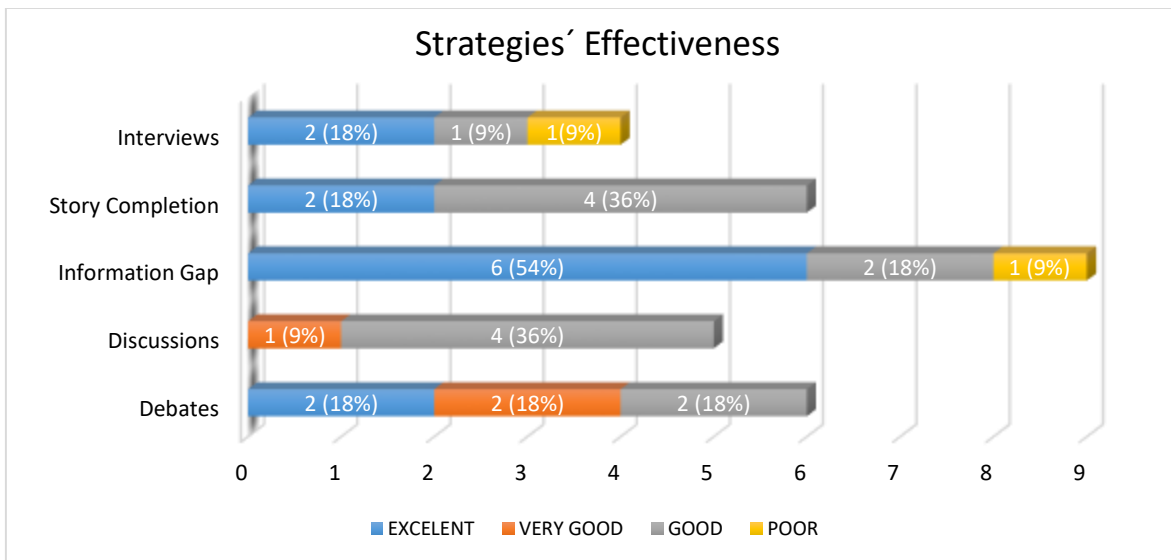
According to the results obtained in the survey applied to the students, the strategies more employed are: information gap, debates, story completion, discussions and interviews. And the strategies less used are picture description, picture narrating, simulation and role play. According to the teacher: debate, discussion, information gap and reporting are the most used strategies in the classroom process.



Graph no. 6

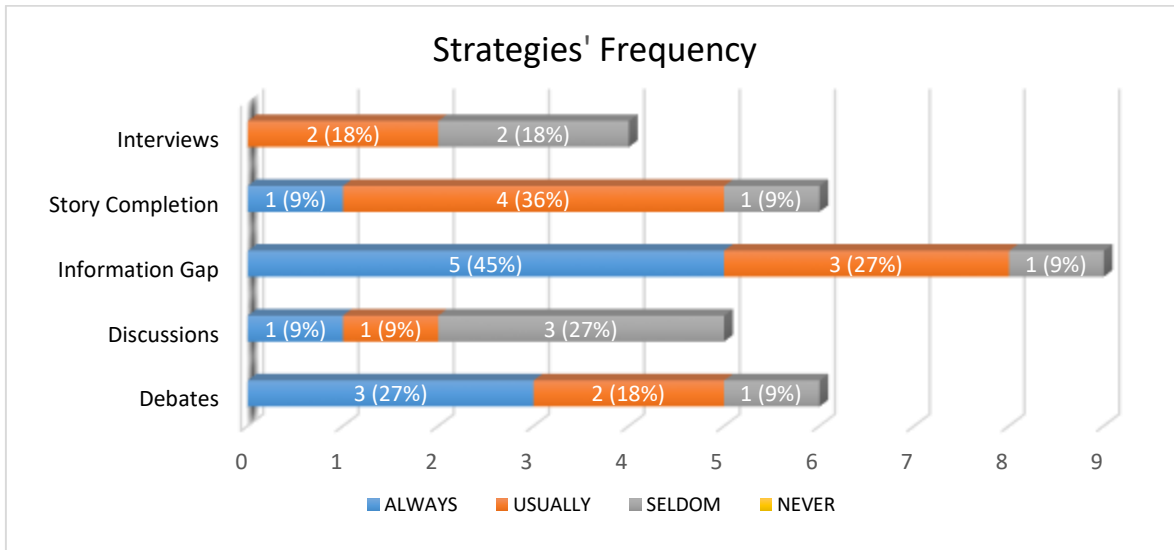
According to strategies effectiveness: information gap was classified for 6 students as excellent (55%) and 2 as good; debates was classified excellent for 2 students (18%), very good for students and good for 2 students; story completion was classified good for 4 students (36%) and 2 students classified it as excellent and discussion was found good for 4 students (36%) and very good for 1 student. And the teacher evaluated debate as very good, discussion as good, information gap as very good and reporting as excellent. Nogales & Francesc (2015) points out that “teaching strategies can be stated as the different planned decisions that the teacher makes to face situations in the classroom to develop his subject and his objectives”

and in the data collected shows that the teacher uses different strategies and that most of them are evaluate as excellent, very good and good.



Graph no. 7

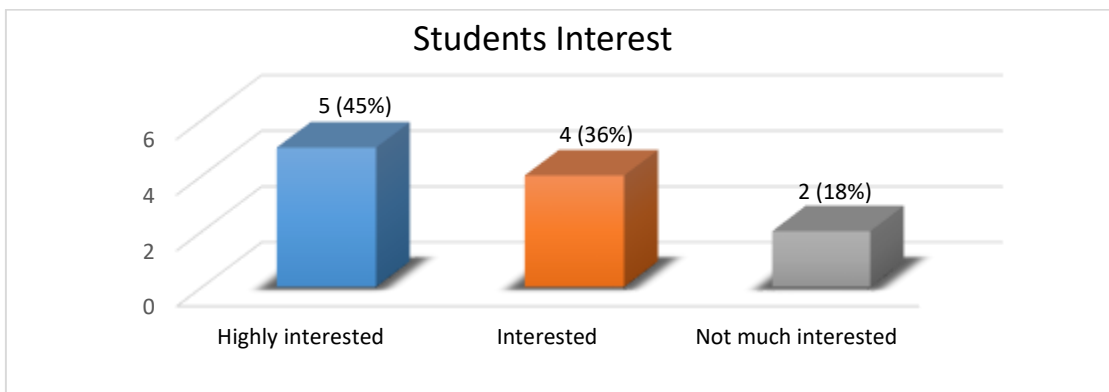
According to frequency of use: information gap was evaluated as always for 5 students (45%), usually for 3 students and seldom for 1 student; debates was evaluated as always for 3 students (27%), usually for 2 students and seldom for 1 student; story completion was evaluated as always for 1 student, usually for 4 students (36%) and seldom for 1 student; discussions was evaluated as always for 1 student, usually for 1 student and seldom for 3 students (27%) and interviews was evaluated as usually for 2 students (18%) and seldom for 2 students. And the teacher evaluated debate as usually, discussion as sometimes, information gap as usually, and reporting as usually. According to Klinghammer & Opp-Beckman (2006) “a strategy is a tool plan, or method used for accomplishing a task” and the strategies frequency data displays that the speaking strategies are used frequently in the English class.



Graph no. 8

Objective 4: Interest of Students to Communicate in English.

It is important to remark that according to the students' instrument: 82% of the them feel interested or highly interested in English. And the teacher said that they are interested to learn some English. This result means that there is a high attraction to learn English as a foreign language. It is because students considered it is useful and necessary for their future. According to Hidi & Aderson (2000) "the level of a student's interest has repeatedly been found to be a powerful influence on learning", and it is very important for the teacher to create interest in the students for the activities and lesson in general.

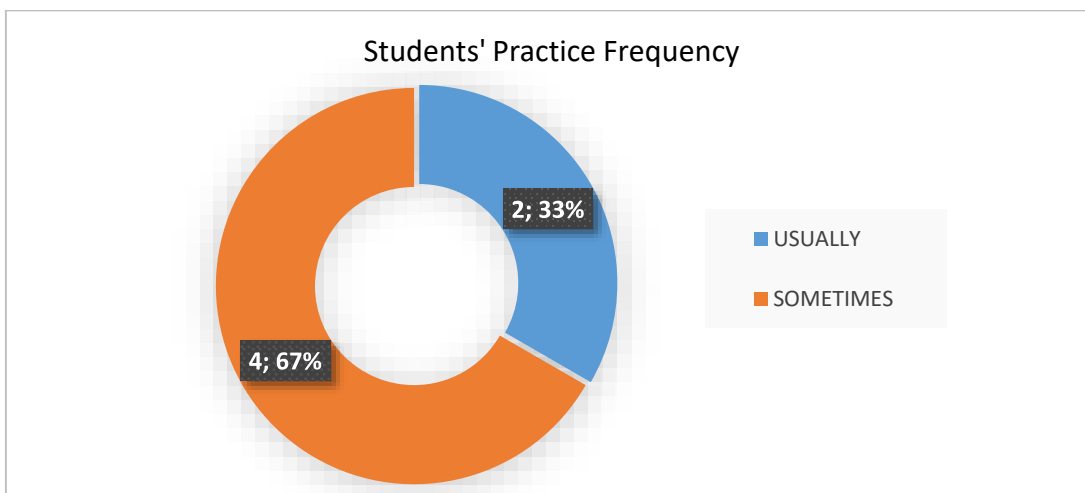


Graph no. 9



Graph no. 10

The teacher added that the students practice usually out of the English class. However, the students admitted that just the 55% practice out of the class; and just 33% out of that 55% practice it usually.

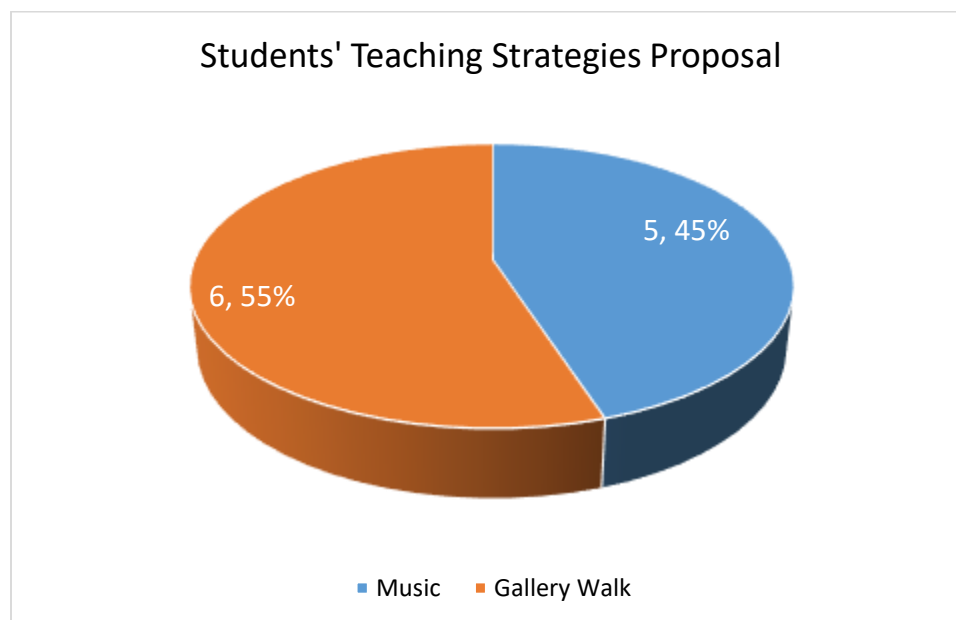


Graph no. 11

Objective 5: Propose teaching strategies to enhance the development of communication of English as a foreign language.

To know what strategies should be considered to enhance the development of communication of English as a foreign language, it was asked to the students what strategies they consider, are more effective to develop English, they conveyed that the use of gallery walk (55%) and music (45%) are the most effective to develop

communication. In addition, the teacher stated during the interview that Debates can be an useful way to encourage students to speak.



Graph no. 12

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. There are some techniques that the teacher can use to develop speaking skill. All of them should encourage communicating in a way learners have real- life situations and meaningful tasks.

There several speaking strategies that can be develop in a classroom to enhance foreign language speaking fluency in students. Among those speaking strategies it can be mentioned (Tewksbury, 2008)

- **The gallery walk:** The gallery walk is a cooperative learning strategy in which the instructor devises several questions/problems and posts each question/problem at a different table or at a different place on the walls (hence the name "gallery"). Students form as many groups as there are questions, and each group moves from question to question (hence the name "walk").
- **Debates:** Debates can be a very useful strategy for engaging students in their own learning. Debates force students to deal with complexity and "gray areas", and they are rich in imbedded content. Debates can also help provide

relevancy of course material to everyday issues, which can improve student learning. Debates also improve student's oral communication skills.

- **Discussions:** Discussion is an excellent way to engage students in thinking and analyzing or in defending one side of an issue, rather than listening to lecture. Students must also respond to one another, rather than interacting intellectually only with the instructor. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others (Kayi, 2006).
- **Simulations:** Simulations are very like role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages.
- **Information Gap:** In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.
- **Storytelling:** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story must have. Students also can tell riddles or jokes.

VIII. CONCLUSIONS

- **The results of external noise exposition in the classroom.**

According to the information acquired during this research, the main external factor that affects the communication process during the classes is noise. It is usually noticed, but let's students to continue with their lessons or disrupts the classes momentarily. This is also stated by the teacher who agree that noise interferes with the lesson, however, it allows her to keep going with her class.

- **The effectiveness of teaching resources used during the teaching process.**

The resources most used by teacher are whiteboard and markers, books, tape recorder, realia and dictionaries, which has an acceptable used. As a result, it is concluded that the teacher is performing a communicative English class. Therefore, the main skill that is developed in the English lessons is speaking.

- **The teaching strategies employed to develop communication.**

The most used teaching strategies by the teacher are: Information gap, debates, story completion, interview, storytelling, and brainstorming. However, the teacher said that the most successful strategies that she uses in class are: debates, discussion, information gap, and reporting, because she has seen good results in her students speaking skill.

- **The students' interest to communicate in English.**

According to the information collected the teacher is using good strategies to develop students speaking skill, making used of the basic materials and realia to develop communication. In addition, the teacher keeps students focused on the class, because students show a high interest rate to learn English as a foreign language to enhance their future.

- **Teaching strategies to enhance the development of communication of English as a foreign language.**

According to the information collected the strategies to enhance the development of communication of English the students said the gallery walk and music, because music represents a language of sounds. In addition, the teacher proposed debates and discussion to learn English as a foreign language to enhance their future.

IX. RECOMMENDATIONS

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

1. Results of external noise exposition in the classroom.

When there is outer noise it is recommended to arrange the setting, in such a way, that students get close to the teacher to listen to their teacher's voice. In this way, the class is not going to be so much effected by the outer noise, or the teacher can move the whole group to the school library where the noise is less noticed. Because the library glass doors and windows are always close avoiding the noise interfered when the inner environment.

2. Effectiveness of teaching resources used during the teaching process.

It is recommended to the teacher to see how effective are the teaching resources used during the process of teaching. In this way, the teacher is going to be aware of which resources provide better outcomes, but the teacher must not overuse the same teaching resources. Because the class is going to turn bored, therefore it is important to incorporate new teaching resources according to the proficiency level of the students and content of the class. It is because teaching resources don't have the same result in all students. In addition, the use of new teaching resources keep and increase students interest toward the class because they are going to be expected for something new from their teacher.

It is highly effective to use **tape recorder** to practice listening activities, in this way students will be able to recognize words during and out of the class. **Flashcards** to introduce new vocabulary, flashcards help to learn words just by seeing the image and listening. **Dictionary** because students can look for unknown words. **Wall charts** allows the teacher to bring extra information, to reinforced the subject, it also allows the teacher reduce the time for explanation, increasing the practiced.

3. **Teaching strategies employed to develop communication in the English class.**

Teaching strategies that involve speaking actively are very important for students to develop their foreign language. And most of the students recognized to practice a lot of strategies of this nature, therefore, it is quite important that the teacher applies more strategies, such as: **Role play**: because students pretend to be in various social real situation, enriching their vocabulary and speaking skill. **Debates**: because it allows students to convey orally their own perspective. **Interview** allows students ask and receive information from their partner. **Storytelling**, with these strategies students can briefly summarize stories to tell their classmates. **Realia or Pictures**, because students can acquire a new lexicon through images, before learning how to write them. In addition, with these approaches it is possible to improve students' language acquisition. It is highly recommended that teacher and mainly students have and use **dictionaries** for those words which are extremely difficult to explain through gesture or signs. Therefore, this resource is quite important to enrich speaking activities in class with new words and phrases. It is also important to use others teaching materials to keep students expecting for the next class, such as **realia** or **pictures** to convey meaning.

4. **Students' interest to communicate in English.**

To the teacher to grasp students' **interest** into one lesson is for sure one of the most important factors to have a successful class. The teacher also needs to increase his/her understanding of who are his/her students, their background, proficiency level, experiences with the target language, and to know the level of **interest** toward English. Students stated to practiced and feel interested to improve their English proficiency. This fact should be taken by the teacher as an opportunity to develop his class into a more communicative way.

English never must be so far away of language learners; English must land within student contents. In this way, learners are going to feel they are acquiring something

useful for their lives, in addition students will feel that completing assignment is a priority.

5. Teaching strategies to enhance the development of communication of English as a foreign language.

There several speaking strategies that can be develop in a classroom in order to enhance foreign language speaking fluency in students. Among those speaking strategies it can be mentioned (Tewksbury, 2008)

- **The gallery walk:** The gallery walk is a cooperative learning strategy in which the instructor devises several questions/problems and posts each question/problem at a different table or at a different place on the walls (hence the name "gallery"). Students form as many groups as there are questions, and each group moves from question to question (hence the name "walk").
- **Debates:** Debates can be a very useful strategy for engaging students in their own learning. Debates force students to deal with complexity and "gray areas", and they are rich in imbedded content. Debates can also help provide relevancy of course material to everyday issues, which can improve student learning. Debates also improve student's oral communication skills.
- **Discussions:** Discussion is an excellent way to engage students in thinking and analyzing or in defending one side of an issue, rather than listening to lecture. Students must also respond to one another, rather than interacting intellectually only with the instructor. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others (Kayi, 2006).
- **Simulations:** Simulations are very like role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages.
- **Information Gap:** In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have

and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

- **Storytelling:** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story must have. Students also can tell riddles or jokes.

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X. ANNEXES

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
(UNAN MANAGUA)**



Faculty of Education and Languages
English Department

TEACHER'S INTERVIEW

Sample_____

Factors that make difficult the development of the communication ability in the students of the 11th year A of Rigoberto Lopez Perez School in the 3rd District of the Department of Managua during the II Semester 2016.

Objective of the survey: To gather information about the factors affecting the communication of English in the classroom and teaching strategies and resources used for the development of communication in English as a foreign language.

Factors Affecting Teaching-Learning Process

1. What do you do when there is too much noise outdoor?
2. What elements do you think, may affect the performance of the students?
3. How much interest do you perceive from students to English class?
4. What can you do to increase the performance of your students and interest?

Teaching Resources

5. What teaching materials do you use in your class?
6. How often do you use them?
7. How effective are the teaching materials you use to teach English?
8. How the lack of teaching materials affects the process of teaching-learning in students?

Teaching Strategies

9. What speaking strategies do you use to teach English?
10. How often in a week/month do you use them?
11. Which of these strategies do you feel to be easier for students for develop?
12. Which of these strategies is difficult for your students' to develop?

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
(UNAN MANAGUA)**



Faculty of Education and Languages
English Department

STUDENTS' SURVEY

Sample: _____

Factors that make difficult the development of the communication ability in the students of the 11th year A of Rigoberto Lopez Perez school in the 3rd District of the Department of Managua during the II Semester 2016.

Objective of the survey: the purpose is to gather information about the factors affecting the communication of English in the classroom and teaching resources and strategies used for the development of communication in English as a foreign language.

Put an X in the appropriate response

I. General Information

II. Gender

- 1) M _____
- 2) F _____

III. Age

- a) 14 to 15 _____
- b) 16 to 17 _____
- c) 18 or more _____

II. Noise exposition

a) What are the results of the outer noise that goes into the classroom? Choose more than one if necessary.

- 1. It is not noticed. _____
- 2. It is noticed, but it lets the lesson to continue. _____
- 3. It disrupts the lesson momentarily. _____
- 4. It disrupts during the whole lesson. _____
- 5. It distracts me from the tasks. _____
- 6. It makes difficult to run activities. _____
- 7. It doesn't let me to focus in the lesson/ tasks _____

b) How often is there outer noise interrupting in the lessons?

- 1) Always _____
- 2) Usually _____
- 3) Sometimes _____
- 4) Seldom _____
- 5) Never _____

III. Teaching Resources

a) What materials does your teacher use in class?

- 1. Board and marker _____
- 2. Data Show _____
- 3. Books _____
- 4. Tape Recorder _____
- 5. Magazines/ Newspaper _____
- 6. Flashcards _____
- 7. Wall charts / posters _____
- 8. Real objects _____
- 9. Handouts _____
- 10. Pictures/ drawings _____
- 11. Dictionary _____

b) How often are the following teaching resources used in English lessons?

<i>Materials</i>	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
1) Board and marker					
2) Data Show					
3) Books					
4) Tape Recorder					
5) Magazines/ Newspaper					
6) Flashcards					
7) Wall charts / posters					
8) Real objects					
9) Handouts					
10) Pictures/ drawings					
11) Dictionary					

c) Classify the teaching resources according to their communication effectiveness

<i>Materials</i>	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
1. Board and marker					
2. Data Show					
3. Books					
4. Tape Recorder					
5. Magazines/ Newspaper					
6. Flashcards					
7. Wall charts/ posters					
8. Real objects					
9. Handouts					
10. Pictures/ drawings					
11. Dictionary					

IV. Teaching Strategies

a) Which speaking strategies does your teacher use in class?

- | | | | |
|--------------------|-----|-------------------------|-----|
| 1. Debate | ___ | 8. Interviews | ___ |
| 2. Discussion | ___ | 9. Story Completion | ___ |
| 3. Role Play | ___ | 10. Reporting | ___ |
| 4. Simulations | ___ | 11. Picture Narrating | ___ |
| 5. Information Gap | ___ | 12. Picture Describing | ___ |
| 6. Brainstorming | ___ | 13. Find the Difference | ___ |
| 7. Storytelling | ___ | | |

b) How often does your teacher use these strategies?

<i>Strategies</i>	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
1. Debates					
2. Discussions					
3. Role play					
4. Simulations					
5. Information Gap					
6. Brainstorming					
7. Storytelling					
8. Interviews					
9. Story Completion					
10. Reporting					
11. Picture Narrating					
12. Picture Describing					
13. Find de Difference					

- c) Classify speaking strategies in your classroom according to effectiveness to develop English communication.

<i>Strategies</i>	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
a. Debates					
b. Discussions					
c. Role Play					
d. Simulations					
e. Information Gap					
f. Brainstorming					
g. Storytelling					
h. Interviews					
i. Story Completion					
j. Reporting					
k. Picture Narrating					
l. Picture Describing					
m. Find the difference					

V. Factors Affecting Teaching-Learning Process

- a) Do you practice English when you are not in English class?

1. Yes _____
2. No _____

- b) How often do you practice English when you are not in class?

1. Always _____
2. Usually _____
3. Sometimes _____
4. Seldom _____
5. Never _____

- c) How much interested are you in learning English as a foreign language?

- 1) Highly interested _____
- 2) Interested _____
- 3) Not much interested _____
- 4) Not interested _____

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
(UNAN MANAGUA)**



Education and Language Faculty
English Department

CLASS OBSERVATION GUIDE

Factors that make difficult the development of the communication ability in the students of the 11th year A of Rigoberto Lopez Perez school in the 3rd District of the Department of Managua during the II Semester 2016.

Objective of the Observation Guideline: The purpose is to gather information about the factors affecting the communication of English in the classroom and teaching resources and strategies used for the development of communication in English as a foreign language.

Teacher's name: _____ Class _____ shift: _____

Observer name: _____ Date: _____

Amount of students presented in the class: _____ Females: _____
Males: _____

Lesson Observed: _____ Start: _____ Finish: _____

Teaching Resources	Effectiveness				
	1	2	3	4	5
Teacher used materials to introduce the content.					
Material helped students facilitate content' comprehension.					
Teacher used teaching resources to consolidate the content.					
Materials reinforced content properly.					
Materials reinforced students language used.					
Students demonstrated to appropriate the theme through material usage.					
Materials content was opt to students' understanding.					
Teach used materials to develop tasks.					
Material amount is enough for students to work comfortably					
Material helped students properly to develop the activities					

Teaching strategies	Effectiveness				
	1	2	3	4	5
1 Teacher used teaching strategies to develop content					
2 T. used gestures to establish meaning.					
3 Topic introduction was easy for students to understand.					
4 T. used easy and practical vocabulary to introduce the content.					
5 Teaching strategies fitted properly with students' competence.					
6 Teaching strategies engaged actively students to communicate.					
7 Teaching strategies were designed to accommodate students' talents and skills.					
8 Teaching activities kept students working actively.					
9 Teaching pacing and timing were easy for students to follow.					
10 Teaching activities consolidated the content.					

Students' interest	Effectiveness				
	1	2	3	4	5
The room environment engaged students to use English as foreign language.					
Teacher stimulated students to participate.					
Students participated actively.					
Teacher kept students focused in class content.					
Students looked motivated to the English class.					
Teacher motivated students to use the foreign language to answer.					
Students used foreign language to answer written or orally.					
Students used foreign language to communicate with one another.					
Students motivated one another to use foreign language.					
Teacher hold students' attention to the class.					
Students showed to be focused to the class.					
Teacher recovered students' attention once they were no attending the class.					
Students focused in class easily.					

Covers of the Works Mentioned in the History Background

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, UNAN – Managua

“RUBEN DARIO CAMPUS”

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE DEPARTMENT



GENERAL TOPIC:

Methodological strategies in learning and teaching process in the English language during the second semester of 2014.

TOPIC:

Methodological factors that affect the development of both listening and speaking skills in the students of 10th and 11th grades from Maria Mazzarello Private School during the second semester in 2014.

AUTHORS:

Blanca Azucena Bustamante Benavides

Julieta MarvelyBlassCanda

Nidia Maribel Calero Fuentes

Group: V year A. Saturday course

Tutor: MSC. Manuel Rivera.

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
UNAN - MANAGUA**



TOPIC: Analysis of factors in the learning process for proficiency in speaking ability in students of the third year at Instituto Tecnico José Dolores Estrada.

SEMINAR RESEARCH

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

**AUTHORS: Jennifer Obregón Cruz
Sadrac Guillermo Alemán Hernández**

Professor: Raúl Ruiz Carrión.

Managua, January 26th, 2009

La Prensa
www.laprensa.com.ni
Enseñanza del inglés debe profundizarse
By: Jennifer Castillo Bermúdez
17 /01 /2011

Además de la falta de metodología para enseñar el inglés en las escuelas del país, especialistas en Educación señalan la necesidad de alumnos “autodidactas” que puedan complementar el aprendizaje del idioma más allá de la lección dentro de las aulas de clases.

El déficit de recurso bibliográficos y metodológicos afecta la enseñanza de inglés, siguen el especialista en educación, Mario Quintana, pues se considera que el inglés no puede enseñarse sin los libros y además materiales de apoyo educativo.

No obstante, de los problemas que afectan la enseñanza del inglés in Nicaragua, esta problemática se acentúa más porque en el país existen un poco más de un mil docentes de inglés graduados y en la educación y en la educación básica y media de Nicaragua se contabiliza, según cifras oficiales, una matrícula de 1.6 millones de niños y jóvenes.

Solo el Ministerio de Educación (MINED) apenas dispone de 800 docentes dedicados a la enseñanza del inglés y en el país existen más de 10 mil escuelas públicas.

“Hay que revisar el nivel de empirismo que pueda existir en la enseñanza de esta materia, tomando en cuenta que no se puede dar un aprendizaje mecánico so lo proyectas como un idioma de cara al desarrollo”, manifestó por su parte Ernesto Medina, presidente del Foro Eduquemos.

No obstante, Medina dijo que “es difícil encontrarse con alumnos autodidactas y ahí está el reto del maestro”.

PAG: 4 A

Work no.3

Pictures of Rigoberto Lopez Perez School

Entrance and street inside the school







Soccer court



Picture of the concha Acustica



Picture of the Basketball court



Facilities of the school



