UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA, FAREM-MATAGALPA

Graduation Seminar to obtain the Degree of English Education.

Theme

Main factors that affect students' English learning in basic education during the second semester, 2016.

Specific theme:

The lack of motivation as a factor that affect the development of the English speaking skill in students of the ninth grade at Ruben Dario School, Susuli Central, San Dionisio during the second semester, 2016.

Authors:

•Pablo Polanco Zamora

•Walther Omar Velazquez

TUTOR: Brígida Mendoza

February, 2017

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DEDICATION

- The present work is dedicated to, first and foremost to God for allowing us to keep on living every day.

- To our parents for supporting us since the first steps of our professional preparation.

- To our teachers for motivating us especially when things seemed to go wrong, and always giving us a good reason, and a timely word to keep on fighting till the end.

Acknowledgement.

To God for giving us the life and knowledge.

To our Tutor Brigida Mendoza for leading us to the right direction to carry out this research.

To the teacher and students of the Ruben Dario School Susuli Central, San Dionisio, for providing us the required information in this research.

To the National Autonomous University of Nicaragua Unan-Managua-FAREM-Matagalpa for offering the opportunity to study English and finally become professional willing to serve our homeland.

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGGGUA

UNAN FAREM MATAGALPA

Valoración del Docente.

El trabajo de Seminario de Graduación de los Bachilleres Walther Omar Velásquez Urbina con carné número 11061424 y Pablo Polanco Zamora con carné número 11064394, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: Main Factors that affect student´s English Learning In Basic Education in the Second Semester 2016; y el Sub-tema: The lack of motivation as factor that affect the development of the English speaking skill of the ninth grade at Ruben Dario Achool Susuli Central, San Dionisio during the second Semester, 2016. Responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

En el proceso de análisis y discusión de los resultados, se realizó tomando en cuenta las variables del estudio, la triangulación de los instrumentos de recolección de información y la bibliografía consultada, que facilitó asimismo la elaboración de las propuestas y las conclusiones.

El presente trabajo es el resultado de gran esfuerzo, dedicación y aprendizaje que desde la aplicación de conocimientos adquiridos en la carrera y la experiencia de poner en práctica los pasos metodológicos de la investigación científica, aporta un marco referencial del Centro Educativo, con el propósito de resaltar la importancia de la motivación en el proceso de enseñanza y aprendizaje del inglés, acorde a la realidad del entorno educativo.

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Tutora   LIC: Brígida Mendoza S
Tutora

ABSTRACT

The present study was developed with the focus on investigating the lack of motivation that affects the development in English speaking skill in the students of ninth grade from Ruben Dario School, Susuli Central San Dionisio during the second semester 2016.

The purpose is to determine the lack of motivation in the English speaking skill. The importance of this research is to provide teacher with new techniques and activities such as: role plays, drills, peer and self assessment and strategies such as: reading disccusion, active learning, cooperative learning, integrating technology, to keep on improving the the lack of motivation in the process of teaching and learning a foreign language in high school, and involve motivation influence in the learning process.

The present study presents factors that affect the development of the English speaking skill into the classroom, the lack of resources such as: computers, tv, dvd, flashcards, and the teachers strategies, are factors that affect in a negative way the process of learning in the students as well as the traditionalism of the teacher, since the class tends to become boring and traditional opposed to the modern teaching where a lot of teaching strategies and new techniques are put into practice, for a dynamic an effective learning in students of foreign language.

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INTRODUCTION

English as a foreign language is one of the main concern of the Ministry of Education in our country and most of the countries in Central America. However, there are still a lot of important points to improve to get the success in the students speaking English as a fundamental part of education nowadays. What would improve through the technology, innovating strategies and techniques.

The focus of this study is on the main factors that affect the English learning in students of basic education at Ruben Dario School Susuli Central San Dionisio, during the second semester, 2016 and the influence of motivation in English speaking skill in the students of ninth grade from Ruben Dario School.

The lack of motivation in the classroom is a fundamental factor that affects the English learning process in the students, with the changes in the education programs. It is required that teachers of different subjects and specifically English teachers convey motivation to the classroom so that the teaching and learning process would not to become traditional and boring.

The Ministry of Education (Mined) has been interested in improving the quality of education in the English Language. Students in primary school do not take English because it is not included in the syllabus of primary education in public schools. This is one of the main factors that affect students in secondary education when they first take the English subject as a foreign language, accompanied by the low teaching proficiency in most of the public schools of the country especially in the rural zones.

This research is based on the lack of motivation in the English learning process in students of basic education at Ruben Dario School Susulí central San Dionisio during second semester 2016.

To carry out this research, instruments to collect the required information such as observation guide, interview, and survey were administered.

This present study is descriptive, with a mixed method using instruments that reflect quantity and quality in the developing of this work. Interviews with open questions, four observation guides were administered. A sample of ten students of twenty-seven students was taken. Their ages range between 15 and 17 years, and an English teacher. The results are explained through the graphics that show the benefits of motivating students.

JUSTIFICATION

The present study is focused on studying the lack of motivation that affects the development of the English speaking skill in the Ruben Dario public school, Susulí Central, San Dionisio. Due to different factors, the students from High school do not demonstrate a good learning level. The present study will demonstrate the benefits in the teaching process nowadays with the technological advances.

This study will allow teachers to recognize that the lack of motivation affects specifically in the practice of speaking skill in students from High school. As a result, we intend to encourage teachers to put into practice motivational strategies that promote the interaction in the English language classroom and help the students in the English subject.

The present study represents a meaningful tool for current and future English teachers, in the performing of the English learning process. At the same time it will help the students through the motivation teachers' implements.

V- **OBJECTIVES**

-GENERAL OBJECTIVES

1. To determine the lack of motivation in the development of the English speaking skill in the students of ninth grade at Ruben Dario Public School from San Dionisio, Matagalpa, during the second semester 2016.

SPECIFIC OBJECTIVES

1. To identify how the lack of motivation affects the English speaking skill in students of ninth grade at Rubén Dario school Susulí central san Dionisio during the second semester 2016

2. To describe how students get involved in communicative activities during the developing of the English speaking skill in the 9th grade at Ruben Dario School Susulí central San Dionisio, during the second semester 2016.

3. To suggest strategies to increase motivation in the English speaking skill in students of ninth grade at Rubén Dario school Susulí central san Dionisio, during the second semester 2016.

GUIDED QUESTIONS

➢ How does students' lack of motivation affect their English speaking skill ?

➢ How are the motivation and interaction during the development of the English Speaking skill?

➢ What types of strategies are suggested to increase motivation in students in the English speaking skill of basic education?

DEVELOPMENT

The Ruben Dario School is located in the community Susulí central, 7 kilometers from San Dionisio and 30 kilometers Matagalpa city. This school offers preschool, elementary and high school, with two shifts; in the morning and in the afternoon.

The staff who worked when this secondary school was founded, were 6 teachers of primary school, 8 teachers of secondary education, the principal and sub principal working in the administration area. Nowadays it has a complete elementary education and high school with about 550 students.

The secondary education program was started in 2001 which began offering 7th to 9th grade. In 2004, the first graduation from high school took place in the school. Unfortunately, the quality of education was not perfect, some difficulties were present by that time. For example, when students started to study they did not have enough tools such as cell phones, computers, internet, and lack of books to complement the class. Nowadays, the teachers have access to technological tools, such as the computer, internet service, the cell phones and many other resources for teaching and learning. The use of technological devices is a good way to motivate our learners.

The lack of motivation has been a factor that has affected students at Ruben Dario School Susuli Central, San Dionisio, due to the low teaching proficiency from English teachers. Teachers who taught English in previous years did not study English as a major so that they did not know the process of teaching the language, what reflects the teaching was very traditional. The lack of motivation influence the students has affected the learning of the speaking skill, since the students do not produce a good outcome in the development of the language, another factor that

has helped is the lack of technology and also the classroom conditions to teach a foreign language.

The lack of the motivation in the English teaching - learning process in the students of 9[th]grade "A" of the school Ruben Dario san Dionisio affects the majority of students from high school since they have difficulties in the learning of speaking skill.

The education in all levels is modified, undergoing great changes. Nowadays, it is focused on an active and participative model, allowing establishing new strategies for the learning, specially the learning of a second language, which must involve a meaningful learning which represents a lifetime knowledge.

This research project aim is to identify the setting of the school and support the teacher and students in the English teaching – learning process in speaking skill and give some alternatives of solution where they develop a collaborative work that allow them to get the greatest success in speaking skill.

This research studies the lack of motivation in the English speaking skill and it is carried out for three purposes. First, detect the lack of motivation in the English learning process at Ruben Dario School san Dionisio. Second, analyze the teaching strategies that the English teacher uses in the classroom, afterward, to share some strategies to increase students' motivation and improve their speaking skill during the English learning process.

A necessary condition to get successful foreign language learning depends on the methodology implemented in which motivation produces a high rate of participation

and interaction by the students. Considering the ludic activities which motivate the students to develop their potential inside and outside the classroom since motivation generates new experiences in the learning process.

-Motivation

Brown (2001) "states the motivation is the extent to which you make choices about goals to purse and the effort you will devote to that pursuit" (As cited in Pineda, P2, 2014).

In other words, motivation refers to the desire we feel to do and get something, motivation is present in all the areas of our life specifically in teaching and learning. It plays a very important and meaningful role in the education field where the instructor develops the most important action in the English learning process especially in the speaking skill. Motivation is a key factor for students who are learning a language. Actually, we can say that the motivation must be increased by teachers for giving a meaningful learning which represents a lifetime knowledge. English teacher must use different materials which convey motivation and make the class dynamic. The important is to be aware that motivation depends on many factors such as: positive feedback, communicative strategies applied in the classroom, the teacher's performance.

Nowadays, the lack of motivation is a factor that affect the speaking skill development during the learning process. The teacher does not use appropriate material that increase the students' motivation, sometimes both the students and the teacher demonstrate lack of motivation.

Intrinsic motivation**.**

Edward Desi (1975) defined intrinsic motivation   this way: intrinsically motivated activities are ones for which there is no apparent reward except the activity   itself, intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences , namely feelings of competent and self-determination (As cited in Pineda P4, 2014).

In other words, intrinsic motivation plays a crucial role in students of foreign language, the internal desire of performing a task without spending an external reward, represents an example of what intrinsic motivation is, which makes students focus on reaching the goal , which brings satisfaction to the performer representing   the best reward. A teacher can be intrinsically motivated when he wants to get a meaningful goal for the learners. In this process the teacher and the learners pursue a common goal. Getting a meaningful learning feeling the desire of doing well the work and keep motivation, trying to speak and improve the language where reward could be a good job, a good salary, and better and more opportunities to keep on growing in their social, economic, and professional life.

In the course of our visit to the public school Ruben Dario in San Dionisio, we could observe that there are students interested in the English classes, but the teacher does not demonstrate enough motivation. Most of the times, the lack of materials that help the students to feel motivated to continue   learning English affect the process of learning.

Extrinsic motivation

Harmer (2007) stated "that extrinsic motivation is the kind of motivation which come from outside the classroom and it is influenced by a number of internal

factors such as the attitude of society family and peers to the subject in question"(as cited in Pineda,L P6 2014). It means that, extrinsic motivation takes place when people around the learner encourage him to carry out his tasks or projects. The teacher plays a crucial role at this point.

However, at the Ruben Dario School in San Dionisio, we could notice that few students do not feel intrinsically motivated. Also we observed that the teacher extrinsically motivates the students telling them about the importance of getting a second language in Nicaragua where people must learn English for their survival in the near future.

Factors that influence in the motivation

Teacher's approach

Harmer (2007) states that "one way of helping students to sustain their motivation is to give them some reasons, which means that students should take responsibility for themselves , and that they should be the doers in class, this means that power perhaps over the choices of which activity to do next or how they want to be corrected"(as cited in Pineda L.(2014, p: 06).

It means that, for keeping students motivated, the teacher should develop the role of facilitating the appropriated activities and give them the chance to make choices and point out the best way of learning beside giving them responsibilities so that they create a good class environment.

Nevertheless, the English teacher of Ruben Dario Public School in San Dionisio sometimes develops the class without resources that increase motivation.

The teacher's attitude

"Speaking is a crucial part of the second language learning and teaching .Despite it is important, for many years , teaching speaking has been under evaluated and English language teachers have continued to teach speaking just as repetition of drill or memorization of dialogues. Today world requires that the goal of teaching speaking should improve students communicative skills because only is in that way that students can express themselves and learn how to follow the social and cultural roles appropriate in each communicative circumstance"(Chaney;1998 P,13).

As Chaney stated, the top goal of every English teacher should be making students speak English and use the language instead of teaching students in a traditional way by using repetition drill or memorization since there exist many boring activities that affect the students speaking performances.

For instance, in the Public School Ruben Dario in San Dionisio, it is observed that the teacher develops in a traditional way of teaching, and sometimes he tries to develop the class with interaction which includes dialogs, role plays, reading comprehension, writing paragraphs, vocabulary, but the teacher only speaks Spanish during the development of the English class.

Factors affecting speaking performance.

According to Sikder (2009) "In order to help students overcome problem in learning speaking, necessary for the teachers to figure out factors that affect their speaking performance. Students speaking performance can be affected by that factors that come from performance condition (time pressure, planning standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listen ability and feedback during speaking activities"(P150). In short words, the teachers should be concerned about discovering what factors affect the students speaking performance and find for a suitable way to make students interact with each other.

For instance, in the Public School Ruben Dario in San Dionisio, it is observed that there are many factors that affect the students of learning process such as; economic factors, lack of technology and lack of interest from the students in the learning process of English besides the lack of motivation from the students which affect the English learning process developed in the classroom.

Teaching strategies

Definition

"A teaching strategy is a theory of a subject matter that addresses how knowledge and understanding is formed, strategy is the reasoning basic one employs when thinking about a subject matter"(Pineda. L 2014. P: 2). Moreover, a strategy in the process of teaching specially a second language consist of all the experiences called by a teacher through the years which help him to recognize the different learning styles of the students and the most suitable ways to get students interaction and goal accomplishing.

In addition, in the Public School Ruben Dario, it is observed that some strategies are put into practice by the teacher in teaching of speaking skill, for instance, the teacher uses conversations, role plays, etc. These strategies have a communicative approach and they help students to put the language into practice. Moreover, the students practice another strategies such as pair woks, to improve the learning of speaking skill, it is observable that they really help.

Using role plays

According to Valimareanu, (2006.p1). "The role play is a basic speaking activity focused on target structures which the teacher provides by the use of cards turning ordinary conversation practice into a minidrama and thus humanizing language teaching , it can be an excellent opportunity for students to launch themselves into extended interaction and a good way to develop fluency by focusing on the task in hand". In other words, the use of role play is one of the most suitable activity to develop student's interaction inside the classroom and also motivates the communicative competence of the learners.

For instance in the high school Ruben Dario the teacher uses the role play as an effective activity to promote the student's interaction and improve the learning process in speaking skill. So, role plays are helpful to increase motivation in the classroom. However, many of the students are shy.

Information gap activities

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 affective because everybody has the opportunity to talk extensively in the target language. (Pineda.L.2014, P4). In short words, information gap activities help students recollect information, to share information, and students put into practice the interaction in pairs and they have the need of performing with fluency and accuracy during the activity.

At Ruben Dario school we observed that the teacher does not use information gap activities but he makes pair work or group work where students and teacher analyze information from the text book, such as the departure of airplanes to other countries, and its arrival.

Resources that influence motivation

Visual aids

According to Kasperek (1999.p12). If you can find a visual aid to complement what you are saying, you will help your audience understand the information you are presenting and remember your message. For example, a speaker might show the proper and improper ways to bow when being introduced in Japan while at the same time talking about the movements and also displaying a slide with the appropriate angles and postures for bowing. By using multiple modes in concert with each other, the message is strengthened by the pairing of words, images, and movement.

It means that using visual aids for learning English help students to understand and get a good learning in the process of teaching and learning English a as second language, using visual aids a better learning is gotten when we use authentic material in the classroom, for example if we use flash cards

the students feel motivated and interact one and other getting a good learning in a dynamical way.

Nowadays the visual aids are very helpful at the moment of teaching and learning a foreign language. However, at school Ruben Dario, the use of visual aids is very limited because of the teacher lack of strategies and it is demonstrated that, it could help   the teacher and motivate the students.

Technology

According to Solanky (2000) Use of technology in teaching English   as the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use cutting edge technology, but the majority of teachers still teach a traditional way, none of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also (. P: 151). For instance, nowadays with the advances in technology, the English teachers have the chance to make classes easy, and teach in a funny way so that the learners feel motivated and get involved in participating during the different class activities to improve the learning process .

 Nowadays, the technology that students use more frequently is the cell phone which contains dictionaries which permit the English learning process and I consider that the use of technology allows the teachers to use an innovative method.

This research is descriptive with a mixed approach because through the quantities results it will be obtained qualitative information, and according to the time it is transversal because all the data were examined in a specific period of

time during the second semester 2016. It was based on the methodological strategies used by the teacher on the development of the speaking skill in the students of 9th grade at the "School Ruben Dario Susuli Central, San Dionisio" during the second semester, 2016.

In order to get the information it was administered class observation four times, surveys, interviews with students and teacher. The population was 27 students of 9th grade from afternoon shift at "School Ruben Dario during the second semester, 2016.

It took a sample of 10 students (Using Formula) age (15-17) sex (16 F, 11 M)

n=10

N=27

The variables measured were: The influence of motivation, and the teaching and learning process of the speaking skill.
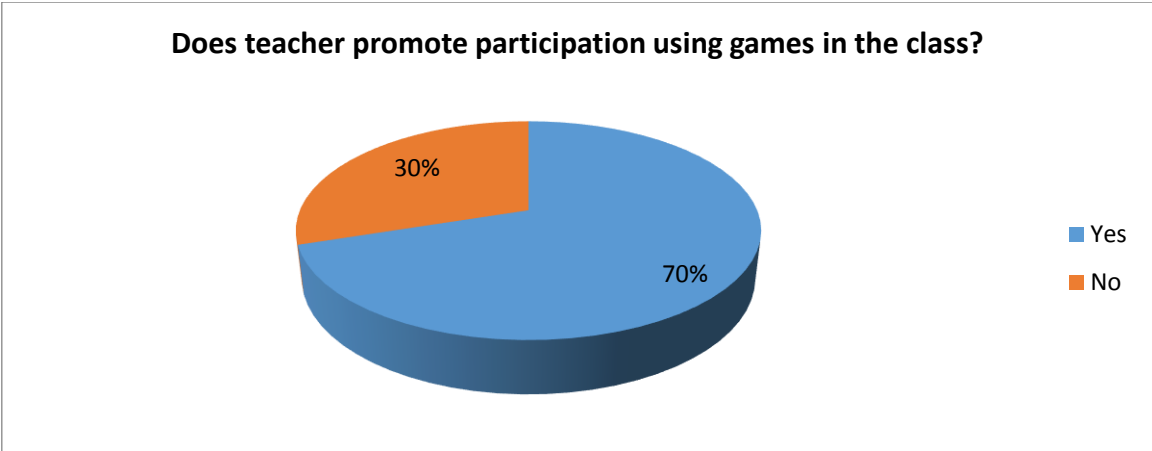
Graphic # 01

In the survey, an eighty percent said that they like the English class, and a twenty percent said that they do not like it. The lack of motivation is a factor that influences in the learning process. According to the class observation, most of the students show motivation at the moment of developing activities, whereas, a low quantity do not participate, which means that they are not enough motivated.

Do you like English?
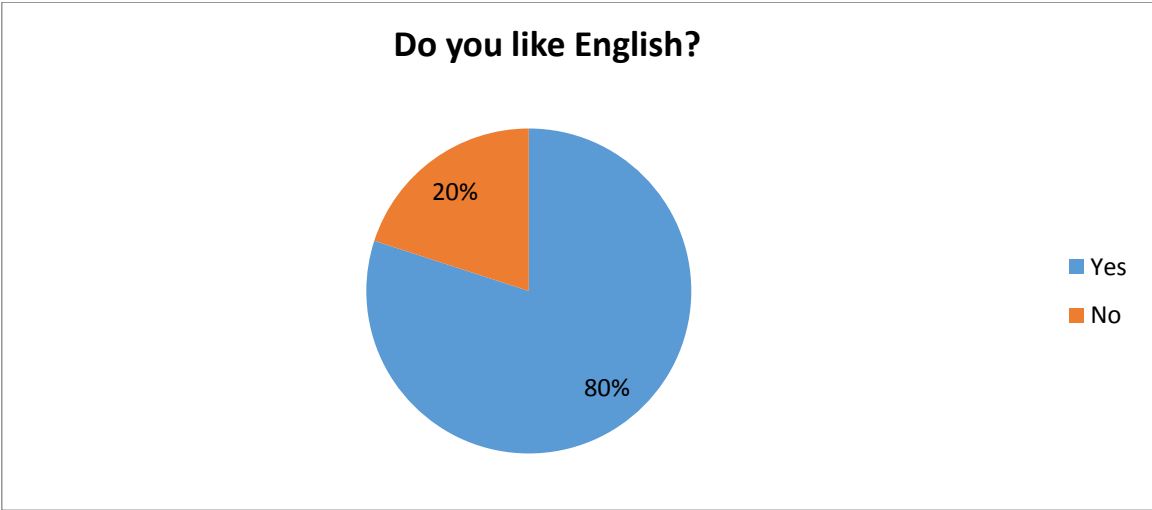
Graphic # 2

In the survey a seventy percent of the students said that they participate in the English class and a thirty percent said that they do not participate in the English class. Some students are active and others are passive. In order to help students overcome problems in learning speaking, it is necessary that teachers figure out factors that affect their speaking performance. The lack of motivating strategies and materials coming from the teacher, affects the students' participation in the English class so teacher must promote activities that increase motivation and participation.

Does teacher promote participation using games in the class?

Graphic #3

In the survey a ninety percent of the students said that the teacher uses pictures to introduce the class, whereas a ten percent of the students said that the teacher does not use pictures to present the class.

Does the teacher do games using flashcards?

- 10%
- 90%
- Yes
- No
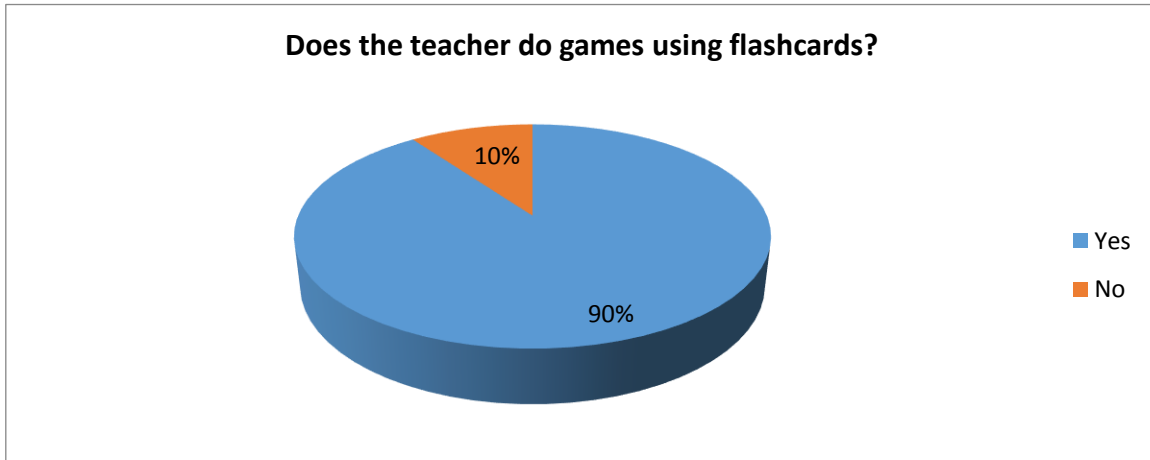
Graphic #4

.In the survey, a hundred percent of the students said that the teachers use dynamics during the class. In our observation, the teacher does not use a lot of motivating dynamics , one important part of using appropriate dynamics in a class is that improve and increase the students' performance, and make students get involved in the class interaction

Does teacher use any of these dynamics?

- 25%
- 25%
- 50%
- Simon says
- The hot potato
- The cabbage
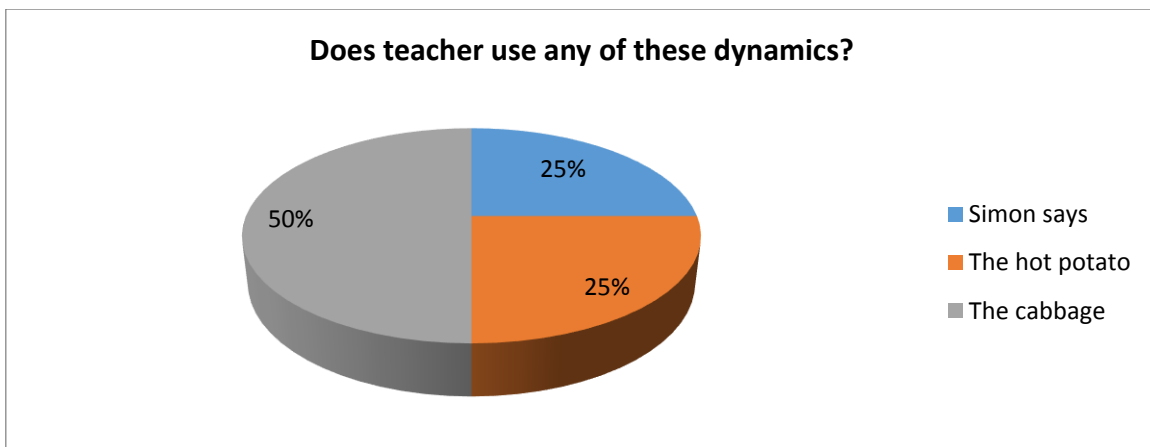
Graphic#5

In the survey, a hundred percent of the students said that they use cell-phones. The other technological devices such as computer, television and tape recorder are not used by students. Nowadays, the technology that students use more frequently is the cell-phone, currently the cell-phones provide students with many useful applications focused on the language learning such as; dictionaries, translators, books, videos so on and so forth. In our point of view the technology has come helping people in acquiring a foreign language. A great advance has been seen since students and teachers use technology in many of their tasks. On the other hand, it was observed that many students at this school use the cellphones for chatting rather than use them for the class development.

Do you use any of these technological devices?

0%

100%

- Cell-phones
- Computer
- Television
- Tape recorder
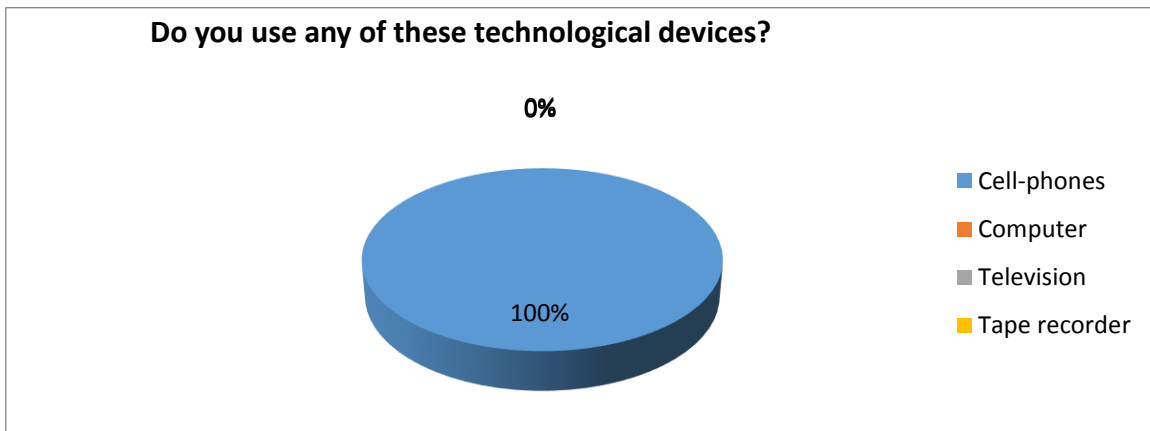
CONCLUSIONS

After having completed the research based on the analysis about the methodological strategies used by the teacher on the development of the class in the students of ninth grade at the public school Ruben Dario Susulí Central San Dionisio. During the second semester, 2016. Based on three tools such as, survey, class observation and interviews, we consider the following:

1. Lack of motivation affects the development of the English speaking skill in the students of ninth grade.
2. Students do not get involved positively in interactional activities during the developing of the English speaking skill.
3. The lack of strategies affects the motivation in the English speaking skill in the students, who are shy.
4. The resources and strategies that increase motivation are a fundamental need in the English learning process in speaking skill of the English language.
5. The teacher sometimes write vocabulary and pronounce, but he does not promote the speaking skill.
6. It is suggested that, the teacher find new strategies and activities focused on the improvement of the learning students. For example, in internet there are a great deal of lists of sites with lots of communicative activities that intend to convey interaction to the class.

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APPENDIX

RECOMMENDATION

According to our conclusions of the research made at Ruben Dario School Susulí Central San Dionisio, we recommend the following:

1. To make games by group, using the language such as the secretary and runner, English practice board game flash cards at down.
2. To use appropriated techniques such as guessing games and interviews.
3. To use flash cards to introduce topics related to vocabulary and promote the language.
4. The teacher must interact with students using the language verbally.
5. Some strategies that teacher can use are communicative competence activities, role play, questions based on flash card, videos classes, small presentation of the students and repetition of vocabulary and phrases in loud voice where students are going to repeat after the teacher making sentences and questions.
6. To make warms up appropriate before starting the class.
7. Introduce the topic without writing vocabulary using real material and explain many examples before making group work.

National Autonomous University of Nicaragua UNAN-Managua

UNAN FAREM MATAGALPA

Survey for the students of 9th grade A of the school Ruben Dario Susulí Central San Dionisio, in the afternoon shift during the first semester 2016

Objective: To get information about motivation influences in the English learning process.

I-General Data

Full name_____

Sex: M_____F_____   Grade_____   Age: _____

II-Questions

1-Do you like the English Class?

Yes_____No_____

2-Does teacher promote participation using games in the class?

Yes_____No_____

3-Does teacher do games using flashcards in the English class?

Yes_____No_____

4-Does teacher use any of these dynamics?

Simon says_____The hot potato_____The cabbage_____

Yes_____No_____

5-Do you use any of this technological devices?

Cell-phone_____Computer_____Television_____Tape recorder_____

National Autonomous University of Nicaragua UNAN-Managua

Education Sciences with mention in English

Interview for the English teacher of the School Ruben Dario Susulí Central San Dionisio, in the afternoon shift during the second semester 2016.

Objective: To get information about how the lack of motivation affect the development in the English learning process in the School Ruben Dario Susulí central San Dionisio.

I-General Data

Full name_____

Sex: M_____F_____   Grade_____

II-Questions

1-How do you promote motivation?

2-How does the lack of motivation affects in the learning process?

3-How do you promote the English language in the classroom?

4-What are the factors that affect the motivation?

5-What types of strategies do you use for increasing the motivation

6-What types of resources do you use to increase motivation?

National Autonomous University of Nicaragua UNAN-Managua

Education Sciences with mention in English

Observation guide to the process of teaching and learning English at the school Ruben Dario Susulí Central San Dionisio, with students of 9th grade in the afternoon shift during the first semester 2016.

Objective: to analyze about how the lack of motivation affect the English learning process in high school, and how motivation can be used to promote learning of a foreign language.

Parameters	Achievements				
	Using dynamics	Using music	Using flashcards	Technology	None of these
I-How does teacher motivate the students to participate?					
II-The teacher promotes the English language					
III-The teacher emphasizes the importance of the subject.					
IV-The teacher uses a communicative method					

V-The teacher administers new strategies.					
VI-Resources used by the teacher for increasing motivation					

National Autonomous University of Nicaragua UNAN Managua

Interview to students of high school 9th grade in the afternoon shift during the first semester 2016.

Objective: to get information about how the lack of motivation affects in the English learning process, at the school Ruben Dario San Dionisio Susulí Central.

I.   General data

Full Name_____

Sex: M_____F_____   Age: _____

II.   Questions

1. What type of activities do you like to practice in the English class?

2. Why do you like to study English?

3. What type games does the teacher do?

4. What type of material does the teacher bring to teach English?

5. What type of technological instruments does teacher use in the class?

Tabulation Chart

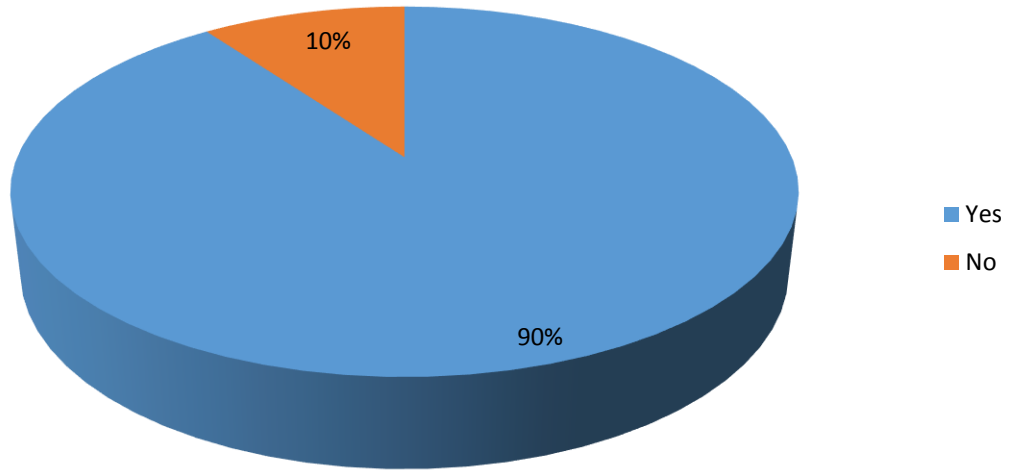| Questions	Answers	
	Yes	No
1-Do you like the English Class?	8	2
2-Does teacher promote participation using games in the class?	7	3
3-Does teacher do games using flashcards in the English class?	9	1
4-Does teacher use any of these dynamics?	10	0
5-Do you use any of this technological devices?	Cell-phones 10	Others 0

Processing Data
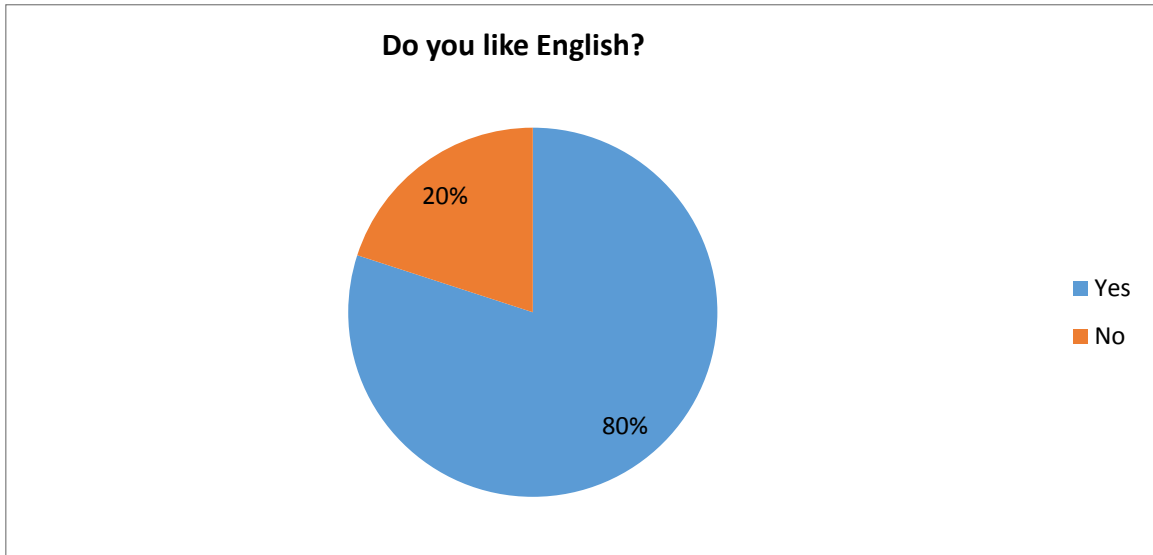
Do you like English?

Question	answer	
	yes	no
-Do you like the English Class?	8	2

Does teacher promote participation using games in the Class?

30%

70%

Yes
No
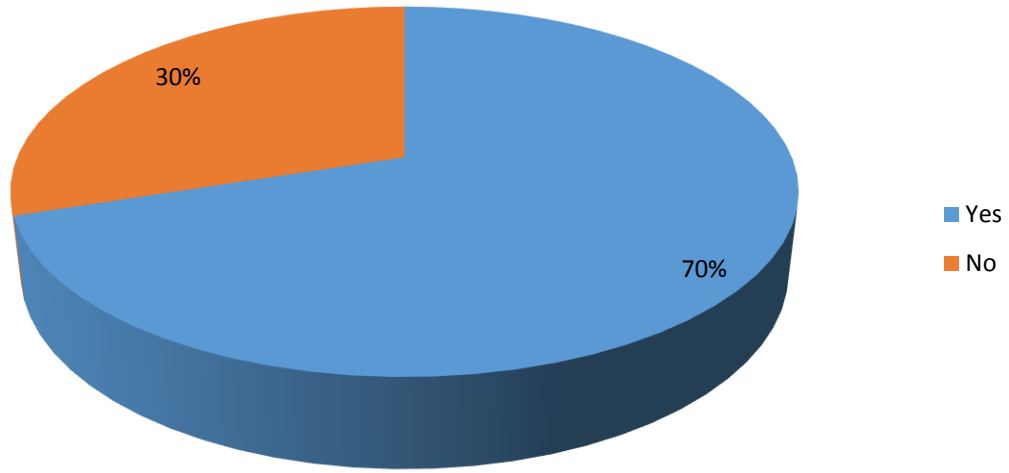
Question	answer	
	yes	no
-Do you participate in the English Class?	7	3

Does the teacher do games using flashcards in the English class?

10%

90%

Yes
No

Question	answer	
	yes	no
-Does the teacher use pictures in the English Class?	9	1

Does the teacher use any of these dynamics?

- Simons says
- The hot potato
- The cabbage

25%

25%

50%
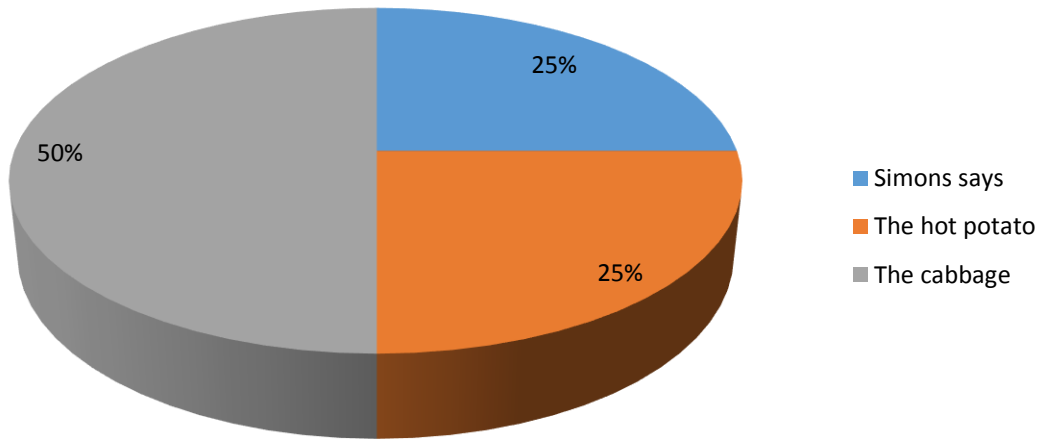
Question	answer		
	Simon says	The hot potato	The cabbage
-Does the teacher use any of these dynamics?	3	3	4

Do you use any of these technological devices?

0%

100%

- Cell-phones
- Computer
- Television
- Tape recorder
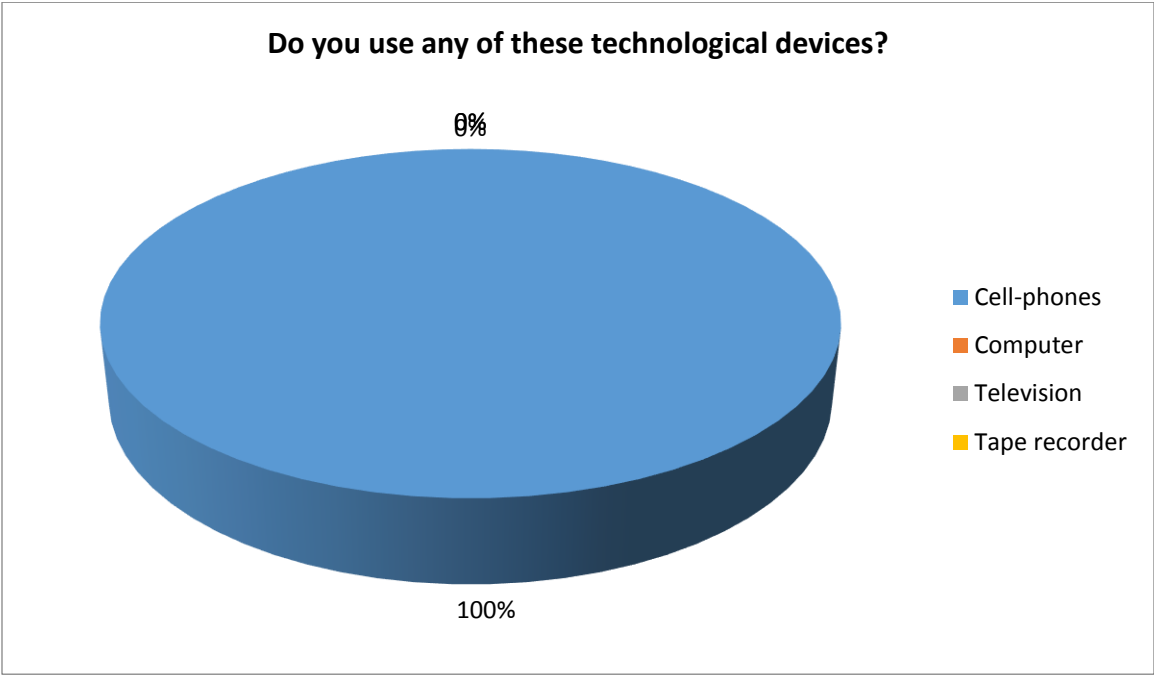
Question	answer			
	Cell-phones	Computer	Television	Tape recorder
Do you use any of these technological devices?	100%		0%	

PICTURES # 1

Innovation in teaching strategy in the English class
Ruben Dario School Susuli Central
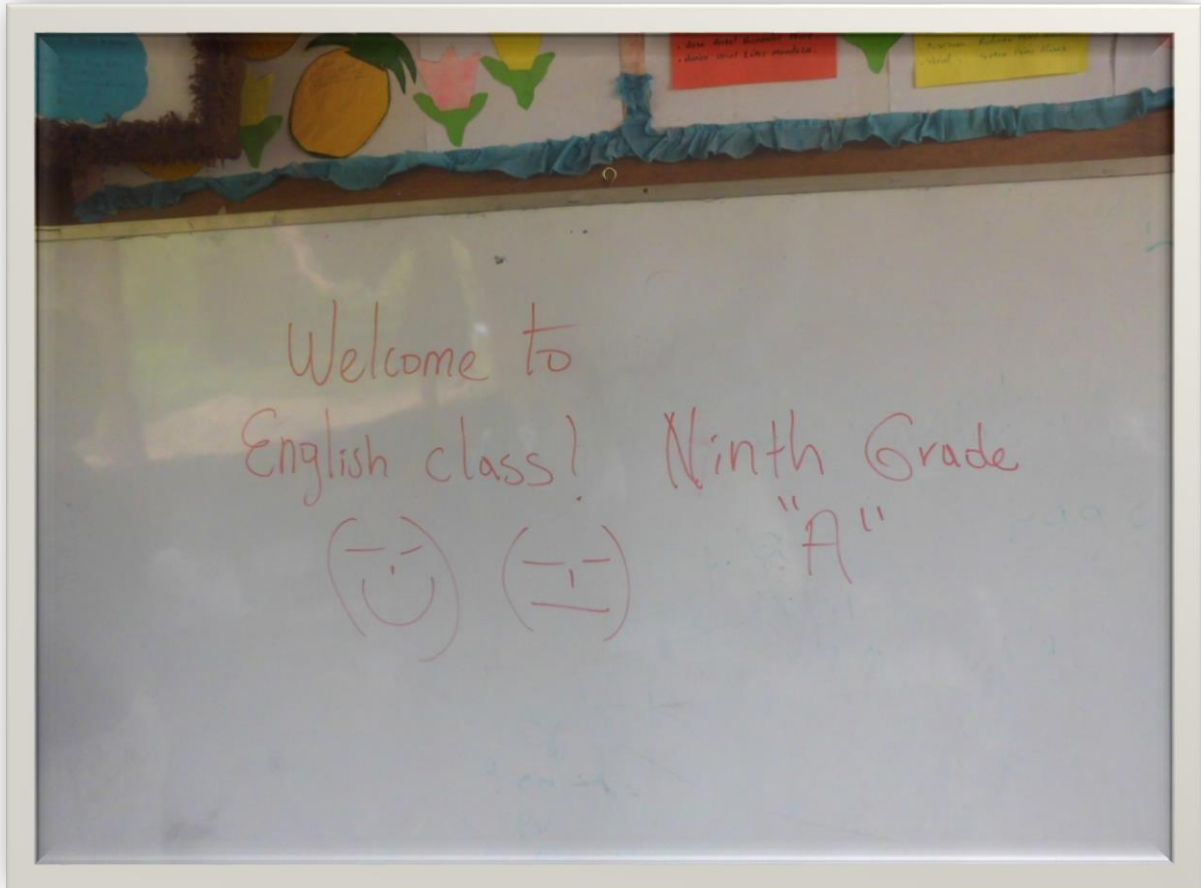
Picture # 2

Students interacting about the topic
Ruben Dario School Susuli Central

Picture # 3

Students responding exercises
Ruben Dario School Susuli Central

Picture # 4

Building of the school in bad condition.

Picture # 5

Teacher is teaching the English class.