

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
U.N.A.N. CUR MATAGALPA



GRADUATION SEMINAR

Graduation seminar to get the bachelor degree in English.

Theme: Difficulties in the English Teaching Learning Process as a foreign language in high school in six different towns in Matagalpa Department; during the second semester, 2007.

Sub theme: the influence of didactic communication in the English teaching learning process in the first level of Miguel Larreynaga high school in Matagalpa during the second semester 2007.

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I- THEME:

DIFFICULTIES IN THE ENGLISH TEACHING LEARNING PROCESS AS A FOREIGN LANGUAGE IN HIGH SCHOOL IN SIX DIFFERENT TOWNS IN MATAGALPA DEPARTMENT, DURING THE SECOND SEMESTER,2007.

SUB THEME:

THE INFLUENCE OF DIDACTIC COMMUNICATION IN THE ENGLISH TEACHING LEARNING PROCESS IN THE FIRST LEVEL OF MIGUEL

LARREYNAGA HIGH SCHOOL IN MATAGALPA, DURING THE SECOND SEMESTER 2007.

II DEDICATION

We dedicate this investigation first of all to God who teaches the way of the knowledge and give us faith to follow when we have difficulties.

We thank in a special way to the teacher Maricela Coronado who provided her unconditional support sharing her knowledge with us giving us hopes to continue ahead in this graduation seminar work.

At the same time to Professors: Ligia Pineda, Vicente Gutierrez and Julio Roa for the support that they gave us for five years of our career. We know that we pretend to put into practice all the knowledge in our classroom to help students.

Finally, we dedicate this work to our family, husbands and sons.

III ACKNOWLEDGMENT

We thanks to God because he gives us wisdom to reach our goals helping us when there are many difficulties in the road there are many difficulties supporting us with his power and strength. In addition, we thank all teachers who were supporting us in these five years sharing with us their unconditional help.

Moreover, we thanks to the Miguel Larreynaga school, its students and teachers because they collaborated with us in our research work. Finally, we thanks to our family who always give us strength to continue preparing ourselves intellectually and give the best to our society.

IV Teacher's valuation

This investigation paper is of great value and an enormous support for English teachers in all the levels of high school. Francisca del R Mendoza and Zayra Esmeralda Gonzalez focused

their work in the influence of the didactic communication in the English teaching learning process as a valuable resource for getting a meaningful learning in our English students.

The development of this topic includes concepts, definitions, techniques, strategies and many suggested activities that can help to English teachers to achieve an actual didactic communication that it will allow to achieve a true learning through dynamic and amusing valuable teaching mean, consequently we get a successful teaching learning process.

Zayra and Francisca, go ahead.

Lic. Marisela Coronado G.

Tutor of seminar of Graduation

English-2007

V SUMMARY

Our research topic is the influence of the didactic communication in the English Teaching Learning Process where our purpose is to analyze the influence of the Didactic Communication.

The didactic communication is the relationship that exists between students and teachers. The didactic communication achieves through of the evident teach neither the constant repetition of a content in a mechanic and monotonous way but through putting into practice strategies to get the best results in the learning of the students, to establish an adequate didactic communication between teachers and students teaching and at the same time, to educate to form knowledge, abilities, values, skills, conviction,

To have the capacity of negotiation with the students, the mythologies that need to put into practice, the evaluation, the organization, etc.

The teachers can not be like simple technicians that apply standard problems like the best way to guide their practice.

The intervention of the teacher has an investigative process taking into account all the movements of the life in the classrooms, applying the educative aims that convey the students into the practice in individual and in group way.

The teachers must up date their knowledge and competence and practice them in their professional life.

It is necessary to make group activities to get quality in the educative process and adapt them to the particular characteristic of the students.

The personality of the teacher is a fundamental factor to develop the Didactic Communication. Each Teacher has different characteristics and unique such as experience, knowledge about the topics, intelligence, style of teaching auto image and others. The teacher with his/her individual characteristic has a behavior of pacification produced by his/her process of toughness observed by the external behavior impacting their students, helping the teacher with his/her educative behavior.

The interaction among students and teachers help to reach the aims for the students and the professional development of the teachers.

It is important to recognize that the personality of the teacher is evaluated in the classroom by the students, but in all the social contexts where she/he is moving. On the other hand, the personality includes ways teachers act or behave of dressed, walk, talk, and laugh, etc where the human values like, patience, humility, honesty, solidarity help to the acquisition of the knowledge for the students. Remember the teacher is a model for his/her students.

It is necessary that students feel confidence with their teachers and partners where they do not feel nervous to be ridiculized by the teachers or partners. The teachers need to use

different strategies and techniques according to the needs of their students to improve the teaching learning process including a didactic communication to collaborate in the development of the personality of the students giving them opportunities to improve their academical performance and the interest for the English class.

VI INTRODUCTION:

The theme of investigation are the difficulties in the English Teaching Learning Process as a foreign Language in high school in six different towns in Matagalpa department, during the second semester 2007 and our sub theme is the influence of didactic communication in the English Teaching Learning Process.

The didactic communication helps to improve the educative process and give information that other teachers can apply in the English subject and use all the elements to improve the class.

In this research paper investigation we used quantitative and qualitative methods of investigation and we used the theoretical methods as well as the empirical method which are reflected in the data obtained from students and teacher as well.

We use a universe of 160 students and sample of 20 students with a technique called survey and an observation guide for the teacher.

The following variables were measured:

- ➔ Influence of the Didactic Communication in the English Teaching Learning Process.
- ➔ Importance of the Didactic Communication in the English Teaching Process.
- ➔ Techniques and strategies of the Didactic Communication in the English Teaching Learning Process.

VII JUSTIFICATION

This investigation was elaborated to improve the English Teaching Learning Process to know if the teachers and students are developing the didactic communication in the classroom.

The didactic communication is very important to know how it influences in the students.

The didactic communication in the educative process helps us to develop the necessary interaction among teachers- students and students- teachers which allow that knowledge go from one to another in a successful way.

On the other hand, we are sure that this work will help other people to understand and use the didactic communication in their classroom.

Our objective is to give information and help other teachers to apply this in the English subject using all the elements to improve a class understanding.

The Didactic Communication is very important in the English Teaching Learning Process because it improves the teaching learning process.

With the Didactic Communication the students are interacting one another and with their Teachers obtaining the best results in the development of their personality and getting better academical performance.

VIII GENERAL OBJETIVE

To analyze the difficulties in the English Teaching Learning Process as a foreign Language in secondary schools of six different towns of Matagalpa department, during the II semester, 2007.

SPECIFIC OBJECTIVES

- ➔ To determinate the existence of the didactic communication between teacher-students in the English Teaching Learning Process in the first level of Miguel Larreynaga School in Matagalpa, during the second semester 2007.
- ➔ To verify how the didactic communication influence in the English Teaching Learning Process in the first level of Miguel Larreynaga School, in Matagalpa during the second semester 2007.
- ➔ To recognize the importance of the didactic communication of the English Teaching Learning Process in the first level of Miguel Larreynaga high school, in Matagalpa, during the second semester 2007.
- ➔ To suggest some techniques and strategies to improve the didactic communication of the English Teaching Learning Process in the first level of Miguel Larreynaga high School in Matagalpa, during the second semester 2007.

VIII DEVELOPMENT

“After twelve thousand hours in the school, one of ten students graduated from high school can not read an instruction of syrup or some medicine, they can not write a curriculum vitae, make the effectiveness of a business interchange.”(Quintana, 1980). The students do not have the abilities to communicate effectively with others, they can not read a book, they can not build a house or simply they are no able to keep a marriage in unity.

It is necessary that teachers think about some questions like:

What kind of students is being graduated from our schools?

What kind of instruction had they received?

Why our students have many difficulties in their knowledge?

What is our level of responsibilities as English teachers in the results of the application of learning out of the classroom?

Why is it important to educate for life?

Why is it important that we use new strategies for the teaching learning process?

The teacher is like an educative instrument to guide the students in the construction of the information and knowledge, using different learning situations that convey cognitive challenges taking into account the experiences of the students for the periodicity of the learning.

The responsibility of the English teacher is to give to the students the educative contents accessible to the significant knowledge and teach them learn from the errors teaching them how to think or act in the solution of some problems.

The teacher who is educating creates a relaxing atmosphere for the students and let them build their own experiences using cognitive structures to engage them in a deep interpretation of reality.

The teacher must permit apply their abilities, capacities and moral values to concrete the intrinsic knowledge of the students.

It is important that we as teachers give importance to the errors done by the students like a form to identify the limitations in the English Teaching Learning Process.

Nowadays, to get good results with the academical performance some teachers are giving to the students an individual attention or in groups of work, engaging them in an interacting activity.

Every student has different learning styles and some teachers are not capable to identify them because they are not prepared with new strategies and this is a big difficulty to get good academical results.

If we as English teachers do not do a dialogue with our students, we will never know about the difficulties or the interests they have, limit them to express their opinions, problems or ideas, and make critique and self critique.

We find in some classrooms that some teachers are not worried for the learning of their students because they are not concerned in things like:

Specific methods.

Motivation in the development of his – her classes.

Creativity.

The selection of content to develop in his her class according to the level of their students.

The previous knowledge of their students.

Goals for him – her and their students.

Group work.

The purpose of the national plan of the education is to guide the changes in the educative system, specify define the principles of the Nicaraguan education for the next fifteen years. The goals of the government pretend to create scientific innovations, but we find the plan is very tentative and difficult to apply in our poor country. This plan was elaborated for a developed country and it is out of our reality.

We live in a poor country where many of our children do not attend to any school because the unemployment of their parents, we can not to talk about a significant education for life when our reality is another thing, for example, beginning from the school we are in the twenty-one century and there is not enough didactic material to work in the development of a simple content of Spanish. Our students do not know the use of a computer, do not use actualized text book or simply we find in the Miguel Larreynaga School English teachers working with textbooks from the time when I was a high school student; I am referring to pathways to English, a textbook that my teacher used twelve years ago.

If we want to create a change in our educative system, it is necessary to be updated with the new technological changes.

On the other hand, the educative programs are focused in the socials changes where the teachers feel frustrated because they do not have the necessary tools to develop the changes in the content, the new knowledge that are produced in the program of studies are creating confusion to the teachers for its ambiguous problematic.

“The technical scientific development in the world that we live demand the formation of abilities in the teachers to do their role efficiently.” (Beltran y Genovard,1996). The changes are fundamental in the educative system modified by behavior of learning and the teachers are not prepared, the teachers always try to work in their professional practice with the best way, and the technological development many times is out reach them.

Teachers always try to give the best education for their students but the economical reality limits their work with effectiveness.

Nowadays, the low academical performance is a real problem that Nicaraguan are facing.

There are many factors that influence the low academical performance like the social and economic situation the globalization, drugs, sex, alcoholism problems, and the technology, as well.

Our students are not motivated in their schools and most of them arrive at school without an objective in their lives, also some teachers are doing their job without any motivation because of the hard economical situation and the low salary that they are receiving.

Most difficulties that we find in the English Teaching Learning Process are the economical situation most of students arrive to school without having a small breakfast or without a cent in their pocket. If a student is in bad feed his (her) academical performance will be low, this is very common in many schools of our country.

In addition, we have in the classroom a teacher with low salary that causes his / her frustration so they teach a class without quality.

We can find in the Miguel Larreynaga School that do not have the enough didactic material at the same time, in a small classroom there is a long number of students (maybe 50 to 60) they do not have books, chairs, textbooks to work in the classroom.

In many classrooms there are empiric English teachers that do not want to update with the new knowledge, they are working with some strategies very ambiguous and different from the new strategies for the learning process.

This is very relevant for that process; because they are not trying to answer the needs of the student exploring different aspects of the technology.

There is a lot of misunderstanding between the knowledge and the technology by the teachers.

There are several difficulties particularly with the social aspects, all our moral values are changing in a bad way. Many of our students live in an atmosphere of violence, many of them part of a gang or they are using drugs or sniffing glue, or sex, the use of the drugstore alcoholism is very common for some students. Besides some of them are addict to the internet and they stay surfing the net by several hours living in an unreal world losing the contact with their parents, friends or teacher, watching xxx programs or sometimes playing Nintendo, changing them the fundamental notion of their lives.

It is important to emphasize that students are not interested in studying, they just want to get fun, they are not building their future because they do not have a real objective for their lives.

This year, the government has many children without school and education. There are many homeless children and the government says that the children are our future but really it is not because the money for the education is not enough. Teachers are working in their classroom just with some chalk and an eraser because the government does not provide them with the necessary didactic material or workshop or with a good salary. Most teachers have not received any training a good workshop by the MINED, remember that the programs of studies has many contents to be developed in a short period of time and sometimes those are inadequate for some levels or for the reality of our poor country, for the government the most important are the quantitative results of the students but they are not interested in qualitative results if the students are receiving a significant knowledge for life.

The government is not interested if teachers are capable to teach their students using new methodologies and strategies to improve the knowledge. It is important to remember that other factor for the difficulties in the English Teaching Learning Process is that in the classroom we can find students with individual characteristics, maybe old children working together, many students are from the different social classes, or with some health problems.

For example, if a student does not hear very well, his academic performance can not be the same with a student who is listening the information correctly. This lays a great responsibility upon the teacher, especially with this kind of students, in order to do the job well the teacher must be well qualified and completely engage in the class.

The results that teachers are getting in their classroom are of frustration because they do not receive the help of the students's parents who are more interested in their jobs than in their children.

It is important to notice that not all the teachers are working in a wrong way. We find some students that are expecting to meet a teacher who provide them a good education with moral values. Also, there are teachers engaged in the educative process, worried by the students using all kinds of strategies and methods to get good results with their students.

The teacher spec of their students good result built on the sociocultural aspects of their students that engage the behavior of the students for the educative experience at the same time it includes to their families.

If they want to get the best results, the best grades, the behavior of the students is the principal element but in some classrooms the behavior of the students is not being taken into account by the teachers. For examples:

- ❖ Teachers are not giving individual attention to their students.
- ❖ They are not correcting errors.
- ❖ They are not providing feedback.
- ❖ They are always interested in the best students.
- ❖ They are not interested in all the students just in the good students.
- ❖ The students do not feel self confidence in the classroom.

The failure, are not just from teachers and students are responsible for their knowledge and their parents are the responsible for the education of their children.

The high academical performance helps to get a high motivation for the students to study and get their goals.

Remember the education of children depends on the government, teacher, Parents and students, all of them are important element to get good results.

In the English Teaching Learning Process exist a lot of difficulties with the students of the high school because there are factors which intervene in this process.

The Educative Process is very important because the education has an instrument in the students; it is a process of formation and development of the personality for a social aim.

"The educative for the life is the clues to beginning in the XXI century, all could be for learning and developing the capacities of individual." (Egg, 1999) The education is necessary to bring the new challenge that show us the world, despite this, there are teachers that do not teach to confront with life because they only fulfill a program even though in the students the help that the teacher give them is necessary in her/his learning.

Nevertheless there are lot of troubles in the high school with students for the way of teaching where everything has an influence in the English Teaching Learning Process while some teachers have other aspects that is harmful for the students in the development and knowledge.

"The Teaching is a process with several components: Teacher, Students, Topics, means, methods, evaluation system." (Montenegro, 2003). The teaching is a journey with several components or elements very important for example, Teachers, students, topics, means, methods, evaluation systems, etc. These elements have interaction one with others in the process, for this reason, it is said and to be considered the student have an essential

participation, however, some teachers do not take this participation with truth forgetting that the components are important in the English Teaching Learning Process.

The teaching has an influence in the activities and behaviors of the students in short term or long term that will ensue as a result of the behavior.

The teaching is the most powerful process in directing one's behavior.

The teacher is the most essential element in the classroom for the students who observe and know about different aspects because the teacher has to measure the actions and activities in the classroom.

"The teacher is the model for the students..."

Some difficulties in the English Teaching Learning Process are the Teaching because there are several ways of teaching.

The learning of basic abilities as: Read to write, to calculate and to speak are necessities for work and situations of posteriori.

"All learn depend of their transference positive." (Wool folk, 1990). Exist in the people positive transference and negative because the teacher has to take into account what is the future to prepare to be students as group and as individual, so therefore, it is necessary the teaching for positive transference in the teachers and students in the classroom.

The English Learning Process implicates several components for the progress and these components for the progress and these components are important in the educative process and to teach to obtain the knowledge constant and permanent.

Currently, in the Miguel Larreynaga School the teachers do not teach with positive transference because they have many difficulties for teaching, they need to know their students with every characteristics for so develop the abilities, capacities, and to discovery attitudes in the students. In other words, do not use the negative transference in the English Teaching Learning Process.

The negative transference is the effect of the pass learning with attitudes and negative actions.

The teacher should have knowledge, to study, to investigate and to practice others methods, means, strategies and techniques for the improvement of the Education.

In the Miguel Larreynaga School the teachers do not use the positive transference, do not use techniques, methods, means and strategies.

The teachers need to find information about the contents to teach with the innovation with more communication, motivation and more love for their work.

"The function of the education is the discipline, to ejercite, to intelligence and to inculcate different values." (Johnson,2006). The education is the important factor in the educative process for the students, the education serve as base for the future where the students to put in practice their knowledge and abilities.

Although in many schools the educative process, the problem of the transference to go, will be a serious problem during the high school.

The teacher is the responsible that student will be prepared for the life, where the teacher uses the appropriate procedures in the English Teaching Learning Process. It is take into account the different values that the students should have.

In the educative practice the teacher needs to know methodology, Didactic, Values and others characteristics and attitudes for having a goal in the learning of students, with the objective of the students to acquire the capacities necessities to carry out with efectivity in a time and in the society.

The educative Process is the action of teaching through the direction of the studies.

The teaching is a bilateral process: To include the assimilation of materials or the activities of the students (learn) and the direction of this process or the activities of the teacher.

This process is for the life.

"The education has a valuable instrument to the humanity will be in progress"(Montenegro, 2004) A country without education always will be the poorest country.

The education is an important element in the development of a society.

The educative process implies the interaction of an important triangle like Teacher – Student and society.

The knowledge acquisition to the new requirements of a society and the technological advances.

The modern teacher needs to be updated with the actual technological development taking into account the needs of the students to get a significant knowledge that they can apply like a real way in the globalized world. In this moment there are troubles in the English Teaching Learning Process because in many high schools the students are not receiving a good English class and it is possible that the teacher is not using different methods, strategies, vocation or simply the teachers do not have the didactic communication to teach where the use of the didactic communication is important in the English Teaching Learning Process because it has influence in the educative process.

The modern and good teacher has to be updated with the new generation of students if he or she wants to obtain a significant knowledge of their students. It is necessary that the teachers as new English teachers take into account first of all, that teach is for life and he/she will be responsible for the knowledge of the students. In our opinion, we want to improve many things that they will be helping our students to develop the language, ability and others more.

It is important to know and learn several and different methods, functions, characteristics and use different didactic materials in classes to teach some points of grammar or writing where the students are able to interact with others practicing correctly the frames of the language.

We want that a good teacher improves many things and change some things of style to teach. The most important is that now we have sense of purpose having expectations of success for all the students because, we have a willingness to adapt and change to meet the students need because it is necessary to reflect about our work. In didactic class we studied a variety of models to teach that we pretend to use them because, they are based on the goals that the teacher needs to achieve, and we want to prepare ourselves and our students with these skills.

The teachers need to be willing to apply new strategies, methods, and know about didactic communication, thinking in new ways and generally do anything possible to revive the learning process having a good methodology. This is the most principal characteristic of all good English Teacher in schools, it is important than the teachers remove the methodology in the educative process.

It is necessary to think in our classes, in our students in the methods, strategies, techniques, functions, roll and materials that we are using but the most important thing that we pretend to

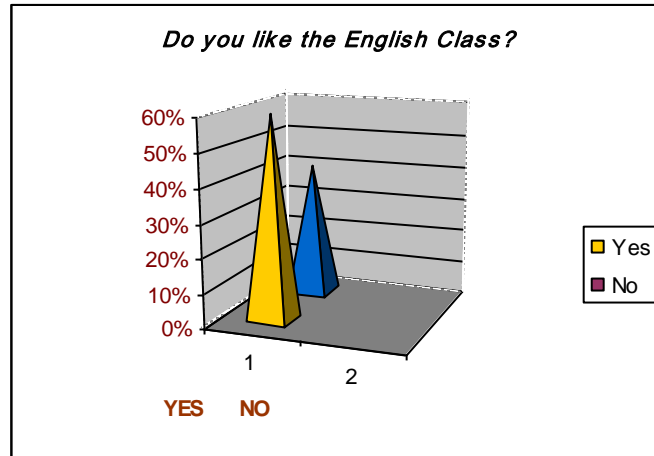
improve is enjoying the work that we realized with the students by interaction because, we would like that good teachers to keep our students motivate, organized and creative focusing exclusively on students without an eye to content this will be helpful to achieve our educational goals.

that some day in others English use the interaction and strategies that engage the learning.

These are the results of the survey for the students.	
Do you like the English class	
Yes	60%
No	40%

Perhaps, we think the future the Teachers would with methodologies are necessary to students in good

"The teacher like sociable and communicative agent confronts many challenges like to know everything about their roll in the classroom." (Clark y Peterson, 1986). The roll of the teacher like a guide is to create the interest in the student's behaviors to accept many challenges and resolve it applying their abilities, creativity, capacity and knowledge learned in the educative process. In the Miguel Larreynaga School is contrary because some teaches of the first level use ambiguous strategies. In the survey that we did we noticed that the 40 % of the students do not like the English class because the teacher use ambiguous strategies.



"There are things about yourself would you most like to improve the educative process"(Quintana, 1980). In many secondary schools the students are not receiving a good English class.

Recently we have been observing that in the Miguel Larreynaga School the 40% of students do not like the English class, do not participate in the class and almost always they are out of the classroom and they seem unmotivated. Well, we would like to help students that are resistant to learning English. The teacher needs to use English strategies in all levels (especially in the first levels) in high schools and we see that the students have lost their interest in learning; they do not have the sense of competence.

It happens very often because the new personality of student is changed by several reasons and the principal reason is by the economic situation, we live in a poor country, in our cities (Matagalpa- Estelí) there are big families without employment.

We have frequently encountered with individuals who are living similar cases and they are not interested in receiving all the classes, because we can see that the problem is not only in the English class but in general in the other subjects. Moreover, we want to follow only in the English class sometimes the teacher is guilty that the students do not want to receive the

English class because the teachers are not getting the attention of the students. They are unmotivated, it happens very often in all levels of secondary schools, the teachers are not offering a whole education there is a little interest to teach for life.

The students are not clear about what they want in life, they show a little interest in achieve their goals, they have a negative attitude, The students are spending their free time in things that are putting in danger their health, education an their social life like sniffing glue, shooting heroin, snorting cocaine, playing Nintendo or walking on the street doing nothing.

On the other hand in the houses their parents do not pay attention in to the daily lives of their sons. In many homes the parents do not know about the life of their children because they spend all their time hard working and in their free time they are very tired and they do not pay attention to their sons.

The parents are not interested about their children grades at school. We do not know why. We think the motivation of the students is responsibility of the teacher because the teacher needs to apply a variety of difficulties in the English Teaching Learning Process and to practice the social learning, the communication and practice all the new steps for the learning process.

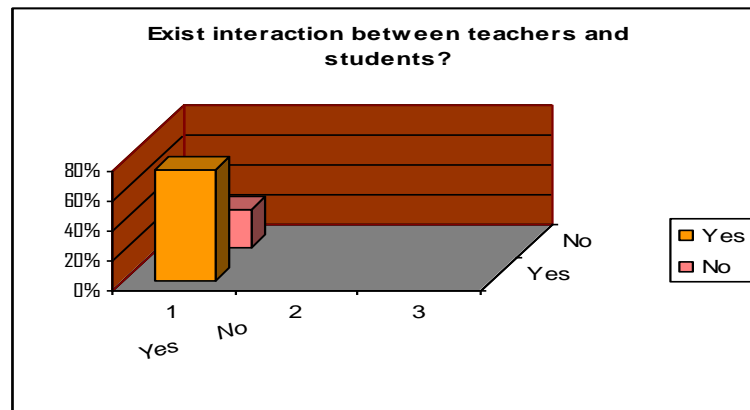
The students do not want to receive the English class because some of them have psychological problems and nobody do nothing. Other important element that influence very much in this difficulty is that the English class maybe is going to be boring because in many high schools there are not enough didactic material and others difficulties to work in the developing of some contents, there is nothing to be used, in other schools there are materials which are not being used by the teachers because they are not actualized with the new technology, they do not matter if their students like the English class or if the students are having a significant knowledge. In fact, the teacher is responsible by the students like the English class that they want to receive it and that they want to improve the difficulties in the educative process. In the English Teaching Learning Process there are many difficulties

because the teacher is giving elementary class, it is possible that the student has a variety of knowledge about the language and the teacher is not giving them new knowledge, new information therefore the teacher is not getting the interest of the students about the class.

We think the parents and teachers both are responsible about what the students are doing on the streets and in the classroom. We have to communicate a lot with them and listen to their necessities.

Therefore, the 25% of the students are not interacting with their teacher in the classroom.

Exist interaction between teachers and students?	
Yes	75%
No	25%



One important alternative is to take advantage of the continuing advances in technology and to make an effort to integrate this technology in class instruction because the technology can help with some difficulties associated with the English Teaching Learning Process, for several reasons, the English Teaching Learning Process instruction often does not accomplish its objective and leaves students without a knowledge and adequate level of proficiency in English.

A major issue is the English Teaching Learning Process environment itself, because there is an overall lack of English speakers for students to interact with.

There are factors that contribute to the lack of success with English Teaching Learning Process in high schools:

- Most students are not receiving formal English instruction.

- Many programs allow only three academic hours weekly for the teaching of English (insufficient time for English)

- As many programs as 40-60 students may attend the English class, making it difficult for the teacher to keep control and provide individual attention.

- The low salaries for teachers: salaries for English instructors in public and private high school are low, which causes good teachers to leave the educational system for more profitable jobs in private academics or commercial establishments.

- The void created by departing teachers opens vacancies that are often filled by English speakers who are generally untrained in language pedagogy.

Although these problems are not easily solved, they must be explored and to evaluate if English Teaching Learning Process is to be successful.

The use of technology can improve the educative process and show some advantages in the classroom.

- Helps teachers to deal more effectively with a large group of students.
- Make the introduction and presentation of content more dynamic and attractive for students.
- Increases student motivation due to the interactive nature of the activities.
- Promotes a task based approach to learning.

- Allows students to experience real life and communicatively meaningful language situation and context.
- Introduces a variety of procedures, audio, visual materials that match different student learning styles and preferences.

In the Miguel Larreynaga high schools the teachers do not use the technology because they do not offer possibilities for designing the communication between teachers – students that help in the educative process including the ability of interact. There are classes monotonous in some schools.

The teachers should motivate a productive class; they should use new materials and give more opportunities to practice oral fluency of English language. It is important to recognize that in many situations not all schools have resources and space to maintain technology. Nevertheless, it is a challenge for language teacher to seek way to improve our classes.

There are difficulties in the English Teaching Learning Process because teachers do not motivate the students for receiving the English class; there is lack of motivation, creation and sensibility in the teachers.

The motivation for the teachers is important factors in the educative process because the students need the motivation in classes to improve the knowledge and capacities.

Most members of language teaching profession realize that their students learning potential increases when attitudes are positive and when use the motivation in class. The connection between positive attitudes and successfully learning a second language supports this simple observation, although it is important to understand that many variables are involved, we are dealing with complex social and psychological aspects of human behavior the ability to learn English can be influenced by their attitudes towards the target language because the teacher should recognize that all students possess positive and negative attitudes and that the negatives ones can be changed by some methods, such as using materials and activities that help students in the English Teaching Learning Process.

The attitudes are cognitive and effective, they are related to thoughts as well as to feelings and emotions, the negative attitudes towards the English, the negative attitudes can impedes the learning of English, when real students with positive attitudes experience success, the attitudes are reinforced for the teachers in the classroom motivating the lesson with other techniques, students with negative attitudes may fail to progress and become even more

negative in the English Teaching Learning Process because attitudes can be modified by experience, effective language teaching strategies can encourage students to be more positive towards the language they are learning.

The positive attitudes contribute in the educative process because there is an interrelation between positive attitudes and successful language learning, the knowledge for the teacher is so dynamic and contextualized using several methods to know the motivation in their students how a supplement in the educative process. In some levels of Miguel Larreynaga School there are several problems with English, particularly with the speaking skill, and also some poor attitudes and motivation because the teacher do not use the components and their functions as roll in their classes, the teacher do not incorporate other ideas to improve the educative process when it contains effective teaching techniques and a supportive classroom environment, because the students receive a motivation for their contributions to class and a sense of humor added please to learning and reduced tension in class and as a result, students began to respond with more positive attitudes and a sense of anticipation in their speaking lesson.

“The nature of reading how people learn to process textual information has been researched by cognitive and behavioral scientists for many decades and their work has contributed”. (Alderson, 1994) Contrasting theories about what works best in the teaching of reading. As a result, language educators can choose among a wide variety of teaching methods and techniques for students learning to read in English a foreign language and understand the rationale behind these methods is essential for teachers who want to improve their reading lesson.

The teacher do not use the reading skill in their classes where the students only pronounce some lessons, listen the activities and write in your notebook the activities but they do not speak English. The teacher needs to promote the important skills of English as:

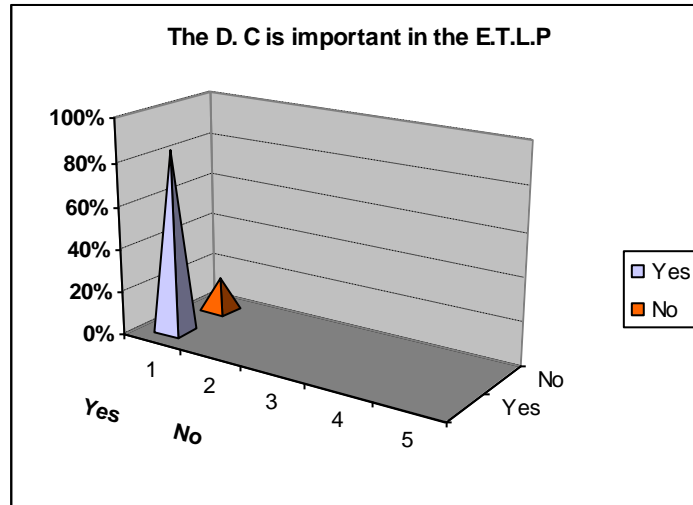
Speaking – Writing – Listening and Reading the teachers should apply these skills in the educative process.

Even though many students have mastered basic listening and speaking skills, some students are much more effective in their oral communication than others. Those who are more effective communicators experience more success in school and in other areas of their lives. The skills that can make the difference between minimal and effective communication can be taught, practiced and improved.

Everything that occurs within a school, and especially in the classroom, involves communication. The act of sharing information. Sometimes communication involves the use of oral or written verbal symbols. On other occasions, communication involves various types of nonverbal symbols, including body language.

Communication is a medium of instruction, interpersonal relationships, group interactions, parent and community relationships and counseling. Most behavior problems in school and their resolution, involve some type of communication. Communication permeates education. The 15% of the students are considering that in the English class is not important the didactic communication.

The didactic communication is important in the English teaching learning process?	
Yes	85%
No	15%



Students who do not use the communication with their teacher are in risk of no ampler their knowledge. The appreciation and sensibility of the teacher permits use the communication in different styles teacher may perceive different problems and respond to their students with a positive attitude.

A major responsibility of the teacher at all levels is to teach the language and communication skill needed for academic success.

"Education without communication it is not education."(Masci, 1972). It is important to remember that learners should be immersed in some communicative actions as much as possible applying learning activities, given them opportunities to seek information, request, describe apologize and express their feelings and attitudes, of course, speaking, listening reading, and writing are all involved.

An exchange of ideas, even if slow and with errors is attempted as soon as possible rather than accepting memorized conditioned responses.

Traditionally, the idea of Didactic Communication has figured in methods and curriculums to give the students a significant knowledge. In the Didactic Communication the content serves the purpose of getting the student starting in communicating performing the common speech acts in the target language. This if we organize the content into units of activities witch encourages communication and also allows the students to think about and talk about. Instead, there will be endless opportunities to use the language as does in the real world creatively, unpredictably in real communication.

It allows that student has an active role in the learning process; by the act of communicating something of interest to them. This is primarily involved in motivating the students.

The teacher must be able to work with the students bring to the learning situation with them. The teacher must know the background, interest and goals of his or her students, to keep up the atmosphere of real and vivid communication in the classroom.

The influence of the didactic communication in the classroom means that the principal goal is to create an atmosphere in which students can talk and write freely without being too concerned with the production of errors free sentences because students will learn from their mistakes when they receive feedback periodically, by the teacher and even from the classmates.

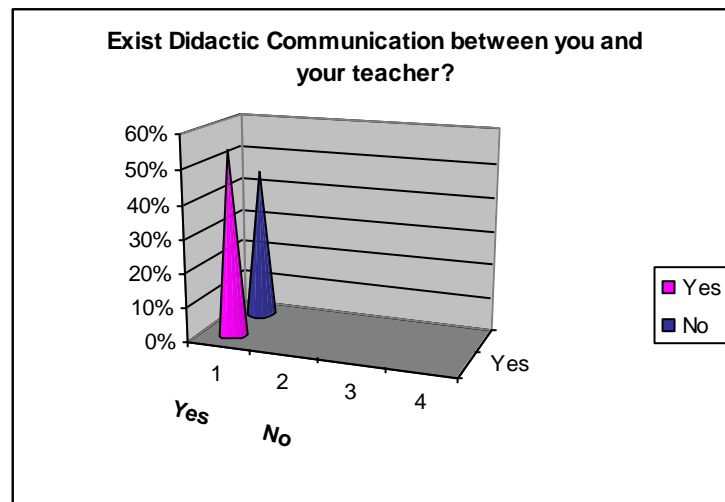
The communication is based on in interaction and this is creative and also unpredictable essentially in motivating students. Everything that happens in the classroom is a real way of communication.

The interaction between students and teacher helps to create a classroom atmosphere because it increases the students' attention and concentration during the more boring moments of the lesson.

We considered this interaction like an effective aspect for the didactic communication and not necessary as a way of dynamics of the communication in the classroom.

The communication in the classroom depends on the strategies and teaching methods prepared by the teachers nevertheless there are some rules of general character that should be characterized to the teacher to get a real communication like. We find the 45% told us that do not exist a didactic communication among the teachers and students.

Exist Didactic Communication between you and your teacher?	
Yes	55%
No	45%



The Learning Process is an activity where it is necessary the communication between students and teachers.

The characteristics of a good teacher are important elements in the construction of the knowledge of review a good communication.

The teachers also have to have some important characteristics like:

➤ **The voice:** it includes the tone of the voice (Low –High), the rhythm, these are important elements to get the attention of the students also are important a good pronunciation and stress.

The concordance between movements and Body language are related with the toughness and the good speech. We think it facilitates to get a real didactic communication in the classroom with an adequate voice, a visual control and the body language.

➤ **Sensibility:**

It is referred to a human quality, sensibility and sense to get the reason. If a student is in front of a teacher.

➤ **The visual control:**

At first moment the teacher should get the attention of the students to get a real communication in the classroom.

The sight joined with a good voice are fundamental elements, but the sight oriented to the students avoid to look the walls or the floor or anything else we have to take the necessary time watching our students like an observation object in a good sense.

➤ **Body Language:**

The body language is very important and it helps to a successful communication, try that your body language does not be a result of your own nervous movements and your fears.

The body language helps to reach the goal of a good communication in the classroom.

With sensibility, honesty and human sense the student will be prepared to be in a reciprocal action.

➤ ***Intelligence:***

The knowledge gives to the teacher the ability to interact with the students and develop the toughness.

➤ ***Creativity:***

The imagination of the teachers give the opportunity to solve some concrete situations and those will be attractive for the students getting a significant knowledge by communicating.

➤ ***Technological Cultural:***

It is refer to the knowledge and experience that the teacher should master. We like a good teacher should acquire the experience and the knowledge to establish an honest relationship with the students, so we have to be actualized with the technology cultural. The didactic communication also refers to master of the methods and procedures that we can apply in our classroom.

➤ ***Moral Values:***

Condition of the teacher to follow the moral values.

The moral values of the teacher are important elements to engage the students to respect and follow the moral values because the student look at the teacher like a model of good moral values.

"During the communicating action in the classroom the teacher should know the attitude of their students." (Hymes D. 1972).The teacher should recognize the attitudes of their students in the communicative action maybe like noise or other factors that interrupts the message in the communication like psychological problems, lack of knowledge, moral values, economical and social problems.

Those can be a serious limitation in a real communication in the classroom because those factors can disconcert the attention of the students for the class and the teachers.

The relationship between communication and education can be considered these aspects:

To get more information about technological development.

To apply many teaching methods to get a significative knowledge

To respect the opinion of the students.

To get a good relationship between teacher and students where both feel self confidence to express their feelings.





The motivation induce a person to carry in the practice an action, it is a factor in the learning, it incites the freewill of learning, here the roll of the teacher is to induce goal in the students in learning and behavior to apply the voluntary way in the activities.

The motivation is not a technique or a teaching method, but a factor of learning. It helps in the way of students think.

All factors that determinate the motivation in the classroom white the interaction between teacher and student.

It is necessary the pacification and the correct organization of the teaching is not get enough for insure the construction of meaning and knowledge. The interaction between teacher-student student-teacher is important and helps in the process of students. A first factor to exist interaction is the relation in the classroom when this relation is acceptance, self confidence and fullness.

They are ways for the organization of the motivation:

-  The way to introduce and to structure the homework
-  The explanation of the activity
-  The communication that gives the teacher
-  The value of the results for the teacher.

At the present the teacher has to recognize that the students should be individualized where the teacher allows to the students to work with independence, and promote the collaboration of the students for establishing relation with others students. The students obtain the objectives depend on the capacity and dedication in the work with luck or difficulties.

In the measure of the students are compared the numbers of recompense that obtain the student depend on the recompense distribuites.

The didactic communication is necessary in the English Teaching Learning Process because the interaction between Teacher-student improve different situations of the educative process.

In the Miguel Larreynaga School teachers need to practice the didactic communication because there are many timid students in the classroom without participation, and speaking.

The teacher motivates the class and the students respond according their attitudes and characteristic because it is an important and elemental the roll of the teacher.

The good didactic communication an facilitates the learning of students. It is important that the teachers know the importance of having a good communication with their students.

“The didactic communication is a particular way in the process of communication that it happens among the teacher and students“ (Escudero Yerena, 1995). It is important to know the theory of the communication considering the teaching learning process like a special way of the communicative process among teachers and students. The communication guide and support the personality of the students because it is a process engaged to the development of the human behavior and the knowledge.

The principal goal of the education is to develop knowledge using the communication the roll of the teacher is teach and actualize knowledge also to use all the necessaries methods to get and efficient communication between students and teachers establishing and interactive relationship the teacher should not be selective with their students the teacher should give attention in special way to the whole group. While the teacher is talking or acting in the

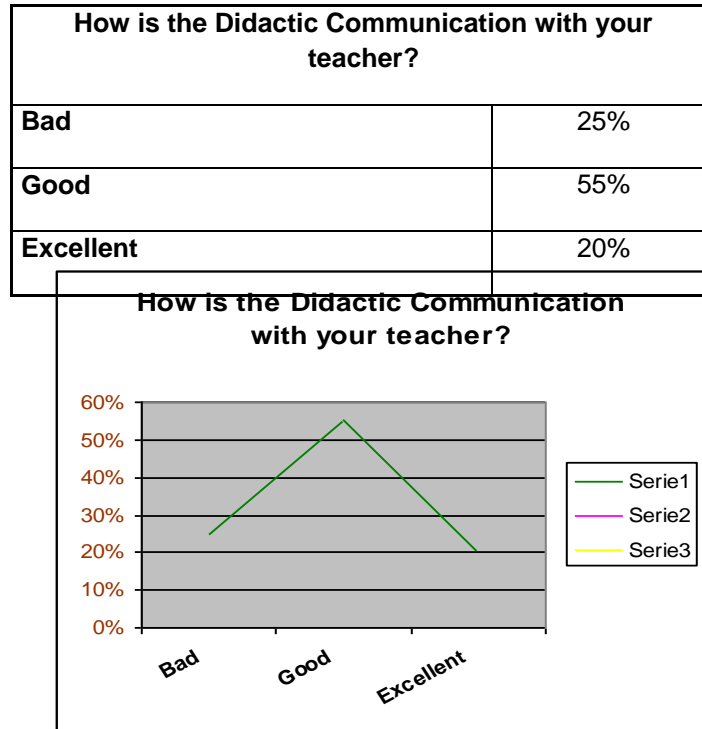
classroom he/she has to observe the effect that he/she is producing in their students to get a real motivation and do the necessary changes to improve the communication with them.

The didactic communication is not static because there exists a constant movement the teacher must change of strategies where he/she finds some difficulties that limit the communication with the students.

“The communication is a relationship interhuman” (Escudero, 1995). It is important to mention that to live in harmony should exist a good communication because when the people is talking they are interacting and they can understand the different messages of the conversation.

The communication is very important in the teaching learning Process because the responsibility of the teacher like a human is to create in the classroom the communication with the students to know their needs. Sometimes in our classroom we have timid students or with psychological problems the responsibility of the teacher is to establish a communication maybe in individual way with their students the students will be more communicative with their teacher because the teacher sometimes helps to resolve some problems using the communication the problems unknown for their relatives that affect seriously the students behavior.

The didactic communication is important to improve the English teaching learning process because the relation between students and teachers helps to develop of knowledge where the teacher should not be a person that applies techniques and methods without knowing theory and the principle of the education. Nowadays, the students need a teacher that practice techniques, methods, the didactic materials and strategies of teaching with the principle of education should be the product of the instruction and the practice of the didactic communication that possibility the action pedagogical of the teacher. We find the 25 % relate us that the didactic communication is bad in their classroom.



The education is a process, a practice when the teacher interacts of an integral way and efficient. The different science of the education interceding the didactic communication, therefore the education is a practice social that answer or convey the knowledge and the learning in the students.

The didactic communication is a consistent construction in the classroom and the environment can be concrete in the classroom as group human that an educative system of the society as environment. Our educative system gives emphasis to function social that the teacher do in the classroom, where the students and the teachers interact and resolving several problems. The content in the different signatures, the program of studies because does not innovate that in the internal of the classroom has shade in the way of thinking whereby exist dynamics and the learning with the development in the students behavior.

The dynamic is the activity for elaborate and the construction organized of knowledge because the teacher need practice dynamics in the classroom to improve the English teaching learning process and to obtain the integration in class.

“The didactic communication in the science of the education with the objective to instruct, or teach” (Calderon, 2002). The instructing or teaching is the intellectual perfection as an integration personal of the culture because the teacher has the objective to instruct good attitudes and the knowledge in theirs students with the use of the didactic communication or the integrative the students or solving problems by means of intimate interrelation between school – life, school – environment and more between teacher-student.

In the Miguel Larreynaga School, there are teachers that do not use the didactic communication classroom because they do not have the positives attitudes of the good teacher and it has consequences in the learning and development of the students.

The important objective of the didactic communication is the relation between teacher – student, to improve the teaching- learning process where the teacher prepares the students for the life.

The school and the teacher are the responsible of preparing and educating for the life. The didactic communication is support of the reflection collective of students and teachers of the analysis and critiques of educative institution. The didactic is dynamic; responsibility and compromise of supuration in the process for get goals determinate because the teacher should teach the use of dialog and interaction between teacher- students. It is impossible to separate the importance of the didactic communication with the education of the students as a quality in the teacher. It is important when the teacher apply rules and didactic resources, they practice the creativity of teaching and favoring in the students comprehension in the learning the teacher needs to improve each student with the use of the didactic communication, the teacher is create several situations in the classroom but the practice will be efficient if the teacher uses the didactic communication in the classes, because the

teacher confront many situations all days in the classroom where they should response with creativity and scientific knowledge.

The teacher is an artist who take care of the aspects common and particularizes of the students. The didactic communication regulates ways of organizations of teaching according a content but it is imposible that the teacher uses a method for each student, but it is possible to apply methods and strategies common for all students and find alternatives of solutions in the specific case, because it is important the roll of the teacher in the classroom and the characteristics for improving the educative process where the teaching is the whole of activities that change the learning in the students.

The teacher has to practice strategies for helping with the teaching and learning in the students in a responsible way.

The didactic communication is represented for techniques and strategies methodological that explain the teacher how to realize the action of teaching with the objective of the teaching will be efficient, it is considered for techniques and strategies for the teaching and learning of topics of each assignment.

The teacher should know clarify the strategies used in classes to obtain a quality and significative knowledge in theirs students, the strategies are resources, process and sequence that the teacher use for improving and to promoting different types of learning.

In the Miguel Larreynaga school there are teacher that do not use new strategies the students do not obtain an excellent didactic communication because the procedures and knowledge give a learning and eliminate a monotonous class where the strategies improve the comprehension in the students with the use of new strategies the classroom is a laboratory and workshop where each students have an integral formation and obtain a development like person.

The interaction and communication is an indispensable tool among teachers and students to get a successful teaching learning process. When the students and teachers engage in reciprocal actions, they are developing a human interaction maybe in verbal or nonverbal way because they are sharing and receiving information. It is necessary to point, out that there can be no communication without interaction; however, it is possible for some one to initiate interaction without achieving communication.

The communication has four important elements:

- The message
- The party to transmit the message
- The party to receive the message
- The channel to use for transition of the message.

All this elements should be utilized by the teachers in their classrooms.

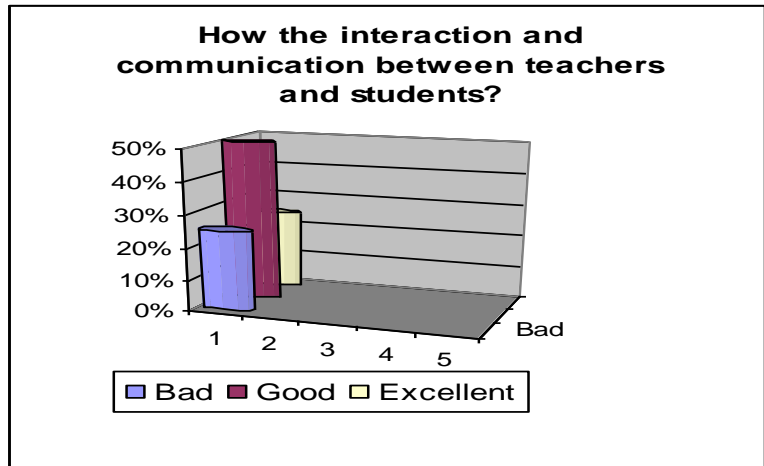
The teachers would have to communicate and begin to move their students from manipulation (audio lingual procedures listen and repeat). To communication. (interacting)

The students need to find words and structures in order to express their opinion or reaction trying to exchange with others facts and information about topics that were meaningful to them and the teachers need to use a language appropriately in specific context, the teachers must plan their classes communicatively orienting activities that achieve higher levels of performance by the students.

The interaction that occurs in the classroom has been useful in the learning process for example or just the teacher talk in the classroom most of the time the students participation is minimal, so the teacher is dominating the classroom but if the teacher give to their

students the opportunity to participate, organize activities such that students can initiate and control much of the interaction the classroom is students centered and the teacher is a facilitator and the objective of communication is performed in this classroom centered in the students behavior. The roll of the teacher is to establish the proper atmosphere so that students can relate to the teacher and to each other in a constructive and positive way, enjoying the teaching activities with their students making dynamics in a communicative class promoting the motivation indirectly getting good feeling by the class and avoid the routine. Because in the Miguel Larreynaga School the interaction among both of them is bad considered the 25% of the students.

How the interaction and communication between teachers and students?	
Bad	25%
Good	50%
Excellent	25%



The work in pairs or groups permit the teacher that students encourage with communicative activities (interviews, outlines, role play etc) when the teachers allow for active students participation their responsibility is to provide useful feedback and correction and the students can become even greater. It is important that the teachers be creative to get the interest of the students in the class, having the capacity to receive and share the information with their students in honestly way give their knowledge with responsibility.

The didactic communication in the classroom is characterized by the relationship among students and teachers building the learning process like a therapy way in the students.

"If the relationship among teachers and students is considered good the roll of the teacher is considered efficient and all the learning situations are developed successfully"(Bixio C. 1990). A positive relationship between students and teachers cultivate the effectiveness in the educative process and it depends on the interaction that exists in both.

The learning process has a limited capacity of getting knowledge where the teacher is the key to this process doing the education in constant way.

The transmission and actualization of knowledge is not enough it needs the capacity of dialogue between the human beings. The communication helps to the educative process to achieve the objectives of the class.

Nowadays not all the teachers are using the didactic communication in their classroom they are using obsolete strategies with their students.

It is important to know the opinion of the students about their teacher and take them into account in our classes to improve the English teaching learning process, because teachers should be worried to create a good communication in the classroom applying the new technological knowledge and materials and our human sense because we are being evaluated everyday by the students. We are like a model for them we have to try

to improve our way of teaching.

The didactic communication is developed also using a text book like a visual mean or other technical materials (videos, our lines, seminar, etc.). And take into account the opinion of their students and at the same time put them into practice in the classroom where are necessities.

In the didactic communication is indispensable to notice that exist many interferences that limit the communication in the classroom one of these difficulties is the possibility and capacity to use the resources if we use them with uncontrolled way we are in risk to have obstacles to get goals and fail in the communication possibility.

The interaction is a resource of learning. How more practices of interaction we obtain in our educative process, and the person has the possibility of learn this process.

Some of these possibilities are:

- ✓ To practice in familiar way, social and with good experience the home work.
- ✓ To analyse with them, the activities in an atmosphere comfortable.
- ✓ To obtain moments of reflection in the classroom with the self- Confidence, and Appropriate communication.

In the Miguel Larreynaga school there are lack of didactic communication, so therefore the English Teaching Learning Process does not have an efficient development.

In the survey that we realized we found that exist some teachers do not like to teach English language and it has consequences in the knowledge of the students, the teachers do not use the didactic communication in the classroom because they use ambiguous strategies and techniques without known the importance of the relation and interaction of teachers and students.

Strategies and the classes are monotonous and boring for the students, there are students that do not feel self confidence with the teachers because they do not interact with students for lack of techniques used in the classroom.

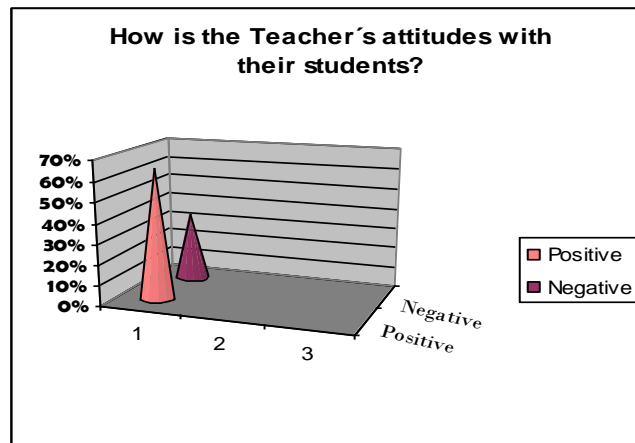
The teacher needs to have characteristics with the students and positive attitudes to improve and know about the knowledge of the students because the use of didactic communication is important in the educative process where it obtain in the students a goal in their knowledge and the preparation for life in an efficient way. With the purpose of obtain good results.

“The didactic communication is the principal part of the teaching learning process because it is a cultural phenomenon that follows a determinate didactic objective” (Fonseca ,1987) a didactic communication has the necessity to reach a determinate objective that can be effective using some, audiovisual methods when we are acting in a didactic communication the students have an attitude that they show in some determinate situation when the teacher is giving the classes using the didactic communication with a combination of several techniques that help them in their purpose.

Teachers of Miguel Larreynaga School to get a didactic communication in their classroom are analyzing the individual characteristics of students, they are determining the general objectives of the education, doing experiences of knowledge, they are using didactic strategies, choosing the didactic means, applying quantitative and qualitative evaluations because these are relevant elements when the students are receiving a didactic communication. In this case about teachers and students are performing like emissary and receptor.

“There’s a lot of interference to reach a didactic communication; these interferences are the obstacles that can be found in a concrete situation”. (Ralph 2000). In the classroom is obvious that the communication has many interferences, the lack of didactic material is a serious problem because it implies that the teachers can not develop their classes in efficient way by other hand, the didactic material existent are not well used by the teachers they have an uncontrolled use of them and they can be a obstacle for the aims of the teachers, causing interferences in the communication and transmittion of knowledge. In the survey that we did we find the 35 % of the students.

How is the Teacher's attitudes with their students?	
Positive	65%
Negative	35%



The learning by the students and teacher will be limited causing damages in the educative relationship.

The didactic communication has an important tool or work in the English Teaching learning (Quintana, 1980:178). In the English Teaching learning the didactic communication is very

important because exist relationship between students and teachers to know the subject, make different activities with security in the classroom.

Nowadays, it is necessary to emphasize clearly the importance of relationship between students and teacher to obtain good results we have to be carefully when we are teaching a new content in the classroom, we have to take into account that the confidence is a different aspect from the didactic communication because it consist of in the interrelationship and at the same time instruct, educate, build knowledge, abilities, skills, convictions and moral values. When it has a didactic communication, is when has the capacity of doing business with the students the methodologies that practice, the ways of evaluation, organization, etc. Unfortunately, we observed that there was weakness in the acquisition of this big characteristic of pedagogic master.

"The teacher should educate the men in all their aspects if he/she wants to do their work very well he/she has to know their students in all their aspects" (Montenegro, 2003:14). The teacher from the beginning should know to manage their students; the teacher has to know the Aims of education and their characteristics.

One of the way to begin to know the students are doing an analyzing about their personal file before that the teacher has personal contact with them. It helps a lot to identify to the students, so the personal information can be analyzed the academics performance through the grades and observations of the last course and the actual course another procedure to follow is the direct conversation with the teachers that teach another subjects. With the students parents but it has to has a bit of care with the parents meetings because the teacher is not always concrete with their students and they can be creating a hostile atmosphere of all the teachers to a determinate student. The students need to be taken into account with their attitudes, capacities with out limit or analyze just their behaviour in the classroom.

The teachers have to take into account different aspect like:

- ✓ Academical performance
- ✓ Interest

- ✓ Attitude
- ✓ Ideology
- ✓ Auto control
- ✓ Sense of the independence
- ✓ Organization
- ✓ Responsibility

Nowadays, in the Miguel Larreynaga School there are a lot of teachers that do not use the didactic communication they evaluate and value to the students by their activities in class or the teachers have by the best students.

“The communication is a vital fluid of an organization that it can be found in all attitudes.”(Ogalde, 1991:198). The didactic communication is characteristic of the teacher where the master pedagogic make an important roll because it can be obtained through the practice of a aware teaching no by the constant repetition of the content in a mechanic and monotonous way.

The teachers like leaders have the task to create in the students, the love by the work, high moral values, convictions, custom, love by the nature, respect to each other, the unity between the students and teachers. Using the didactic communication and making organizations of the activities at time to avoid difficulties and errors when we are teaching the classes.

At present we can say that there is a lack of Didactic Communication in the classroom because exist many teacher that just demand that the students do all the assignments without making good use of the interrelationships between students – students interchanging ideas of interest and knowledge that the students – students have at the same time with the teacher like a significant help and a big achievement to obtain goals in the English Teaching Learning Process.

The teacher can not be conceived like a simple technician that just applies a routine like the better way to guide rationally their practice. The intervention or organization of the teacher is very important in the Research Process. The teacher must modernize their knowledge and competences, they must organize their professional life because they need to improve their

art of teaching and to make good use of their experiences realized in the different stages of the life like: economical, cultural and social.

It is important the work and organization that the teachers do principally in the high school with the objective to improve the quality of the education and adapt them to the particular characteristics of the students in the Educative Process where the education is an important element to the humanity.

The education is a process of formation a develop of the personality for life where the principal components are: Teachers, Students, Contents, Teaching means, Methods, Strategies, etc; But to obtain a goal it is necessary the interrelationship of teacher and student (Didactic communication) to finish with excellent results.

“The strategies are procedures or resources utilized by the teachers to promote the significant knowledge of the students.” (Rubulcaba, Herminia, 2000:106). In the English Teaching Learning the strategies are very important because they are procedures that the students acquire using them like a flexible instrument for learning to learn to solve problems and educative needs.

We think that teachers should use different strategies developing a participation of the students in the classroom. The teachers' responsibility is bigger in the English Teaching Learning Process at this moment the participation of the teacher is very important because when we select a teaching strategies it must be selected in a consistent way to get a significant knowledge in the students therefore, it requires take into account the work that the teacher realize in the classroom to improve the quality of the education and the development of the students using the strategies and the didactic communication.

In the Miguel Larreynaga School the strategies and the didactic communication inside the classroom are being working with a traditional model where the teachers take every decision by itself they are authoritarians and just he/she evaluate the educative process without take into account the active participation of the students, without teaching to take decision, to stimulate the didactic communication, to help, auto evaluation, to guide, the students.

“The teacher like sociable and communicative agent confronts many challenges like to know everything about their roll in the classroom.” (Clark y Peterson, 1986:115). The teachers roll in a communicative sense is to put in high level the information or knowledge that they have on their students promoting the educative and personal growing this is one of the most

important functions if the teachers roll it is looks like an authoritarian teacher where the didactic communication is not taking a relevant place with the students where the comprehension and interpretation of the English Teaching learning process is not given in a correct way.

It is necessary that the teachers of Miguel Larreynaga School have some important knowledge about their personality to put into practice their roll correctly where some important characteristics are evident like: personality, intelligence, experience knowledge, style of teaching and others were beginning from the extrinsic behaviour.

The teacher's personality is not just reflected in the classroom but wherever they go reflecting in society. On the other hand, the personality includes the ways of speech, of dressing, walking, talking, smiling, gesture, posture, etc. The teacher like a specialist of the teaching should have human qualities is not just authority also they should be patient and humble.

“Nowadays many teachers are not doing their roll in the classroom because they are limiting to teach a program of the study they are not working to build the knowledge of the students and the teachers are not taking care about their personality or image and it

has a big impact in the student behaviour because they are expecting that the teacher be like a model in the society” (Serrano G y Olivas B, 1989:94). Teachers need do their roll in the classroom to improve the English Teaching Learning Process and do the following characteristics:

- ✓ Authenticity, Good sense of the life, Character, Intelligence, Capacity, Experience, Cultural and social knowledge, Trust by itself.
- ✓ Respect the necessities and the privacy of the student.
- ✓ To have prospective adequate on the group and the individual characteristics of the students.
- ✓ To have adequate attitude to the student to get an efficient Didactic Communication the teacher have to take in to account these entire characteristic when we are having direct contact with the students.

Many researchers discovered that the attitude of the teacher through the students is:

- ✓ The teachers prefer those students who are getting the best grades and good behaviour.
- ✓ The teachers are indifferent with the students who present a passive behaviour and they are not participating in the classroom.
- ✓ The teachers are worried by students with low performance.

Although it must be taken into account the following characteristics; when they are interacting with their student's clearness, enthusiasm, behaviour guide and the individual behaviour of the students when they are needed.

These characteristics are very evident in the teachers roll and the importance to use them to improve the English Teaching Learning process and the necessity to put into practice the Didactic Communication because the teachers that build in the student the knowledge have big possibilities to get big probabilities to establishes relationship based on the good characteristics, and personally of the teacher.

Though the teachers have their own characteristics the students is too in the English Teaching Learning Process and they are important aspect that put into practice like:

- ✓ Authenticity
- ✓ Love by studio
- ✓ Habits to study
- ✓ The Leader
- ✓ Having adequate attitude to the teachers
- ✓ Responsibility in their assignments
- ✓ Be confident with the teachers

The roll of the teacher and their methods and strategies of teaching are characterized by:

- ✓ Specific and clear objectives for example prediction of the topic by the students Brain storming for the first stage of the class.
- ✓ Selection of the Didactic Material.
- ✓ Activities to improve the communication each others like dialogues or conversations to make a feedback to the students.

The roll of the student is an active agent because they with the teacher are building the knowledge; the responsibility of the teacher is based on the teaching in the previous knowledge that students have to help the development of the strategies. The teacher aspects that the students have an active participation when a strategic is development because it helps in the process of investigation.

The function in the classroom has pictures, written text or printed texts that the students had been realized, there are dialogues between students and teachers and students - students. This dialogue helps the students develop their thoughts.

The students also should practice these important characteristics because they are interacting inside the classroom with the teachers the students in a specific moment

have to express their opinion about some topic of interest, and the teacher has the principal function to guide the student, correct errors: Actuality, some of the teachers are motivating their students to learn taking into account the Didactic Communication that it should exist between the student and the teacher giving the opportunities in the students to take decision, with interest in the classes.

"There can be no communication without interaction; it is possible for someone to initiate interaction without achieving communication." (Doof,2000:114). The communication is a system of giving and receiving information. Information can be conveyed nonverbally via

gestures, body language, or proxemics, however, verbal communication of information through speech, writing or signs will be the main concern of this article, and interaction is a process where by two or more people engage in reciprocal action. This action may be verbal or nonverbal for example: When the person being addressed refuses to cooperate and won't interact with the initiating speaker. More typical, perhaps, are those cases where two or more people are trying to interact but communication falls because they have no common language, or because there is too much errors for the message to be understood, or the message is incomplete, ambiguous, or contains errors; all of these can lead to miscommunication.

The interaction has been useful in describing classrooms according to the dominant type of interaction that occurs for example: If the teacher talks or lecture most of the time, the student participation is minimal (i, e, teacher - student), then the classroom is teacher - dominated. If the teacher gives the student opportunity to participate usually initials and controls classroom activities (e , g, teacher - student), then the classroom is teacher centred. If the teacher organizes activities such that the students can initiate and control much of the interaction (e, g, student - student), then the classroom is student centred and the teacher is a facilitator. And finally the students select the characteristics of their teachers, in the following way:

The teacher is disciplined in 30%.

The teacher is solidary in 20%.

The teacher is persistent in 10%.

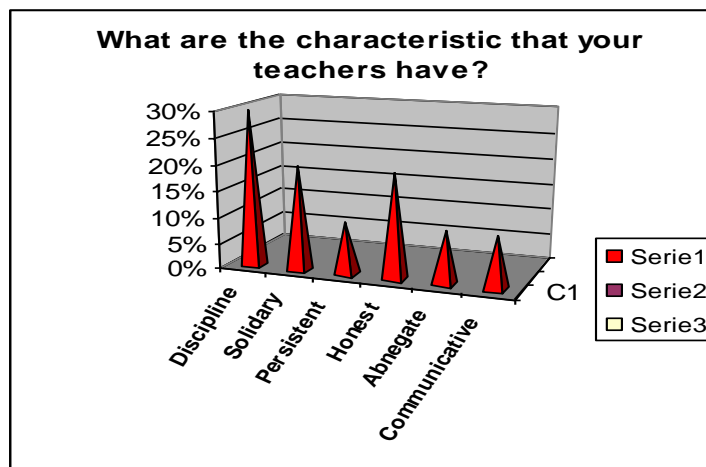
The teacher is honest in 20%.

The teacher is abnegated in 10%.

The teacher is communicative in 10%.

What are the characteristic that your teachers have?

Disciplined	30%
Solidary	20%
Persistent	10%
Honest	20%
Abnegated	10%
Communicative	10%



Certainly, a language classroom where communication is the object would have to include at least as many student centred as teacher - centred activities, and teacher domination would be totally inappropriate teacher behaviour.

Four aspects of classroom interaction that enhance communication giving that a significant amount of student - student interaction is necessary if communication is to be achieved in the classroom, what can the teacher do to facilitate student - student interaction:

1. Social climate
2. Variety in learning activities
3. Opportunity for students participation
4. Feedback and correction

1. Social climate: Is mentioned first because it is the most basic and fundamental of the areas without a good social climate, everything else that we discuss becomes meaningless. If the students are not at ease and not feel good about their language class, there will be no communication. It is the teacher to teach in a positive and constructive way. Not all teachers have the proper temperament to do this; however, even those teachers who are well intentioned and personable often overlook techniques that would help promote a good social climate.

2. Variety in Learning Activities: The preceding discussion on social climate describes how improving the social dynamics in the language class will help encourage communication. This is a form of "internal" motivation since; the teacher motivates the students indirectly by promoting good feelings in the class. If the teacher can use some variety in each lesson to make the class more enjoyable and less routine, this will motivate the students to learn.

Variety can be introduced on many different levels. One way is to make effective use of all four skills (listening, speaking - writing, reading). Another way is to move as quickly as possible from manipulative drills to communicative activities; these communicative

activities; in turn, can include a variety tasks (problem solving, role, playing, values clarification, skill competition, etc.

3. Opportunity for student participation: social climate and variety indirectly encourage communication in that they set the stage and provide motivation. The most direct way to facilitate communication is to provide ample opportunity for student participation which has it correlates:

a). Little or no teacher domination

b). Minimal teacher talking time

The teacher can have the student's works in pairs or groups wherever useful. This permits the teacher to be a resource person rather than the dominant figure communicative activities lend themselves well to work in pairs or groups.

In pairs student can carry out interviews, write or complete dialogues and have one conversation or do role - plays, in groups, they can do problem solving, values clarification or role playing and can prepare groups outline or compositions.

4. Feedback and correction: It is a inherent delicate matter some research is recommended that teacher asks each student how and when she/he wants to be corrected because this varies considerably from one individual to another.

We also know that peer - and self - correction are more effective than teacher correction, this is a good teacher own mistakes rather than merely providing the correct form. It is important to give positive as well negative feedback, and to handle public corrections in such a way that no one in the class feels ridicule because the teacher or classmate has made a correction. A good English Teaching Learning Process is based on the didactic communication. "The teachers should recognize that all students in varying degrees, and that the negative ones can be changed by thoughtful instructional methods, such as using materials and activities that help students achieve an understanding and appreciation of the foreign culture" (Brown 2000:14). The research about attitudes, motivation, and language learning; it will then discuss a project that examined educational factors that effect of introducing special methods, material and activities to make attitudes more positive. The project utilized classroom action research, which is a useful method with clearly defined stages to allow teachers to identify, investigate, apply solutions to, and report on results and make recommendations about how to improve teaching strategies.

The attitudes are cognitive and affective; they are related to thoughts as well as to feelings and emotion. Attitudes govern how one approaches learning when students with positive attitudes experience success, the attitudes are reinforced and student with negative attitudes

are reinforced and students with negative attitudes may fail to progress and become even more negative in their language learning attitudes because attitudes can be modified by experience, effective language teaching strategies can encourage students to be more positive towards the language they are learning.

In conclusion, the attitudes and motivation are complex social, cultural and psychological factors that influence how a student approaches many situations in life, because when the motivational impetus enables a greater effort to achieve the goal of learning the language. It is very important in the didactic communication between teacher - student.

When it uses the didactic communication it has to follow some advantages:

1. More language practice: Using the didactic communication gives students more chance to speak English and the students express their ideas with his/her teacher in a comfortable atmosphere.

2. Students are more involved: Working in pairs groups encourages students to be more involved in their participations in classes and concentrate on the activities.

3. Students feel secure: student's feels less anxiety when they are working "Privately" than when they are "on show". When it uses the didactic communication is security.

4. Students help each other: The didactic communication is very important in the English Teaching Learning Process, because the students encourage sharing ideas and knowledge. The students can help each other to interchange others new opinions.

In the English Teaching Learning Process it finds some disadvantages:

1. The pair work and group work in large class will be noisy and this can not be helped.

2. Students make mistakes´ during a pair or group activity the teacher can not control all the language used.

3. Difficult to control class: The teachers has less control over what students are doing in pair work and group work than in a normal class.

X CONCLUSIONS

Finished our research work we found several difficulties that limits the didactic communication such as:

- There are many empirics English Teacher teaching English in High school affecting the Didactic Communication in the class room.
- Most of the teachers do not use the didactic communication with their students in the classroom and it limits the learning process.
- The students do not feel confidence with their teachers.
- Some of the teachers are not doing a feedback or correcting error, or simple they ridiculizate their students when they are wrong.
- The Psychological situation is another problem that limit the didactic communication and also the learning process.

Nevertheless there are some positive aspects in some of the teachers when they are teaching their classes such as:

- ⇒ Teachers encourage to the students in the English teaching learning process and develop the communicative skills.
- ⇒ Teachers use methodologies and techniques according to the needs of their students.

- ↪ Responsibility of the teacher to create a didactic communication in the classroom.
- ↪ It is necessary that in the teaching learning process exist the didactic communication to get this process with quality.
- ↪ The teacher is a model for their students
- ↪ The didactic communication to collaborate in the development of the personality in the students.
- ↪ To give the opportunities for the students to participate in the classroom.
- ↪ To improve the didactic communication we have to know the needs of the students.
- ↪ The didactic communication helps to improve the academical performance and the interest for the English class.

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ANNEXES

National Autonomous University of Nicaragua

Survey for the teacher

I. General Data

Name: _____ Academic level: _____

Level: _____; Section: _____

School: _____; Date: _____

Shift _____; Work experience: _____

Dear teacher we are going to do an investigation to know the influence of didactic communication in the English Teaching Learning Process:

Thanks for your help.

II. Answer the following question:

1) Do you like to teach English language?

2) How long have you been teaching English?

3) Do you use the didactic communication in your classroom? Why?

4) What strategies do you use in your classes?

5) Why is important the use of didactic communication in the classroom?

6) What kind of techniques do you use in your classes?

7) How's your interaction and communication with your students?

8) In your opinion what are the characteristics of a good teacher?

9) Do you think they feel self confidence?

National Autonomous University of Nicaragua

Survey for the students

III. General Data

Name: _____ Academic level: _____

Level: _____; Section: _____

School: _____ ; Date: _____

Shift: _____

Dear students we are going to do an investigation with the objective to know how 15 the influence of the didactic communication in the English teaching learning process.

We are asking you to support us.

Thanks for your help.

II. Answer the following questions:

1) Do you like English class?

Yes

No

2) Does it exist the interaction between Teachers and students (Didactic Communication) in the classroom?

Yes

No

3) The relation between Teachers and Students (Didactic Communication) is important in the English teaching learning process?

Yes

No

4) Does it really exist communication between you and your teachers?

Yes

No

5) How is your relation between teacher and students (Didactic Communication) with your teacher?

Excellent

Good

Bad

Regular

6) The interaction and communication between teacher and students is?

Excellent

Good

Bad

Regular

7) The teacher's attitude with their students is?

Positive

Negative

8) What are the characteristics that your teachers have?

Discipline Persistent

Solidary Abnegate

Communicative

Honest

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN- CUR MATAGALPA

Guide observation of the class.

I. General Data:

School:

unit:

Teacher:

Topic:

Level:

Time:

Subject:

Viewer's name:

Shif:

II.METHODOLOGY:

- Oral presentation for students

- Seminar

- Pair work

- Group work

- Other

III. DIDACTIC INDICATORS

- Provide the support material
- Remind the last topic
- Present the aim
- Direct with clarify the new act
- Make the relationship between teacher and student
- Use didactic resources
- There is a good relation and self-confidence in the classroom.

DIDACTIC COMMUNICATION



IS



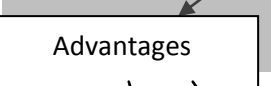
The relationship between the teachers and students that exist in to the classroom.



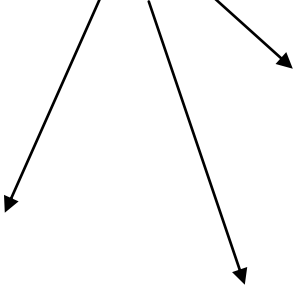
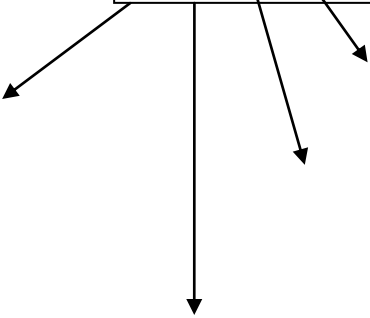
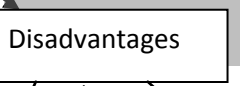
It has



Advantages



Disadvantages



be	Students are	The class could
More language	more involved in	noisy when
practice	the participation	students are
	Students	working in group
	feel secure	The teacher has
		less control over
		what students
Students help	are doing	The teachers can
each other sharing		not control all the
opinions and		language used
knowledge		



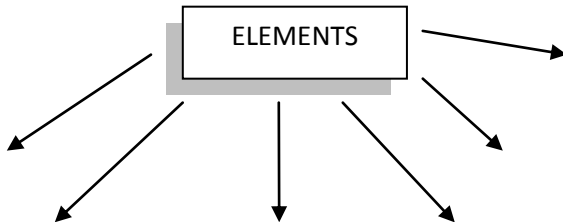


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The relationship between the teachers and students that exist in to the classroom.

ELEMENTS



HELP

