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Faculty of Education and Languages

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**General Topic:**

The methodological strategies in the teaching-learning process of English language.

**Specific Topic:**

Strategies to develop the English communication in the teaching -learning process in the 7<sup>TH</sup> A grade students, at Instituto Nacional Dario during the period of March-October 2014 in Matagalpa, Dario City, Nicaragua.

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## **Abstract**

The purpose of this research is to analyze the communication strategies used in English teaching-learning process in order to improve the speaking skill of the 7<sup>th</sup> A grade students at Instituto Nacional Dario. This research is important for teachers, families, students and the general public interested to improve the English communication in the teaching -learning process. Nobody has conducted before an English research in this institute. This is the first one that will help to obtain the information and analysis of the English teaching-learning environment, in order to create the future reinforcement and recommendations to improve the students' English communication abilities. So that will help the teacher to know how to improve the way they teach and develop their student's communication strategies. This research involves interviews, observation guide, a survey, and questionnaires. The results of those analysis can be use to propose recommendations to help the teachers to improve the way they create communication strategies

## Introduction

The present research analyses strategies to develop the English communication in the teaching -learning process in the 7<sup>TH</sup> A grade students, at Instituto Nacional Dario during the period of March- October 2014 in Matagalpa, Dario City, Nicaragua.

In the first chapter we identify the teaching-learning environment in which English class is developed. The main Focus studied in this chapter is about the physical environment; psychological environment and climate that influence this process directly to understand whether or not the environment is an important factor that makes students feel motivation to study and learn to speak English. The second part is about competences, it is important to identify what are the teacher's competences to develop the speaking abilities in students. Here it is analyzed if the teachers develop the students' self-esteem, if they motivate their students to communicate in English, the responsibility of these for attending the class, obtaining good note, lower their anxiety levels to try to communicate in English. In the third chapter the types of teaching - learning resources such as materials used by teachers to teach the class, flipcharts, videos, magazines, newspapers, brochures, pictures, recorder. The fourth part of this research is about the English teaching-learning communication process, Communication is more than just a message being transmitted from a speaker to a receive, it analyses the communicative learning strategies, the problems related to the communicative environment. The fifth part is based on the teaching-learning cognitive process, the cognitive aspects of the communicative process it is studied here to understand what the psychological environment interfere in the English speaking abilities.

And finally the last part of this, are the recommendations that researchers suggest based in all the study that they had found. All these aspects taken up will help the reader understand the complexity of the problem and respond to the questions raised.

## Justification

This research is important for teachers, families, students and the general public interested to improve the English communication in the teaching -learning process. Nobody has conducted an English research before, therefore is the first one that will help to collect the data, information and analysis to create the future reinforcement plan to improve the communication skills at the Instituto Nacional Dario, It would help teachers to know the areas of opportunities to improve the English teaching quality, at the same time that would allow them to create effective communication strategies in the learning process to encourage the students to feel attracted to the English language.

Through this research the English teachers at Instituto Nacional Dario will understand influences of the environment in the learning-teaching process; they are going to identify the competences needed in the English teachers to develop the speaking abilities in the students. The students will be able to acquire communication tools to perform in their academic performance. All this explained before will help society to get motivated to learn English as foreign language, at the end that would help the country to have more trained bilingual people in order for them to get better job opportunities.



## Background of the research problem

Instituto Nacional Dario was founded in 1986 with the primary school program at night shift under the name of Instituto Zoila Jarquin. The idea to build this school started from a woman from Ciudad Dario, she did not have the money to pay for a private school and also she needed to travel to Sébaco to study in the evenings everyday but she died in an accident when she went to school. After that a group of ten primary school teachers graduated took the decision to open the secondary school program in Instituto Nacional Dario voluntarily without economic purpose just to help to all those student who did not have the opportunity to study in the only private catholic school in the area.

In 1996 the evening school improvised by the voluntary teachers had his own building calling it National Institute Dario, in memory of the young woman who died in the crash since that time there are morning and afternoon classes. It has 804 students. There is no a computer laboratory were the students can receive English classes, 80 teachers, 7 extensions which are Saturdays, Sunday and five extensions in the rural area.

Before this research in this Institute was never conducted a English teaching-learning research, so this is the first time, that is why this research will be important for students, teachers and authorities at the Instituto Nacional Dario. During the first semester of this current year, It was conducted the first part of this research, just to know general information and the English education needs to be investigated, so this paper is an improved version of the first part of the research.

The surveys and the observation guide were improved and reapplied. So the problem and sub-problems founds were the following presented in this research.

## Problem

What are the teaching-learning strategies applied to develop the English communication in the 7<sup>th</sup> A grade students at Instituto Nacional Dario during the period of March-October of 2014?

## Sub- Problems

- What is the environment in which the communication strategies are developed by the English teacher?
- What are the English teacher's competences to develop the communication ability in the class?
- What types of resources are used by the teachers?
- What is the English teaching-learning communication process?
- What are the cognitive aspects that influence the teaching- learning process to the students?

## General Objectives

To analyze the communication strategies used in The English teaching-learning process in order to improve the speaking skill of the 7<sup>TH</sup> A grade students at Instituto Nacional Dario during the period of March- October of 2014.

## Specific Objectives

- To determine the environment of the English teaching-learning process.
- To recognize teachers' competences to develop the students English communication.
- To identify the type of resources used to develop the communicative strategies.
- To inquire about English teaching-learning process in the communication ability.
- To specify the type of cognitive aspects that influences the teaching- learning process in the students.
- To recommend some communication strategies to help the teachers to improve their student's speaking skill.

## Theoretical framework

### I. The English Teaching- Learning environment

The schools environments must be a supportive and non-threatening one in which both the students and the teacher are comfortable. This is critical for the child's cognitive, physical, social and emotional growth. The power of the learning environment to influence and promote learning is significant and the learning spaces and learning resources provide important opportunities for students to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills. (Moos, R .1979).

According to Moos, R (1979), the term environment denotes the totality of the surroundings and conditions in which something or someone lives or functions. A discussion about learning environments starts with a physical space, a virtual equivalent, or at least a set of organizational principles that had their origins in a conventionally space-influenced model. Whether a classroom, an island in a virtual domain, or a chat room in a learning management system, this core place features connections to other places and resources.

These might be other learning spaces, but they are also likely to be places outside the educational world. Technology can also provide an interactive, immersive experience, joining language students with native speakers via a teleconference or sending them on a virtual walk through ancient Roman buildings. Moos R (1979) said that "the learning environment" consists of a wide set of features that affect learning.

The idea of a learning environment implies a setting where intentions and design cannot account for everything that happens; some elements escape control or are at least unintended. Environment, then, is a mix of the deliberate and the accidental, the conjunction of planned and unanticipated events. To some extent, traditional teaching in conventional classrooms could support this dynamic students could be given assignments to take in directions that show mastery but also imagination and creativity.

Now, however, with all the access to large amounts of information and with a substantially enhanced social dimension available to students, the set of directions students can take in their learning is far larger and growing. Some of this change is sanctioned by faculty; other parts of it reflect the environmental changes brought by technology and a tipping of control in favor of students regardless of faculty intentions.

Moos, R (1979) described 3 important environments in the learning-teaching process in the classroom, those are the following.

### 1.1 The Physical Environment

The "physical environment" has continued to appear in contemporary studies as an influence on behavioral and academic outcomes. Current studies of the physical environment have investigated aspects such as class composition, class size, and classroom management, class composition studies examine classroom grouping methods, including ability grouping of students, single-sex classrooms and cooperative learning groups (p. 68).

According to what Moose said, studies about class size have examined how class size influences student and teacher behaviors. In general, smaller classes are associated with students who are less stressed and are more frequently on-task with fewer reported behavior problems than students in larger classes.

- Physical environment of the classroom

According to Brown, One of the simplest principles of classroom management centers on the physical environment for learning: the classroom itself consider four categories.

#### 1. Sight, sound, and comfort

As trivial as it may first appear, in the face of your decisions to implement language-teaching principles in an array of clever techniques, students are indeed profoundly affected by what they see, hear and feel when they enter the classroom. As Brown said If you have any power to control the following, then it will be worth your time to do so:

- The classroom is neat, clean and orderly in appearance.
- Chalkboards are erased.
- Chairs are appropriately arranged
- If the room has bulletin boards and you have the freedom to use them, can you occasionally take advantage of visuals?
- The classroom is as free from external noises as possible (machinery outside, street noise, hallway voices, etc).
- Acoustics within your classroom are at least tolerable
- Heating or cooling systems.

## 2. Seating arrangements

Brown said that Someone may had the experience of walking into the classroom and finding the movable desks all lined up in columns (not rows) that are perpendicular to the front of the wall of the room. Neat and orderly right? Wrong. If you won't get fired from your teaching post by doing so, change the pattern immediately, students are members of a team and should be able to see one another, to talk to one another (in English), and not be made to feel like they just walked into a military formation.

## 3. Chalkboard use

Brown have said that he chalkboard is one of your greatest allies. It gives students added visual in put along with auditory. It allows you to illustrate with words and pictures and graphs and charts. It is always there and it is recyclable. Nowadays public institutions uses whiteboards and dry-erase markers, white design and colorful markers, students' interest in learning seemed to peak just a bit. These particular whiteboards, whose surfaces are smooth polypropylene, use dry-erase markers and, sometimes, colored pencils.

#### 4. Equipment

The classroom may be construed to include any equipment you may be using if you're using electrical equipment (say, an overhead projector or a video player), some of the good conditions are ;

- ✓ The room has outlets,
- ✓ The equipment fits comfortably in the room,
- ✓ Everyone can see (and/ or hear) the visual/auditory stimulus,
- ✓ You leave enough time before and after class to get the equipment and return it to its proper place,
- ✓ The machine actually works,
- ✓ You know how to operate it,
- ✓ There is an extra light bulb or battery or whatever else you'll need if a routine replacement is in order.

### 1.2 Classroom Climate

Moos, R (1979) explained about the classroom climate that identifies relationships among students with each other, the teacher and how this translates into learning expression which is generated by reviewing student test scores, grades earned, attendance, health and family. It describes about the attitude toward student achievement, the attitudes toward school, the attitudes toward peers, the degree of democracy experienced in the classroom, the acceptance of diversity, the range of learning experiences, the autonomy of the teacher, the competitiveness among students, the consistency of interpretation of rule infractions and their consequences.

### 1.3 The Psychological Environment

“Beyond the physical arrangement of a classroom a psychological environment is also created, based on the interaction of the students and the teacher in the classroom. Studies have been particularly concentrated on student class participation rates, teacher support, and communication of learning goals”. (Moos R, 1979, p. 50).

## II. Teachers' competences

Some teacher's philosophy emphasizes the teacher's attitude and the need to create a supportive environment for learning in the classroom.

### The Teacher competencies

Moos, R (1979), there are two divergent approaches to defining „competencies”. In one of them, “competencies” denote a set of conscious, trainable skills and abilities which make a teacher effective. In the other, “competencies” are addressed in the context of changeability and uniqueness of each and every educational situation and mean a repertoire of knowledge, personal features (responsibility and ethical engagement) and educational techniques (Czerepaniak-Walczak, 1997; Gołbniak, 1998). This approach conceptualizes “competencies” as developing in the space of reflective practice. For example, M. Czerepaniak-Walczak distinguishes four categories of competencies:

- Competency as a condition for constructing individual psycho-social identity; it means (as articulated in Erikson's theory of psychosocial development) not only a technical ability to apply an acquired skill, but also a social identification which allows for constructing the social component of identity;
- Competency as a capacity for reflective action which ensues from the conviction about interconnectedness of thinking and action (knowing-in-action), as proposed in Schön's concept of reflective practitioner.
- Competency as a condition of detached understanding, which serves as a tool of reflection dissociated from an agent's active engagement in the world of action. The essence of competence conceived of in such terms is a distance from the world of culture, and in particular from those of its aspects which offer certainty and clarity. The distance is a resultant of understanding, which in itself is by no means perfect or complete. The capacity for self-distancing reflection is predicated upon a critical attitude to all forms of the obvious ( Gołbniak, 1998).
- Competency as a potential for emancipatory action defined by Czerepaniak-Walczak as a subject's dynamic preparedness acquired in social interactions and



manifest in perceiving and comprehending deprivation and limitations to one's agency, in conscious expression of protest against them, in devising ways to overcome them and to gain new spaces of empowerment and freedom as well as in using them responsibly so as to improve oneself and the world.

### 1.1 Communication competencies

That includes the teacher's capacity to think dialogically and foster the development of dialogic thinking in students.

- To use various discursive techniques and non-verbal language in communication in educational contexts.
- To communicate his/her emotions and teach this skill to others.
- To understand and accept students' language codes and use them to promote their development.
- To stimulate linguistic sensitivity in students, revealing to them the values of cultural heritage and the functions of language as an instrument of thought and communication.

### 1.2 Cooperation competencies

Consist in a teacher's capacity to understand the interdependences between his/her professional attitudes, personality, and preferred interactional style on the one hand and the social processes in classroom on the other.

- To prioritize the responsibility principle over the obedience norms in interpersonal relations and act upon this preference.
- To negotiate and accept a compromise for the sake of solving problem situations.
- To inspire students' initiative and use it to promote developmental processes in classroom.

- To support students by appreciating their agentive possibilities and orient them toward collaborative learning.
- To build and sustain contact with students, employing various techniques (e.g. communicating emotions rather than evaluations).
- To develop and implement his/her own original concepts of integrated education, form students' pro-social attitudes.

### 1.3 Creative competencies

That is basically a consciously motivated preference for stimulating students' developmental processes (encouragement of interests and learning aptitudes) rather than for instructing them. Activation of creative behaviours and independent thinking in educational processes. Employment of research techniques to explore pedagogical phenomena and create subjective knowledge.

- To critical thinking and promoting critical thinking in students.
- To knowledge and application of creative problem-solving techniques; advancing the professional autonomy of educational actors.

### 1.4 IT competencies include effective:

Those IT competencies are based in;

- Communication in foreign languages
- Computer use application of IT to support one's own and students' learning (e.g. informal use of databases, the Internet, e-mail, etc.); development of one's own curricula and making them available on-line.

### 1.5 Moral competencies include:

- Capacity for an in-depth moral reflection upon assessing any ethical action;
- Recognition of one's own ethical obligations toward students and earnest wish to live up to them in practice.
- Ability to think and act preferentially for the sake of students;
- Readiness to inquire about (limits of) ethical legitimacy of professional performance, moral
- Co-answerability for students' development and teachers' agency.

### 1.6 Teacher praxeological competencies

To pertain to didactic and educational skills. A teacher should be able to:

- To develop a general outline of work with a class and an individual student as well as of cooperation with parents.
- To identify a student's initial level of knowledge and organize environment for learning new information.
- To operationalize instructional and educational goals and design the learning content.
- To use basic instructional means and measures, including a various methods and forms of classroom teaching, learning and coursework, adjusted to both the educational goals and educational setting.
- To foster and maintain students' positive motivations for development.
- To develop and use various methods, forms and means to identify, monitor, analyze and evaluate students' school achievement.
- To interpret and assess a student's performance relative to his/her individual capacities;
- To identify the causes of instructional failures and devise remedial measures accordingly.

- To identify typical developmental disorders in students (neurosis, aggressiveness, substance abuse) and refer them to relevant helping specialists.
- To assess the effectiveness of his/her own work and devise corrective measures accordingly.
- To develop his/her own concept of professional development and self-training.

Other teacher's competences focus on;

- To Follow the learners' interest to maintain students involvement.
- ❖ To Seek ways to encourage independent student learning.
- ❖ To Make learning fun.
- ❖ To Build take-away value in every lesson.
- ❖ To Address learners' mental processing capacities.
- ❖ To Facilitate learner responsibility or autonomy.

### III. Communicative Resources

Wallace Michael said that English teachers use different types of communicative strategies to develop their students' abilities to make the speak English, for example there are activities like role play, dialogs, explanations of a certain topic en English, pronunciation, the use of the flash cards to encourage them to describe the image and explain themselves in English. Students can interact with their classmates to speak English describing situations, or introducing themselves.

A wide variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as community language learning, practitioners of communicative language teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. We will consider three kinds of materials currently used in CLT and label these text-based, task-based, and realia.

#### 1.1 Text-Based Materials

There are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts. Morrow and Johnson's *Communicate* (1979), for example, has none of the usual dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation. Watcyn-Jones's *Pair Work* (1981) consists of two different texts for pair work, each containing different information needed to enact role plays and carry out other pair activities. Texts written to support the Malay-sian *English Language Syllabus* (1975) likewise represent a departure from traditional textbook modes. A typical lesson consists of a theme (e.g., relaying information), a task analysis for

thematic development (e.g., understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description (e.g., "A caller asks to see your manager. He does not have an appointment. Gather the necessary information from him and relay the message to your manager."), a stimulus presentation (in the preceding case, the beginning of an office conversation scripted and on tape), comprehension questions (e.g., "Why is the caller in the office?"), and paraphrase exercises.

## 1.2 Task-Based Materials

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

## 1.3 Realia

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

## IV. English teaching-learning communication process

The term "Communicative Language Teaching" (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on orality. To other teachers, communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach.

Communication is more than just a message being transmitted from a speaker it at the same time both subject and object of his own message. Communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its other. Communication is an exchange which is incomplete without a feedback reaction from the destinee of the message. (La Forge 1983: 3)

### 1.Theory of language

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky 1965: 3)

Teaching: It is an active process in which one person shares information with others to provide them with the information to make behavioral changes,

Learning: Learning can be defined as the process leading to relatively permanent behavioral change or potential behavioral change. In other words, as we learn, we alter the way we perceive our environment, the way we interpret the incoming stimuli, and therefore the way we interact, or behave. John B. Watson (1878-1958) was the first to study how the process of learning affects our behavior, and he formed the school of thought known as *Behaviorism*.

## 2. Learning Strategies

*Wallace M. Said* that recently some classroom research in language learning and teaching has focused on what action learners take to try to master the target language. Their efforts in this direction are typically called “learning strategies”. The categories related to classroom participation include the following.

- ✓ **Repetition:** echo/ imitation of a word modeled by another, or incorporation of a word or structure used previously into an utterance.
- ✓ **Use of formula expressions:** words or phrases which function as unanalyzed automatic speech units for the speaker, often serving the function of initiating or continuing a conversation and giving the impression of command of the target language.
- ✓ **Verbal attention getter:** Any means by which the speaker attracts the attention of another to him/herself so as to initiate interaction.
- ✓ **Anticipatory Answer:** guessing from context to provide a response for an anticipated question, or prematurely filing in a word or phrase in another’s statement.
- ✓ **Role Play:** Spontaneous practice of the target language in interaction with another by taking on the role of another in fantasy play.



### 3. Problems in learning a second language

Wallace M. have said that mastering our mother tongues is our most extraordinary achievements. Every child, brilliant or dull, masters the grammatical complexities of his or her first language with little apparent effort. Some children master a second or a third language with the same astonishing rapidity. Psychologist suggest that the problem is somewhat more complex, however. One line of research has shown that children become literate in a second language only if they continue to develop cognitively in their first language, that is, if they continue schooling in their first language until at least the age of eight. Other research has shown that a child's ability to master a second language varies with the number of people with whom he or she must speak that language. The more numerous the speakers of the second language in his or her life, the better the child learns the language.

#### Interference from the first language

There is also a physiological explanation for the difference in the language-learning abilities of the child and the adult. In this view, the difference is caused by neurological changes that make it difficult for an adult learner to master some feature of a new language, particularly, pronunciation.

The adult's problems are usually blamed on interference: the system of sounds in the speaker's native language interferes with his or her ability to produce English sounds. Naturally, interference from Japanese is different that interference from Spanish. Because of interference, adult second language learners should not expect to completely master English pronunciation. This is not a great loss. In much of the English-Speaking world, accents are common, well tolerated and even enjoyed.

#### **4. Faculty Language-Learning Strategies**

It may be helpful to approach good language-learning strategies by discussing those that do not usually work, those that are based on adult reasoning strategies. The two most common are the intensive study of grammar rules and the attempt to memorize large amounts of English.

#### **5. Grammar Rules**

Studying Grammar Rules: Grammar consists of all the rules about verb tenses, word order, conjunctions, and so on that govern a language. Readers cannot “hear” an accent in a written report, but they will see faulty grammar and perhaps be uncertain of your communicative ability. Nevertheless, learning grammar rules is not the key to mastering the language. The complete grammar of a language like English is so huge that it can hardly be written; there are too many rules and too many exceptions to every rule.

#### **6. Memorizing Vocabulary**

Trying to acquire a new language by memorizing vocabulary is possibly even less helpful. This is an important point for language learners to understand. Many adult learners believe that, words in a language, they can master all the words in a language, they will know the language. Basically the Barnes says that it could be difficult trying to memorize a lot of words without trying to speak and putting in practice all they have learnt, memorizing is a cognitive approach; it is not wrong, simply inefficient, unfortunately for learners, the English language has about 650,000 words. Of course, developing a vocabulary list is a good idea, but further steps are necessary if you are to remember each new word. You cannot simply look up the definition of a new word in the dictionary, because you are likely to forget it.

#### **7. Teaching large classes**

Ideally, language classes should have no more than a dozen people or so. They should be large enough to provide diversity and students interaction and small enough to give student plenty of opportunity to participate and to get individual attention. Unfortunately, educational budgets being as paltry as they are, most languages classes are significantly larger. Larger classes present some problems:

- ❖ Proficiency and ability vary widely across students.
- ❖ Individual teacher- student attention is minimized.
- ❖ Student opportunities to speak are lessened.
- ❖ Teacher's feedback on student's written work is limited.

## **8. Types of learning and teaching activities**

As with most methods, CLL combines innovative learning tasks and activities with conventional ones. They include:

1. Translation. Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.
2. Group Work. Learners may engage in various group tasks, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.
3. Recording. Students record conversations in the target language.
4. Transcription. Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.
5. Analysis. Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.

6. Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feelings - sense of one another, reactions to silence, concern for something to say, etc.

7. Listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.

8. Free conversation. Students engage in 'free conversation with' the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned.

To build effective communication skills students must learn to:

1. To communicate using digital media and environments to support personal and group learning.

2. To share information efficiently and effectively using appropriate digital media and environments.

3. To communicate thoughts and ideas clearly and effectively to different audiences using various media and formats.

Basic communication skills are at the core of every organization. It is crucial that we as teachers help students build this vital set of 21<sup>st</sup> century skills. Everything depends on our ability to be creative and to use modern teaching methods. The following is a suggested list of such activities:

- Reading aloud

- Students give their thoughts on topic assigned by teacher

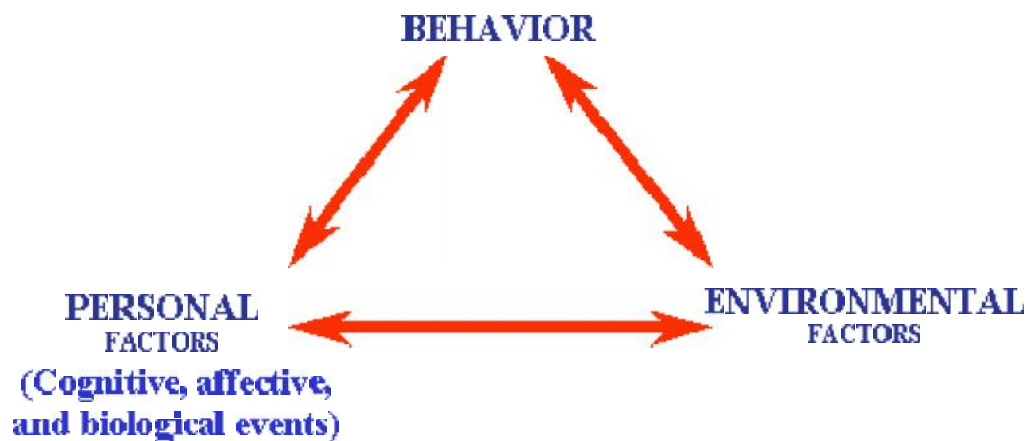
- Oral diary; oral weekly report

- Group presentations on a completed project

- Picture description
- Storytelling
- Role play
- Debates

## V. The teaching-learning cognitive process

Cognitive Learning Theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, ineffective cognitive processes result to learning difficulties that can be seen anytime during the lifetime of an individual.



Social Cognitive Theory Illustration (Pajares, 2002)

### 1. Receptivity as attention

A receptive learner is an attentive learner, presumably, so it makes sense to look at how attention in language classes has been studied. We have reasons to feel that attention is an important factor in classroom, language learning even though. According to Allwright and Bailey, they said that is pretty difficult to measure the student's attention for research purposes, certainly teachers develop their own ways of identifying learners who are not attending, and they probably rely on things like posture and eye movements, but learners also develop their own ways of looking as if they are attending even when they really are thinking about something else entirely.

## 2. Anxiety in language learning

According to Allwright and Bailey, "The first thing to say about anxiety is that, despite the unpleasant associations we may have with it, it is no necessarily bad thing in itself.

Another point to keep in mind is the distinction between "trait anxiety" (a relatively permanent personality feature) and the less stable "state anxiety" (Scovel 1978). State anxiety – stage fright, for example is evoked by a particular set of temporary circumstances.

So anxiety, specially state anxiety, is an acknowledged feature of language learning, whether as cause, effect or both, But why should anxiety be a special problem for language learners? Certainly some school children spend a great deal of their time anxious about most, if not all, of their school subjects, so why should language learning be any different? One possibility, at least wherever methods are used that rely on banishing the learner's first language from the classroom (but perhaps whenever language learners are required to perform in the target language), is that language teaching deprives learners of their normal means of communication and so of the ability to behave fully as normal people.

Language learning is therefore especially likely to provoke anxiety because it deprives learners of the means of behaving normally. But its aim is precisely to provide them with

the means of behaving normally, eventually, and being fully themselves, with people of another language and probably of another culture. This brings in another possible source of debilitating anxiety.

### **3. Self- esteem**

Self- esteem is a self-judgment of worth or value, based on feelings of efficacy implies that some degree of control exists within oneself. Unsuccessful language learners often have lower self-esteem than successful language learners ( Price 1991). Whether this affects their overall self-esteem or only their situational self-esteem partly depends on how important language learning is to the individuals involved. Among highly anxious language students, those with high self-esteem might handle their anxiety better than those with low self-esteem as a result they will have better performance than the other with low self-esteem.

### **4. Teaching large classes**

Ideally, language classes should have no more than a dozen people or so. They should be large enough to provide diversity and students interaction and small enough to give student plenty of opportunity to participate and to get individual attention. Unfortunately, educational budgets being as paltry as they are, most languages classes are significantly larger. Larger classes present some problems:

- ❖ Proficiency and ability vary widely across students.
- ❖ Individual teacher- student attention is minimized.
- ❖ Student opportunities to speak are lessened.
- ❖ Teacher's feedback on student's written work is limited.

### **5. Principles for designing speaking techniques**

Brown Douglas, (2001), described about the speaking techniques the following

1. Use techniques that cover the spectrum of learner needs, from language based, focus on accuracy to message-based focus on interaction, meaning, and fluency.

When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language.

2. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Even in those techniques that don't send students into ecstasy help them to see how the activity will benefit them.

3. Encourage the use of authentic language in meaningful contexts.

We all succumb to the temptation to do say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer.

4. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback.

5. Capitalize on the natural link between speaking and listening.

Skills in producing language are often initiated through comprehension. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other.

6. Give students opportunities to initiate oral communication.



Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiative language.

## 7. Encourage the development of speaking strategies.

Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as.

- Asking for clarification.
- Asking someone to repeat something.
- Using fillers (uh, I mean, well) in order to gain time to process.
- Using conversation maintenance cues.
- Getting someone's attention.
- Using paraphrases for structures one can't produce.
- Appealing for assistance from the interlocutor.
- Using formulaic expressions.
- Using mime and nonverbal expressions to convey meaning.

## 6. Learner style differences

The learners have different type's styles to acquire knowledge and Brown, (2001) he classified 3 types of learners those are the following:

### 1. Converggers.

Converggers will be able to plan effectively within project work and will not lack confidence in going outside the classroom to implement the activities that the project requires. So they are likely to come up with goals and suggestions for sub- group activities which will fit in with what the project is trying to achieve. The problem is that

they may lack a corresponding enthusiasm to engage in communication and actual language use they may be good at finding out about things, but not through direct language use with speakers of the language. They could also benefit from practice in the sorts of direct language use activities which will certainly come later, and which they might otherwise try avoid.

## 2. Concrete learners.

Concrete learners will need the converse treatment. They may well feel comfortable with actual language use situations but tend not to approach them with adequate planning. Their interpersonal and interactional skill may be fine but their capacity to set goals, plan, and analyses (at the pre-activity phase), and then organize their attention, switching more effectively between goals rather than always emphasizing the same one of communicative fluency.

## 3. Conformists.

Conformists learners are those learners who feel most comfortable within classrooms which are directed and organized by the teacher. Yet the central quality of project work is that it transcends the bounds of the classroom, with the result that passive learners are likely to be the most threatened by what is required. They will need to develop a greater willingness to take on responsibility and become more autonomous in their approach to learning.

## Communicative learners.

They are not afraid of going outside the classroom, and will be willing to engage in natural conversation. The difficulties that might be faced here are more connected with whether learner involved is analytic or holistic.

## **VI. Research questions**

- What are the environment factors that affect the student's learning- teaching communicative process?
- What are the English teacher's abilities?
- What type of communicative resources is using the English teacher to develop the speaking abilities in the students?
- What are the oral communication strategies used by teachers?
- What are the types of cognitive aspects that motivate students to communicate themselves in English?

## VII. Methodological Approach

**Approach:** It is used the Mixed method to provide opportunities for the integration of a variety of theoretical perspectives. It is qualitative because is its focus on the contexts

and meaning of human lives and experiences for the purpose of inductive or theory-development driven research. It is a systematic and rigorous form of inquiry that uses methods of data collection such as in-depth interviews, observation, and review of documents. And it is quantitative because it is used for deductive research, gather descriptive information, and examine relationships among variables. So that is why this mixed method research, then, is more than simply collecting qualitative data from interviews, or collecting multiple forms of qualitative evidence .It involves the intentional collection of both quantitative and qualitative data and the combination of the strengths of each to answer research questions. It is also a transversal or cross-sectional analysis research because it was developed during the period of March to October 2014.

### **Research Problem**

The English teachers at Instituto Nacional Dario were looking to analyze the communication strategies used in English teaching-learning process in order to improve the speaking skill of the at 7<sup>TH</sup> A grade students, during the period of March- October of 2014.

It is important to determine the student's environment of the English teaching-learning process, to recognize teachers' competences to develop the students English communication, To identify the type resources used to develop the communicative strategies, To inquire about English teaching-learning process in the communication ability, To specify the type of cognitive aspects that influence the teaching- learning process in the students, To recommend some communication strategies to help the teachers to improve their student's speaking skill.This research is important for teachers, families, students and the general public interested to improve the English communication in the teaching -learning process. Nobody has conducted before an English research like this, therefore is the first one that will help to capture the data, information and analysis to create the future reinforcement plan to improve the English communication and the way how English teachers teach to their students to become talkative.

### **Research Objectives**

The main objective in this research is to analyze the communication strategies used in English teaching-learning process in order to improve the speaking skill of the students by knowing the environment that influence the learning- teaching process, recognizing the teachers' competences to develop the students English communication, the type of resources used to develop the communicative strategies, to inquire about English teaching-learning process in the communication ability, to specify the type of cognitive aspects that influence the teaching- learning process in the students, all this before to finally recommend some communication strategies to help the teachers to improve their student's speaking skill.

### **Type of Research**

In the first phase of this research, it was conducted an exploratory research because the problem has not been clearly defined. The researchers needed to find what the problem at the institute was, so once they explored the environment, they analyzed the situation and it become descriptive in the second phase, because described the characteristics of relevant groups such as English teachers and students determine the cognitive aspects, the resources used, the teacher's competences, the environment, the student's strengths and weaknesses that interfere in the teaching-learning process.

### **Process of Data Collection**

To get the information presented in this research, It was necessary to identify the main sources of all available information to go ahead and documentate this.

**Primary information:** Based on the location environment, where this research is carried on, the information was collected by the direct interaction with the teachers and students. It was used the interviews to the English teachers at the institute and observation guide to the classroom environment analyzing the interaction between the students and teacher, questionnaires to some of the English teachers, survey applied to the students. Other primary resources used were; photographs, Internet

communications on email with the teachers, teaching English communication text books, English teaching-learning thesis.

**Secondary information:** The secondary information was collected by English magazines, interview with the experts about this topic. It was used a short interview to the parents to know about the way they think about their children English communication abilities and the way how they feel teachers are teaching in that environment. Other secondary resources used were; Dictionaries, Encyclopedias, Magazine articles.

### **Data Collection**

This section describes the way that information was obtained to process the analysis. One of the techniques used were the interview, the questionnaire, the observation guide, the survey.

Structured observation technique in regard to the teaching-learning process was applied to one of the English classes to get the student behavior observed during the class was conducted. It was analyzed the way how the teacher communicate with their students. The survey was applied to the students. The interview with experts about the studied topic in this research was necessary to apply to have more information about the topic.

### **Procession of Data**

In the research, the analysis of the data is performed using paragraphs as appropriate. This is the clear wording, coherence and cohesion of paragraphs, thereby providing easier to the reader to understand the proposals made by the working group.

### **Presentation of Result**

The information provided by teachers was stored on a tape recorder for extra security, then proceed to entering it into the computer in Word 2007, and ordered and classified for better understanding of the work. The observation data will be processed in Word 2007 and save it in the same manner as was done with the interview, questionnaires and analysis will be presented in that way. The table and statistics resources of information was analyzed in Excell 2007

### Universe and Population

In this research, the universe was composed by a total population registered in 7<sup>th</sup> A grade students at Instituto Nacional Dario in Dario City ,Matagalpa those were 40 students. It was taken as a sampling the 18 students, those were the ones who answered the survey applied, it was used the finite sampling as it is shown in the following formula.

### Finite Sampling

$$n = \frac{Z^2 pq N}{N e^2 + Z^2 pq}$$

We have:

$$Z = 95\% \quad 1.96 \quad e = 5\% \quad p = 0.5 \quad q = 0.5 \quad N = 40$$

Substituting the actual data in the formula, we obtain:

$$(1.96)^2 (0.5) (0.5) (40)$$

$$n = \frac{(40) (0.05)^2 + (1.96)^2 (0.5) (0.5)}{1.0604}$$

$$n = \frac{19.60}{1.0604} = 18.483591 \approx 18 \text{ Surveys}$$

It means that were applied 18 surveys in the 7<sup>th</sup> A grade students at Instituto Nacional Dario in Dario City, Matagalpa, Nicaragua. Those students contributed to this research because they could describe the English teaching-learning communication process developed in the classroom environment, so according to their responses it was possible to analyze the data information.

## VIII. Data Analysis



## The English Teaching- Learning environment

The schools environments must be a supportive. This is critical for the child's cognitive, physical, social and emotional growth. In this research the learning environment is divided in physic environment, classroom climate and the psychological environment.

According to the survey applied to seven grade A students, 33% of them are very satisfied with the physic conditions which includes Sight, sound, and comfort, seating arrangement, The classroom is neat, clean and orderly in appearance. 11% of them are not all satisfied. The researchers observed that the size of the classroom it was pretty small to the large class size, sometimes they are not paying attention to the teacher because it is also too warm and they want to go home.

And according to the theory of Moos, R; "class size influences student and teacher behaviors". Those are 40 students in a small classroom that is why Teacher Kenya at Instituto Nacional Dario says that "Sometimes some student are rebellious but most of them are students with good behavior and are open to feedback". The researchers consulted the information with the architect Francisco Aragón to know about the ideal classroom size for 40 students, and he said that the measures have to be five square meters wide and seven meters long (5x7), and the classroom at Instituto Nacional Dario is four square meter wide and five meter long (4X5). Due to the space the 36% of the students said that they are moderately satisfied with the seating arrangement.

The researchers observed that there is enough lighting in the classroom but sometimes there are a lot of noise when student become so uncontrolled among them because they are not quiet, they are distracted.

The student's opinion about the classroom climate is 44% of them are extremely satisfied, 28% of them are moderately satisfied and just 5% of them are not at all satisfied, It means that the relationships between students and teachers is good.

Moos, R (1979) explained about the classroom climate that identifies relationships among students with each other, the teacher and how this translates into learning

expression which is generated by reviewing student test scores, grades earned, attendance, health and family.

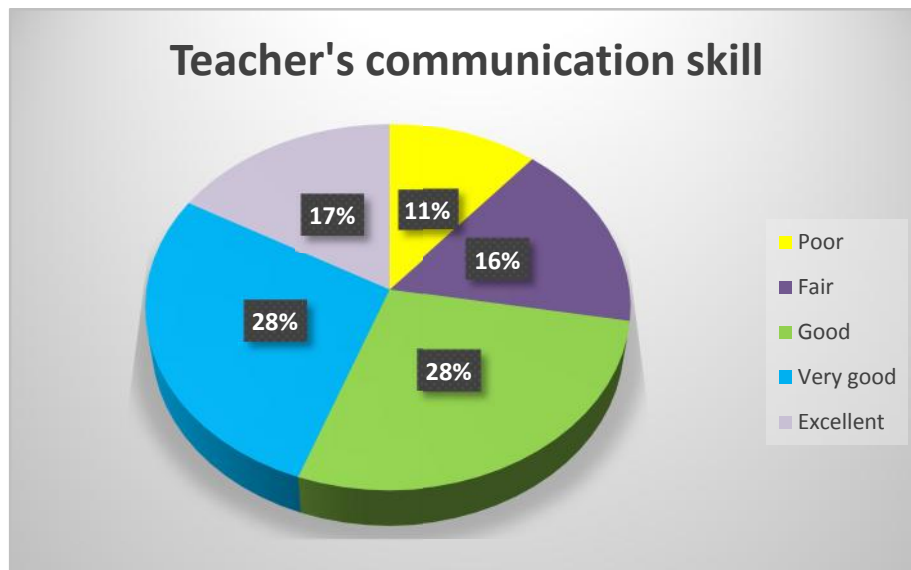
In the teacher interview, Mrs. Kenya said that she gives to her students confidence to ask when they do not understand something related to the class “because that’s the best way they can understand the language and communicate themselves good, they always come to me when they cannot pronounce something or when they do not know the meaning of a word”. That is one of the reasons for them to have good grades 44% of them has often good grades and only the 6% of them do not have it.

All this expressed before can conclude that the psychological environment that the teacher generates is optimum for the development of the students, they feel comfortable with the confidence that the teacher gives to them. They have a good perception of the physical environment because it is a clean, neat and organized, however the classroom size is not adequate to the teaching and learning process because there are a lot of student in a small c-room, and they can be easily distracted because of the noise of the other classmate, the warm weather sometimes could be an interference for them do not pay attention to the teacher’s instructions.

Another important thing to take in consideration is about the equipment, theorists say that a good environment that promotes the effective learning process should have equipments like projector or a video player, TV or recorder. The half of the class which is translated into numbers, 50% of the students are not at all satisfied with the classroom equipment because they do not have equipment basically, teacher uses only a recorded to put the cds and practice pronunciation with the students.

The e-mail interview made to Julia Morozova, she is a English teacher and translator she says, “Friendly and conductive environment, when every person has possibility to express his or her ideas. Where students are encouraged to speak and are not afraid of making mistakes”.

## Teachers' competences



Source: *Elaborated by the researchers*

In this research the teachers' competences are based in communication skills, teacher's behavior, and level of compromise and computer skills. According to the students' opinion the 28% of them think teacher has very good communication's skills, 28% of them think teacher has good communications, 11% of them think that the teacher has poor level of communicative skills. Most of the students have a good perception of the teacher's communication skills because according to the observation realized, the teacher can handle with a lot of students in the small classroom and teacher is insisting in the student's learning, the teacher seeks ways to encourage independent student learning, makes them learning fun, Addresses learners' mental processing capacities. She is identifying typical developmental disorders in students like neurosis, aggressiveness, substance abuse.

The teachers seek ways to encourage independent student learning as the interviewed teacher Kenya said "she try to promote self learning in students, because if they learn English they need to feel motivated as a first step, so they can study by their own at

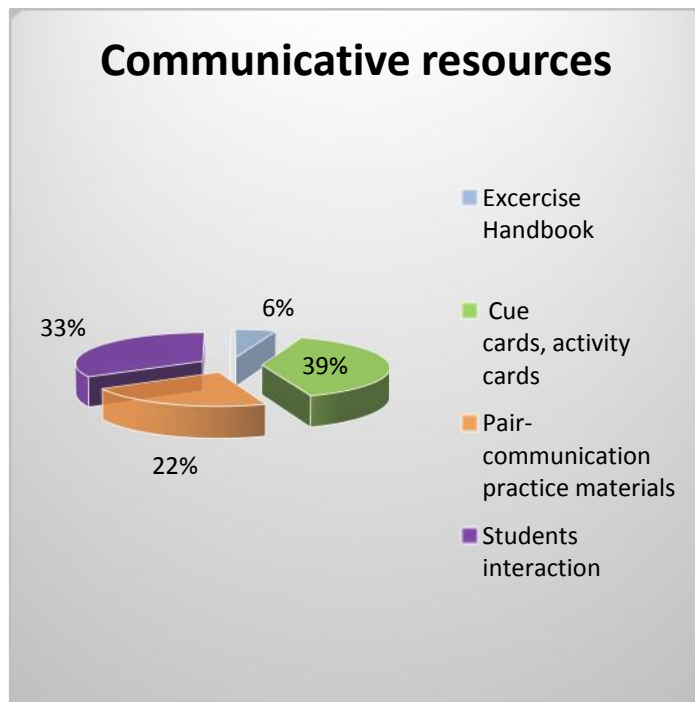
home using different type of resources like watching TV in English, listen music and learn new vocabulary. We let them know the importance to study English nowadays”.

The 42% and 32% of students respectively say, teacher has excellent and good level of compromise to teach and encourage students to learn. Teacher Kenya said that she controls the discipline; she uses empathy to promote the confidence among students.

According to the expert interview made to Msc. Albert Sanchez, a English teacher at UNAN- Managua, He thinks that some teachers say “they know English when their knowledge of English is deficient. Students should also be ready to learn, motivated and cooperative. To all this, you add the other classroom stuff which includes technology and general classroom setting”. And 44% of the students think teacher has poor computer’ skill. Those students do not use laboratory with computers to practices conversation, pronunciation or interaction with the language and the technological skills so for teachers that is not much important, so that is why they have that perception of the teacher. The expert Yulia says that a good teacher should have knowledge of subject they teach , ability to combine different methods, creativity.

So basically it can be concluded that the Teacher Follow the learners’ interest to maintain students involvement, seek ways to encourage independent student learning, make learning fun build take-away value in every lesson ,address learners’ mental processing capacities, facilitate learner responsibility or autonomy. Although the 6% of the students thinks that teacher behavior is poor the majority of them are disagree with that, probably those who thinks in that way is it because there are some cognitive factors that interfere in the classroom environment, so according to the observation the students that do not pay attention in class tends to be undisciplined and rebellious, and they could not be agree with the teacher’s class.

## Communicative Resources



*Source: Elaborated by the researchers*

It has been said that a “wide variety of materials have been used to support communicative approaches to language teaching”. The survey has shown that 39% of the students think that the main communicative resource that the teacher uses is the activity cards, where they can describe through a picture the image of something, the 22% of them think that teacher uses the pair communication practice materials to develop the class and the 33% of them think that they learn through students interaction, and only the 6% says they learn with handbook exercise.

According to the Instituto Nacional Dario's' interview to the teacher Kenya she said about the material they use, “We do not have specific text book, we are guided by the National English program, we only take the specific topic for the grade and then we can use any English pamphlet or book that we have available; for example we can use the The teaching English as foreign language ( This is the peace corps material), the

recorder, magazine pictures, newspaper, Dialogs from the book (New Interchange Intro by Jack Richards), the book grammar in context by Sandra Elbaum, English Dictionaries. We print dialogs that we can find in the internet, download some English songs and we encourage the students to pronounce the song's words, we use flash cards, or we cut some pictures from the magazines or newspaper and we teach students vocabulary and then we let them to describe the picture”.

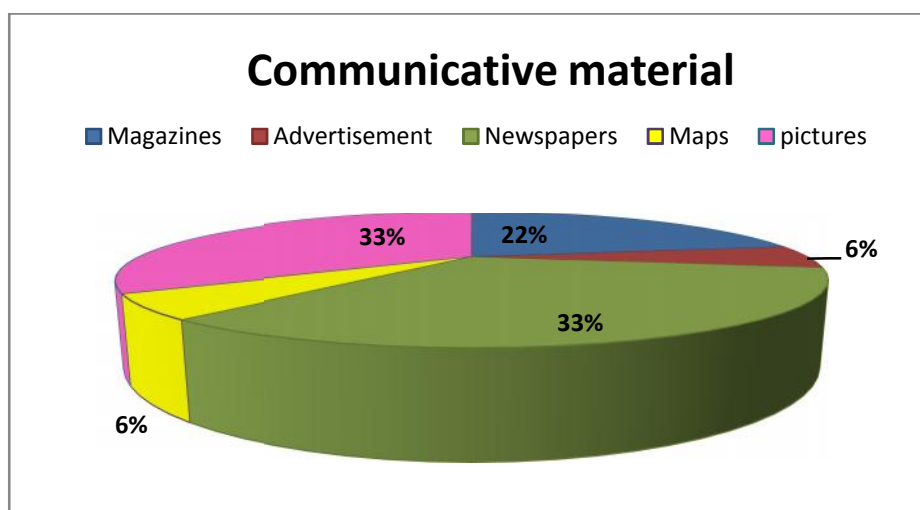
When the researchers interviewed the expert, teacher Albert about speaking teaching method for the public Nicaraguan education system he said, that he does not recommend any specific method. “Every teacher must decide based on their own particular context. To suggest that teachers should do this or that defies common sense”.

Teacher Albert said that he does not recommend any specific communicative teaching resource for the public Nicaraguan education system, he only advices to combine pronunciation, intonation and fluency. He thinks that the exposure to the language and sufficient practice are the key. And only teachers can guarantee this. “Teacher must best model English speakers, so that students learn from them. Finally, teachers should give students enough time to practice within the classroom. And of course students need to want to learn the language, otherwise any attempt at improving is a waste of time”.

From her side the expert Julia Morozoba says about the communication resources that she would use internet, audio-visual means, materials with dialogues/monologues and books to enhance the oral communication in the students. However, according to the reality internet and audio- visual means are tools that Instituto Nacional Dario can not offer to its students that is why the 50% of the students say that they are not at all satisfied with the classroom equipment. The school has not economical conditions to get those equipment, and the teachers are not trained to use the technology that is why the 44% of the students said that teachers has poor computers skills.

The theory says that “communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use”. The researchers consider three kinds of materials used in CLT, those are text-based, task-based, and

realia. In the text-based material includes; dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation. The task-based includes a variety of games, role plays, simulations. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. And the type of realia material used like magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs. It was observed that those three types of materials were used by the English teacher at Instituto Nacional Dario.



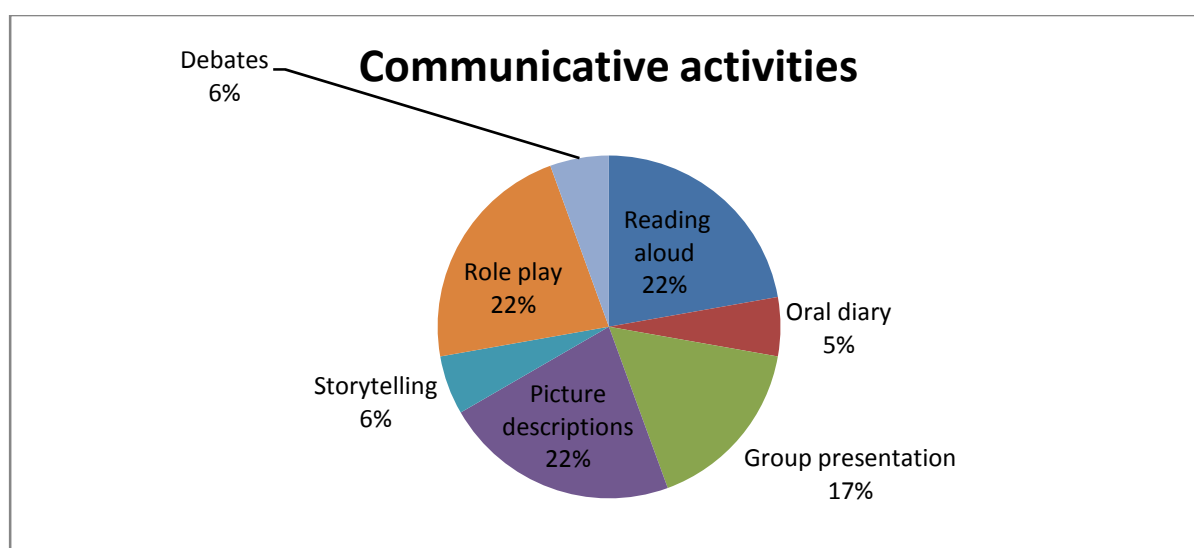
Source: *Elaborated by the researchers*

The 33% of the students says that the teacher use news paper and pictures to develop the English communication skills, the 22% says the teacher uses magazines, 6% say of them say they use maps and advertisements.

In the interview with the teacher Kenya, she said that she uses magazines, newspapers and pictures to encourage students to use the new vocabulary and describe the image, in that way they can try to express themselves although only the 39% of them memorize vocabulary, so that can difficult the speaking process because not all the students handle the new vocabulary to participate in the communicative activities.

Although the teacher does not have any specific text book to follow a program to develop the speaking abilities, They do what they can taking in consideration the material they have However that is not a big problem because the 44% of their students have often good grades and the 33% are always paying attention.

### English teaching-learning communication process



Source: *Elaborated by the researchers*

The communication process is one of the most important parts of this research, due to the possibility to understand the influences that affect positive or negative the way how the teaching and learning communication process is conducted by the Instituto Nacional Dario's English teachers.

As it is possible to observe in the graphic, that the 22% of the students says that the teacher uses picture descriptions and reading aloud activities, 17% says that the teacher uses group presentation and only the 5% of them said teacher uses oral diary it is important to clarify that the learner diary is somewhere where a language learner can write down his/her thoughts on what he/she has learned during the week and then the student has to present it orally in front of the class, but as it can be analyze in the



graphic, the teacher is not using this activity so much probably because this activity enhance the level of anxiety in students, It is necessary to remember that the 40% of them, have expressed that they always feel anxiety when they try to speak English.

In the observation, the researchers found that the teacher is always ready to deliver the class materials, promotes the feedback, confidence and participation in class.

The difficulties founds were the technological resources because there are not enough tools to promote speaking just a recorder and the classroom size could be an inconvenience for students because they get distracted easily because there are a lot of student in a small classroom.

In the interview with teacher Kenya, she said, that the kind of dynamic or running activities that she uses to develop the speaking skills are role plays, Dialogs, work in pair, activity cards, describing pictures, they let them cut some picture from newspapers, magazines, advertisement then they have to describe it. For Instituto Nacional Dario's English teachers the hardest thing they experience teaching English communication is the classroom size because there are a lot student, 40 students in a small c-room and sometimes they are not following correctly the instructions above all when the weather is too warm or there is a lot of noise due to the students get distracted and at the end some of them become undisciplined.

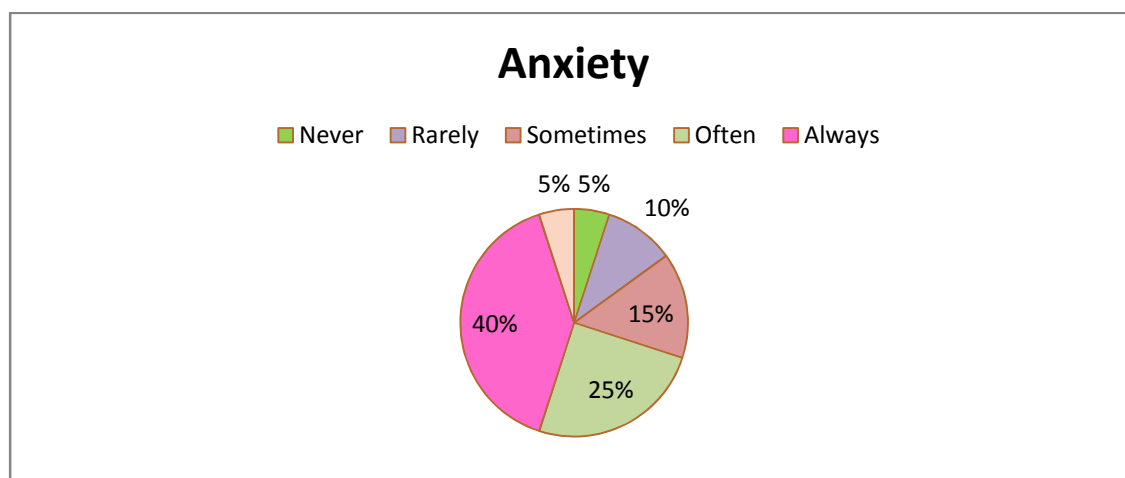
The theorists say ideally, language classes should have no more than a dozen people or so. They should be large enough to provide diversity and student's interaction and small enough to give student plenty of opportunity to participate and to get individual attention. According to the results 11% are not paying attention. Teacher Kenya said that is hard to teach in a small classroom with many students because the students cannot follow the instructions correctly, sometimes they do not hear what I am saying and they are not paying attention because of that, sometimes I have to be rude so they can be quiet and follow my orientations.

Despite of that difficulty, the teachers make their students speak English, as the teacher Kenya said; "At the beginning it is a little bit difficult because they are shy to speak, but I promote confidence among them to let them know that they can do it if they practice, I

just teach them small dialogs, then we practice and finally they have to work in pair and the classroom is listening them when they are in front of the class repeating it”.

The expert Yulia said that according to her experience the best communication strategies that she can recommend to English teachers to motivate their students to speak are compliment even for insignificant success, use new trends in teaching, do not criticize, give more information in English, create friendly atmosphere of collaboration, linguistic skills such as grammatical structures, vocabulary, and phonetics should be also emphasized, do not have overcrowded classes.

### The teaching-learning cognitive process



Source: *Elaborated by the researchers*

As It can be observed in the picture the 40% of the students often feel anxiety, when they are speaking English that could be due to many reasons what teacher Kenya said is that their students feel anxiety at the beginning because they think they could make

any mistake by mispronouncing some words, she promotes the confidence and then they feel good to continue with the activity.

Bailey said “Language learning is therefore especially likely to provoke anxiety because it deprives learners of the means of behaving normally. But its aim is precisely to provide them with the means of behaving normally, eventually, and being fully themselves, with people of another language and probably of another culture. This brings in another possible source of debilitating anxiety”. So that is fully understandable when a person is trying to learn a new language, students may be feeling scared about making speaking mistakes but gradually that tends to disappear when they feel confident and they can handle their nerves and a teacher supportive behavior in this case is really important to promote them a good self esteem so they can believe in their capacity to learn and develop the language skills.

The cognitive factors are really important so the student can learn appropriately. The 28% of them are often paying attention, 33% always pay attention and only the 11% of them are never paying attention. Probably they are not interested in the class, they are distracted talking with the classmate while the teaching is guiding them to follow the class activity, it is important to remember that only the 36% of the students are slightly satisfied and the 14% of the students are not at all satisfied with the seating arrangement, those students are not satisfied with the noise, they might feel suffocated with many students asking about some doubts to the teacher.

In spite of those difficulties 44% of them have often good grades, 28% always have good grades and only the 6% say that they never have good grades. If they do not have a good grades as it was analyzed before, that could be because of distractions factors like noise, some teacher’s strategies that might sound bored for them and then they do not pay attention or as it was observed they are thinking to go home when the English class is at the end of the program and students may be tired and they are thinking about finish the class immediately to go home.

It was observed also according to the theorist Peter Skehan those students are conformist’s learners because they feel most comfortable within classrooms which are

directed and organized by the teacher. As a passive learners they quietly take in new information and knowledge, but they typically don't engage with the information they get. They may not interact with people, share their insights or contribute to the conversation.

Students were asked if they memorize vocabulary to develop their language abilities and the 36% said they often memorize 28% always memorize and the 11% never memorize. And that could be understandable when some of them have lower scores sometimes because in order to acquire a language one of the best strategies is to memorize new words. 56% of the students say that the teacher always motivate them to speak English, taking in consideration that according to the teacher's interview , she said, that students sometimes may have low self-esteem because they argue they cannot do it because they are not enough intelligent to learn another language, but not all them have the same opinion about the language. However the level of compromise of the teacher is high so that is why the 42% of students think is excellent because the teacher tries to cultivate good communication, and help the students to feel confident and help them to low their level of anxiety when they are speaking.

## IX. Conclusions

### The English Teaching- Learning environment:

This research determined the teaching –learning environment that corresponded to the physic, psychological and the climate environment that must be a supportive space for the child's cognitive, physical, social and emotional growth. According to the survey applied to seven grades A students, 33% of them are very satisfied with the physic conditions which includes Sight, sound, and comfort, seating arrangement, The classroom is neat, clean and orderly in appearance. 11% of them are not all satisfied.

It was observed that the size of the classroom it was pretty small to the large class conditions of the classroom size is not the appropriate ones for 40 students, sometimes the noise among the students, and the warm weather causes distractions, undisciplined behavior, sometimes they are not paying attention to the teacher.

The student's opinion about the classroom climate is 44% of them are extremely satisfied, 28% of them are moderately satisfied and just 5% of them are not at all satisfied, It means that the relationships among students and teachers is good.

Despite the fact of having that type of difficulties, the teacher is compromised to the responsibility to encourage the students to learn and develop their English communication abilities; the roll of the teacher has been to become a piece pretty important on their learning process. The students are satisfied with the teacher because, she promotes good self-esteem, confidence, and she motivates their students to become good speakers.

One of the things that students are not at all satisfied is the equipment, unfortunately the Instituto Nacional Dario does not have the technological resources to promote other type of audio-lingual activities to promote the communication skills by using those resources, the teachers have to use only a recorder as resource to help their students to make some class activities and pronunciation task.

## Teachers' competences

Nowadays teachers can have different types of abilities to solve different problems in the teaching and learning environment of the students. Teachers can show competences in communication, social interaction, collaborative, creative and IT skills.

It was recognized teacher's competences to develop the student's English communicative skills by applying different instrument to get the information from students, the teacher and experts. According to the students' opinion the 28% of them think teacher has very good communication's skills, 28% of them think teacher has good communications, 11% of them think that the teacher has poor level of communicative skills. Most of the students have a good perception of the teacher's communication skills because according to the observation realized, the teacher can handle with a lot of students in the small classroom and teacher is insisting in the student's learning, the teacher Seeks ways to encourage independent student learning, makes them learning fun, Addresses learners' mental processing capacities. She is identifying typical developmental disorders in students like neurosis, aggressiveness, substance abuse.

And 44% of the students think teacher has poor computer' skill. Those students do not use laboratory with computers to practices conversation, pronunciation or interaction with the language and the technological skills so for teachers that is not much important, so that is why they have that perception of the teacher. At the end teachers needs to follow the learners' interest to maintain student's involvement. They should seek ways to encourage independent student learning, they have to try to make learning fun, addresses the learners' mental processing capacities. And finally they should facilitate learner responsibility or autonomy in their students.

The English teacher should be a professional like teacher Kenya who has a major degree in English teaching, because in that way teachers will know the techniques to encourage their students in the learning environment and develop their communicative skills appropriately.

## Communicative Resources

It was identified the type of resources used by the teacher, It was found that that 39% of the students think that the main communicative resource that the teacher uses is the activity cards, where they can describe through a picture the image of something, the 22% of them think that teacher uses the pair communication practice materials to develop the class and the 33% of them think that they learn through students interaction, and only the 6% says they learn with handbook exercise.

The Instituto Nacional Dario do not have specific English text book they are guided by the National English program, they only take the specific topic for the grade and then they can use any English pamphlet or book that they have available; for example they can use the teaching English as foreign language ( This is the peace corps material), the recorder, magazine pictures, newspaper, Dialogs from the book (New Interchange Intro by Jack Richards), the book grammar in context by Sandra Elbaum, English Dictionaries. They print dialogs that they can find in the internet, download some English songs and we encourage the students to pronounce the song's words, they use flash cards, or we cut some pictures from the magazines or newspaper and we teach students vocabulary and then they let them to describe the picture”.

The 33% of the students says that the teacher use news paper and pictures to develop the English communication skills, the 22% says the teacher uses magazines, 6% say of them say they use maps and advertisements.

The teacher Kenya said, that she uses magazines, newspapers and pictures to encourage students to use the new vocabulary and describe the image, in that way they can try to express themselves although only the 39% of them memorize vocabulary, so that can difficult the speaking process because not all the students handle the new vocabulary to participate in the communicative activities.

## English teaching-learning communication process

It was inquired about English teaching-learning process in the communication ability.

According to the students the 22% of them said that the teacher uses picture descriptions and reading aloud activities, 17% says that the teacher uses group presentation and only the 5% of them said teacher uses oral diary.

It was observed that the communicative strategy the teacher uses the most it is the repetition, pronunciation and role plays. She is always trying to make their students speaks English and practice the vocabulary they already have learnt with her, sometimes it is really noisy when the teacher tries to make their students interact each other.

The teacher follows the activities in the National Education program to continue with the general plan but at the same time she tries to teach different topics to develop their students' communications skills.

The teacher create different kind of dynamic or running activities that she uses to develop the speaking skills like dialogs, work in pair, activity cards, describing pictures, they let them cut some picture from newspapers, magazines, advertisement then they have to describe it. The students feel excited when the teacher practices with them some songs, they really like that activity and the teacher encourage them to repeat the words and give them a piece of paper with the letter of the song and they look for new vocabulary.

It can be conclude that teacher uses the resources that she has available in the school although this is a limiting situation; she tries to help their students promoting them the importance of the language and to practices the speaking skill.

## The teaching-learning cognitive process



In this research, it was specified the type of cognitive aspects that influences the teaching- learning process in the students. The cognitive learning theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time.

As It can be observed in the picture the 40% of the students often feel anxiety, when they are speaking English, that could be due to many reasons what teacher Kenya said that their students, feel anxiety at the beginning because they think they could make mistakes by mispronouncing some words, she promotes the confidence and then they feel good to continue with the activity.

The 28% of the students are often paying attention, 33% always pay attention and only the 11% of them are never paying attention. Probably they are not interested in the class, they are distracted talking with the classmate while the teaching is guiding them to follow the class activity, it is important to remember that only the 36% of the students are slightly satisfied and the 14% of the students are not at all satisfied with the seating arrangement, those students are not satisfied with the noise, they might feel suffocated with many students asking about some doubts to the teacher.

In spite of those difficulties 44% of them have often good grades, 28% always have good grades and only the 6% say that they never have good grades. If they do not have a good grades as it was analyzed before, that could be because of distractions factors like noise, some teacher's strategies that might sound bored for them and then they do not pay attention or as it was observed they are thinking to go home when the English class is at the end of the program and students may be tired and they are thinking about finish the class immediately to go home.

The classroom size it is a problematic situation because those are 40 students in a small c-room, and they are not satisfying at all with a lot of students.

## **X. Recommendations**

#### ❖ The English teaching-learning environment

The researchers recommend to the school to create classrooms with the capacity of 40 students so they can have better environments that do not affect the cognitive process of the teaching- learning. It is necessary for the teacher to keep creating the same confidence and empathic environment toward the students, so they can have the opportunity to have a good communication with the teachers. It was suggested to maintain the same clean, neat, organized physic environment. The school needs to invest at least in one computer to teach the students how to interact with technology or a TV so they can practice listening and pronunciation.

#### ❖ The teacher's competences

The researchers suggest to the school to keep hiring English teacher professionals with a major degree in English education in the future, so they can teach appropriately English to the students as they are doing right now. The Teacher should be trained in computer skills so he or she can know how to teach them though the new technologies. The teacher should have the capacity to identify a student's initial level of knowledge and organize environment for learning new information.

#### ❖ The teacher's resources

The researchers recommend to the school to have a textbook for each English level or grade in order to the students have a guidance of the English learning process. It is important that the teacher keep using different type of communicative activities and strategies so they can develop the speaking abilities in students. The public schools have to use the National teaching program, so the research recommend to use that guide but to include some other activities of different type of advanced English resources to complement the English education. It was observed that students learn better to communicate among themselves through activities like flash cards, magazine picture descriptions, dialogs so teacher can continue applying the same activities.

In order for the teacher to help their students to practice the pronunciation it is recommendable to use the recorder and continue with the same activities like

printing songs in the internet and then practicing the song with the students in class that would improve the language pronunciation.

❖ The English teaching-learning communication process

Ideally, language classes should have no more than a dozen people or so. They should be large enough to provide diversity and students interaction and small enough to give student plenty of opportunity to participate and to get individual attention. However for multiples reason above all, the economic situation do not allow the public schools to build more classrooms and to have a personalized education for students, at least what the researchers recommend in this situation is that when teachers are teaching communicative English is that they have to distribute the students in the classroom so they can have the opportunity to pay attention and being focuss in the class activity in that way the teacher can manage the classroom and be aware of the students learning process.

The teacher should integrate all students though different type of activities like working in groups of students in dialogs, role plays or another type of communicative activities.

❖ The teaching-learning cognitive process

The researchers suggest to the teacher to keep maintaining the same climate environment with the students, to promote the confidence in them so they can lose the anxiety at the moment they participate in class, it is advisable to encourage the development of speaking strategies like ; Asking for clarification, asking someone to repeat something, using fillers (uh, I mean, well) in order to gain time to process, using conversation maintenance cues, getting someone's attention. Provide appropriate feedback and correction; give students opportunities to initiate oral communication.

## XI. References

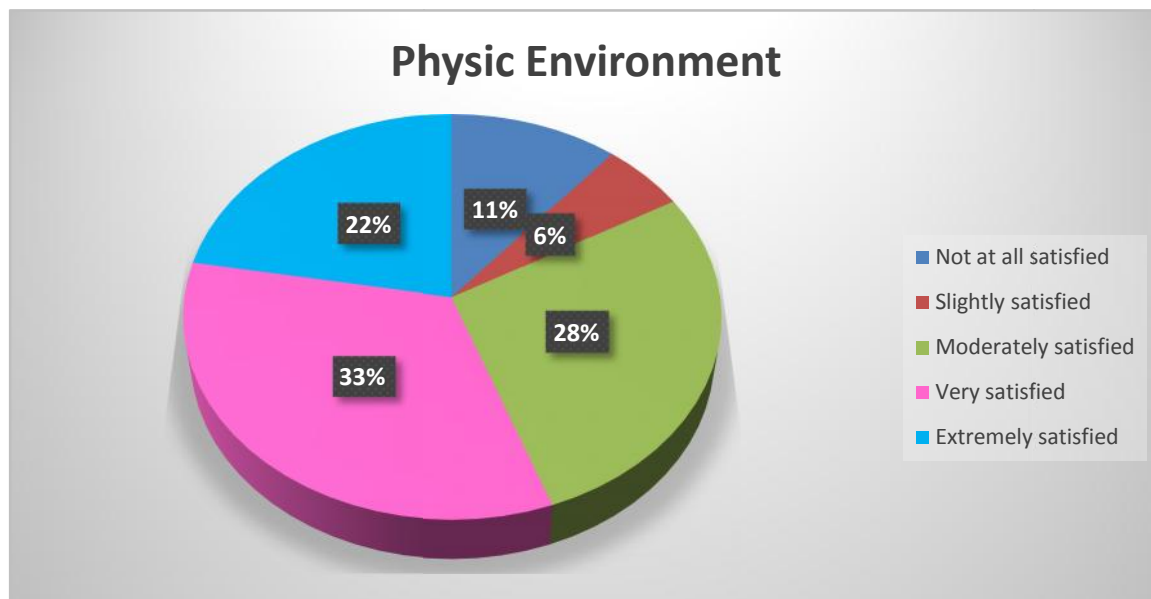
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## XII Annexes

### 1. Table of Graphics

The English teaching-learning environment

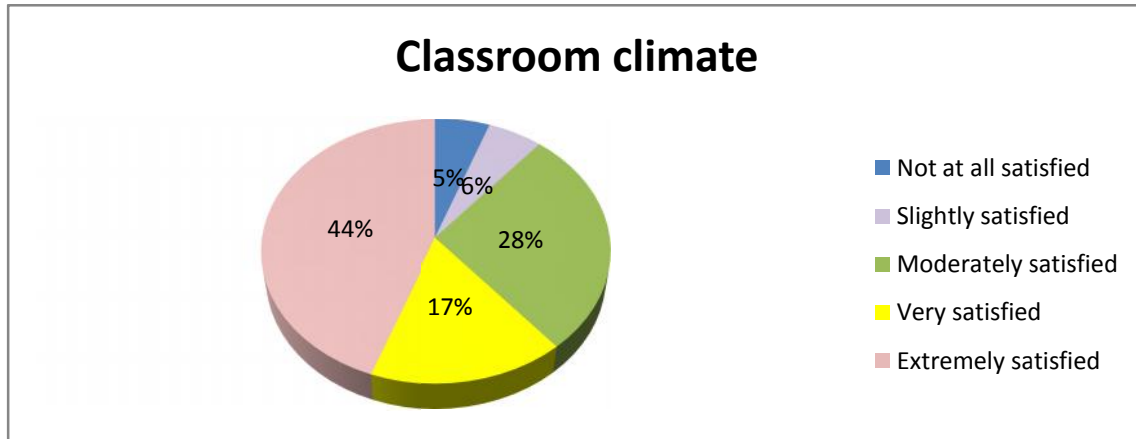
Graphic 1.



Source: *Elaborated by the researchers*

It is important to observe that the 33% of the students think to be very satisfied with the physic conditions of the school and the environment. The 28% of them think they are moderate satisfied and the 22% are extremely satisfied and only the 11% of them are not at all satisfied that is because the classroom sized as it was studied before, the classroom is a small place for 40 students. Also they are not fully satisfied because they do not have the technology that they would like to have like computers, t.v, a good recorder to practice the language.

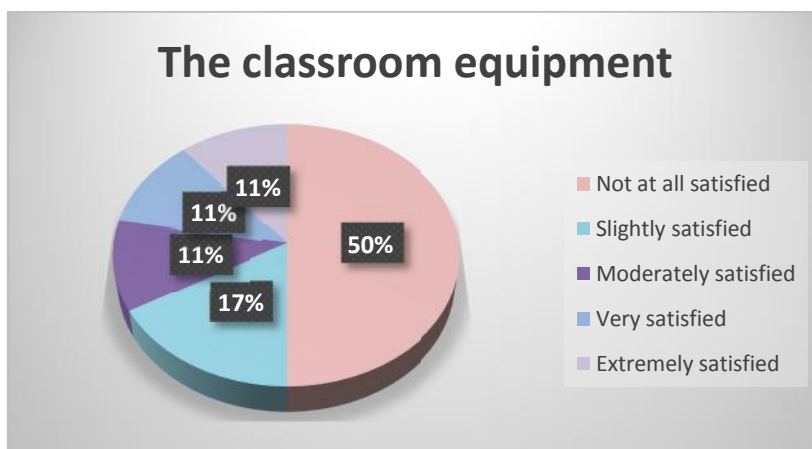
Graphic 2.



Source: *Elaborated by the researchers*

The 44% ,28% and 17% of the students express to be extremely satisfied, very satisfied and moderately satisfied because the teacher generate a good climate in class, the teacher promote self-esteem, confidence, empathy and engagement with the students, and only the 6% of them said they are not at all satisfied, that could be because the teacher punish those students when they are rebellious in class, but they become to be like that due to the physic classroom environment because sometimes it is difficult for the teacher to handle with 40 students in a small classroom.

Graphic 3.



As it was analyzed before about the physic environment that includes the classroom equipment like computers, recorders, and TV, the 50% of the students are not at all satisfied because they would like to receive the English class using this kind of technology that could help to improve their speaking skills.

Source: *Elaborated by the researchers*

## Teacher's competences

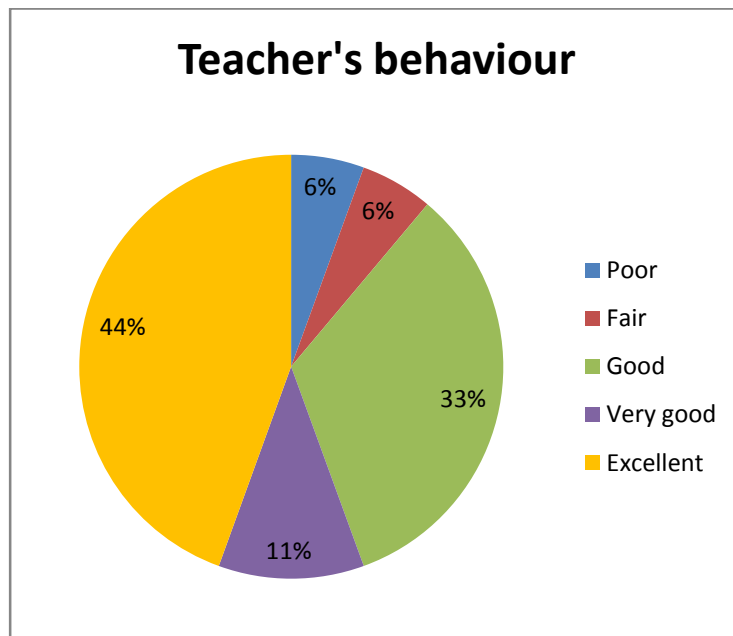
Graphic 4.



The teacher's competences skills in this research include communication, cooperation, and creative that abilities help the teacher to become better professionals, as it can be observe the 28% of the students think the teacher have very good communication skill because the teacher is always empathic and try to help the students to express themselves pretty good in English.

Source: Elaborated by the researchers

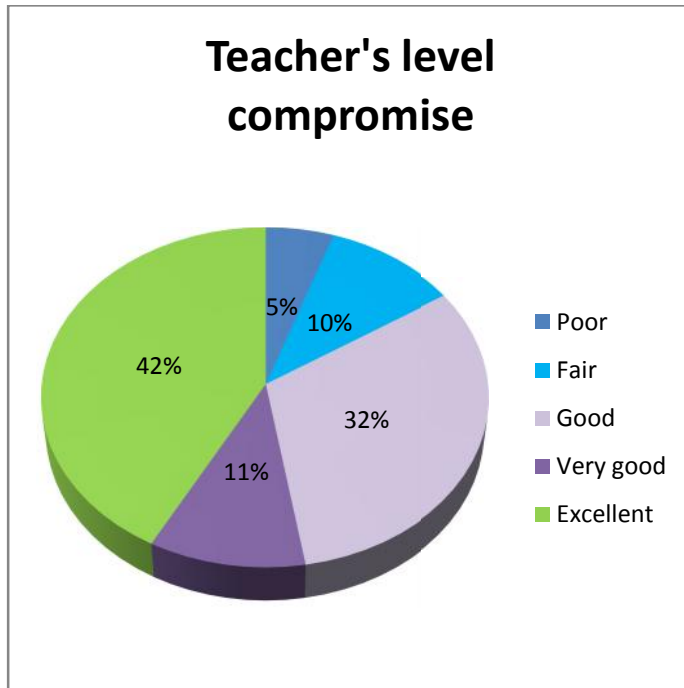
Graphic 5.



The 44% of the students think that teacher's behavior is excellent they think that because as it was observe the teacher is always ready to deliver the class material, makes the students participate in class, facilitate learner responsibility or autonomy, seek ways to encourage independent student learning and make the learning fun.

Source: Elaborated by the researchers

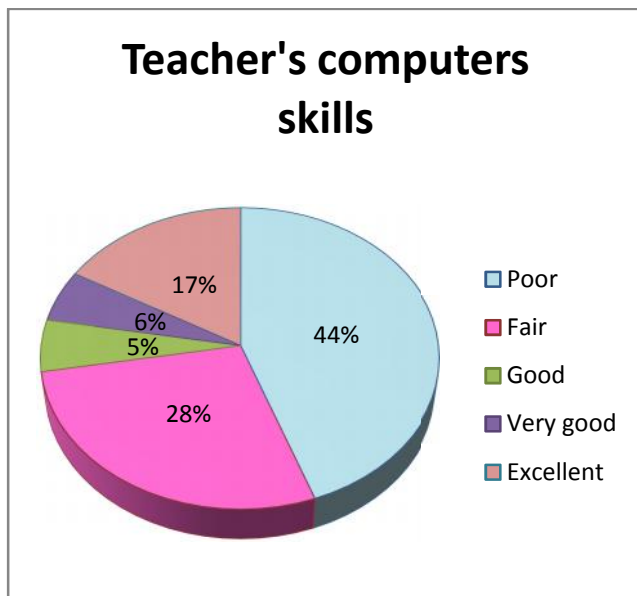
Graphic 6.



The 42% and the 32% of the students have a very good perception of the teacher's level of compromise which is a positive thinking so that mean the teacher builds and sustains contact with students, employing various techniques(e.g.communicating emotions rather than evaluations).The teacher support students by appreciating their agentive possibilities and orient them toward collaborative learning

Source: Elaborated by the researchers

Graphic 7.



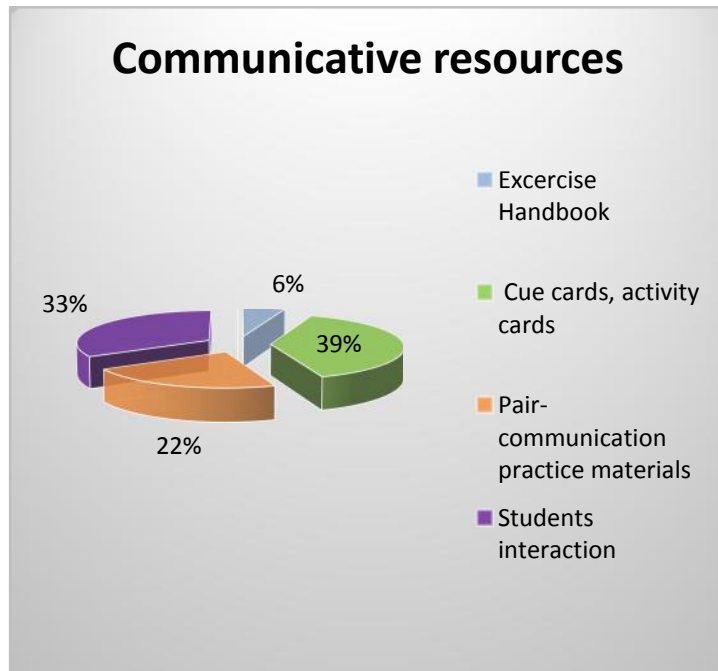
The students already know that the teachers are not trained in computer skills. The 44% of them think that the teacher have poor computer skills and that is due to there is not a technological environment in the school and the teacher do not suggest any computer taks related to conversation or speaking English activities.

Source: Elaborated by the researchers



## Communicative Resources

Graphic 8.

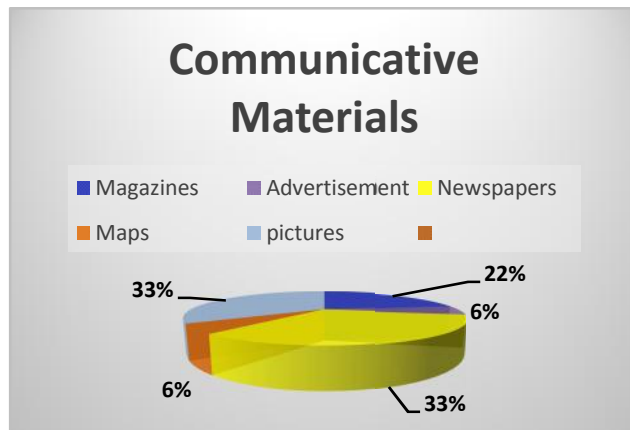


The 33% and 39% of the students think that the teacher uses the most the students interaction and the activity cards to teach communicative English.

The other part of the students thinks that only the 6% of them said teachers uses the exercise handbook, and that is understandable because the teacher do not have a basic English book to guide the students according to their level.

Source: *Elaborated by the researchers*

Graphic9

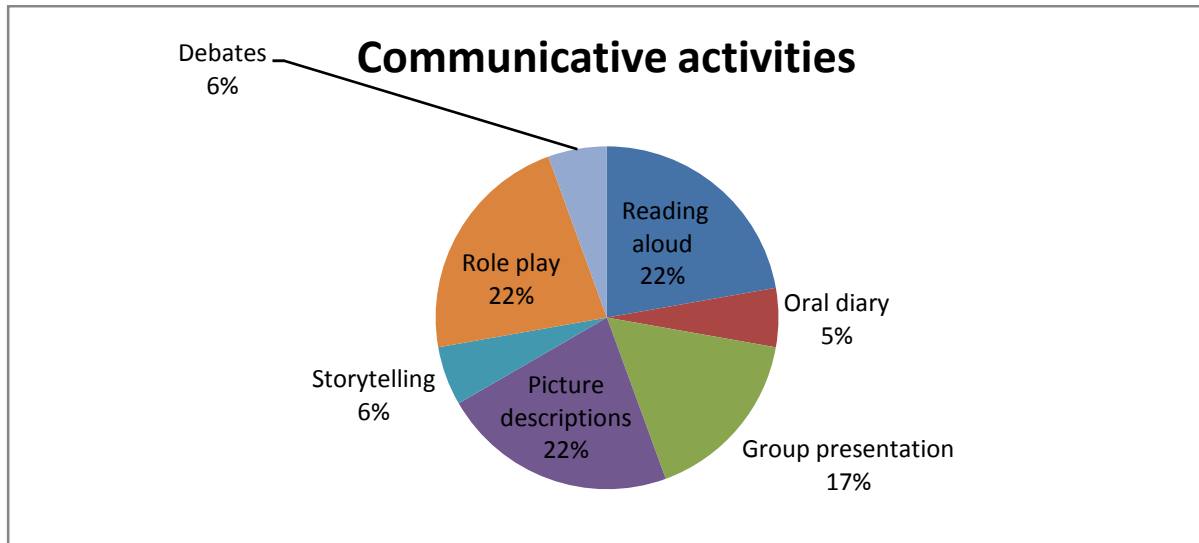


The 35% and the 36% of the students think that the main materials that the teacher uses it is newspaper and magazines, as the teacher Kenya said she used to create activities where the students can get involved into the language activity and the 33% use picture.

Source: *Elaborated by the researchers*

## English teaching-learning communication process

**Graphic 11.**



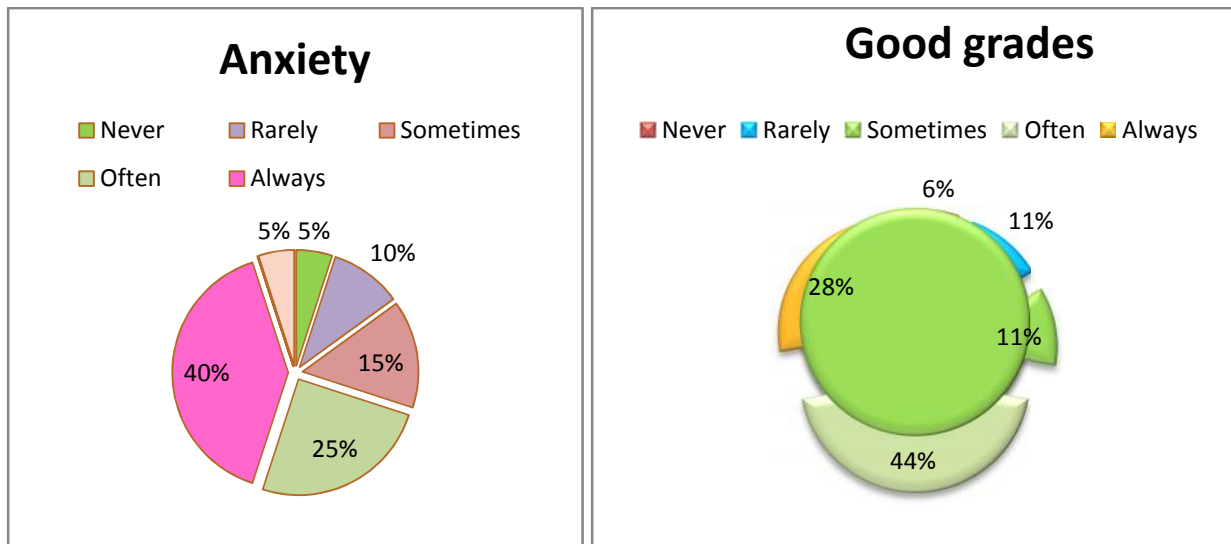
*Source: Elaborated by the researchers*

The 22% of the students thinks that the main activities that teacher uses are role plays, picture descriptions and reading aloud at the same time the 5% thinks that teachers uses oral diary so they can describe any task that the teacher uses. They are conformist's learners according to the observation, those learners who feel most comfortable within classrooms which are directed and organized by the teacher. Those are passive learners.

As it has been told before, The teacher Kenya said, that she uses magazines, newspapers and pictures to encourage students to use the new vocabulary and describe the image, in that way they can try to express themselves although only the 39% of them memorize vocabulary, so that can difficult the speaking process because not all the students handle the new vocabulary to participate in the communicative activities.

## The teaching-learning cognitive process

Graphic 12.-13

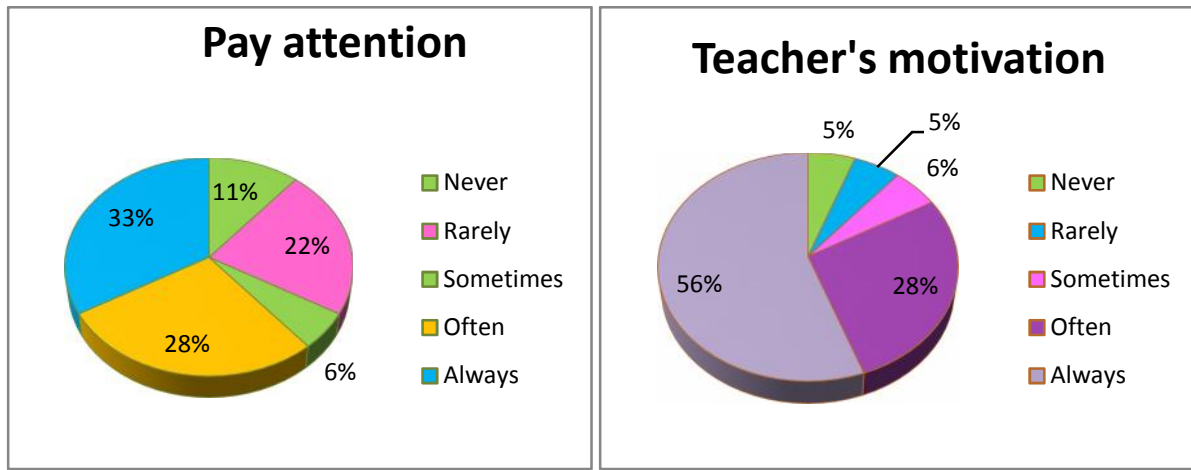


Source: *Elaborated by the researchers*

Source: *Elaborated by the researchers*

In spite of those difficulties 44% of them have often good grades, 28% always have good grades and only the 6% say that they never have good grades. If they do not have a good grades as it was analyzed before, that could be because of distractions factors like noise, some teacher's strategies that might sound bored for them and then they do not pay attention or as it was observed they are thinking to go home when the English class is at the end of the program and students may be tired and they are thinking about finish the class immediately to go home. The 40% of the students are always anxious when they try to express themselves in English or when they are participating in a communicative activity.

Graphic 14-15



Source: *Elaborated by the researchers*

Source: *Elaborated by the researchers*

The cognitive factors are really important so the student can learn appropriately. The 28% of them are often paying attention, 33% always pay attention and only the 11% of them are never paying attention. Probably they are not interested in the class, they are distracted talking with the classmate while the teaching is guiding them to follow the class activity, it is important to remember that only the 36% of the students are slightly satisfied and the 14% of the students are not at all satisfied with the seating arrangement, those students are not satisfied with the noise, they might feel suffocated with many students asking about some doubts to the teacher.

### XIII. Annexes

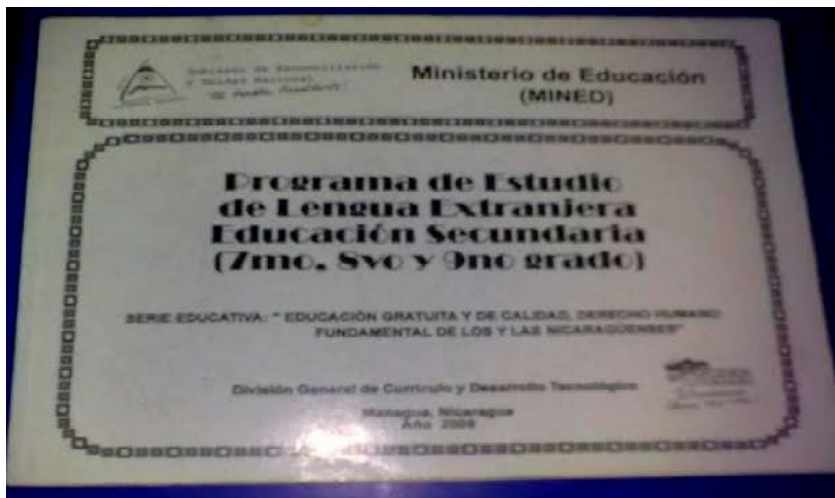
#### Table of pictures (English Teacher's Resources)

##### Picture 1.



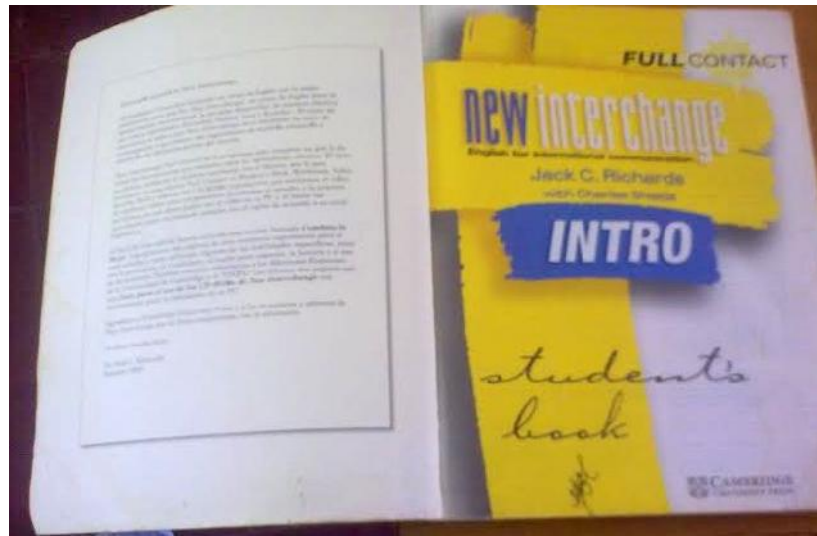
Those are some flashcard created by the teachers to teach the students speaking activities by describing what they see in the picture.

##### Picture 2



This is the National English program that is used by the English teachers in public schools


Picture 3



This book is used for the teachers to practices the pronunciation with the students.

Picture 4

Table of Contents	
How to Use This Manual	2
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 The second edition of "Teaching English as a Foreign Language: Manual of Activities, Grammar, Teaching Strategies, and Vocabulary for the Nicaraguan Classroom" was written and produced by David Ball, Alexandra Roldano, Melissa Calkin, Emily Diamond, Allison James, Erin McDee, Christopher Ortega, and Arianette Price. Special thanks to Krizia Abella Castro, Abby Fargason, Jocelyn Lorenson, Jorge Moreno, Horacio Novoa, Karen Ucel, and Ligia Pineda Ruiz.

This is the book donated by the peace corps to the English teachers at Instituto Nacional Dario.

## Table of Pictures (School's Environment, students)

### Students



### Library



## XIV. Annexes

### 1. Research Instruments; Expert interview ( Interview # 1)

Universidad Nacional Autónoma de Nicaragua, Managua  
UNAN-Managua

Faculty of Education and Languages

English Language Department



#### Expert Interview

Topic: Strategies to develop the English communication in the teaching -learning process in the 7<sup>TH</sup> A grade students, at Instituto Nacional Dario during the period of March- October 2014 in Matagalpa, Dario City, Nicaragua.

Purpose of this expert interview: This interview has the purpose to know about the professional opinion of the environment, competences, speaking strategies, teaching method and resources to recommend effective communicative strategies in the teaching-learning process to the teachers.

Name: Alber Francisco Sánchez Alvarado

Place of work: English Department, UNAN-Managua

Profession: English teacher

- a. Which is the ideal classroom environment in the English teaching – learning process?

I think several variables need to be considered. For example, the type of English program, whether it is for general purposes, teaching purposes, academic purposes, etc. You also need to consider the students and obviously their backgrounds, if they



know English already and how much they know. Don't forget the type of school, you know if it is private or state-owned. Having said this, I think the ideal classroom environment is one in which the teacher knows English well and can teach it. Look some teachers say they know English when their knowledge of English is deficient. Students should also be ready to learn, motivated and cooperative. To all this, you add the other classroom stuff which includes technology and general classroom setting.

b. Which are the competences that an English instructor should have?

Mainly to be a proficient user of the language. Secondly, to be able to deliver a class well. More generally, to be able to do research and improve his or her own weaknesses.

c. What kind of speaking strategies can be used in the classroom to get the best results in the teaching – learning communication process?

Again, several factors interfere. But the most important thing is to apply strategies that will help you to achieve your learning goals. The speaking goal of a student of medicine is less demanding than that of a student of the English major.

However, some important considerations to carry out any activity include: rehearsing and feedback. I mean as a teacher you apply an activity which includes some kind of practice and training either in vocabulary, grammar or pronunciation before the actual performance. You then give the students feedback on their language.

For example, I can ask students to debate on whether intelligence is acquired or inherited. Prior to all this, we should have trained and learned the appropriate vocabulary, intonation and all that.

d. Which speaking teaching method would you recommend for the public Nicaraguan education system? Why?

None. Every teacher must decide based on their own particular context. To suggest that teachers should do this or that defies common sense.

- e. What kind of English communicative teaching resources would you recommend to teachers of the public Nicaraguan education system?

Any resource that combines pronunciation, intonation and fluency. Remember also that exposure to the language and sufficient practice are the key. And only teachers can guarantee this. Teachers MUST be model English speakers, so that students learn from them. Finally, teachers should give students enough time to practice within the classroom. And of course students need to want to learn the language, otherwise any attempt at improving is a waste of time.

1. Research Instruments; Expert interview

(Interview # 2)

**Universidad Nacional Autónoma de Nicaragua, Managua**  
**UNAN-Managua**

Faculty of Education and Languages

English Language Department



Expert Interview through e-mail

Research Topic: Strategies to develop the English communication in the teaching - learning process in the 7<sup>TH</sup> A grade students, at Instituto Nacional Dario during the period of March- October 2014 in Matagalpa, Dario City, Nicaragua.

Purpose of this expert interview: This interview has the purpose to know about the professional opinion of the communication strategies used in English teaching-learning process in order to improve the student's speaking skills.

Name: Julia Morozova

Place of work: Pumori Ltd. Russia

Profession: translator

1. Which is the appropriate classroom environment to develop the students speaking skills?

Friendly and conductive environment, when every person has possibility to express his or her ideas. Where students are encouraged to speak and are not afraid of making mistakes.

2. What type of competences does the teacher needs to have to promote the conversation abilities in students?
  - Knowledge of subject they teach
  - Ability to combine different methods
  - Creativity
  
3. According to your experience, what are the best communication strategies that you recommend to English teachers to motivate their students to speak?
  - compliment even for insignificant success
  - use new trends in teaching
  - do not criticize
  - give more information in English
  - create friendly atmosphere of collaboration
  - linguistic skills such as grammatical structures, vocabulary, and phonetics should be also emphasized
  - do not have overcrowded classes.
  
4. What is the most difficult think you find when you encourage students to speak a second language?

Make them communicate thoughts and ideas clearly and effectively to different audiences; make them overcome language divine.
  
5. What type of speaking activities do you recommend to the teachers to improve their students conversational abilities?
  - Enhance speaking skills with the help of such tools as Skype, email, blogs, chats and mobile devices
  - Reading aloud
  - Students listen to classmates' thoughts and respond
  - Group presentations on a completed project
  - Picture description

- Story telling
- Creating riddles
- Role play
- Debates
- Listening to songs and writing lyrics
- Communicate with friends in English
- Communicate with native speakers in internet
- Translate texts or sentences

6. Which resources would you use to enhancing oral communication in your students?

Internet

Audio-visual means

Materials with dialogues / monologues

Books

## 2. Research Instruments; Teacher's Interview

(Interview # 3)

**Universidad Nacional Autónoma de Nicaragua, Managua**  
**UNAN-Managua**

Faculty of Education and Languages

English Language Department



### Teacher's interview at Instituto Nacional Dario

Research Topic: Strategies to develop the English communication in the teaching - learning process in the 7<sup>TH</sup> A grade students, at Instituto Nacional Dario during the period of March- October 2014 in Matagalpa, Dario City, Nicaragua.

Purpose of Interview:

This interview is designed to gather information about the English teacher's opinion of the Instituto Nacional Dario to know about the way they think of the classroom environment, teacher's competences, teaching-learning communicative process, resources and cognitive aspects.

Teacher's name: Kenya Saenz Centeno

Place of Work: High School English Teacher at Instituto Nacional Dario.

Answer the following questions:

#### I. Environment

##### 1. How is the classroom climate?

The climate of relationship between students and the teacher is quiet, students are not undisciplined, they have good grades and many of them are engaged in their

studies. Sometimes some student are rebellious but most of them are students with good behavior and are open to feedback.

2. Is there something that causes distraction in class when the teacher teaches the English subject?

Sometimes there are things that cause distraction like the noise that could be inside of the classroom, when students are desperate to get out of class to go home, it also happens when the weather is warm and they start talking between their classmates.

3. Are the chairs, tables, desks, blackboard in good condition?

In my opinion in comparison with other public schools in the Dario's city, yes the chairs, tables, teacher's desk and the blackboard is in good conditions to teach.

4. What type of equipment do the teachers use?

The only equipment that the teachers use to teach English speaking is a recorder when the students and the teachers are practicing dialogs, pronunciation, and vocabulary.

## II. Teacher's competences

1. Do you have a major degree in English education?

Yes, I have a major degree in English education but not all the English teacher in this school have it.

2. Do you control the discipline of the students?

Yes, I do.

3. Do you use empathy toward the students?

Yes, I use it. Because, it is important for the teachers in other for them to have communication with students and promote the confidence among them.

4. Do the English teachers seek ways to encourage independent student learning?

Yes, we always try to promote self learning in students, because if they learn English they need to feel motivated as a first step, so they can study by their own at home using different type of resources like watching TV in English, listen music and learn new vocabulary. We let them know the importance to study English nowadays.

III. Teaching- Learning communication process

1. What type of materials is used to develop skills in speaking?

We do not have specific text book, we are guided by the National English program, we only take the specific topic for the grade and then we can use any English pamphlet or book that we have available; for example we can use the Teaching English as foreign language ( This is the peace corps material), the recorder, magazine pictures, newspaper, Dialogs from the book (New Interchange Intro by Jack Richards), the book grammar in context by Sandra Elbaum, English Dictionaries. We print dialogs that we can find in the internet, download some English songs and we encourage the students to pronounce the song's words, we use flash cards, or we cut some pictures from the magazines or newspaper and we teach students vocabulary and then we let them to describe the picture.

2. How do you think the teachers help students to improve their spoken English?

I think, we help students to improve their spoken English by encourage them to pronoun and repeat the new vocabulary, memorizing and evaluating them in oral presentations, although we do not have the resources like a tv to teach them how they can articulate the sounds, we try to teach them the correct pronunciation according to the tools that we have available.



3. What kind of dynamic or running activities do the teachers use to develop the speaking skills?

We use role plays, Dialogs, work in pair, activity cards, describing pictures, we let them cut some picture from newspapers, magazines, advertisement then they have to describe it.

4. What is the hardest thing for you when you teach English class?

The classroom size because there are a lot of students, 40 students in a small classroom and sometimes they are not following correctly the instructions above all when the weather is too warm or there is a lot of noise due to the students get distracted and at the end some of them become undisciplined.

5. Do you promote students team work?

Yes, I promote them because a team work, it is a good tool to let them practice the speaking.

6. How do you do to make students speak English?

At the beginning it is a little bit difficult because they are shy to speak, but I promote confidence among them to let them know that they can do it if they practice, I just teach them small dialogs, then we practice and finally they have to work in pair and the classroom is listening them when they are in front of the class repeating it.

7. Is it hard to teach in a small classroom with many students, if positive answer why?

Yes it is, because the students cannot follow the instructions correctly, sometimes they do not hear what I am saying and they are not paying attention because of that, sometimes I have to be rude so they can be quiet and follow my orientations.

8. What type of communicative strategies do you use in class?  
Repetition, pronunciation, role play, and verbal attention getter.

#### IV. Cognitive aspects

1. Do you like to teach English class?

Yes, I love it.

2. Do your students feel anxiety and fear when they try to communicate in English?

Yes, they feel anxiety at the beginning because they think they could make any mistake by mispronouncing some words, but I promote the confidence and then they feel good to continue with the activity.

3. Do you give to your students the confidence they need to ask when they do not understand something related to the class?

Yes, I do because that's the best way they can understand the language and communicate themselves good, they always come to me when they cannot pronounce something or when they do not know the meaning of a word.

4. What advice would you give to teachers to improve the way they teach English class?

Well, they have to promote the self-esteem to their students, confidence to lower anxiety levels when they practice dialogs or when they are describing pictures.

Encourage the students to speak English by telling them the importance about speaking another language in our country.

5. How do you control the students' behavior in class?

I control my students' behavior in class by evaluating them, they know that I have to punish them if they behave bad they going to have low scores and that is

going to affect also their discipline grade because I report their behavior to their teacher's guide.

3. Research Instruments; Students 'survey

**Universidad Nacional Autónoma de Nicaragua, Managua**  
**UNAN-Managua**

Faculty of Education and Languages

English Language Department



7<sup>TH</sup> A grade students' survey

Research Topic: Strategies to develop the English communication in the teaching - learning process in the 7<sup>TH</sup> A grade students, at Instituto Nacional Dario during the period of March- October 2014 in Matagalpa, Dario City, Nicaragua.

Purpose of this survey: This survey has the purpose to gather the student's information about the way they think of the learning-teaching environment, teacher's competences, the communicative resources, teaching-learning process and the cognitive aspects.

**Survey #\_\_\_\_\_**

**I. General Information**

- a. Gender:                      Male:\_\_\_\_\_                      Female:\_\_\_\_\_
- b. Age: \_\_\_\_\_

**II. The English teaching-learning environment**

(Level of satisfaction)	Not at all	Slightly	Moderately	Very	Extremely
How do you feel with?	satisfied	satisfied	satisfied	satisfied	satisfied

1. The classroom physic environment?					
2. The classroom climate?					
3. The seating arrangement?					
4. The classroom equipment?					

### III. Teacher's competences

(Level of quality)	Poor	Fair	Good	Very good	Excellent
1. How is the teacher communication skills to explain the lesson?					
2. How is the teacher level of compromise to inspire students to speak English?					
3. How is the teacher level of computer skills?					
4. How do you consider is the teacher behavior regarding the					

Professional performance?					
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#### IV. Communicative Resources

##### Task-Based Materials

1. What of the following communicative resources does the teacher use in class?
  - 1) Exercise handbooks \_\_\_\_\_
  - 2) Cue cards, activity cards\_\_\_\_\_
  - 3) Pair-communication practice materials\_\_\_\_
  - 4) Student-interaction practice booklets\_\_\_\_\_

##### Realia

2. What of the following materials does the teacher use to develop the English communication skills?
  - 1) Magazines\_\_\_\_
  - 2) Advertisements\_\_\_
  - 3) Newspapers\_\_\_\_
  - 4) Maps\_\_\_\_
  - 5) Pictures\_\_\_\_

#### V. English teaching-learning communication process

1. What type of communicative activities does the teacher use in class?
  1. Reading aloud\_\_\_
  2. Oral diary; oral weekly report\_\_\_
  3. Group presentations on a completed project\_\_\_
  4. Picture description\_\_\_
  5. Storytelling\_\_\_

- 6. Role play\_\_
- 7. Debates\_\_

**VI. The teaching-learning cognitive process**

(Level of frequency )	Never	Rarely	Sometimes	Often	Always
1. How often do you feel anxiety when the teacher asks you to speak English?					
2. Do you have good grades in the English class?					
3. Are you paying attention to the teacher's activities in class?					
4. Does the teacher motivates you to speak English?					
5. Do you like memorize vocabulary?					



## II. Ambiente de enseñanza-aprendizaje del inglés

(Nivel de satisfacción) ¿Cómo te sientes con?	Totalmente insatisfecho	Poco satisfecho	Moderada – mente satisfecho	Muy satisfecho	Extremada – mente satisfecho
1. ¿Ambiente físico del aula?					
2. ¿Ambiente social?					
3. ¿Ubicación de sillas en el aula?					
4. ¿Materiales del aula de clase?					

## III. Competencias docentes

(Nivel de calidad)	Deficiente	Regular	Buena	Muy buena	Excelente
1. ¿Cómo es la habilidad comunicativa del docente para explicar la clase?					



2. ¿Cómo motiva el docente la practica oral del inglés?					
3. ¿Cómo son las habilidades de computación del docente?					
4. ¿Cómo consideras el comportamiento del docente referente al nivel profesional?					

#### IV. Recursos comunicativos

Materiales basados en tareas

1. ¿Cuál de los siguientes recursos comunicativos el professor utiliza en clase?
  - 1) Folletos de ejercicios\_\_\_\_\_
  - 2) Actividades con fichas\_\_\_\_\_
  - 3) Material comunicativo para trabajo en parejas\_\_\_\_\_
  - 4) Folletos para practicar la interacción entre estudiantes\_\_\_\_\_

Recursos didácticos reales

2. ¿Cuál de los siguientes materiales utiliza el docente para desarrollar las habilidades comunicativas?

- 1) Revistas\_\_\_
- 2) Anuncios\_\_
- 3) Periódicos\_\_\_
- 4) Mapas\_\_\_
- 5) Fotos / figuras\_\_\_

#### V. Proceso de enseñanza –aprendizaje del ingles

1. ¿Qué tipo de actividades comunicativas usa el profesor en clase?

1. Lectura en voz alta\_\_\_
2. Diario oral / reporte seminal oral\_\_\_
3. Presentaciones grupales\_\_\_
4. Descripción de fotos\_\_\_
5. Contar historias\_\_\_
6. Juegos de rol\_\_\_
7. Debates\_\_\_

#### VI. El proceso cognitivo de enseñanza-aprendizaje

(Nivel de frecuencia )	Nunca	Raramente	Algunas veces	A menudo	Siempre
1. ¿Con qué frecuencia te sientes nervioso cuando el profesor te pide que hables en inglés?					

2. ¿Tienes buenas calificaciones en la clase de inglés?					
3. ¿Prestas atención a las actividades que el docente realiza en clase?					
4. ¿Te motiva el docente a que hables inglés?					
5. ¿Te gusta memorizar vocabulario en inglés?					

Research Instruments (Observation guide)

**Universidad Nacional Autónoma de Nicaragua, Managua**  
**UNAN-Managua**

Faculty of Education and Languages

English Language Department



Observation Guide

Research Topic: Strategies to develop the English communication in the teaching - learning process in the 7<sup>TH</sup> A grade students, at Instituto Nacional Dario during the period of March- October 2014 in Matagalpa, Dario City, Nicaragua.

Purpose of this survey: This survey has the purpose to observe the environment of the English teaching –learning classroom to have a criteria about the way that the English communication is conducted.

Environment

1. How is the English classroom environment? Is the classroom a clean, safe and has the appropriate conditions to promote the students' cognitive development?

The classroom environment is in good conditions, it is clean, safe but the c-room is small for 40 students.

2. Are the chairs, desks, blackboards, classroom in good condition?  
Yes, those are in good conditions.

3. Is there enough lighting in the classroom? Is there any noise?

Yes there is enough lighting in the classroom but sometimes there are a lot of noise when student become so uncontrolled among them because they are distracted doing something else and not following the teacher's instructions.

### The teachers' competences

1. What are the teacher's abilities?

Teacher can handle with a lot of students in the small classroom and teacher is insisting in the student's learning, the teacher seeks ways to encourage independent student learning, makes them learning fun, Addresses learners' mental processing capacities. She is identifying typical developmental disorders in students like neurosis, aggressiveness, substance abuse.

2. Does the teacher identify a student's initial level of knowledge and organize environment for learning new information?

Yes, the teacher does it.

3. Does the teacher maintain students' positive motivations for development?

Yes, The students is constantly motivating their students to speak English to study by themselves at home.

### Resources

1. What are the communicative resources used by the teachers?

1. The National English education program.
2. The teaching English as foreign language ( This is the peace corps material)
3. The recorder
4. Magazine pictures
5. Newspaper
6. Dialogs from the book (New Interchange Intro by Jack Richards)
7. The book grammar in context by Sandra Elbaum

2. What conversation techniques does the teacher use to develop communication skills in English students?

1. Reading aloud
2. Students give their thoughts on topic assigned by teacher
3. Students listen to classmates' thoughts and respond
4. Group presentations
5. Picture description
6. Role play
7. chants.

3. What technological resources does the teacher use to develop communication skills in students?

Just a recorder

### The teaching- learning environment

1. Does the English teacher promote the feedback and confidence in students?

Yes, he does.

2. Is the teacher ready to deliver class materials?

Yes, she is.

3. Does the teacher encourage participation in the class?

Yes, she does.

4. What were the difficulties found in the teaching – learning process in English class to develop speaking skills in students?

The difficulties found were the technological resources because there are not enough tools to promote speaking just a recorder and the classroom size could be an inconvenience for students because they get distracted easily because there are a lot of student in a small classroom.

5. What type of communicative strategies does the teacher use?

It was observed that teacher used the most repetition and role play.

### Cognitive Aspects

1. How is the level of anxiety when the students communicate in English?

It is high level because at the beginning students cannot speak and teacher has to encourage them to feel confidence.

2. Do the students show problems of self-esteem in class? If the answer is yes, argue the answer.

Yes, sometimes because they argue they cannot do it because they are not enough intelligent to learn another language, but not all them have the same opinion about the language.

3. Do the students have the appropriate attention toward the English class and the communicative activities?

Yes, they have it. Sometimes they are not paying attention to the teacher because it is too warm and they want to go home because they are waiting for the time to go home so that can distract them.

4. Are the students disciplined?

Yes, but not all the time, they are.

5. What type of learning style do they show?

They are conformist's learners according to the observation, those learners who feel most comfortable within classrooms which are directed and organized by the teacher. Those are passive learners.



**Annexes VI**

**Operationalization of variables**

<b>Specific Objectives</b>	<b>Variables</b>	<b>Sub-Variables</b>	<b>Indicators</b>	<b>Instruments</b>	<b>Sources</b>
<p>To determine the environment of the English teaching-learning process</p>	<p>Classroom Environment</p>	<ol style="list-style-type: none"> <li>1. Physical environment</li>   <li>2. Classroom Climate</li>   <li>3. Psychological Environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Sight, sound comfort</li> <li>2. Seating arrangement Classroom</li> <li>3. Equipment</li> <li>4.</li> <li>1. Test scores</li> <li>2. Grades earned</li> <li>3. Attendance</li>   <li>1. Class participation rates</li> <li>2. Teacher support,</li> <li>3. Communication</li> </ol>	<p>Survey Interview Observation guide.</p>	<p>Teachers and Students</p>

<b>Specific Objectives</b>	<b>Variables</b>	<b>Sub-Variables</b>	<b>Indicators</b>	<b>Instruments</b>	<b>Sources</b>
To recognize teacher's competences to develop the students English communication	Teacher's Competences	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Cooperation</li> <li>3. Creative</li> <li>4. IT Competences</li> <li>5. Moral</li> <li>6. Praxeological</li> </ol>	<ol style="list-style-type: none"> <li>1. Discursive techniques</li> <li>2. Communicate emotions</li> <li>3. Inspire students</li> <li>4. Critical thinking</li> <li>5. Operate computer applications</li> <li>6. Promote ethical obligation</li> </ol>	Survey Interview Observation guide	Teachers and Students

To identify the type resources used to develop the communicative strategies.	Class Resources	<ol style="list-style-type: none"> <li>1. Text-Based</li> <li>2. Task- Based materials</li> <li>3. Realia</li> </ol>	<ol style="list-style-type: none"> <li>1. Dialogs</li> <li>2. Pictures</li> <li>1. Cue cards</li> <li>2. Exercise handbooks</li> <li>3. Communication</li> <li>1. Magazines</li> <li>2. Newspapers</li> <li>3. Visual sources</li> </ol>	Interview Survey Observation guide	Teachers
To inquire about English teaching-learning process in the communication ability.	Communicative process	<p>Learning strategies</p> <p>Learning activities</p>	<ol style="list-style-type: none"> <li>1. Repetition</li> <li>2. Verbal attention</li> <li>3. Role play</li> <li>4. Anticipatory Answer</li> <li>1. School English Books.</li> <li>2. Recorder</li> <li>3. Flipchart</li> <li>4. Role play</li> </ol>	Survey Interview Observation guide	Teacher students

			<ul style="list-style-type: none"> <li>5. Dialogues</li> <li>6. Pronunciation</li> </ul>		
To specify the type of cognitive aspects that influences the teaching-learning process in the students.	Cognitive	<ul style="list-style-type: none"> <li>1. Teaching large classes</li> <li>2. Cognitive process</li> </ul>	<ul style="list-style-type: none"> <li>1. Classroom Size</li> <li>2. Discipline</li> <li>3. Grades</li> <li>1. Anxiety</li> <li>2. Self-Esteem</li> <li>3. Learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Interview</li> <li>Observation guide</li> </ul>	