



**UNIVERSITY OF THE AUTONOMOUS REGIONS
OF THE NICARAGUAN CARIBBEAN COAST**

URACCAN

Monograph:

**Factors that Influence the English Learning in the Students of 11th
Grade at Cesar Augusto Salinas Pinell High school, 2023**

To obtain the Bachelor's Degree in Science Education with a Major in
English

Authors:

Br. Stiven Iván Taisigüe Gómez

Br. Abner Esau Duarte Ojeda

Tutor:

Lic. Mario José Mercado Sánchez

Nueva Guinea, June 16th, 2023

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Firstly, I dedicate this research monograph to God, who provided me with his grace, strength and blessings to be able to carry out this research work, who also gave me the mental capacity to cope with the challenges faced during this research work. To my grandmother, my mother and my family as such who were a huge support during my days as a university student. To my friends who were part of this amazing journey and to the people who along the way were kind and helpful to me. In the same way, To all the URACCAN teachers who taught and shared with me the knowledge I needed to achieve my major successfully, and finally to URACCAN university itself which allowed me to discover a new world full of knowledge, potential, and risks to take on to become a top professional.

By: Stiven Iván Taisigüe Gómez

This monograph is dedicated, first of all to God, to my parents, my brothers and sisters, and then to all the people who have supported me and have made it possible to finish this monograph, to URACCAN University for giving me the opportunity to finish my major.

By: Abner Esau Duarte Ojeda

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By: Stiven Iván Taisigüe Gómez

To God Almighty for giving me life and allowing me to finish my university major, to my mother Filena Ojeda for being an unconditional support and for always encouraging me to move forward, my father Adán Duarte for always being by my side, to my brothers and sisters for always supporting me in everything they could, to my girlfriend Jannise Jarquin for always encouraging me to move forward, to the university for giving me the opportunity to be a professional and last but not least to the professors who always encouraged me to move forward, thank you very much for everything, I am very grateful to everyone who supported me when I needed it most.

By: Abner Esau Duarte Ojeda.

ABSTRACT

The present study aimed to analyze the factors that influence the learning of the English language in the eleventh grade at César Augusto Salinas Pinell high school, first semester 2023, particularly, it described the main factors that influence the learning of the English and it was applied activities that can be used to overcome the main factors that affect the English learning process.

The approach of this investigation was considered as qualitative because it identified and described various factors that impact the success of students in learning English through the application of interview to the English teacher, focus group with students, observations, and the application of learning activities in the classroom. In addition, the unit of analysis was twenty-five students, sixteen females, nine males, and the English teacher from the eleventh grade at Cesar Augusto Salinas Pinell High School.

As a result of the application of the instruments, it was found that the main factors that influence in the learning process are interactional, motivational, social, environmental, and external factors. In this sense, it was applied four activities that overcome factors in the English learning process, such as, Telephone, Taboo, Holiday Cards, and Play Word Lottery. During the activities, students were engaged, active, interested and challenged because the activities kept them alert and ready to take risks, and practice the English skills in their learning process.

In conclusion, through the development of this study, it can be argued that it is necessary to bear in the factors that influence in both, teaching and learning process of the English language. However, the development of engaging activity can help overcome the factor that hinder the English learning process. Therefore, it is recommended to use authentic activities, assessment, materials and the integration of technology in every English lesson.

Keywords: English learning, learning activities, learning factors, teaching activities.

RESUMEN

El presente estudio tuvo como objetivo analizar los factores que influyen en el aprendizaje del idioma inglés en undécimo grado del colegio César Augusto Salinas Pinell, primer semestre de 2023, en particular, se describieron los principales factores que influyen en el aprendizaje del idioma inglés y se aplicaron actividades que pueden ser utilizadas para superar los principales factores que afectan el proceso de aprendizaje del inglés.

El enfoque de esta investigación se consideró como cualitativo porque identificó y describió diversos factores que influyen en el éxito de los estudiantes en el aprendizaje del inglés a través de la aplicación de entrevista al profesor de inglés, grupo focal con los estudiantes, observaciones y la aplicación de actividades de aprendizaje en el aula. Además, la unidad de análisis fue veinticinco estudiantes, dieciséis mujeres, nueve hombres y la maestra de inglés de undécimo grado del colegio Cesar Augusto Salinas Pinell.

Como resultado de la aplicación de los instrumentos se encontró que los principales factores que influyen en el proceso de aprendizaje son los factores interaccionales, motivacionales, sociales, ambientales y externos. En este sentido, se aplicó cuatro actividades que superan los factores en el proceso de aprendizaje del inglés, tales como, Teléfono, Tabú, Tarjetas navideñas y Juego de lotería de palabras. Durante las actividades, los estudiantes estuvieron comprometidos, activos, interesados y desafiados porque las actividades los mantuvieron alerta y listos para tomar riesgos y practicar las habilidades de inglés en su proceso de aprendizaje.

En conclusión, a través del desarrollo de este estudio, se puede argumentar que es necesario tener en cuenta los factores que influyen en el proceso de enseñanza y aprendizaje del idioma inglés. Sin embargo, el desarrollo de actividades atractivas puede ayudar a superar el factor que obstaculiza el proceso de aprendizaje del inglés. Por lo tanto, se recomienda utilizar actividades, evaluaciones y materiales auténticos e integración de tecnología en cada lección de inglés.

Palabras clave: aprendizaje de inglés, actividades de aprendizaje, actividades de enseñanza, factores de aprendizaje.

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I. INTRODUCTION

English language learning encompasses various factors that contribute to successful acquisition and application of knowledge in classroom settings and real-life contexts. However, numerous influences can hinder students' effectiveness in learning and retaining English language skills. At Cesar Augusto Salinas Pinell High school, students in eleventh grade exhibit a lack of interest in English, but it is crucial to recognize the factors that beyond mere interest can impact their language learning journey. These factors may include a lack of confidence to practice English, mood-related issues affecting performance, teaching methodologies, and external distractions like excessive use of electronic devices.

Therefore, this study aims to analyze the factors that influence the learning of the English language in the eleventh grade at César Augusto Salinas Pinell high school during the second semester of 2023. The specific objectives of this research are to describe the main factors that influence the learning of the English language in eleventh grade, apply certain strategical activities to overcome these factors, and in the same sense, suggest some of these strategical activities to foster English language learning among eleventh-grade students at César Augusto Salinas Pinell high school.

By addressing these objectives, this research seeks to provide valuable insights and activities for educators, administrators, and policymakers to foster a more engaging and effective English language learning environment for eleventh-grade students.

II. OBJECTIVES:

2.1. General objective

- ✓ To analyze the factors that influence the learning of the English language in the eleventh grade at César Augusto Salinas Pinell high school, first semester 2023.

2.2. Specific objectives:

- ✓ To describe the main factors that influence the learning of the English language in eleventh grade.
- ✓ To apply some strategical activities that can be used to overcome the main factors that affect the learning of the English language in eleventh grade students.
- ✓ To suggest strategical activities to foster the English language learning in eleventh grade students at César Augusto Salinas Pinell high school.

III. THEORETICAL FRAMEWORK

3. 1. Definitions

The following paragraphs are aimed to define the most important terms that support this research.

3. 1. 1. Learning English as a Second Language

English has become a universal language since its outreach in many different countries is a lot more dominant when compared to other foreign languages.

According to Nordquist (2019) “English as a Second Language (ESL or TESL) is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages” (para.1).

According to Nordquist (2019), English as a Second Language (ESL or TESL) refers to the utilization or examination of the English language by individuals who are not native speakers, particularly within an environment where English is predominantly spoken. Another term commonly used to describe this is English for speakers of other languages.

3. 1. 2. English Language Teaching

As stated by Marc (2021):

There are many different ways to define ELT, or English Language Teaching. In its most basic form, ELT refers to the process of teaching English to non-native speakers. However, ELT can also encompass the study of English language and literature, as well as the use of English in international communication. ELT has a long history, dating back to the early days of the

British Empire. In the 19th century, ELT was used to spread the English language and culture to the colonies. Today, ELT is still used to promote English as a global language, but it is also used to help people learn English for personal or professional reasons (para. 1).

Explaining what Marc (2021) wrote, the ELT, which stands for English Language Teaching, can be defined in various ways. At its core, ELT involves the instruction of English to individuals who are not native speakers. However, ELT encompasses more than just teaching English; it also includes the study of English language and literature, as well as the application of English in international communication. ELT has a rich history that can be traced back to the early stages of the British Empire. During the 19th century, ELT was employed to disseminate the English language and culture to colonies. Nowadays, ELT continues to serve as a means to promote English as a global language, while also assisting individuals in acquiring English for personal or professional purposes.

3. 1. 3. Factors that influence English Learning

As stated by Rizky (2021):

Several factors play a role in students' academic achievement when studying a foreign language. Students are responsible for not only learning, engaging in class, communicating with others, and asking questions, but parents and teachers play an important role in assisting students. Motivation, educational aspirations, and socioeconomic status are all influenced by parents. Students' self-perceptions are influenced by their socioeconomic status, but strong relationships between students and their parents will help them overcome these challenges (para. 12).

Ritky (2021) seems to believe that, many things affect how well students do in their foreign language studies. Students need to learn, participate, talk to others, and ask questions. But parents and teachers are also important in helping students succeed. Parents can influence how motivated students are, what they hope to achieve in school, and how much money they have. Students' ideas about themselves can be influenced by how much money their families have, but having good relationships with their parents can help students overcome these difficulties.

3. 1. 3. 1. Environmental Factors

As mentioned by Marc (2022):

It is well-known that the environment has a great influence on language learning. The environment can provide opportunities for language learning, or it can present obstacles. The right environment can make language learning fun, while the wrong environment can make it frustrating.

The most important factor in the language learning environment is the people. If the people around the learner are supportive and interested in helping the learner, then the learner will make progress. On the other hand, if the people around the learner are not supportive or are not interested in helping the learner, then the learner will not make progress.

Another important factor in the language learning environment is the level of difficulty of the language. If the language is too difficult, the learner will become frustrated and give up. On the other hand, if the language is not difficult enough, the learner will become bored and give up.

The last important factor in the language learning environment is the amount of time that the learner has to devote to language learning. If the learner has a lot of time, he or she will make progress. On the other hand, if the learner does not have a lot of time, he or she will not make progress (para. 1.).

Summarizing the information said by Marc (2022), the environment plays a crucial role in language learning, as it can either facilitate or hinder progress. People surrounding the learner are the most significant factor in the language learning environment. Supportive and helpful individuals contribute to the learner's advancement, while unsupportive or uninterested people impede progress. Additionally, the difficulty level of the language is important; if it's too hard, the learner may become frustrated and give up, while if it's too easy, they may become bored and lose motivation. Lastly, the amount of time dedicated to language learning is crucial. Having ample time allows for progress, whereas limited time hinders advancement. Thus, creating a positive environment with supportive individuals, an appropriate language level, and sufficient time can greatly enhance language learning outcomes.

3. 1. 3. 2. Social Factors

Social factors will undoubtedly play a significant role as English language learners move forward in their learning process.

Lopez, et al. (2014):

Language learning takes place in a social context which, according to her, shapes learning in two ways. The context as is stated by this author will influence learners' motivation. Also, there are two possible learning opportunities, formal and informal ones, which are influenced by the social context as well (p. 446).

In simple words, they stated that learning a language happens when people interact with others in their surroundings. This interaction affects how people learn in two different ways, as explained by the author. The environment or situation where learning occurs can affect how motivated learners are. Additionally, there are two types of learning opportunities: formal ones, like in classrooms, and informal ones, like in everyday conversations. Both of these opportunities are also influenced by the social context, meaning the people and the circumstances around the learners.

3. 1. 3. 3. Motivational Factors

As motivational factors, they are very influencing in students learning and their success as English learners.

As it is shown by Rifai (2010):

As the attitude of the student increases, integrative or instrumental motivation also increases, or vice versa. If the attitude toward learning English increases, the student gets much more in 'class courses' and also from teachers during the teaching sessions. And, if the attitude toward learning English increases, the students get much more benefits by changing their 'learning strategies,' thus helping them more in learning the English language. (p. 52).

Rifai (2010) suggests that, As the student's attitude improves, their integrative and instrumental motivation also experience a boost, and the same applies in reverse. When the student's enthusiasm for learning English grows, they gain greater value from classroom courses and interaction with teachers during instructional sessions. Additionally, an enhanced attitude toward learning English results in increased benefits as students adapt and improve their learning strategies, leading to more effective acquisition of the language.

3. 1. 3. 4. Interaction factors

When it comes to learning. There are different ways in which a student is exposed. Two main ways of interaction a student has are: human interaction and non-human interaction or virtual interaction. Both have their own effects on students.

As shown by Muho and Kurani (2014), Through interaction and interpersonal relationships, creative language use plays an important role as the learners engage in discussion to meet the mutual understanding. If we are to claim that our language learning is meaningful, it should be embedded in conversation. (p. 51).

In simple words, through interaction and interpersonal relationships, creative language use assumes a pivotal role as learners actively engage in discussions to foster mutual understanding. Our language learning has to always be practiced by interactional situations such as conversations.

3. 1. 3. 5. External factors

External factors may count as an advantages or disadvantages for students.

Rostami, et al. (2015) argued that “Three direct, positive, and significant paths leading from family influence to learners' criterion measure, instrumentality promotion, and attitudes for learning English indicate that the role of family in motivating children is still strong” (p. 179).

According to Rostami, The family influence has a strong and positive impact on three key areas: learners' criterion measure, instrumentality promotion, and attitudes towards learning English. This indicates that the role of family in motivating children to learn English is still significant.

3. 1. 4. Factors that influence English Teaching

The same way there are factors that influence English Learning, there are also factors that affect English teaching. Some of them are found in both sets.

As stated by Sayedi (2020):

motivation is an effective factor in language education which is influence for both teachers and students. If a student is unmotivated he or she cannot learn, while a motivated student can learn. In opposite, if a teacher is unmotivated teaching does not occur effectively, but a motivated teacher can teach very well (p. 423).

Regarding Sayedi, Motivation is a key factor in language education, influencing both teachers and students. When students lack motivation, their learning is hindered, whereas motivated students thrive in their studies. On the other hand, an unmotivated teacher may not effectively convey information, but a motivated teacher excels in delivering lessons.

3. 1. 4. 1. Personality Factors

According to Rusbadrol et al., (2015):

The finding of this study revealed that only personality traits of Openness to Experience, Agreeableness, and Neuroticism are significantly associated with job performance. On the contrary, there was no correlation found between personality traits of Conscientiousness and Extraversion with job performance (p. 5).

As stated by Rusbadrol et al, (2015) it can be said that the results indicate that job performance is significantly related to three specific personality traits: Openness to Experience, Agreeableness, and Neuroticism. However, no significant correlation was found between job performance and the personality traits of Conscientiousness and Extraversion.

3. 1. 4. 2. Economic Factors

According to Wurai (2013):

The teachers described the fact that they had to engage in side jobs and businesses to supplement their incomes owing to the low remuneration levels. They argued that this greatly impaired their effectiveness in productivity as they did not have the capacity to give undivided attention to their professional callings and obligations to the pupils. (pp. 75-76).

In the words of Wurai (2013) The teachers explained that they had to take up additional jobs and run businesses to supplement their incomes due to the inadequate pay they received. They contended that this situation significantly hindered their productivity, as they lacked the ability to fully focus on their professional duties and responsibilities toward the students.

3. 1. 4. 3. Training Factors

Saxena (2023), stated that the training plays a crucial factor when influencing teaching efficacy:

The teachers, when trained, find new ways to motivate their students by reinforcing confidence and positivity through their feedback. They can turn around the performance of students who lag by applying various strategies learned in teacher training. They can deeply impact the students, help them engage better in the classroom, and garner higher academic achievements (para. 7).

According to Saxena (2023) After receiving training, teachers discover innovative methods to inspire and motivate their students by providing feedback that reinforces confidence and positivity. By applying the strategies learned during their training, they can effectively address the needs of students who are falling behind in their performance. This has a profound impact on students, leading to increased classroom engagement and improved academic outcomes.

3. 1. 4. 4. Motivational Factors

There are other elements attributed to teaching such as motivation. As stated by Nadim et al. (n. d):

results reveal that there is statistically significant relationship between intrinsic motivational factors (opportunities to acquire new skills, promotion opportunities, participation in decision making, autonomy, recognition) and teacher job satisfaction. Similarly, statistically significant relationship is also found between extrinsic motivational factors (salary, work environment, relationship with seniors, reward, feedback) and teacher job satisfaction. (p. 29).

As regarded by Nadim, The findings indicate a statistically significant correlation between intrinsic motivational factors, such as opportunities for skill development, promotion prospects, involvement in decision-making, autonomy, and recognition, and teacher job satisfaction. Likewise, a statistically significant relationship was observed between extrinsic motivational factors, including salary, work environment, relationship with superiors, rewards, and feedback, and teacher job satisfaction.

3. 1. 5. English class in Nicaragua

English classes in Nicaragua can be quite different when compared to other countries, there are different variables such as: students' confidence, class size, students' sense of punctuality and so forth.

According to Stoever (2023):

Most teachers love small classes, but especially if you're teaching English in a Nicaraguan public school in a larger city, classes have anywhere between 20-70 students. The biggest problem will be the lack of individualized attention your students will get, and they'll likely not feel like they're a part of the class (para. 5).

As stated by Stoever (2023) Many teachers prefer smaller class sizes, but teaching English in a Nicaraguan public school, especially in larger cities, can mean having classes with 20-70 students. The main issue is the lack of individualized attention for the students, which may lead them to feel disconnected from the class.

3. 1. 6. Classroom Management

Since students in different settings present different leaning styles so do they present different of approaching learning English. Therefore, classroom management which is the way a teacher handles different students need has to be very carefully structured.

According to Brophy & McCaslin (2003) as cited by Marzano:

Researchers examined how effective classroom teachers interacted with specific types of students. The study found that the most effective classroom managers did not treat all students the same; they tended to employ different strategies with different types of students. In contrast, ineffective classroom managers did not appear sensitive to the diverse needs of students. Although Brophy did not couch his findings in terms of teacher-student relationships, the link is clear. An awareness of the five general categories of high-needs

students and appropriate actions for each can help teachers build strong relationships with diverse students. (p. 9).

In their analysis Brophy & McCaslin (2003) The researchers investigated how proficient classroom teachers interacted with specific student types. According to the study, the most effective classroom managers employed diverse strategies based on the individual student's type, rather than treating all students uniformly. Conversely, ineffective classroom managers showed a lack of sensitivity to the diverse needs of students. Although Brophy did not explicitly frame his findings in terms of teacher-student relationships, the connection is evident. Being mindful of the five general categories of high-needs students and applying suitable approaches for each category can aid teachers in fostering strong relationships with their diverse students.

3. 1. 7. Classroom Environment

Classroom environments is also a key element when it comes to students' success in English learning.

As stated by Blaker (2020):

There are many aspects of students' learning experiences that are out of control of the educational institution, but maintaining adequate ventilation and air conditioning are simple to manage and can produce measurable and significant effects. Increasing cognitive performance and attention span, reducing student absences, and increasing student motivation are significant goals to achieve by meeting simple ventilation and temperature targets. (p. 30).

Simplifying the information written by Blaker (2020), it can be said that while educational institutions may have limited control over certain aspects of students' learning experiences, ensuring proper ventilation and air conditioning is within their

reach and can yield substantial and measurable results. By maintaining adequate ventilation and temperature levels, educational institutions can enhance cognitive performance, improve attention span, reduce student absences, and boost student motivation. These goals can be accomplished by implementing straightforward ventilation and temperature management strategies.

3. 1. 7. 1. Attitudes and methodologies of the teacher

According to Vygotsky (2019) as cited by Gyekum:

Higher mental functioning is socially formed and culturally transmitted when teachers engage with students. Other researchers have revealed that cognitive development is enhanced through language dialogue between teachers and students. Teachers can shape students' thinking skills provided the teachers purposefully interact with the students in a positive way. (p. 122).

As stated by Vygotsky (2019) The development of advanced cognitive abilities is influenced by social and cultural factors as teachers actively interact with their students. Past studies have demonstrated that language-based dialogues between teachers and students contribute to improved cognitive development. When teachers intentionally engage in positive interactions with their students, they can effectively influence and mold the students' thinking abilities.

3. 1. 8. Strategies to improve English Language Learning

In order for students to be successful at English learning they will have to be taught different strategies that can be used in the classroom or on their own.

As stated by Oxford (2011) cited in Šafranĵ (2013) "Language learning strategies are the conscious steps or behaviours used by language learners to enhance the acquisition n, storage, retention, recall, and use of new information." (p. 775).

As suggested by Oxford, Language learning strategies refer to the deliberate actions or behaviors employed by language learners with the intention of improving the process of acquiring, storing, retaining, recalling, and using new information.

3. 1. 8. 1.Strategical Activities for Listening Skills

In order to improve listening skills, there are some activities that engage students in learning in different and funny ways. This way their learning is not mechanical or boring. This is a list by Martin (2022):

1. DRAW THIS

For younger students, or for students first being introduced to active listening, start with something hands-on and familiar, like drawing. For this active listening activity, either you or a student lead will list step-by-step instructions for an image.

For example, if you wanted your students to draw a house, the instructions could sound like this:

“Draw a large square in the center of your page”

“Then draw a small rectangle vertically on the bottom of the square.”

“Draw two small squares on either side of the rectangle.”

“Now draw a large triangle on top of the largest square.”

These instructions should guide students toward a completed image that isn't recognizable until the final instructions. To help student leads, you can provide pre-written instructions for several images and allow them to choose from your

selection. Students will then reveal their artwork to see if their drawings followed the given instructions.

Have students play this listening game first to practice.

2. DON'T SPEAK TWICE

This activity is an exercise in restraint for some students because until everyone has spoken once, no one is allowed to speak a second time.

For this speaking and listening activity, you or a student will select a broad topic of choice, such as movies or animals. Then, students will take turns commenting on or asking a question about the topic. If a question is asked, no one is allowed to speak unless responding to the question until an answer has been given. This is repeated until every student has spoken at least twice for one to two minutes.

3. SIMON SAYS

This classic childhood game is perfect for practicing listening skills in small groups. To make this game into a center, you or a student lead will say a command then wait to see if the players responded correctly. To make this game slightly more challenging for older grades, have students take turns giving commands.

Typically, students who perform a command that didn't begin with the phrase "Simon says" lose the game and must sit out; however, to keep all students engaged during the entire center, an alternative rule can be having that student miss their next turn to say a command.

4. TELEPHONE

Another classic listening activity for kids is telephone. In this center, students will form a circle, then take turns creating a message that will be whispered to each student until it reaches the student who created the message. If the message at the end matches the message from the beginning, the group wins! The next student in the circle creates the next message and the game repeats.

This game works best with at least five students in the small group so there are enough students to pass the message to before it reaches the end. With smaller groups, it's also best to require longer messages that are about eight to 10 words (para. 1-11).

3 .1 .8. 2. Strategical Activities for Speaking Skills

The same way, in order to improve one of the most important skills in students which is speaking, there are some engaging activities students can enjoy and take full advantage of.

Gantenhammer (2023) suggests a list of activities:

1. Who's Telling the Truth?

Have each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes their name on the top of the page. Collect the sheets of paper and bring three students

to the front of the room. Read aloud one of the facts that is true for one of these three students.

All three claim that the fact is theirs, and the class then proceeds to question them in an attempt to determine who is telling the truth and who is lying. Each student is allowed to ask one question to one of the three students. After a round of questioning, the students guess who is telling the truth.

2. Variations on the game Taboo

For variation 1, create a PowerPoint presentation with a noun on each slide. Have one student come to the front of the room and sit with their back to the PowerPoint. The rest of the students take turns describing the words on the slides, and the student at the front has to guess them.

For variation 2, separate the students into groups of four or five. Place a pile of cards with random nouns in the center of each group. Have students take turns describing a noun for their group members to guess. The group member who guesses correctly keeps the card, so there's competition to see who has the most cards at the end of the game.

Variation 3 is for advanced speakers. Separate the class into two teams. Students are given a word to describe to their teammates, in addition to a list of words that they cannot use in their description. Each student should have two to three minutes to see how many words their teammates can guess.

3. Descriptive drawing activity

Pair up the students and give each student a picture, placing it face down so partners cannot see each other's cards. They must describe the picture for their partner to draw.

4. Comic strip descriptions

Give each student a portion of a comic strip. Without showing their pictures to one another, the students should attempt to describe their image, and put the comic strip into the correct order. After about 10 minutes, the students can guess the order, show one another their portion, and see if they were correct.

5. Secret word

Students are given a random topic and a random word that is unrelated to the topic. The students must hide the word in a speech about the topic—they're trying to make sure the other students can't guess the secret word. The other students listen carefully to the speech and attempt to guess the secret word. (para. 3-10).

3. 1. 8. 3. Strategic Activities for Reading Skills

Reading can be a little complicated for English learners, even though they can be approached differently by students by providing them with energizing and engaging activities.

There is a short useful list suggested by Barnett (2022):

1. PLAY TRIVIA

You will likely want to write some questions out ahead of time. Make the questions really easy—it's not the content we're learning, but how to

communicate questions and answers. You may vary the difficulty of the questions based on the age and skill level of your students. If you are teaching a diverse group of learners, you may even want to target specific students with specific questions, e.g., give the more advanced students the more difficult questions. You can make it more fun by handing out buzzers or bells—the first person to “ring in” gets to answer the question. Just make sure that everyone gets a turn.

2. ROLE PLAY

Set up specific scenarios in your classrooms, scenarios that your students will likely face. Have one student order a pizza from another student. Have a student ask for directions. Or have one student invite another student to a party. Some students will need your help to get through the scene. Other students will be able to get through a scene without assistance. For more advanced learners, there is immense value in being the secondary role player, e.g., the person receiving the pizza order or the party invitation.

3. TURN ON THE SUBTITLES!

Find a television program that is appropriate for your class' age and learning level. (Humor is a plus.) Watch the program with closed captioning. The students will hear the words, see the people speaking, and see the text all at the same time!

4. PLAY WORD ASSOCIATION

Have the students sit in a circle. Start the game with a simple word and ask the person to your left to say the first (English) word that comes to mind. Then, the person to his or her left should say the first word that comes to his or her mind. Be sure to stop every so often to debrief and define any mysterious words. A variation of this game is to have each student say a word that begins with the last letter of the previous word, e.g., word, donkey, yodel, loon.

5. PLAY WORD LOTTERY

Before class, print out dozens of simple nouns and verbs. Cut them into little slips of paper and put them into a hat or bag. Invite each student to draw two words from the hat (you can use more for more advanced students). Give them each a minute to come up with a sentence that uses those two words, and makes sense. Then invite each of them to share their sentence with the class. Collect the words and go again. It's okay to repeat words, as the repetition helps! (para. 2-5).

3.1.8.4. Strategic Activities for Writing Skills

Writing skills are a very important part of student's learning, it's very important that students develop good writing skills for their overall proficiency.

This is a list by Begin Learning Team (2021):

1. Speech Bubbles

What You'll Need

A piece of paper for drawing or a printed cartoon

A pen or pencil

What To Do

For this activity, start by having your child draw a picture with a character or two. You could draw this scene together or even print off some characters from the internet to color and decorate together.

Once you've finished drawing and decorating your characters, it's time for each of you to draw and fill in a speech bubble to create thoughts for your character (or a conversation if you drew more than one character).

For example, if your character is a dog, maybe he's standing by an empty bowl. What might a hungry dog say? Some options could be, "Where's my food?" or "I hope they bring pizza!".

Let your child's imagination run wild with possibilities for filling in the speech bubbles and enjoy this writing activity together by writing down the silly suggestions, too!

Speech bubbles are one of the most fun options for writing games as they're quick, easy, and short for young writers.

This may help your child feel less intimidated as they explore more words to add to their vocabulary and practice forming their letters correctly.

2. Birthday Cards

Kids doing arts and crafts

What You'll Need

Colored pens or crayons

Pencils

Blank birthday card

What To Do

Birthdays are a day most people look forward to. For kids, this day usually means lots of gifts, games, a birthday cake, and, of course, a birthday card.

Help your child create a unique birthday card for their friend, neighbor, cousin, sibling, mom, or dad — whoever they want! Once they select the recipient, get the supplies you need and help them write a sweet message for their loved one.

This is a wonderful activity for your child to practice putting their thoughts on paper. They can also add flowers, hearts, and anything else that will help to make the card extra special.

Note: This activity can be used for any occasion, not just birthdays. Is it the holidays? Has the family been invited to a graduation party? Do you have a family member who's not feeling well?

All of these are excellent opportunities to create a special card for a loved one.

3. Map Out The Story

What You'll Need

A blank sheet of paper

Colored pencils (or crayons)

What To Do

The aim of this writing game is simple: create a setting for a story.

Children love when a storybook they're reading includes some pictures and a map to bring the story to life. With this activity, they get to create their own!

All your child needs to do is draw a map of the story setting of their choosing, labeling the different areas. This can be a story they've read or one that's just popped into their head. It really doesn't matter as long as they're excited about it.

To help them get started, you can ask prompting questions, like:

Does your story take place on land or in water?

If it's on land, what and who lives on that land?

If it takes place in water, what types of interesting creatures are there?

What's the weather like?

How many characters are there?

Where do these characters live?

What do the characters do?

Are there any landmarks?

Once your child is clear about the world of the story, it's time to draw and create it. Now you can also help your child write a story that takes place in their invented world.

IV. METHODOLOGY AND MATERIALS

4.2. Location of the Study

This research was carried out at Cesar Augusto Salinas Pinell High school, Nueva Guinea Campus, located in the urban area of the municipality of Nueva Guinea, RAACS, Nicaragua.

4.3. Type of Study

This research was categorized as descriptive because it identified and describe various factors that impact the success of students in learning English. This type of study was particularly useful for educators in different institutions and modalities as well as other researchers who want to know more about the challenges students face when learning English and how to develop effective interventions to support English language Learners.

4.4. Approach

The methodological approach of this research was defined as qualitative since it analyzed the factors that influenced students from learning English effectively also an attempt was made to foster strategies that improve English educational settings in different places but mainly at Cesar Augusto Salinas Pinell.

4.5. Unit of Analysis

For this research the unit of analysis was twenty-five students, sixteen were female, nine were male, and 1 female English teacher from the eleventh grade B at Cesar Augusto Salinas Pinell High School.

UNIT OF ANALYSIS				
Participants	Grade	F	M	Total
Eleventh Grade Students	11 TH B	16	9	25
English Teacher	Teacher	1		1
TOTAL				26

4.6. Selection and Exclusion Criteria

The selection of individuals for this research study was the following:

In order to carry out this research only the students from the 11th grade B were the selected individuals to be analyzed as well as the English teacher. This particular group was chosen since it was perceived that they had problems when learning English, and there were some factors that had to be underlined and found out about in order to come up with precise and helpful strategical activities to overcome them.

4.6.1. Selection Criteria

In order to carry out this research the following was selected:

- English teacher who worked with the selected group of students from eleventh grade.
- Students who had some difficulties in the English learning.
- Students from eleventh grade at Cesar Augusto Salinas Pinell in their second semester.

4.6.2. Exclusion Criteria

- The teachers who were not teaching English to the students in eleventh grade were excluded.
- All students who were not studying in eleventh grade.
- The authorities and the staff of the High school.

4.7. Information Sources

The main information sources are documents from websites, such as documents in pdf format, articles, web pages that contain vital information to include in the research.

4.7.1 Primary sources

As primary sources for this research, there were some instruments that were used in order to gather information, analyze it and come up with results and conclusions. For this, it was applied interviews, observation guides and teaching Intervention.

4.7.2 Secondary Sources

The secondary sources on this research were some books and some researches from different sources in universities, digital documents, also, some websites related to the subject under study were used.

4.8. Techniques and Instruments

4.8.1. Observation guide

The purpose of applying the observation guide was to gather relevant information, in order to do this, there were 25 students and 1 English teacher who were carefully observed in the different stages of an English lessons. Having done this, the points to be analyzed were successfully covered and results were extracted from them.

4.8.2. Interview

The objective of conducting this interview was to gather relevant information. To achieve this, the female English teacher was kindly asked to answer some relevant questions related to the research work. After completing the interview, all the questions for analysis were successfully covered, and valuable insights were extracted from the corresponding answers.

4.8.3. Focus group

The primary aim of organizing and conducting this focus group session was to systematically gather comprehensive information. This was achieved through the active participation of 11 students, involving both thoughtful responses to questions posed and the opportunity to inquire about various factors influencing their English learning journey.

4.8.4. Pedagogical Intervention

The main objective of the pedagogical intervention was to implement strategical activities and measures with a specific focus on improving the English learning process among eleventh-grade students. Through this carefully designed intervention, an array of educational techniques and resources were employed to create a conducive learning environment and enhance the overall language acquisition experience for these particular students.

4.9. Data Analysis and Processing

The process of gathering information involved interpreting the results obtained from data collected through various methods such as direct observation, interviews, focus groups, and pedagogical intervention. This information was categorized based on the research objectives, and an accurate transcription of the respondents' answers was created.

To analyze the information, a thorough examination of all the results were conducted, involving the analysis and interpretation of the written data from direct observations, focus groups, interviews, and pedagogical interventions. The perspectives expressed by the respondents were taken into consideration, and comparisons were made between the responses given on the subject and the predetermined research objectives in order to present the obtained results.

4.9.1. Microsoft Word

The tool mentioned served two purposes in the research process. Firstly, it will be utilized to document and provide a description of the study. Additionally, it will be employed to compose the observation guides and interviews that are essential for conducting the research.

4.10. Descriptors Matrix

Specific Objectives	Descriptor	Dimensions of the Descriptor	Instruments and Techniques
To describe the main factors that influence the learning of the English language in eleventh grade.	Factors that influence the learning of the English language	-Social Factors -Motivational Factors -Interaction factors -External factors	Observation guide Focus Groups
To apply strategical activities that can be used to overcome the main factors that affect the learning of the English language in eleventh grade students.	Strategical activities to foster the English language learning	Strategical Activity for Listening Skills: Telephone Strategical Activitiy for Speaking Skills: TABOO Strategical Activity for Reading Skills:	Pedagogical Intervention

<p>To suggest strategies to foster the English language learning in eleventh grade students at César Augusto Salinas Pinell high school.</p>		<p>PLAY WORD LOTTERY</p> <p>Activity (Alone)</p> <p>Strategical Activities for Writing Skills:</p> <p>Holiday Card</p>	
<p>To suggest strategical activities to foster the English language learning in eleventh grade students at César Augusto Salinas Pinell high school.</p>	<p>Strategies to overcome the factors in the English language Learning</p>	<p>Strategical Activity for Listening Skills:</p> <p>Telephone</p> <p>Strategical Activity for Speaking Skills:</p> <p>TABOO</p> <p>Strategical Activity for Reading Skills:</p> <p>PLAY WORD LOTTERY</p> <p>Activity (Alone)</p> <p>ROLE-PLAY</p> <p>Strategical Activities for Writing Skills:</p> <p>Holiday Card</p>	<p>Interview</p>

4.11. Ethical Aspects

Throughout the development of this research, the following considerations were taken into account:

- Obtaining permission from the university principal to conduct the research within the institution.
- Securing consent from teachers to conduct observations as part of the study.
- Ensuring proper acknowledgment and respect for the copyrighted information used in this study.
- Demonstrating respect for all students and teacher who participated in the research, as well as those who did not.

4.12. Delimitation and Limitation of the Study

4.12.1. Delimitation

This study was developed at Cesar Augusto Salinas Pinell High School it was twenty-five students, sixteen were female, nine were male, and 1 female English teacher from the eleventh grade B at Cesar Augusto Salinas Pinell High School.

4.12.2. Limitation

The research encountered certain limitations that could slightly hinder its proper execution and the achievement of objectives. These limitations included potential student disinterest in the implementation of motivational strategies and potential challenges related to teacher participation.

V. ANALYSIS AND RESULTS

The results presented in this chapter were obtained from the interview, focus group, observations guide and pedagogical Intervention to the eleventh grade students at Cesar Augusto Salinas Pinell, 2023. The analysis and results were processed using the triangulation technique.

5.1. Factors that influence the learning of the English language in eleventh grade

According to Rizky (2021) various elements contribute to the academic success of students while they are studying a foreign language. The responsibility lies not only with students to learn, actively participate in class, communicate with others, and seek clarification through inquiries, but also with parents and teachers who have a significant role in supporting students. Parents have an impact on students' motivation, educational goals, and socioeconomic status. Although students' self-perceptions may be influenced by their socioeconomic background, cultivating strong connections between students and their parents can assist them in surmounting these obstacles.

Based on the interview applied to the English teacher, the main factors that influence in the learning process are the following: interactional, motivational and social factors. In a similar way, in the focus group developed with the students, they affirmed that the factors that hinder the learning process are motivational, environmental, social, and interactional factors. On the other hand, through the observations made, it is perceived that the factors that influence in the learning process are linked with the environment, the society, the motivation, and external factors.

5.1.1. Environmental Factors

As a result, from the observation guide and the focus group there were visible factors upon their English learning in which students clearly have influences. One of them that can be mentioned is the classroom space since the number of students is high

and there are some activities that require more space to be developed, therefore this hinders the possibility of developing engaging activities that require spacious rooms.. Another important aspect that was notoriously influencing for the students in the classroom was the high temperature due to summer days, this made students feel uncomfortable and unable to focus. On the other hand, there is a good number of resources available in the library but they are hardly ever used.

5.1.2. Social Factors

Based on the observation guide the student's engagement was seen as follows, the students from this particular group did not get as engaged in English conversations as it would be appropriate for them to develop good speaking skills since there are not many people who they can talk to on a regular basis at school, or at home where they have the most time. This clearly influences their positive development in such important skill. Some students were apparently afraid of taking risks when it comes to practice their speaking skills. In accordance with information from the focus group there are students who stated that their fear towards participating by making oral statements stemmed from their classmates trying to make fun of them or the fact that they got too self-conscious about their mistakes in pronunciation and grammatical structures; as they said this, they were encouraged to not be intimidated by these ideas, because in their English practice there will always be mistakes to be made, the point is that they should always be given reinforcement by the teacher or other people who they may practice with..

5.1.3. Motivational Factors

Based on the observation guide it was concluded that when it comes to students' motivation or engagement, it was difficult to see students very motivated by the activities or instructions given by the teacher, since many of these were merely traditional, and involved little engagement from the students, in the same manner according to the answers provided by the students in the focus group, the activities that according to the students, get them more active and ready to learn are the ones

that involve them being active energized, or moving. Likewise, it was shown an interesting aspect which is that the students who showed a certain intrinsic motivation for English, they showed themselves more interest in their English learning process because they considered that English was crucial for their professional development and future career. The students mentioned that their desire to improve English language skills was based on them wanting to have a better life in the future, or they want to have more opportunities in the job market, also they pointed that they would like to travel and be able to communicate by using English language. On the opposite, from the focus group's answers the students described some factors that make them feel demotivated to start improving their English, these were they not having enough English practice during the class, and the fear of making mistakes that kept them from participating actively. The students strongly pointed that it would help their English learning if an engaging approach was always kept whenever they are in an English class. In a similar way, the materials that they encountered more attractive, learning-wise, were ones that they could touch or use for practicing such as flashcards or cardboard materials such as roulettes made by the teacher.

5.1.4 Interaction Factors

In view of the teacher-student interaction, the students seemed to have an appropriate rapport with the teacher, even so there were students who were disrespectful and they would even get out of the classroom without any kind of permission by the teacher. Regarding the skills or areas that students find more challenging, as described by the students, writing and speaking were regarded as the trickiest and hard to develop output from. According to the interview the teacher stated that she had little time teaching for high school students, and she was just getting to know the students.

5.1.5. External Factors

According to the information collected in the focus group, in terms of the level of support the students from this group received, it was not regarded as appropriate if English learning wants to be improved, since most of the students in the classroom were hardly reinforcing their English learning actively, besides the members of their families do not practice English language. Nevertheless, it was said that there are members from certain students' families that have a considerable level of English knowledge and that they help the students reinforce their learning. Based on the interview applied to the teacher, she stated that there was an issue with the practice she had at the moment because she was starting to teach English in high school, she was a primary school teacher before; she also stated that she had little knowledge on the development of English classes. Regarding the information given in from the observation guide resources for English learning inside and outside of the school the students have a wide range of English books in the library for their classes and self-study, on the other hand at home their main help was said to be their different electronic devices, these being cellphones, or computers, as well as television programs where they find English content. In the same sense, there were very few students that stated they were engaged in extracurricular activities for their English learning development, these were courses from INATEC or course directed by some of the academies in the city.

Table 1. *Factors that influence the learning of the English language*

N°	Factors in the learning process	Specific particularities of the factors
1	Motivational	<ul style="list-style-type: none"> - Students were not motivated with the activities. - Use of traditional activities - Better life in the future and more opportunities in the job market. - Be able to communicate in the English language. - Students do not have enough English practice during the class.

		- The materials are attractive and learning-wise
2	Social	<ul style="list-style-type: none"> - Student did not have much practice in English conversations. - Lack of practice clearly influences their positive development in such important skill. - Fear towards participating by making oral statements. - The students should always be given reinforcement by the teacher.
3	Interactional	<ul style="list-style-type: none"> - The students seemed to have an appropriate rapport with the teacher. - Certain students showed disrespect. - Get out of class without permission by the teacher. - The teacher stated she had little time teaching for high school.
4	Environmental	<ul style="list-style-type: none"> - The classroom space is not appropriate. - Temperature affected students' focus. - Resources are not used as they should be.
5	External	<ul style="list-style-type: none"> - The level of support the students from this group received, it was not regarded as appropriate - Members from certain students' families have a considerable level of English - At home their main help was said to be their different electronic devices,

5.1.6. Teaching approaches and strategies to facilitate the English learning

Having collected information from the focus group it can be said that the student like better approaches to teach English those which keep them more active during the class, also they like getting energized by some activities that can get them ready to focus and learn. The students stated that the activities that keep them engaged help them a lot more than the traditional ones, which are more based on teacher instructions and written tasks. They acknowledge the importance or writing skills, even so there should be a more engaging and active manner to address students English learning process. According to the interview's answers by the teacher, she said that she tries to use activities such as the hot potato, the hot cabbage, she said that she uses songs, worksheets, etc. In the same sense, the information collected through the information guide showed that students did not get as engaged in classroom activities as they should.

5.2. Activities applied that can be used to overcome the main factors that affect the learning of the English language in eleventh grade students

Oxford (2011) To achieve success in English learning, students must receive instruction in various strategies that can be applied both in the classroom and independently.

In order to foster students' English learning skills, the teachers proposed the application of certain strategical activities which were carefully taken into account the four macro skills. In view of this purpose, the activities were placed in Development activities stage: middle activities/controlled free practice.

5.2.1. Telephone

a. Objective of the activity

This activity fosters listening skills in students in a creative and practical manner.

b. Resources used for Secret Message

Two markers and a whiteboard

c. Teaching Experience

To begin with, the teachers started by presenting students the steps. The steps the students had to take for participating were as follows: the teachers asked the students to make two lines facing the whiteboard, next the teachers said a sentence to the students who were standing last in the two lines, the students had to whisper these sentences to the students in front of them, until these sentences would reach the students in front of the whiteboard, they had to say which sentence they were whispered.

d. Students' evaluation

As a result, from this activity, the students could be seen engaged and active, because it was an activity that kept them alert and ready to take risks in their learning process.

e. Recommendations

It is highly recommended that the teacher takes this strategical activity into account because the reaction from the students and the response was considerably efficient.

5.2.2. Taboo

a. Objective of the activity

The strategical activity proposed served to students to practice their speaking skills in an engaging and fun environment, it made them think and create sentences based on the topics.

b. Resources used for Secret Message

Flashcards and one chair.

c. Teaching Experience

The experience for this activity was the following: the teachers asked the students to sit positioning their chairs in horseshoe. Then one of the students was asked to sit in front of the class. Next, one of the teachers had a flashcard uphold behind the student in the chair, the students had to say three words that would help describe that flashcard's sentence, the students were very active, and creative enough to put together the ideas and come up with sentences quite accurately.

d. Students' evaluation

As a consequence of having applied this strategical activity, the students showed themselves interested in what was happening and how the activity got them all involved to practice their speaking skills.

e. Recommendations

Speaking skills are one of the most important skills students have the desire to improve, even though acknowledge the importance of the other three macro skills. Hence there should be more activities for practicing speaking skills such as the one applied.

5.2.3. Holiday Card

a. Objective of the activity

The idea within this activity was that the students create their own personalized card, which allowed them to create their own daily routine. The students had to take into account the fact that the card was going to be read by a relative or a friend.

b. Resources used for Holiday Card

White pages, markers and pencils.

c. Teaching experience

The teachers told the students they were going to create a piece of writing including the vocabulary from the lesson, they were a little unsure at first about how they would begin writing but the teachers gave them some ideas on how to begin, then they

were given some sheets of paper to start writing and designing their postcard. Some of the students showed a lot of creativity in their postcards and designs as well as what they wrote on them.

d. Students' evaluation

The students prepared their cards carefully and described their routines as they were asked to. The teachers helped them write down their ideas as they were working. The students clearly were challenged to put their ideas in order by using their writing skills. They enjoyed putting their ideas together by using all the vocabulary from the lesson

e. Recommendations

The students find hard writing skills activities, but when they are proposed a strategical activity in which they creativeness plays an important role, they are more likely to put more effort into creating good pieces of writing, therefore the activities that keep students using their imagination and creative skills are while practicing writing skills are very vital for their English learning process.

5.2.4. Play Word Lottery

a. Objective of the activity

The main point of this activity was that the students practice and develop their reading skills in a new and creative way taking into account the vocabulary from the lesson.

b. Resources for Play Word Lottery

One box, White pages, markers and pencils.

c. Teaching experience

The teachers brought a box to the classroom which contained, pieces of paper with words (nouns and verbs). The students had to pick two and will create a sentence for daily routine. The students at first were a little nervous and uneasy because reading skills is when they get to speak as they read statements, which leads

students to show the way they pronounce words. Despite this, they showed themselves very interested in the activity because the uncertainty and the excitement to know which pair of words they would get was engaging to them.

d. Students' evaluation

As the activity was being developed, they students showed themselves a little nervous yet enthusiastic to see which pair of words they would get; They were actively engaged by the activity which they had not practiced before.

e. Recommendations

In the same way that the students are faced with challenges in writing skills so do they face challenges when reading, they have to be shown activities that are comfortable enough to put their reading skills into practice as subtle as possible. This is why activities such as this one is highly recommended that the teacher uses.

5.3. Proposal of Activities to foster the English language learning in eleventh grade students

1- Telephone

a) Description

The purpose of this activity is to motivate the student to fall more in love with the English language that they want to receive the classes that learn to have a better communication with their classmates.

b) Objective

The main objective of this activity is to practice listening and at the same time speaking and so they become more familiar with the class and want to participate in the activities.

c) Resources

Two marker and whiteboard.

d) Timing and level

The time that considers necessary for this activity is 10 to 15 minutes, this activity can be applied in the following high school levels: Ninth grade, Eleventh grade and Eleventh first grade.

e) Procedure (step by step)

1. The students have to make two lines
2. The teacher will say a sentence to the students who are the back of the lines.
3. These two students have whispered these sentences to the students in front of them.
4. This sentence has to reach the students who are first in line.
5. The students have to say the sentences they heard.

2- Taboo

a) Description

This is a strategic activity to develop classroom skills.

b) Objective

The proposed strategic activity aimed to provide students with an opportunity to enhance their speaking skills in an enjoyable and captivating setting. This activity stimulated their thinking and encouraged them to construct sentences related to the given topic.

c) Resources

Flashcard and one chair

d) Timing and level

The estimated time for this activity is 10 to 15 minutes and can be applied in 9th grade, 10th grade and 11th grade.

e) Procedure (step by step)

1. The students will be asked to sit positioning their chair in horseshoe.
2. One the students will be asked to sit on front of the class

3. The teachers will have a flashcard uphold behind the student in the chair.
4. Students must say three word that describe the routine that is shown.

3- Holiday card

a) Description

The purpose of this activity is for the students to practice writing using the simple present.

b) Objective

The main objective is for the student to improve his writing and acquire more knowledge on writing skills.

c) Resources

Pens and notebook.

d) Timing and level

The estimated time for this activity is 10 to 12 minutes and it can be used in eighth grade, ninth grade, tenth grade and eleventh grade.

e) Procedure (step by step)

1. The teacher asks the students to prepare a card for one of their friends or relatives.
2. The students write about their routine they have during holidays.
3. The students put together all their ideas and decorate their cards.

4- Play word lottery

a) Description

This is an activity to foster students reading skills in a more fun and engaging manner.

b) Objective

The main purpose of this activity is for students to practice their reading skills in an engaging and creative way.

c) Resources

A box.

Piece of paper.

Markers.

d) Timing and level

This activity can be developed in 15 minutes and it can be applied for any levels.

e) Procedure (step by step)

1. Teacher walk around students with the box.
2. Students take out two pieces of paper.
3. Students try to make a sentence using the words chosen.
4. Students say the sentences at loud.

5- Role-Play

a) Description

This is a fun activity that gets students moving. students act as patients, nurses, family members, and technicians in a skit that reveals a deeper learning point for the rest of the class.

b) Objective

The goal is to provide real-world scenarios to help students to learn and develop new skills to use in real-world situations and provides opportunities for critical observation of peers.

c) Resources

Markers.

Internet.

Notebook.

Vocabulary.

d) Timing and level

- The time to develop the class is 45 minutes.
- English level must be intermediate

e) Procedure (step by step)

Step 1: Identify the situation you want to work with students.

Step 2: Add career-based details.

Step 3: Assign roles to each student.

Step 4: Role-play the situation with the rest of the classmates.

Step 5: Discuss what you have learned with the whole class.

VI. CONCLUSIONS

After analyzing and processing the instruments applied, such as interview to the English teacher, focus group with students, observations and the applications of four activities that overcome the factors in the English language learning, the following conclusions in the study: “factors that influence English language learning in eleventh grade students at Cesar Augusto Salinas Pinell school” are stated:

- ✓ The main factors that influence in the learning process are interactional, motivational, social, environmental, and external factors.
- ✓ Environmental factors have to do with the classroom space for activities development, the ventilation of the classroom due to of the high temperature and the noise of the other classroom that are closed.
- ✓ Social factors deal with the ability of students to communicate, it was perceived that they were afraid to make mistakes when speaking. Some of them were too shy when socializing.
- ✓ The motivational factor is related to the implementation of new activities and teaching approaches. It was perceived that students are motivated when applying engaging learning activities.
- ✓ Interactional factor was perceived when students were not able to interact with other students. Some of them shy and afraid to communicate using the English language.
- ✓ The external factor deals with the opportunities the school has, for instances, extracurricular activities are not developed and the accompaniment of parents in the English learning is not present.
- ✓ It was applied four activities that overcome factors in the English learning process, such as, telephone, taboo, holiday cards, and play word lottery.
- ✓ In the Telephone activity, students were engaged and active because it was an activity that kept them alert and ready to take risks in their learning process.
- ✓ In Taboo activity, students were very interested in what was happening and how the activity got them all involved to practice their speaking skills.

- ✓ In Holiday Card, students clearly were challenged to put their ideas in order by using their writing skills. They enjoyed putting their ideas together by using all the vocabulary from the lesson.
- ✓ In Play Word Lottery, students showed themselves a little nervous yet enthusiastic to see which pair of words they would get.

In conclusion, through the development of this study, it can be argued that it is necessary to bear in the factors that influence in both, teaching and learning process of the English language. However, the development of engaging activity can help overcome the factor that hinder the English learning process. Therefore, it is recommended to use authentic activities, assessment, materials and the integration of technology in every English lesson.

VII. RECOMMENDATIONS

The present recommendations aim to improve the English teaching and learning process in relation to the factors that influence in these processes. Therefore, the following recommendations go to the English teachers, students, and MINED.

To the English teachers:

- ✓ To identify the factor that influence the English teaching and learning process.
- ✓ To seek specific strategies or activities that overcome the factors identified in the English learning process.
- ✓ To implement the learning activities: Telephone, Taboo, Holiday Card, Play Word Lottery, and Role-Play. These activities are described in the last section of the analysis and results of the study.
- ✓ To use authentic materials, assessment and the integration of technology in the lessons.
- ✓ To vary the learning activities that enhance the four English macro skills, such as listening, speaking, reading and writing.

To students:

- ✓ To be engaged in all activities that teachers implement in the English class.
- ✓ To ask parents to be more supportive in any tasks assigned.
- ✓ To use the cellphones for practicing and learning English.
- ✓ To use strategies that promote the English language learning.

To MINED:

- ✓ To provide didactic materials to English teachers.
- ✓ To redesign the English program.
- ✓ To set good classroom conditions to develop English learning activities.
- ✓ To train teachers on how to identify factors that are influencing the teaching and learning process.

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IX. APPENDIXES

9.1. Observation Guide

University of the Autonomous Regions of the Nicaraguan Caribbean Coast



Observation Guide

The purpose of this observation guide is to analyze the factors that influence the English learning of students from eleventh grade at Cesar Augusto Salinas Pinell High School, First semester 2023.

Subject: English

School: Cesar Augusto Salinas Pinell.

Topic: _____

Date: _____

In the following observation guide, the statements will be read and marked with an X in the columns. According to the criteria of each category (check Yes or No)			
Opening Activities			Observation
Environmental Factors	Yes	No	
<ul style="list-style-type: none"> Is the classroom environment conducive to learning, with appropriate lighting and ventilation? 			
<ul style="list-style-type: none"> Are there sufficient learning resources available, such as textbooks, dictionaries, and online materials? 			
<ul style="list-style-type: none"> Does the classroom atmosphere promote a positive and supportive learning environment? 			
Middle Activities			Observation
Social Factors	Yes	No	
<ul style="list-style-type: none"> Do students interact positively during group activities or discussions, collaborating and showing respect? 			
<ul style="list-style-type: none"> Are there any language barriers or cultural differences among students that may affect their English learning? 			

<ul style="list-style-type: none"> Do students actively participate in classroom discussions and support their peers' language development? 			
Motivational Factors	Yes	No	
<ul style="list-style-type: none"> Are students engaged and enthusiastic during English lessons? 			
<ul style="list-style-type: none"> Do students set personal goals and demonstrate a desire to improve their English language skills? 			
<ul style="list-style-type: none"> Are students motivated to learn English? Are they interested in English literature, culture, or future career opportunities? 			
Interaction Factors	Yes	No	
<ul style="list-style-type: none"> Are students often engaging in English conversation with the teacher and their peers? 			
<ul style="list-style-type: none"> Do students actively seek opportunities to practice speaking, listening, reading, and writing in English? 			
<ul style="list-style-type: none"> Are students willing to take risks and make mistakes when using English, indicating a healthy learning environment? 			
Closing Activities			
External Factors	Yes	No	
<ul style="list-style-type: none"> Do students have good level of support from their families regarding their English learning? 			
<ul style="list-style-type: none"> Do students have access to additional language learning resources outside of school? 			
<ul style="list-style-type: none"> Are there any extracurricular activities that promote English language skills? 			



9. 2. Focus Groups

University of the Autonomous Regions of the Nicaraguan Caribbean Coast

FOCUS GROUP

The purpose of this focus group is to analyze the main factors Influencing English Learning among Eleventh-Grade Students at Cesar Augusto Salinas Pinell High School, First Semester 2023.

Introduction: Welcome the participants and explain the purpose of the focus group. Clarify that the discussion will revolve around factors that affect English learning among eleventh-grade students. Emphasize the importance of their honest opinions and encourage open dialogue.

1. What aspects of the English program do you find engaging and effective?
2. Are there any specific challenges you encounter when learning English?
3. Are there any factors in the classroom that hinder your concentration or motivation?
4. Are there any changes you would suggest to improve the classroom environment for English learning?
5. Which teaching methods do you find most effective in helping you learn English?
6. What types of English learning materials or resources do you find most useful?
7. How would you describe the interactions between your English teacher and the students?
8. Are there any areas or skills in English that you find more challenging or need further support?
9. What factors influence your motivation to learn English? (e.g., relevance, future goals)
10. Are there any factors that demotivate you or hinder your enthusiasm for English learning?

9.3. Pedagogical Intervention



University of the Autonomous Regions of the Nicaraguan Caribbean Coast

Pedagogical Intervention

Pedagogical Intervention focused on Enhancing English Learning among Eleventh-Grade Students at Cesar Augusto Salinas Pinell High School, First Semester 2023.

Subject: English

School: Cesar Augusto Salinas Pinell

Topic: _____

Date: _____

GRADE:11th DATE: Thursday, June 6th, 2023

A. LESSON PLAN INFORMATION

TIME: 90 MINUTES

B. Grade competence: The student demonstrates comprehension and expresses it through oral and written statements in continuous and simple present tense.

C. Achievement indicator: The student makes oral and written statements about daily routines

D. Cross Curricular Theme: Demonstrate ability to establish and to hold significant and respectful personal relations in his surroundings.

Content: Time expressions

Daily routines

E. LEARNING STRATEGIES

Opening Activities

Introducing ourselves and explaining the purpose of the class: The teachers will say their names to the students and will explain why they will be teaching them the class. **Time: 5 Minutes**

1- Warm up: Pass the Rope around: The students will be asked to stand up and split so as to make two groups, then they will be explained that they have to pass a rope which will first be placed in one the students in the circles, then, by making body movements this student will have to pass this rope to the next student, this other student to the next and so on. The losing group will have to give some ideas on daily routines. **Time: 5 minutes**

2- Explanation: The teachers paste some flashcards on the whiteboard related to daily activities so students get to know which activities they can use when making short texts about time. (Morning, afternoon/noon, evening, night. (get up, eat (breakfast, lunch, dinner), do my homework, take a shower, make my bed, get dressed, go to school, go home, go to bed)

The teachers encourage students to practice pronunciation by repeating the vocabulary many times.

The teachers write some sentences using some of the flashcards and asks students to write them down. **Time: 20 minutes**

Development activities

Middle Activities: Controlled/ Free practice

3- Listening: Telephone:

The teachers will ask students to make two lines facing the whiteboard, next the teachers will say a sentence to the students who are at the back of the lines. Then these two students have to whisper this sentences to the students in front of them until this sentences to the first students in the line who will say which sentence he/she was whispered. **Time 15 minutes.**

4- Speaking: Taboo:

The students will be asked to sit positioning their chairs in horseshoe. Then one of the students will be asked to sit on front of the class, then the teachers will have a flashcard uphold behind the student in the chair, students must say three words that describe the routine that is shown, for instance. The flashcard being He brushes his

teeth in the morning. Then the student may say the words: brushes, teeth, morning. The student sitting must say the full sentence. Time: 15 minutes

5- Writing: Holiday Card:

The teachers will ask students to prepare a card for one of their friends or relatives, such card will tell the receiver the activities that are normally done during the holiday using the simple present tense and routines. **Time: 10 minutes.**

6- Reading: Play Word Lottery:

The teachers will have a hat or a box which will contain pieces of papers with some words (nouns and verbs), The students will pick two and will create a sentence routine. **Time: 10 Minutes**

Closing Activities

7-Wrap up: Students will be chosen randomly in order to say what he/she has learned from the lesson **Time: 5 Minutes**

8-Evaluation: Ask some students whether or not they have a better understanding on daily routines and time expressions. **Time: 5 minutes.**

F. HOMEWORK:



9. 4. Teacher Interview

University of the Autonomous Regions of the Nicaraguan Caribbean Coast

Teacher Interview

Subject: Foreign language

Place: Cesar Augusto Salinas Pinell

Date: 17/05/2023

Interview focused on Enhancing English Learning among Eleventh-Grade Students at Cesar Augusto Salinas Pinell High School, First Semester 2023.

Introduction: Welcome the teacher and explain the purpose of the interview. Emphasize that the goal is to gather insights on the factors influencing students' English learning. Assure the teacher that their honest opinions and experiences are valued.

1. What teaching approaches and strategies do you employ to facilitate English language learning in the classroom?
2. How do you adapt your teaching methods to cater to the diverse learning needs of the students?
3. Are there any specific strategies or techniques that you find particularly effective in engaging the students and promoting language acquisition?
4. Do you face any challenges in terms of classroom resources that supports to a good classroom environment for students?
5. What strategical activities do you use to motivate students to take ownership of their own English learning?
6. Do you notice any specific factors that positively or negatively impact students' motivation to learn English?
7. What types of assessments and feedback mechanisms do you employ to provide guidance and support to students?

8. Do you believe that the current assessment methods effectively measure students' language skills and offer valuable feedback?
9. Are there any challenges or limitations you face in providing personalized support to students?
10. Have you attended any professional development workshops or training related to English language teaching recently?

Figure 1. *Telephone English activity in eleventh grade students.*



Eleventh grade students in telephone activity. They were practicing listening skill with daily routines and time expressions. Taken by Duarte (2023) at Cesar Augusto Salinas Pinell High School.

Figure 2. *Taboo English activity in eleventh grade students.*



Eleventh grade students in Taboo activity. They were practicing speaking skill with daily routines and time expressions. Taken by Duarte (2023) at Cesar Augusto Salinas Pinell High School.

Figure 3. *Holiday cards English activity in eleventh grade students.*



Eleventh grade students in holiday cards activity. They were practicing writing skill with daily routines and time expressions. Taken by Duarte (2023) at Cesar Augusto Salinas Pinell High School.

Figure 4. *Play word lottery English activity in eleventh grade students.*



Eleventh grade students in Play Word Lottery activity. They were practicing reading skill with daily routines and time expressions. Taken by Duarte (2023) at Cesar Augusto Salinas Pinell High School.

9.5. AVAL Consentimiento Previo, Libre e Informado



UNIVERSIDAD DE LAS REGIONES AUTÓNOMAS DE LA COSTA
CARIBE NICARAGÜENSE

URACCAN

AVAL CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y PUBLICAR

El Territorio/Comunidad/Empresa/Barrio Ministerio de Educación (MINED), Nueva Guinea, por medio del presente escrito, otorga el consentimiento previo, libre e informado a la Universidad URACCAN para que se realice la investigación titulada: "Factors that Influence the English Learning in the Students of 11th Grade at College Cesar Augusto Salinas Pinell 2023", la cual se desarrollará en el segundo semestre del año 2023. Información que será utilizada única y exclusivamente con fines académicos.

Con el objetivo de: To analyze the factors that influence the learning of the English language in the eleventh grade at César Augusto Salinas Pinell high school, second semester 2023. Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Dra. Marisol Maleafios Espinoza

Cargo: Delegada del MINED, Nueva Guinea

Firma y Sello: _____

Lugar: Universidad URACCAN, Nueva Guinea.

Fecha: _____



EP



9.6. AVAL del tutor



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CARIBE NICARAGUENSE
URACCAN
CENTRO UNIVERSITARIO REGIONAL - NUEVA GUINEA

Aval del tutor

El tutor/a: **Lic. Mario José Mercado Sánchez**, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo
- b. Informe Final
- c. Artículo Técnico
- d. Otra forma de culminación de estudio (especifique): _____

Al producto titulado: **Factors that Influence the English Learning in the Students of 11th Grade at Cesar Augusto Salinas Pinell High school, 2023.** Desarrollada por el o los estudiantes:

Stiven Iván Taisigüe Gómez

Abner Esau Duarte Ojeda

De la carrera: **Licenciatura en Ciencias de la Educación Con Mención en Inglés**
Cumple con los requisitos establecidos en el régimen académico.

Nombre y apellido del tutor o tutora: **Lic. Mario José Mercado Sánchez,**

Firma: _____

CUR: **URACCAN Nueva Guinea**

Fecha: **15 de julio de 2025**