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Factors related negatively with teaching – learning process in EFL of first year students at Jose D. Rivera high school in Jinotega city.

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DEDICATORY

This study is dedicated first of all to our Creator who gave us in every moment of our research, the good sense to finish it.

To our sons, specially our mothers who have offered us their support and comprehension in the achievement of our work.

To our teachers who shared their knowledge with us to be able to accomplish this difficult work.

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ABSTRACT

The present study deals with how educational factors that affect negatively for learning English to Students of the afternoon shift of the First Year of English class at Jose Dolores Rivera high school in Jinotega, have low academic performance to acquire a second language.

The survey was developed on educational factors directed to 48 students, we selected one section to make out research. We can point out that during our research we found out factors as such social, economical and cultural among affect the teaching – learning process in EFL.

The data was analyzed through frequency and crosstabulations particularly on average, in order how these factors studied influence the acquisition of Second Language.

The conclusion of result is according to our hypothesis. Where the individual learner factors affect the acquisition of English class.

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INTRODUCTION

With this research we pretend to find out new strategies of teaching of EFL in first year at Jose Dolres High School from Jinotega city, in a superficial way.

Learning a foreign language is an uphill struggle for most students. Even with simple exercises, students often lose interest and do not complete them, even in one's own native language (Nunan 1999). This is an obstacle for second language learners and a dilemma for language instructors, who must look for successful ways to teach any skill. Because students often experience a lack of motivation, which is a notable characteristic of some second language learners

Motivation is a complex construct, and there are many factors that might uninspire students to learn a foreign language, as well as there are many factors that might inspire students to learn a foreign language. For example, students might want to learn English for their degree, to study abroad, or for self-fulfillment, factors that teachers can use to motivate students.

In addition, all students have particular needs and interests, which teachers also can take advantage of to create motivation activities.

In fact teachers show the benefits of focusing on student's needs and interests, when developing language lessons because students then respond positively to meaningful learning that engages their interests and feelings (Nunan 1999, Ur1996). According to Brooks and Grundy (1990,45) "When feelings are touched learners are totally involved in the learning process and appear at times to be ready above their capability

A classroom project, when well-planned is a good way to motivate students to learn because it offers the opportunity to match tasks with interesting topics that are relevant to the students.

On the other hand the factor that affect second language learning can be divided broadly into three categories, first are the factors which are centred in the learners themselves. These include personality, ability, aptitude, and motivation. Second are those external to the learner. These include the quantity and nature of exposure to the target language,(in this case, English). A third category incluyes such factors as the optimum age for learning a second language, and the length of time it takes to reach competente.

Learners`individual attributes gave a key role in the process of acquiring a second language. These areas are by their nature difficult to assess objectively, Confidence, low levels of anxiety and a capacity to take risks are likely to have a positive impact on the process of language learning.

The nature of students` attitudes towards second language learning is a further element in the equation.

Research Questions

- 1.- What are the factors that affect the teaching learning process in EFL of first year students at Jose D. Rivera high school in Jinotega city?
- 2.- What is the cause of the problems in the teaching learning porcess in EFL of first year high school?
- 3.-Which are the limitations that students have in order to learn EFL?
- 4.- Which are some strategies and techniques that can be used to encourage the students` interest in the learning of EFL?

HYPHOTESIS:

The factors that affect the teaching learning process in EFL are due to most of the students had never been involved or related with the English subject.,

HISTORICAL BACKGROUND

Jose Dolores Rivera school is located in the southern part of Jinotega city, it is in the northern side of Los Angeles church. It was found in 1983 with an inicial registration of 661 students, both female and male and twenty four teachers. Untill 2004 it had a registration of 2,224 students with 46 teachers attending the levels of elementary, extraedad and CEDA.

In 1997 drived the integration of secondary in both afternoon and night shift, towar 2,000 the center Stara with kindergarten. In 2,002 it was equipped with 22 computers with the end of encourage the learning process with technology.

In 2,004 start to teach the areas of music, Picture and drawing with the purpose of motivate and stimulate students to a change of activities and help them in the affective part among the disaster.

From the 2,224 students who exist in this center over 50% of them are children with economical problems, the majority of their mothers are single and depend of a low salary as housekeeper, bodygards in the cases`s fathers. Most of the students have to work on the streets and also most of them live in the low neighborhood.

Jose Dolores Rivera high autonomous school has an extensión of 700 mts² with a number of 16 classrooms, a direccion, a library, a computer lab,7 toilets, a court, a kitchen, a bar and a green area.

Current the Center has a student registration of 2,500 and 54 teachers and 6 workers from the administration area.

Students of high school of first year at Jose D. Rivera school from Jinotega have always faced with a bunch of trouble due to different types of factors (Victor Kockoski, 1963) as such majority of them come from rural schools.They had never seen or listened to something in the English language, and also they had never been close to somebody who speaks this language, even on the televisión, or the radio.

Another factor is that they are shy just to listen to someone to speak in English, and less if they have to speak it, another factor is that they don't spend any time on worrying about their personal

feedback. And we have too the absenteeism is noticeable because a good part of them have to work a part time in the fields to help to their parents in the cultural activities specially in the coffee time named season of coffee, it's when those students feel obliged to leave the school before the time they have to finish.

On the other hand in the teaching staff of four teachers just one has got a B.A., the other ones are empirical.

Teaching Staff.

There are four English teachers who have been working during a long time here. Three of them are empirical, two of them are in the fifth year of their degree. They will get a B.A, in English at the UNAN-Matagalpa University in 2,008, just one of all of them has got B.A.,

Among these teachers one is not working in a second school, and three of the empirical ones work in double shifts, in the same school.

Nicaragua's brief portrait

Nicaragua is a country overwhelmed by its history. Since colonial times, Nicaragua has suffered from political instability, civil war, poverty, foreign intervention and natural disasters. Successive governments have been unable to bring political stability or significant economic growth to the country. Personal and foreign special interest have generally over national interest, and repeated foreign intervention in Nicaragua political and economic affairs has results in nationalistic reactions and a legacy of suspicion of foreign governments and their motives.

From precolonial times through the present, the broad central mountain range that splits the country in two has also divided it into two culturally distinct areas. Before the arrival of the Spanish, western Nicaragua was populated by indigenous people related to the Maya and Aztec in the north, eastern Nicaragua's earliest inhabitants were believed to have migrated to the region from South America. The fertile volcanic soils and more

salubrious climate in the west attracted Spanish settlers throughout the colonial period. As a result, most of Nicaragua's present-day population lives in the western part of the country. The eastern Caribbean coastal area with its sultry climate and non-fertile soils attracted only a handful of English settlers and pirates and some blacks from the West Indies.

Different cultures, many events, have shaped the life of Nicaraguan people. These events might be studied separately in **factors such as economic, social, cultural and educational factors.**

ECONOMICAL FACTOR

Continuous struggle in Nicaragua has destroyed its economy. The country is in ruins. Agriculture remained the country's primary economic resource, but production of the two main crops, coffee and cotton, had dropped during the 1980s. Manufacturing always a small part of the economy, had practically ceased by 1990. The transportation and telecommunication networks, found almost exclusively in the western half of the country and inadequate even during the Somoza period, were damaged by nearly two decades of fighting. Blackouts were frequent because the electric power system was often the target of sabotage during the Contra War and because the country frequently was unable to pay for petroleum, all of which was imported to generate electricity. The entire banking system was bankrupt, and more than half the labor force was unemployed or underemployed. A per capita gross domestic product of less than US\$500 gave Nicaragua the dubious distinction of being one of the poorest nations in the Western Hemisphere. Perhaps the only bright spot in the economic morass was that the collapse of the economy stopped the ecological destruction of the rich forestlands in eastern Nicaragua.

SOCIAL FACTOR

Social conditions largely paralleled the poor state of the economy. Although in their early years in power, the sandinista put great effort into improving the health and education systems and the literacy rate, diversion of half of the national budget to the military during the second half of their administration largely wiped out the significant gains made in their first few years. Even using Spartan standards for what is adequate for survival, official government statistic in 1992 classified two-third of Nicaragua as poor. Only slightly more than half of primary-school age children attended school. Most rural inhabitants 45% of the population and many urban dwellers 55% out of a total nearly 4 million people, lacked access to health care.

CULTURAL FACTOR

The ethnic divide adds to the country's social problems. Nicaragua continues to be ethnically divided in two; the west is relatively homogeneous, Spanish-speaking, culturally Hispanic and racially mestizo. Although the people are nominally Roman Catholic, various Protestant denominations have made significant inroads in recent years, particularly in the east.

EDUCATIONAL FACTOR

Educational in its widest sense, includes the sum of all experiences acting upon the human being. Motivation for studying might be found in all these forces acting every day upon people. Therefore, environment seems to play an important role in the development of attitudes, values, morals and beliefs, all of which could be considered important factors at the moment when decisions about education are made.

CURRENT SITUATION

Nicaragua is still far from enjoying the social and political peace necessary to attract foreign investment and achieve economic growth. Political parties are caught between their respective ideals and the need for a pragmatic political reconciliation. Popular dissatisfaction with the democratic process prevails.

Despite its internal conflicts, however, the FSLN remains the strongest and best-organized force in Nicaragua and is the only party with the organizational skills and political experience to carry out a government program. As the country prepares for the 1996 elections, conditions similar to those faced in 1990 social instability, political polarization and economic uncertainty leave Nicaragua with few chances for overcoming its political and socio-economic crisis.

Because last crisis of institutional with Reform of law where Nacional Asamble does not let the Republic President to appoint his ministers and other is the Treaty Free Business cause problem and opinions that provoke crisis. Perhaps, the last expression of reconciliation given by the Frente Sandinista to the Catholic church of Nicaragua, PLC and Civil Society will bring the necessary climate to the country's social and political instability.

It is possible to deduct that (in a complex general environment shaped by institutions) social, cultural, educational and economic aspects play an important role the educational system of Nicaragua.

THEORETICAL FRAMEWORK

THEORIES

Second language learners vary on a number of dimensions to do with motivation, age, personality, learning style and aptitude. The aim is to examine the relationship between these factors and second language acquisition. It is important to consider two points about the nature of this relationship.

ASPECTS OF SLA INFLUENCED BY INDIVIDUAL LEARNER FACTOR

There are two Basic possibilities regarding, which aspect of Second language acquisition is affected by individual learner factor. One is that differences in **motivation, age, learning style, aptitude and personality** result in differences in the route along which learners pass in Second language acquisition.

Fillmore (1979) points out, on the one hand individual differences are seen as an all important factor.

Definition of motivation: According to Skinner and Watson, motivation is very difficult to define. It seems to have been impossible for theorist to reach consensus on a single definition.

The Webster Dictionary to motivate means to provide with motive, a need or desire that cause a person to act.

Another autor defines motivation as something concerned with the question “Why does an organism behave as it does? In this case motivation involves 4 steps:

- 1.- A goal**
- 2.- An effort**
- 3.- A desire to attain the goal**
- 4.- Favorable attitude toward the activity in question.**

Motivation is also defined as the impetus to create and sustain intention and goal seeking acts. It is important because it determines the extent of the learner`s active involvement and attitude toward learning.

Motivation is a desire to achieve a goal, combined with the energy to work toward that goal. Many researchers consider motivation as one of the main elements that determine success in developing a second language foreign language.

Definitions of motivation from different perspectives

Definitions given before are different of the theory of human behavior one adopts. For example, if one adopts a behaviorist point of view, like the one of Skinner or Watson, one would note that they stress the role of rewards. From this theory. Human beings, like other living organisms. Will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist. A behaviorist would define motivation as the anticipation of reinforcement. Reinforcement theory is a powerful concept for the classroom. Learners pursue goals in order to receive externally administered reward: praise, goal, stars, grades, certificates, diplomas, scholarships, careers, financial independence and ultimately, happiness.

On the other hand, if one adopts a cognitive point of view, one would note that the difference come from the source of motivation and in the power of self-reward. Example one. Drive Theory: David Ausubel as many other authors, see motivation coming from basic innate drives

The author elaborated six different drives:

- 1.- Exploration**
- 2.- Manipulation**
- 3.- Activity**
- 4.- Stimulation**
- 5.- Knowledge**
- 6.- Ego enhancement**

According to Ausubel, these drives act not as reinforcers but as innate predisposition, compelling us to probe the unknown, to control our environment to be physically active, to be receptive to mental, emotional or physical stimulation to learn for answers to questions and to build one's own self-esteem.

Example two: **Hierarchy of needs theory**. This theory is based on the same drive theory. The difference here is that it is elaborated to describe a system of needs within each human being that propel us to higher and higher attainment. Maslow describes these needs in a pyramid progressing from the satisfaction of purely physical needs, to safety and communal needs to needs of esteem and finally to self-actualization, which is a state of reaching your fullest potential.

Under the scope of this theory, a person who is hungry or cold and in addition, has gotten too little sleep, has little motivation beyond those pressing physical discomfort to pursue anything higher. Maslow's theory tells us that what might be inappropriately viewed as rather ordinary classroom routines may in fact be important precursors to motivation for higher attainment.

As one can see in these lines, motivation depends upon the kind of theory the author supports. However, it is generally accepted that motivation are intrinsic and extrinsic. One source of motivation comes from inside the individual and another set of them comes from outside.

MODELS OF MOTIVATION

Considering valuable to understand how motivation is seen by those authors dealing with second language students it has been taken a brief summary of the most influential models of motivation for learning from Nada Abisamra web page.

✓ **Gardner & Lambert(1959–1972): social –educational model**

After conducting a study that lasted more than ten years, they conclude that the learner's attitude toward the target language and the culture of the target language-speaking community play a crucial role in language learning motivation. They introduced the notions of instrumental and integrative motivation.

In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as school, university requirement, employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community.

Mcdonough (1981)

1) noted that there are two types of integrative motivation: “Assimilative motivation”, strong motivation to “belong” to the target group (give up one`s own culture to asimilate into the target culture), and “Affiliative motivation” weak motivation and a desire for wider social contac with target language speakers.

Researchers challenged the social psychological approach claiming that it does not include the cognitive aspects of learning (Oxford & Shearin, 1994), it is not practical and does not benefit second language since it es too broad to help second language educators generate practical guidelines (Dornyei, 1990)

✓ **Vroom (1994): Expectancy Value Theories:**

Learners` motivation to adquiere a second language is determined by:

1.- Effort

2.- Valence (perception of degree of attractiveness of goal)

3.- Expectancy (perception of the probability of attaining the goals).

4.- Ability (appraisal of their ability to achieve the goal)

5.- Instrumentalito (connection fo success and reward)

Questions the learner asks him/herself:

- ✓ Should expend the energy or not? (effort)
- ✓ Does the outcome have a value? (valence)
- ✓ Are my actions likely to lead to success? (expectancy)
- ✓ Can I reach success? (ability)
- ✓ **Schumann (1978-1986): acculturation model**

Schumann examined the effects of personal variables such as relative status, attitude, integration, amount of time in the culture, size of the learning group and cohesiveness of the group on adult language learning.

Schumann suggested three strategies taken by adult learner.

- 1.- Assimiltion: total adoption of the target culture.
- 2.- Rejection of target culture, preservation of the home culture.

3.- Acculturation: learning to function in the new culture while maintaining one's own identity.

He suggests that the degree of acculturation determines the level of second language acquisition. When an individual goes to acculturate and experience success, the motivation to learn the second language increases.

✓ **Gardner (1985):** explored four other motivational orientations:

1.- Reason for learning

2.- Desire to attain the learning goal

3.- Positive attitude toward the learning situation.

4.- Effortful behavior

Gardner describes second language learning motivation as a construct composed of three characteristics.

1.- The attitudes towards learning a language (affect).

2.- The desire to learn the language

3.- Motivation intensity.

According to Gardner, a highly motivated individual:

✓ Enjoy learning the language.

✓ Want to learn the language.

✓ Strive to learn the language.

An integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language.

The Gardnerian theory of second language acquisition motivation is based on the definition of motivation as “ the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”

✓ **Deci & Ryan (1985): self-determination (autonomy) theory**

It is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. It proposes that a person must be able to initiate and

regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding.

- ✓ **Intrinsic motivation:** the performance of a task for its own sake.
It values rewards gained through the process of task completion
Regardless of any external rewards.
- ✓ **Extrinsic motivation:** the pursuit of some reward external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation, individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end.

Extrinsic or Intrinsic motivation, depending on whether the stimulus for the behavior originated outside or inside the individual.

These two traditions in motivation theory represent yet another dichotomy in our theories of language learning and teaching.

- ✓ **Edgard Deci (1975) defined intrinsic motivation:**

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination.”

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are Money, prizes, grades and even certain types of positive feedback.

- ✓ **Jerome Bruner (1970)**, praising the “autonomy of self-reward”, claimed that one of the most effective ways to help both children and adults to think and learn is to free them from the control of rewards and punishments. One of the principal weaknesses of extrinsically driven behavior is its addictive nature
- ✓ **Crookes & Schmidt (1991) They identified four areas of Second Language motivation**

- 1.- The micro level
- 2.- The classroom level
- 3.- The syllabus level
- 4.- The level involving factors from outside the classroom.

The micro level involves the cognitive processing of second language input.

At the micro level learner motivation is evidenced by the amount of attention given to the input. **The classroom** includes the techniques and activities employed in the classroom. **The syllabus level** refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students. Finally, **factors from outside** the classroom involve informal interaction in the second language and long term factors.

✓ **Crookes & Schmidt (1991) also suggested that motivation to learn a language has both internal and external features.**

Structure of Motivation	
1.- Interest in L2 (based on attitudes, experience, background knowledge.	✓ Decisión to choose, pay attention to and engage in L2 learning.
2.-Relevante(perception that personal needs achievement, affiliation,power are being met by learning the L2	✓ Persistente
3.- Expectancy of success or failure.	✓ High activity level
4.- Outcomes (extrinsic or intrinsic rewards felt by the learner)	

All models here described might be reduced to a set of factors affecting second language

Factors that affect motivation

Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations and direct instruction or socialization by significant others.

Several factors affect students` s motivation to learn a second language.

Internal Factors	Description
Age	Piaget, Maslow,Adelfer, Erikson, Vygotsky
Gender	Girls are known to acquire language faster than boys, Hence, their motivation would be higher.
Religi3n	
Goals	Why the learner is studying the language.
Need	How much the learner needs to study this language.
Interest	How interest the learner is in learning this language.
Attitude	How the learner views this language and its speakers.
Expectancy	How much the learner expects to succeed.
Self-efficacy competence	Judging own ability and competence. How capable of success the think.
Native language proficiency	The more academically sophisticated the student`s native lannuage knowledge and abilities, the easier it will be for that student to learn a second language, then more motivated,
First foreing language	

Several factors affect students` s motivation to learn a second language.

External Factors	Description
Teachers	Encouragement expectations Feedback Scaffolding task presentation, Teaching strategies and techniques rewards.
Course content and Classroom atmosphere.	Relevante attractiveness challenge relaxed, positive atmosphere.
Social Identity	Teenager tend to be heavily influenced by thier peer groups. In second language learning, peer presure often undermines the goals set by parents and teachers.
Role models	Students need to have positive and realistic role models who demonstrate the value of being proficient in more than one language.
Home support	Support from home is very important for student`s motivation to learn a second language. If parents value both the native language and english, communicate with their children in whichever is most comfortable.
Learning environment	In order for the students to be motivated, the learning environment needs to be free from anxiety, the students should not feel threatened or intimidated.

IDENTIFICATION AND CLASIFICATION OF LEARNER FACTOR

The identification and classification of the different individual factors has proved to be problematic. The main difficulty is that it is not possible to observe directly qualities such as aptitude motivation or anxiety. Each factor is not a unitary construct but a complex of features which are manifest in a range of overlapping behaviours. An initial distinction between personal and general factors. Personal factors are highly idiosyncratic features of each individual's approach to learning a second language.

The schumann (1977) found that such factors strongly influenced their second language acquire. The general factor are variables that are characteristic of all learners. **General factor can be further devided into those that are modifiable such as motivation, and those that are unmodifiable, such as aptitude.**

Personal and General factors have social, cognitive and affective aspects. Social aspects are external to the learner and concerní the relationship between the learner and native speakers of the L2 and also between the learner and other speaker of his own language.

Congnitive and affective aspects are internal to the learner.

Cognitive factors concerní the nature of the problem-solving strategies used by the learner, while affective factors concerní the emocional responses aroused by th attempts to learn a L2.

Different personal and general factors involve all three aspects in different negrees. **Aptitude**, for instance, is thought of as primarily cognitive in nature, but also involves affective and social aspects. **Personality** is primarily affective, but also has social and cognitive sides. **Age** is a factor that may involve all three aspects fairly equally. It is because the personal and general factors that make up an individual's language learning style are componed of social, cognitive, and affective features that they are so complex and as a result often rather vaguely defined.

Personal Factors

Personal factors such as those identified by Shumann and Schumann are difficult to observe by a third person. This methodological problem has been solved in two ways.

First, through the use of diary studies. The individual learner daily records of their experiences in learning a Second language.

When the learning period is over, the autor of the diary con prepare a report, trying to highlight the significant trenes. The second solution to the methodological problem is to use questionnaires and interview with individual learner.

Personal factors are by definition heterogeneous. However, they con be grouped together under three heading. Group dynamics, attitudes to the teacher and course materials and individual learning techniques.

Group dynamics seem to be important in classroom second language acquisition. Some classroom learners make overt comparisons of themselves with other learners. In other kina of comparisons, learners match how they think they are progressing against their expectations. Often these comparisons result in emotive responses to the language learning experiences positive rewards and tus continues to display effort, so learning is also enchanced.

Attitudes to the teacher and course materials, Students will inevitable have very different views about the kind of teacher they think is best for them. Some prefer a teacher who, in **Stevick`s (1980)** term, creates space for them to pursue their own learning paths. Other prefer a teacer who structures the learning tasks much more tightly. **Picket (1978)** study of successful language learning reveals greater diversity in attitudes towards the role of the teacher. Some learners wanted the teacher to act as informant, but others praised teachers who were logical, clear and systematic. Learner also vary in their attitudes to teaching materials. Adult learners dislike having a coursebook imponed upon them in a rigid way. They prefer a variety of materials and the opportunity to use them in ways they choose for themselves.

Individual learning techniques. There is tremendous variety in the techniques employed by different learners:

- ✓ Preparing and memorizing vocabulary list. Learner recorded first the English word, then the foreign word in phonetic transcription and finally the orthographics.
- ✓ Learning words in context.
- ✓ Practising vocabulary, is the area that learners seem most conscious of, playing games as trying to think of words with the same ending repeating words to oneself.

GENERAL FACTORS

The general factor which we shall consider are:

1.- Age

2.- Aptitude

3.- Cognitive style

4.- Motivation

5.- Personality

AGE

AGE is the variable that has been most frequently considered in discussions of individual differences in Second Language Acquisition. Another reason, however, has been the need to submit to empirical investigation the commonly held belief that children are better language learners than adults. This is a reflection of the complexity of the age issue.

THE EFFECTS OF AGE

First, it is necessary to separate out the effect of age on the route of Second Language Acquisition from the effects of Age on the rate or success of SLA. Most of the studies that have investigated the role of age have been concerned with the latter. They have examined the extent of the correlation between measures of age or length of learning period and measures of proficiency achieved.

However, there have been a number of both longitudinal and cross-sectional studies that have considered whether the natural route varies with the age of the learner

The available evidence suggest that age does not later the route of acquisition. **Bailey (1974)** investigated the order in which adults acquired the same set of gramatical morphemes studied by **Dulay and Burt**. They found an order similar to that found in the morpheme studies of children. **Cazden (1975)** found that child, adolescent, and adult learner went through the same stages. Thes learners appear to process linguistic data in the same way, irrespective of how old they are.

Rate and success of Second Language Acquisition to be strongly influenced by the age of the learner. Where rate is concerned, there is evidence to suggest that older learner are better. That is, if learners at different ages are matched according to the amount of time they have been exponed to the L2, it is the older learners who reach higher levels of proficiency. This generalization, however, needs to be modified in two important ways.

First, as **Snow and Hoefnagel (1978)** have shown, the learners who progress most rapidly may be adolescents. In their study of Dutch L2 learners, they found that although the adults (15 years and older) outperformed the children (6 to 10 years), the teenager 12 to 15 years learn more rapidly than both it would appear that although age improves language learning capacity, performance.

The second modifications to the generalization concerns the aspecto f language. It is also relevant. They found that age was a factor only when it come to morphology and syntax. There were only small differences on pronunciation tests.

Starting age does not affect the route of Second language Acquisition.

- ✓ Starting age affects the rateo f learning.
- ✓ Both number of years of exposure and starting age affect the level of success.

Krashen, Long and Scarcella (1979) conclude that:

- 1.- Adults are superior to children in rate of acquisition.
- 2.- Adults learners have an initial advantage where rate of learning is concerned, particularly in grammar.
- 3.- Older children learn more rapidly than younger children.

COGNITIVE EXPLANATIONS

One obvious difference between the young child and the adolescent or adult is the ability of the latter to comprehend language as a formal system. Older learners can learn about language by consciously studying linguistic rules. They can also apply these rules when they use the language. In contrast, younger children, while not totally lacking in meta-awareness, are not so prone to respond to language as form.

Rosansky (1975) has argued. The young child does not know that he is acquiring language. Furthermore, the young child has not developed social attitudes towards the use of one language another language. In contrast, the adult cannot learn a Second language automatically and naturally.

LANGUAGE APTITUDE

Carroll (1981) defines general aptitude as “capability of learning a task”, which depend on some combination of more or less enduring characteristics of the learner. In the case of language aptitude the capability involves a special propensity for learning a Second language Acquisition.

The general claim language aptitude constitutes a relevant factor in Second Language Acquisition entails, in Carroll’s view, a number of more specific claim.

The first. Is that aptitude is separate from achievement. Carroll argues that they are conceptually distinct and also that they can be distinguished empirically (by demonstrating that there is no relationship between measures of aptitude and measures of proficiency at the beginning of a language programme, but that there is a relationship at the end of the programme).

Second, aptitude must be shown to be separate from motivation. On this point, however, there is some disagreement, as “Pimsleur (1966) treats motivation as an integral part of aptitude. Carroll argues that research by Lambert and Gardner has consistently shown that aptitude and motivation are separate factors.

Third, aptitude must be seen as a stable factor, perhaps even innate. In support of this claim, Carroll refers to studies which show that learner's aptitude is difficult to alter through training.

Fourth, aptitude is to be viewed not as a prerequisite for Second Language Acquisition (all learners, irrespective of their aptitude, may achieve a reasonable level of proficiency), but as a capacity that enhances the rate and ease of learning. Aptitude tests, therefore, provide a prediction of rate of learning.

Finally, Carroll argues that aptitude must be found to be distinct from general intelligence measurements are not related. However, Pimsleur considers intelligence an important part of aptitude. Oller and Perkins (1978) have also argued that verbal intelligence is a major factor as it is needed to answer tests of the kind used to measure aptitude and language proficiency and thus is a common factor to both.

The two main instruments used to measure aptitude were developed in the 1950s and 1960s. The modern Language Aptitude Test (MLAT) Carroll and Sapon 1959 was developed initially as a means of screening candidates for foreign language instruction at the Foreign Service Institute in USA. Pimsleur was developed PLAB Pimsleur Language Aptitude Battery.

Carroll 1959 identified four factors in language aptitude:

- a.- Phonemic coding ability (the ability to code foreign sounds in a way that they can be remembered later)
This ability is seen as related to the ability to spell and to understand sound-symbol relationship.
- b.- Grammatical sensitivity (the ability to recognize the grammatical functions of words in sentences).

- c.- Inductive language learning ability (the ability to identify patterns of correspondence and relationships involving form and meaning).
- d.- Rote learning ability (the ability to form and remember associations between stimuli) This ability is hypothesized to be involved in vocabulary learning

INTELLIGENCE AND APTITUDE

Learning a Second language in a classroom involves two sets of intellectual abilities. It involves what might be called a general academia or reasoning ability.

Stern (1983) often referred to as intelligence. This ability is involved in the learning of other school subjects as well as a Second language. The other kind of ability consists of specific cognitive qualities hended for Second language Acquisition, often referred to as aptitude.

Intelligence: is the term used to refer to a hypothesized “general factor”, which underlies our ability to master and use a whole range of academic skills. **McDonough (1981)** Emphasizes, it refers to capacity rather than contents of the mind. He claims that general factor of language proficiency is identical with general factor of intelligence.

To conclude, intelligence may influence the acquisition of some skills associated with Second language Acquisition, To put it another way, intelligence may be a powerful predictor of success in classroom Second language Acquisition, particularly when this consists of formal teaching methods, but much less so in naturalistic Second language Acquisition.

LEARNING STYLES

The Second general factor we will consider is learning style. The idea of learning style comes from general psychology. It refers to the characteristic ways in which individuals orientate to problem-solving. Keefe (1979) defines learning style as:

“**The** characteristic cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond

to the learning environment...Learning style is a consistent way of functioning, that reflect underlying causes of behaviour.

Learning style, therefore, reflects the totality of psychological functioning. **(Willing 19879)**. An individual`s learning style is view as relatively fixed and not readily changed. However, Little and Singleton (1990) argue that it is posible to help adult learners to explore their own preferentes and shape their learning approach to suit the requirement of a particular learning task. It is this belief that underlies the idea of “learner training” (Holec 1978).

A number of learning style distinctions have been made in cognitive psychology. Bruner, Goodnow, and Austin (1957) distinguished “focusers” and “scanners”. The former tacklea problem by concentrating on one feature at a time, in step-by-step process, while the latter deal with several feature at the same time and allow thier ideas to crystallize slowly.

Other approaches to investigating learning style in second language learners.

Some of the other approaches for investigating learning style are more promising. A number of researchers have used survey techniques to collect data on learners stated preferentes.

On the basis of data, Reid (1987) distinguished four perceptual learning modalities:

- ✓ **Visual learning (for example, reading and studying charts)**
- ✓ **Auditory learning (for example, listening to lectures or to audio tapes.**
- ✓ **Kinaesthetic learning (involving physical responses)**
- Tactile learning (hands-on learning, as building nodels)**

General learning style	Main characteristics
-------------------------------	-----------------------------

Concrete learning style	Direct ways of processing information
	People orientated; spontaneous; imaginative; emotional; dislikes routinized learning; prefers kinaesthetic modalities.
Analytical learning style	Focuses on specific problems and proceeds by means of hypothetical-deductive reasoning, object-orientated, independent, dislike failure, prefer logical didactic presentation.
Communicative	Fairly independent, highly adaptable and flexible, respond to facts that do not fit, prefer social learning and communicative approach, enjoy taking decisions.
Authority-orientated learning	Reliant on other people, needs teacher's directions and explanations, likes a structure. Learning environment, intolerant of facts that do not fit, prefers a sequential progression, dislikes discovery learning.

PERSONALITY

In the eyes of many language teachers, the personality of their students constitutes a major factor contributing to success or failure in Language learning. Griffiths (1991), for example, conducted a survey of 98 teachers of ESL/EFL. He reported a mean rating of four on a five point scale. Slightly higher than the rating for intelligence and just below that for memory. The learners also consider personality factors to be important.

JUSTIFICATION

The main reason for which we chose this theme was because the teachers always faced with students who the majority come from rural parts of the city, and this school has notable characteristic in registering these kind of students, and we consider that it is a challenge for the teachers who are working in it and because of it's a very hard task, but the teachers feel good doing this task, furthermore, is part of the activities of the learning process.

When we speak about individual aspects that affect the learning process of students, we can say also, apart from educational problems that affect the motivation of each student, we involve the part of social, cultural, economical and even psychological factors.

On the other hand from the beginning students are taught to view their teachers as the embodiment of knowledge, and the authority and control that teachers exercise can deter students from freely expressing their opinions.

As a result, language educators can choose among a wide variety of teaching methods and techniques for students learning in their second language. However, many teachers are afraid to use activities in the classroom, because this kind of students are shy and do not speak English in class and that they lack the critical thinking about English as a Foreign Language, and also many teachers relieve these factors are interrelated and can be explained by a cultural deferente whether a Second Language refer.

GENERAL OBJECTIVE:

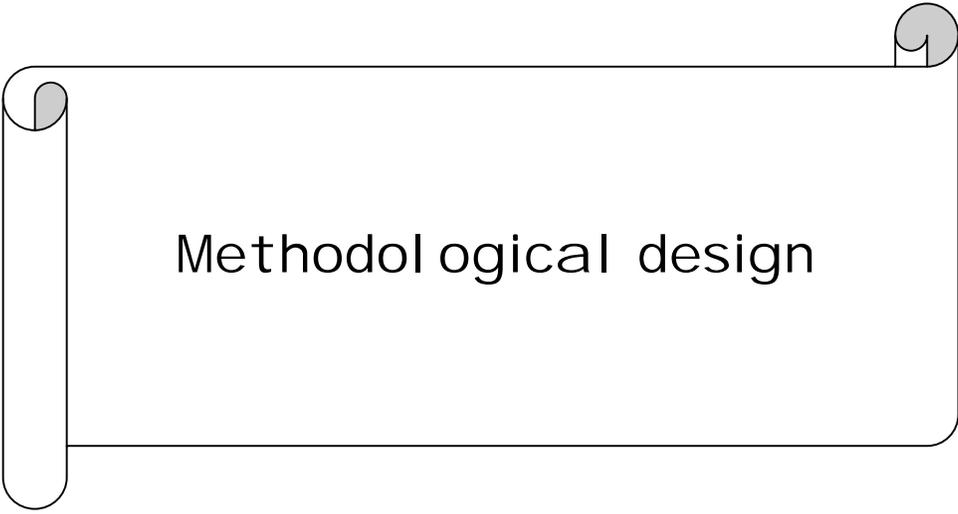
To identify the main factors that interfere in the teaching-learning process in EFL of first year students at Jose D. Rivera high school.

SPECIFIC OBJECTIVES:

- a) To analyze the factors that affect the teaching-learning process in EFL.

- b) To know the limitations that students have in order to learn EFL.

- c) To determine some strategies and techniques to encourage students interest in the learning of EFL.



Methodological design

METHODOLOGICAL DESIGN

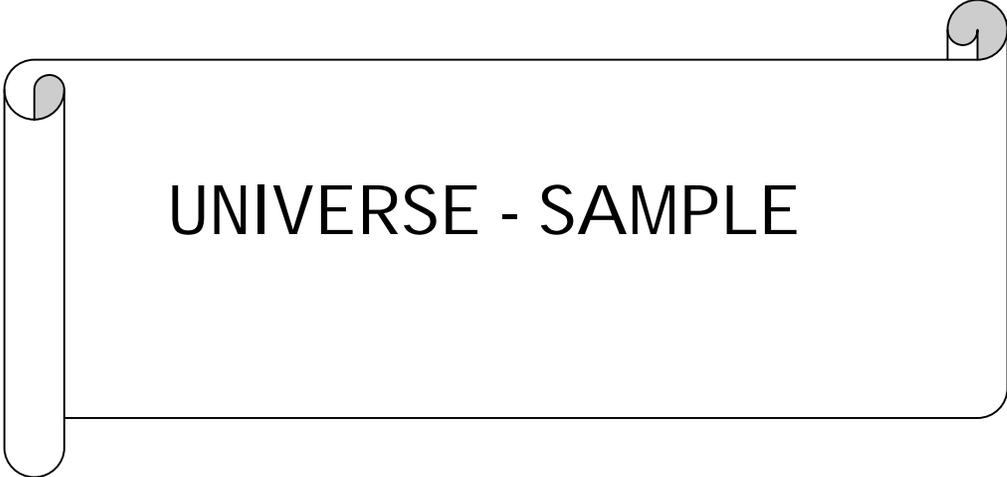
The present study is cross sectional, descriptive and quantitative because it is a study that demonstrate and analyzes that happening into the first years students of the afternoon shift at the Josè Dolores Rivera School , in Jinotega. **Second language acquisition is affected by individual learner factors. One is that differences in motivation, age, learning style, aptitude and personality result in differences in the route along which learners pass in Second language acquisition. Fillmore (1979) point out, on the one hand individual differences are seen as an all important factor.**

It is a descriptive study because it describes what happening in first of English class, because it is relate to students motivation to study English subject.

It is quantitative study, because it is a study that demonstrate and analyzes that happening into the first years students of the afternoon shift at the Josè Dolores Rivera School. The social, economical, cultural, psychological and educational factor are affecting negatively the Acquisition of English as a Second Language

Information for this study was collected through a survey in which there were some general information, socio-economical, cultural and educational data addressed to student of the First years of High School. Also, it was released a survey to English Teachers.

The information collected in this survey there was elaborated a matrix in which students answers were tabulated and an analysis. It was made in order to know how social, economical, cultural, psychological and educational factor influence students motivation for learning English. Such an analysis was made using crosstabulation. Information given for teachers was studied using a content analysis method, and it was used to clarify student information shown by the tables.



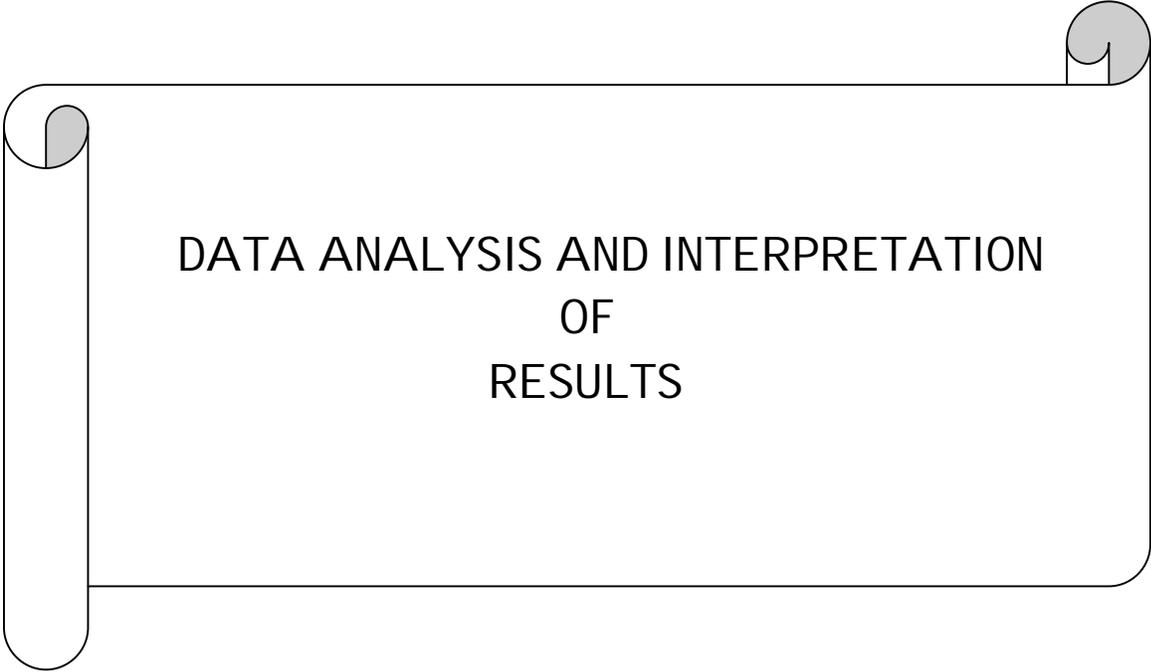
UNIVERSE - SAMPLE

UNIVERSE / SAMPLE

The universe for this study was 48 students of first years of high school of the English Subject and English teachers. All students are studying at the José Dolores Rivera School in Jinotega in the afternoon shift. This was the universe of the study of 48 students.

Considering the number of students of 24 students are representative of the whole universe because they are working. They work in the morning and in the afternoon study high school. Also 2 English Teacher ended their career and 2 English teachers are empirical.

The sample was calculated using a statistical from the total students. The total students was 48.



DATA ANALYSIS AND INTERPRETATION
OF
RESULTS

DISCUSSION OF RESULTS

DATA ANALYSIS AND INTERPRETION OF RESULTS

AGE		
Scale	Frequency	Percentage
15 – 17	25	52 %
18 – 19	20	42 %
20 y mas	3	6 %
Total	48	100 %

Table: 001

Table: 001 Average, The crosstabulation shows that 52% of students with age 15 to 16 are majority of total 48 students enquired. The 42% of percentage is equivalent to 20 students enquired. While the 6% represent 3 students: It demonstrates that the main concentration of students is located in an average of 15 to 16 students.

SEX		
FEMALE	28	58%
MALE	20	42%
Total	48	100%

Table: 002

Table:002 Average, the crosstabulation shows that 58% represent 28 students enquired that are female of total 48. And 20 students represent 42% that are male. It demonstrates that the female are majority of our universe.

LIVE		
Rural	27	56%
Urban	21	44%
Total	48	100%

Tabel: 003

This crosstabulation present that the majority of students enquired live outside of the city. This equivalent 75%. While 25% live inside the city. It demonsnstrates that had not been any change, because in other times the majority were Rural, too.

Live with		
Parents	28	58%
Mother	14	29%
Father	0	0%
Other	6	13%
Total	48	100%

Table: 004

In this table, shows that 58% of students enquired live with their parents. While 29% of students live only with their mother. However, this data is significant for our study. While, 13% live with her/his grandfathers.

Working		
Yes	36	75%
No	12	25%
Total	48	100%

Table: 005

Table: 005, Working crosstabulation shows that 50% of students are working in different place. Other 50% of students don't working at present. It data is significant because the 50% study and work at the same time.

Who work in your house?		
Parents	21	44%
Father	5	11%
Mother	14	29%
Sister	3	6%
Broter	2	4%
Others	3	6%
Total	48	100%

Table: 006

In this table 006, shows that 44% work their parents. The 29% is significant because it equivalent the mother work. While, 11% represent the tather that work.

How much do they eran for the month?		
\$ 1000	18	38%

\$ 2000	16	33%
\$ 3000 or more	13	27%
No answer	1	2%
Total	48	100%

Table: 007

Table: 007, In this table present the how family eran for the month, crosstabulation shows that 38% eran less C\$ 1900 for the month. While 33% eran more C\$ 2000. However, the 27% eran more C\$ 3000. 2% don't answer. It data demonstrates the influence the econimical factor in our country.

Do you like your english class?		
Yes	47	98%
No	1	2%
Total	48	100%

Table: 008

Table: 008. Average- If students like their English class, almos 98% of 47 students enquired yes. While 2%. This percentage is equivalent 1 studen that he doesn't like English class. This information demonstrates that many people want to learn to other Language like English.

Family income		
High	1	2%
Middle	34	71%
Low	13	27%
Total	48	100%

Table: 009

Table: 009.Average- family income. The 71% students enquired relevant, because the mayority are middle income category and the 27% percentage are low income category. While the 2% are high income category. It affirmative data show the Standard of living of Jinotega city.

Facility for acquiring english?
--

Yes	29	60%
No	19	40%
Total	48	100%

Table: 010

Table: 010 It data are very significant, because the 60% don't have problem to learn English as a second language, but the average is low according with the teacher statistic. While 40% of students enquired answer No.

How many hours do you study english?		
15 minutes	8	17%
30 minutes	16	33%
1 hour	24	50%
Total	48	100%

Table: 011

Table: 011, The 50% of students enquired study one hour for a week. The 33% of students study 30 minutes for a week. While 17% only study 15 minutes.

Do you have book or work book?		
Book	7	15%
Work book	0	0%
Booklet	41	85%
Total	48	100%

Table: 012

Table: 012. From the total universe enquired, the 15% have their book. While 0% doesn't study with workbook. However, 85% of students only have booklet.

Do you pass the English class?

Yes	48	100%
No	0	0%
Total	48	100%

Table: 13

Table: 13 The 100% percentage enquired pass the English class.

What is your average in English?		
60 – 69	3	6%
70 – 79	7	15%
80 – 89	20	42%
90 – 100	14	29%
They do not	4	8%
Total	48	100%

Table: 14

This table shows that 42% percentage is equivalent to 20 have high score between 80-89 in the English subject. While 29% of students are between 90-100. The 15% of students are between 70-79. However 3 of students enquired represent 6% with low average in English. Other percentage don't know their average.

Do you study English in another place?		
Yes	7	15%
No	41	85%
Total	48	100%

Table: 15

This table shows that 85% of students. They never study in another place. However, 15% of students sometimes had been studied in another place.

DATA AND ANALYSIS OF TEACHER INFORMATION

How much do you earn for a month?		
\$ 1000 – 1500	1	25%
\$ 1600 – 1900	1	25%
\$ 2000 – more	2	50%
Total	4	100%

Table: A1

From the total amount of universe of teachers enquired 50% earn more C\$ 2000. While 25% ear between C\$ 1600 – 1900. However, 25% of teacher ear for month less C\$ 1500 This information demonstrates the influence the experience of each teachers.

Status		
Single	1	25%
Married	2	50%
Widow	0	0%
Divorced	1	25%
Total	4	100%

Table: A2

This table show that 50% of teachers are married. Although 25% of enquired are single. However, 25% are divorced. This data demonstrates the problem of family.

Do you finish your career?		
Yes	1	25%
No	3	75%
Total	4	100%

Table: A3

The table A3 present that 25% have finished their career. However, 75% of teachers answered No. This data shows the low teaching.

What kind of university do you graduated?		
Private	0	0%
Public	3	75%
Other	1	25%
Total	4	100%

Table: A4 This table, crosstabulation shows that 75% of the teacher studied in the Public University. And the 25% have studied in English School. This data is significant for our resear

How many classes do you have?

2 – 4	0	0%
5 – 6	2	50%
8 or more	2	50%
Total	4	100%

Table: A5

The 50% of the teachers inquired have between 8 or more section for teachers. And 50% of them have amount 5 – 7 section.

How many students do you have by section?		
40 – 49	2	20%
50 or more	8	80%
Total	10	100%

Table: A6

This table shows that 80% of teachers inquired have between 50 or more students by section. This data is significant because, the teachers should work hard.

What is your proficiency in your English class?		
Excellent	0	0%
Very good	3	75%
Good	1	25%
Regular	0	0%
Bad	0	0%
Total	4	100%

Table: A7

This table shows that 75% of them are located within very good proficiency. While 25% of teachers have good proficiency in their English subject.

How do you motivate your students?		
Role play	1	25%
Group work	1	25%
Dramatization	1	25%
Ask question	1	25%
Total	4	100%

Table: A8

The table represent how the teachers apply different kinds of motivation. The 25% use role play, 25% group work. 25% dramatization and 25% ask question. It is an information significant because the teachers have a lot of students by section.

After having analyzed the survey we found that the second language acquisition is affected by individual learner factor one is difference in age, motivation, learning style, aptitude, and personality.

Dulay and Burn claim that this factor influence the rate and succes of second language acquisition.

The análisis of age, table 001, has demonstrate that 52% percentage of the sudent enquired are located with ages 15 to 17. According with the theories age is an internal factor that affects the rate of learning and the level of success. Although Krashen (1979) conclude that older children learn mor rapidly than younger children, However adult are superior to children in rate of acquisition.

While that 42% percentage of students enquired are located with in ages 18 to 19 which is significant, too.

We found that front the total of students enquired 58% percentage are female and 42% percentage are male. Crosstabulation table 002, shows that femenine population in our days are more dedicated to study rather than masculine population. It is caused by social – economical aspect. In other words in our days there are more women than men

The crosstabulation table 004, It was important to ask who live the students, the most relevant situation in this análisis is that 58% percentage live with both, mother and father, but that 29% percentage live with his / her mother which affect the relationship between sons (daughter) and mother, because she must work hardly.

Which demonstrate our análisis the poor attention o fher sons, and daughter in educational system. She couldn`t to check and help thier homework.

In the crosstabulation, table 005, we found that 75% percentage of the students are working half time which cause academia average low. This indicador emonstrate that high percentage of students that may be fail in second language acquisition

Family income is another external factor that affect student motivation in this study 98% percentage of the total students enquired are with in middle, low cultural situation and family situation. Which affect the low academia average and the opportunity to learn in another places. It is a disadvantage.

The table 010, Has demonstrate that 60% percentage of students enquired declare to have a facility for learning english. This part fo theory on students motivation; when someone finds he or she is able to do somithing, then he or she fells satisfaction or affect for doing it.

Students won`t feel motivated for learning English if they lack of money to buy their textbook to eat, to wear, to travel, or to attendt the cultural programs that will help them to increase their knowledge about the target language. Therefore, it is posible that is can be have a high level of motivation when the slurvey over come most gof their problems regarding to having very good and good to learn.

Analysis of frequencies of table 011. has demonstrate that 50% percentage of sutdents enquired study 12 minutes everyday, which is equivalent 1 hour for a week. It`s explain the low motivation ot each student, because if we want to acquired as second language. We must to study more than 1 hour everyday. In oder words the sutdent only want to passt their English subject. Which can be affect by methodological problem, others reason is the quantitative students by section.

While 33% percentage of sutdents study 5 minutes everyday, which is equivalent at 30 minutes for a week. This information explain the interesting for their English class. We thing many students don`t open their school bag.

According to the table 15, social and economical situation, it considered another factor, that influence the styudents motivation. In this table we found that 85% perecentage don`t have opportunity to acquired a second language in another place. The percentage i s a equivalent to 41 students of 48 enquired.

Other reason, is the low salary of their parents, which don`t allow to pay to study English course. While 15% percentage it`s equivalent 7 students enquired that study in other places.

After having analyzed the survey, we found important information of four teachers.

The table A1, shows a crosstabulation, we found that 50% percentage earn less C\$ 2000 cordobas. Moreover 50% percentage earn more C\$ 2000 cordobas for a month. It information demonstrate the influence real economic- situation of Nicaraguan people. According to this factor, that educational system are changed bussines, because, many teachers learn their subject in their house. Where the students must pay for the extra class.

Another factor presenting the table A3, that 25% percentage ended their Career, meanwhile 75% percentage didn't end their career. They are impirical teachers. It information reflect the lack methodology, pedagogy, and didactic.

The table A5, shows a crosstabulation that 50% of teachers enquired have between 8 or more sections by teachers. And 50% of them have amount 5 to 7 sections. According to the table A6, all teachers enquired have 40 or more students by section. The table A5, and A6 demonstrate that teachers work hardly everyday and they finish stress and tired.

The table A7, shows that 75% percentage of teachers enquired to achievement meaningful and. 25% percentage have good proficiency. We analysis that high proficiency are influenced by the extra class, that the teachers give in their houses, and students pay for it.



CONCLUSIONS

CONCLUSIONS

According to the data obtained in the surveys applied to Students and Teachers we can conclude the following:

- ✓ The socio-economic situation is an external factor that affects the students' ability to learn English in another place.
- ✓ The low proficiency of students is influenced by poverty, because 50% of students are working in different jobs.
- ✓ Another problem that we found in the study, was that the majority of students live with separated parents, where the women take the role of mother and father. This situation affects the learning process of students.
- ✓ The majority of parents do not check and help their sons and daughters with homework and school investigation. And they do not participate in meetings of the institute.
- ✓ Age affects the rate and success of foreign language acquisition, because young people do not want to study. In this period they have other motivations.
- ✓ The lack of didactical materials affects in a significant way the acquisition of a second language.
- ✓ The students do not want to get a high academic average. They are motivated only to pass their subject with 60 points.

- ✓ The teachers have many students by section, which affect to acquire a second language.

- ✓ They explain only grammatical rule. They don`t motivate their students to speak and listen.

We have demonstrated that our hypothesis is degree with the result got of the students of the afternoon shift of the First Year of English class at Jose Dolores Rivera High School in Jinotega. They have low academia performance to acquire a Second Language, influenced by individual learner factor.



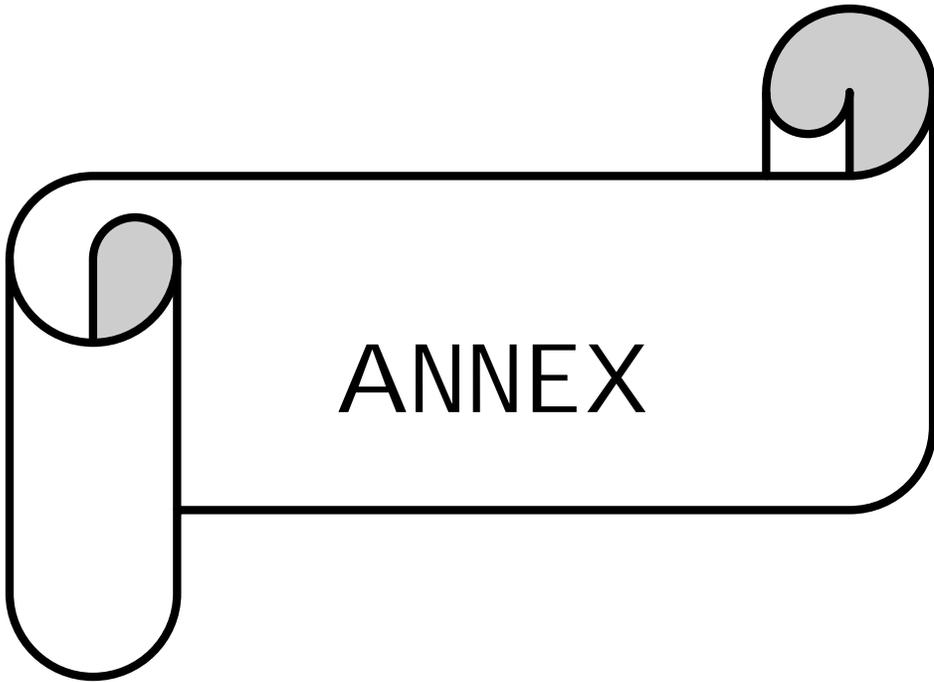
RECOMENDATIONS

RECOMMENDATIONS

1. It is necessary to develop new strategies of teaching, because the teachers have many students by section.
2. The institute must focus on how English teachers teach their subject in 45 minutes.
3. The students must study their English class in their house 3 hours in a week.
4. The parents must help and check their sons or daughters homework.
5. It is necessary to help students that are working, with an award a scholarship.
6. Solve the difficulties in the acquisition of didactic materials of the English class.

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APPENDICES

Jose Dolores Rivera High School Jinotega – Nicaragua

Estimado (a) estudiante, la presente encuesta tiene como objetivo solicitarle a usted su colaboración para responder, con veracidad y exactitud. Todos los datos que aporte estarán sujetos a verificación. Cualquier aclaración hágasela al encuestador. Gracias por su cooperación.

Lea esta encuesta antes de responderla:

I Información General

1. Age: _____ 2. Sex F ____ M ____

Live in: Rural Zone _____ Urban Zone _____

II Social – Economical Situation

How many people live in your family?

2 ____ 3 ____ 4 ____ 5 ____ more ____

Do you live with?

Parent ____ One parent ____ Grand parents ____ Other ____

Who work in your family?

Mother ____ Father ____ Both ____

Sister ____ Brother ____ Other ____

Where do they work?

Do you work at present?

Yes ____ No ____

How much do they earn for the month?

C\$ 1000 _____ C\$ 20000 _____ C\$ 300 or more _____

Family income

High _____ Middle _____ Low _____

III Educational Situation

Do you like your English class? Yes _____ No _____

Facility for acquiring the English class

Yes _____ No _____

How many hour do you study English?

$\frac{1}{2}$ _____ $\frac{1}{4}$ _____ 1 hour _____

Do you have a book and workbook?

Yes _____ No _____

Did you pass your English Class? Yes _____ - No _____

What is your average in English?

Do you study English in another place?

Yes _____ No _____

**Jose Dolores Rivera High School
Jinotega – Nicaragua**

Estimado (a) profesor, la presente encuesta debe llenarse en todas sus preguntas, con veracidad en las respuestas y entregarla. Todos los datos que aporte estarán sujetos a verificación. Cualquier aclaración hágasela al encuestador. Gracias por su cooperación.

Lea esta encuesta antes de responderla

I Información General

Age: _____ Sex: F _____ M _____

II Socio-Economical Situation

How many people depend you of?

2 _____ 3 _____ 4 _____ 5 _____ More _____

How many people live in your house? _____

III Educational Situation

Do you finish your career?

Yes _____ No _____

What kind of University do you graduated?

Private _____ Public _____

Do you have other study in English? _____

How many section do you have? _____

How many students do you have by section? _____

What is your average section for? _____

What is your proficiency in your English Class?

Excellent _____ Very good _____ Good _____ Regular _____ Bad _____

How many students pass your English Class? _____

How do you motivate your students

VARIABLES FOR STUDENTS

VARIABLES	SUB-VARIABLES	INDICATORS
General Information	Age	15 to 17 18 to 20 20 to more
	Sex	Male Female
Social - Economical situation	How many people live in your family?	2 3 4 5 or more
	Do you live with?	Parents One Parent Grand parents Other
	Who work in your family?	Mother Father Sister Brother Other
	Where they work?	School Hospital Market Other
	Do you work at present?	Yes No
	How much do they earn for the month?	C\$ 1000 C\$ 2000 C\$ 3000
	Family income	High Middle Low

VARIABLES FOR STUDENTS

VARIABLES	SUB-VARIABLES	INDICATOR
Educational Situation	Do you like Your English class?	Yes No
	If you don` t like English.Why not?	Difficult to: Speaking Listening Writing Reading
	Facility for acquiring English	Yes No
	How many tour do you study English for a week?	1/2 hour 1 hour
	Do you have book and work book?	Yes No
	What is your average in English?	50 to 59 60 to 69 70 to 79 80 to 89 90 to 99
	Do you study English in another place?	Yes No

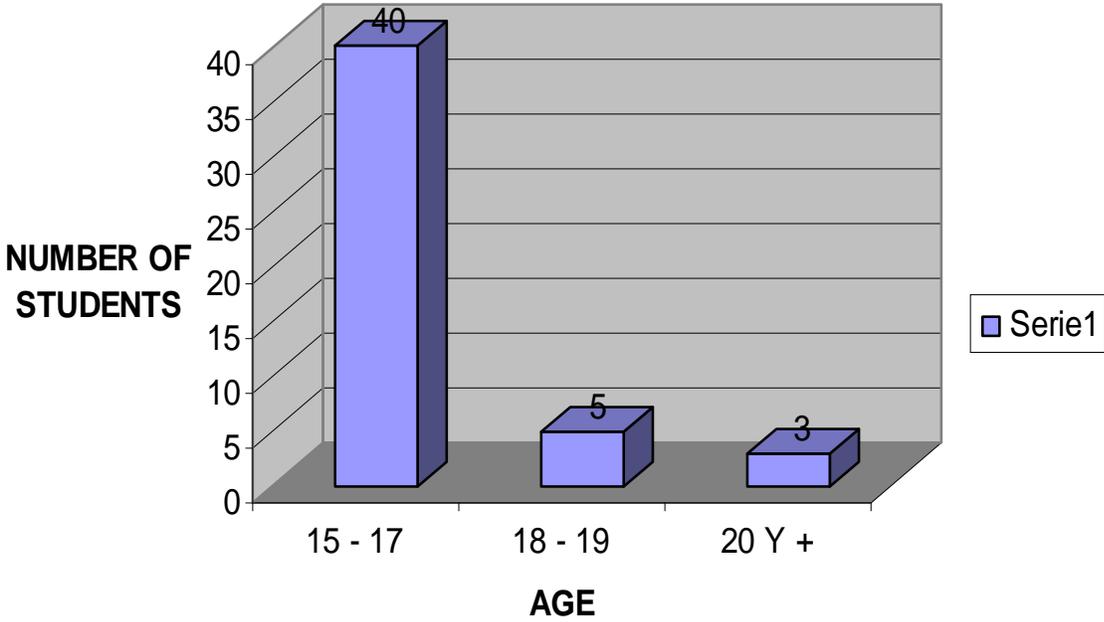
VARIABLES FOR TEACHERS

VARIABLES	SUB-VARIABLES	INDICATORS
General Information	Age	20 to 29 30 to 39 40 to 49 50 or more
	Sex	Female Male
	Marital Status	Single Married Divorced Widow Other
Socio-economical	How much do you earn?	C\$ 1000 C\$ 2000 C\$ 3000 or more
	How many people depend of you?	2 3 4 5 or more
	How many people live in your house?	2 3 4 5 or more
Cultural-Educational Situation	Do you finish your career?	Yes No
	What kind of University do you graduated?	Private Public
	Do you have other study in English?	Yes No
	How many section do you have?	2 3 4
	How many students do you have by section?	40 to 49 50 to 59 or more
	What is your average section for?	Less to 59 60 to 69 70 to79 80 to89 90 to 99

VARIABLES FOR TEACHERS

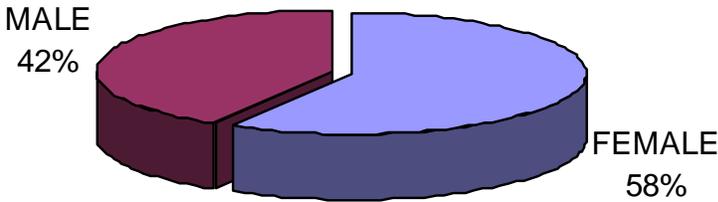
VARIABLES	SUB-VARIABLES	INDICATORS
Cultural - educational situation	What is your proficiency in your English class?	Excellent Very good Good Regular Bad
	How many students pass your class?	30% 40% 50% 60% 70% 80% 90% or more
	How do you motivate your students?	Role play Group work Dramatization Ask questions

JOSE D. RIVERA STUDENTS`AGE



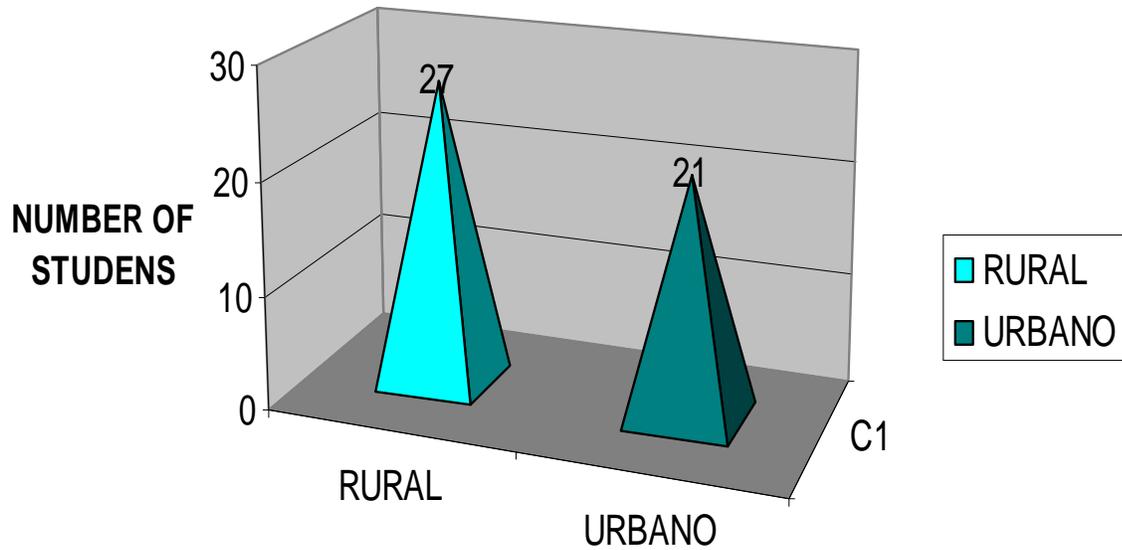
JOSE D. RIVERA

SEX

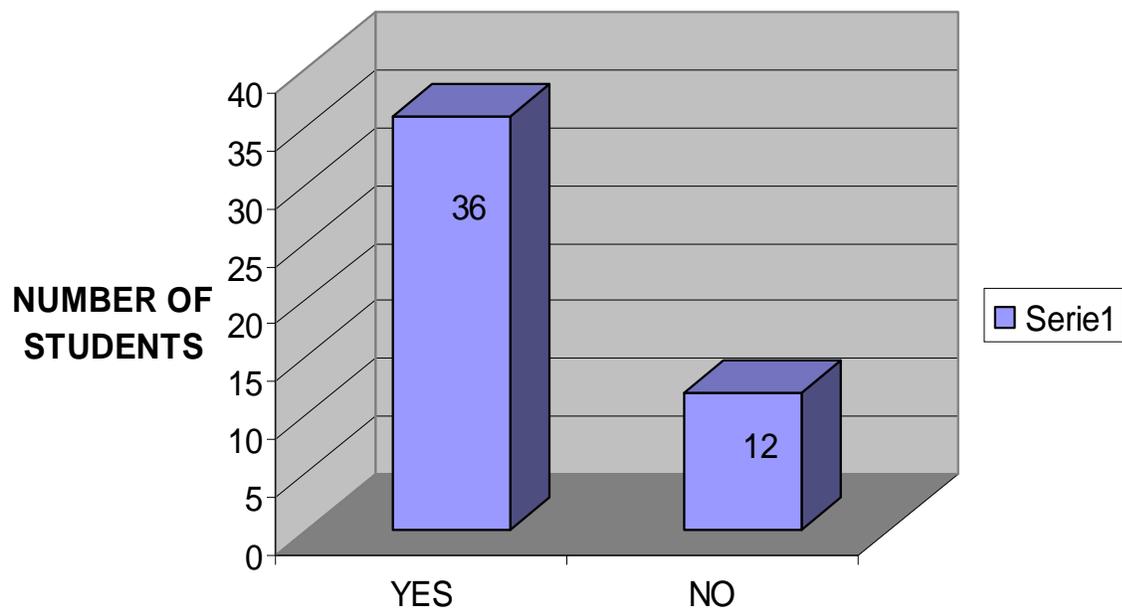


■ FEMALE ■ MALE

JOSE D. RIVERA LIVE

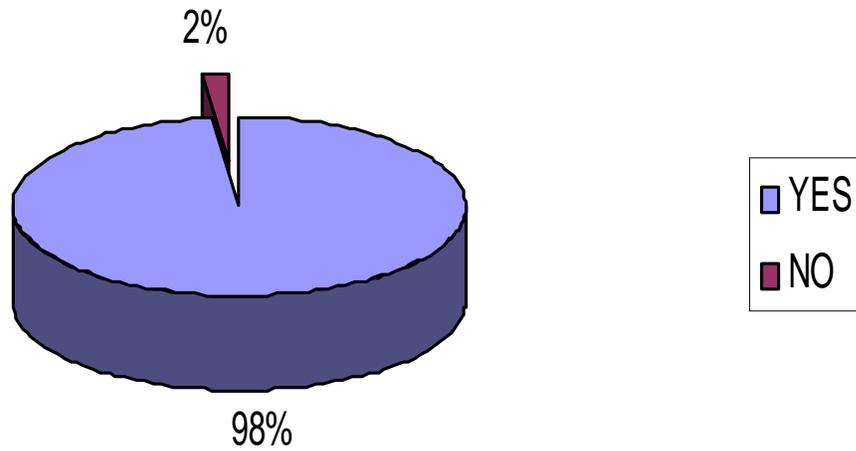


JOSE D. RIVERA STUDENTS ARE WORKING



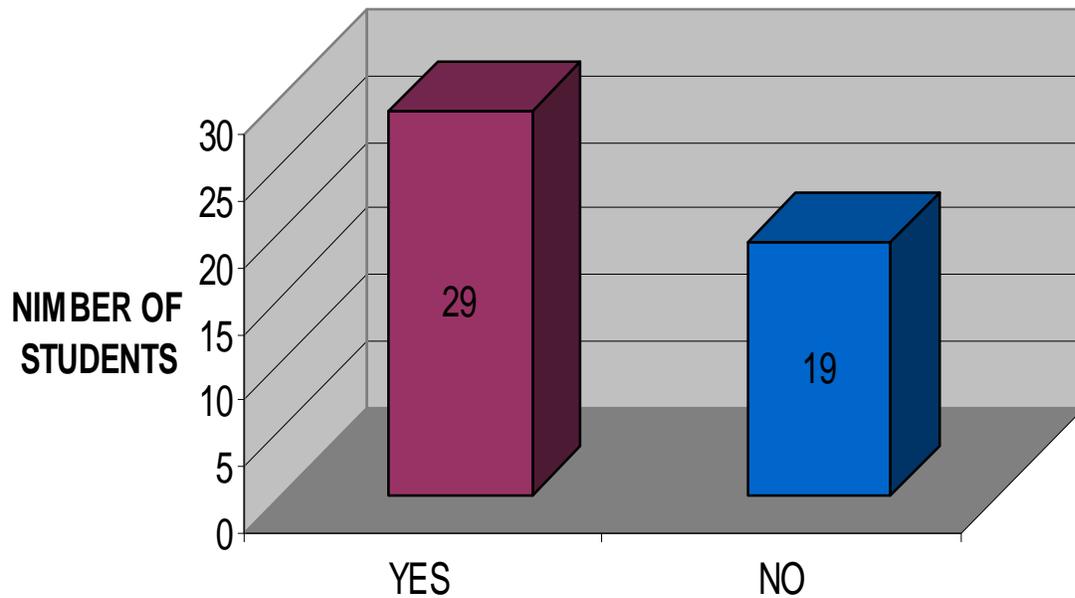
JOSE D. RIVERA

STUDENTS LIKE ENGLISH SUBJECT

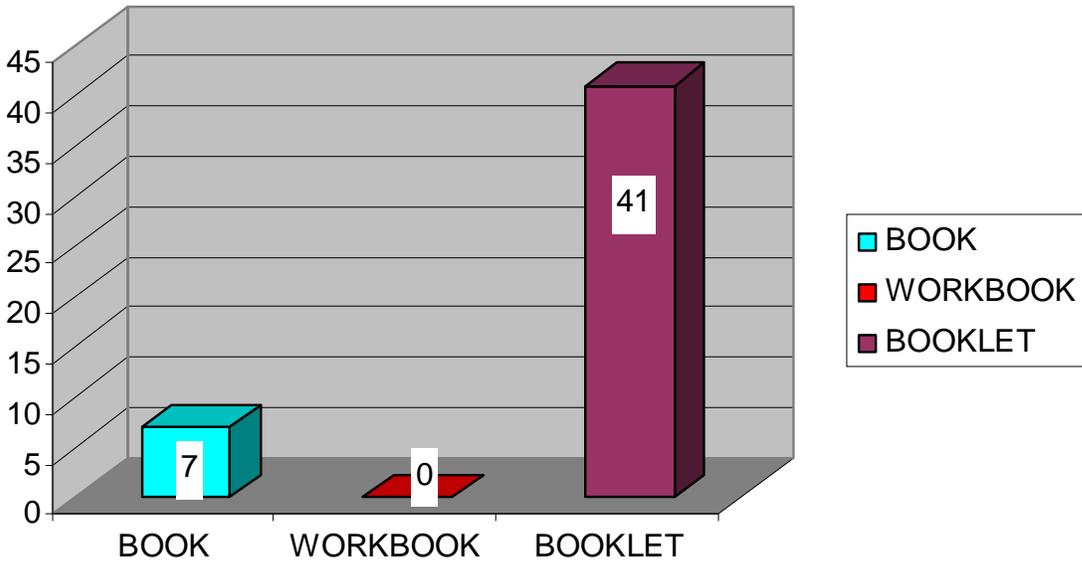


JOSE D. RIVERA

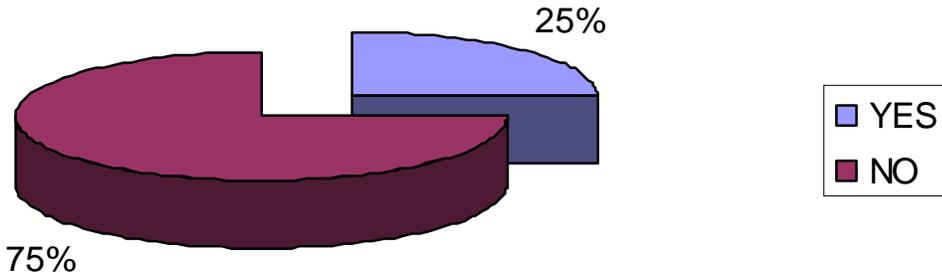
FACILITY FOR ACQUIRE ENGLISH LANGUAGE



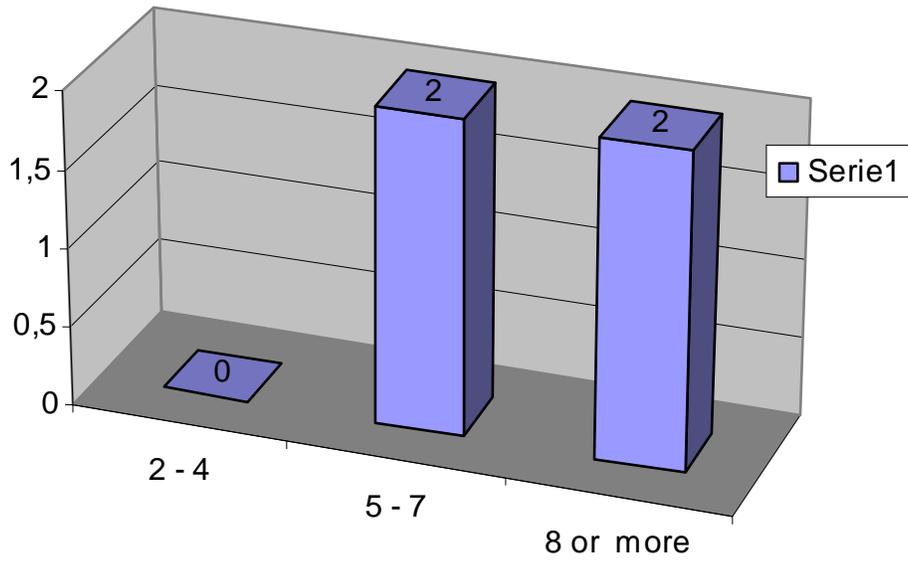
**JOSE D. RIVERA
STUDENTS AND DIDACTICAL MATERIAL**



**JOSE D. RIVERA
TEACHERS THAT FINISHED THEIR DEGREE**



JOSE D. RIVERA
THE CLASSROOM FOR EACH TEACHER



JOSE D. RIVERA
STUDENTS FOR TEACHER

