

**UNIVERSIDAD NACIONAL AUTONOMA DE
NICARAGUA, UNAN-MANAGUA**

Rubén Darío Campus

School of Education and Languages
Department of English



Final Report of Graduation Seminar Research.

**Analysis of the Causes of failure in English Subject of 11th Grade “A”
Students at Public High School “Colegio de Esquipulas” from Managua,
during the Second Semester of 2017.**

Submitted by:

Néstor Alejandro Sandoval Maltez.
Jairo Antonio Hernández Madrigal.

Tutor:

Dr. Raúl Ruiz Carrión.

Managua, Saturday, January 23rd, 2018.

Index

I.	INTRODUCTION	1
II.	TOPIC.....	3
III.	PROBLEM BACKGROUND	4
IV.	PREVIOUS STUDIES.....	6
V.	JUSTIFICATION.....	8
VI.	RESEARCH QUESTIONS.....	9
VII.	OBJECTIVES.....	10
	VII.1 GENERAL OBJECTIVE	10
	VII.2 SPECIFIC OBJECTIVES.....	10
VIII.	THEORETICAL FRAMEWORK.....	11
	VIII.1 INTRODUCTION.....	11
	VIII.2 GENERAL CONCEPTS ABOUT LEARNING, TEACHING, ASSESSMENT STRATEGIES; RESOURCES, PARENTAL SUPPORTING AND MONITORING ACTIONS	12
	VIII.2.1 WHAT IS LEARNING.....	12
	VIII.2.2 WHAT IS TEACHING.....	13
	VIII.2.3 WHAT IS ASSESSMENT	13
	VIII.2.4 USE OF RESOURCES IN TEACHING-LEARNING	13
	VIII.2.5 WHAT I S PARENTAL SUPPORTING AND MONITORING ACTIONS IN EDUCATION.....	14
	VIII.3 THE PROCESSES AT LEARNING, TEACHING AND ASSESSMENT ENGLISH LANGUAGE; THE RESOURCES, THE PARENTAL SUPPORTING AND MONITORING ACTIONS USED IN TEACHING- LEARNING ENGLISH LANGUAGE.....	14
	VIII.3.1 WHAT IS ENGLISH LANGUAGE LEARNING.....	14
	VIII.3.2 WHAT IS ENGLISH LANGUAGE TEACHING	15
	VIII.3.3 WHAT IS ENGLISH LANGUAGE ASSESSMENT	16
	VIII.3.4 RESOURCES USED IN TEACHING-LEARNING ENGLISH LANGUAGE PROCESS.....	16
	VIII.3.5 WHAT I S PARENTAL SUPPORTING AND MONITORING ACTIONS IN ENGLISH SUBJECT	17
	VIII.4 CONCLUSIONS OF THE THEORETICAL FRAMEWORK	18
IX.	VARIABLES SYSTEM	19

X.	METHODOLOGICAL SYSTEM.....	21
	X.1 DESCRIPTION OF THE RESEARCH	21
	X.2 POPULATION AND SAMPLE	21
	X.3 INSTRUMENTS AND TECHNIQUES FOR DATA COLLECTION	22
	X.4 DATA PROCESSING	25
XI.	DATA ANALYSIS	26
	XI.1 Introduction	26
	XI.2 Findings at Learning strategies.....	27
	XI.3 Findings at Teaching strategies	33
	XI.4 Findings at Assessment strategies	39
	XI.5 Findings related to didactical resources	41
	XI.6 Findings at parental supporting and monitoring actions.....	42
XII.	CONCLUSIONS	45
XIII.	RECOMMENDATIONS.....	48
XIV.	REFERENCES	49
XV.	ANNEXES	51
	XV.1 INSTRUMENTS.....	51
	XV.2 GRAPHICS.....	69

ABSTRACT.

One problem that has affected the students most from high school in Nicaragua is that are failing in one or more subjects. This problem is not something new; it has been happening from decades and in spite of the reinforcement provided by the current government at the end of the year for students who have failed in one or more subject, including English, the roots of the problem are even not assisted. This study is an analysis of the factors that are influencing or causing this students' failure, specifically in the English subject. In order to attain this information the quantitative research was applied, using instruments such as survey, observation guide and interview. This study provides useful information about the factors that are causing the students' failure in the English subject and contributes to future research on similar topics. It also is useful to get a better understanding of the problem in order to find possible solutions to the same.

The methodology implemented to develop the present research was the Quantitative research because it possesses the following characteristics: the researcher establishes a concrete and delimited problem of research; the researcher considers researches that have been developed before, and the researcher includes a Theoretical Framework; the data collection consists in attaining information from the sample. Besides, due to the fact of the data were attained from measurements they were presented through numbers and were analyzed using statistics methods (SPSS software).

In order to gather the information in the present research the instruments and methodology to be used were:

1. For students, the instrument was the survey, and the methodology was closed questions.

2. For the teacher the instrument was the interview, performed face to face, and the methodology was closed questions.
3. For the teaching-learning process of English language in classroom the instrument was the Observation guide, and the methodology was closed questions.
4. For parents the instrument was the survey, and the methodology was closed questions.

The population of this research was all students of 11th grade from the public high school “Colegio de Esquipulas” from Managua, during the second semester of 2017, and they were 24 in total. Also, all students’ parents of 11th grade “A” from the public high school “Colegio de Esquipulas”, and they were 24 too. Also, the sample for this study was directly calculated with a sample size calculator in the website SurveyMonkey. (SurveyMonkey, 2017). The sample attained for students and parents was 22 students and 22 parents.

To summarize, the causes of failure in English subject of 11th grade A students at the public high school “Colegio de Esquipulas” was mainly the lack of implementation of learning strategies in and out the classroom by the students, and between these two (in and out), the main was out the classroom because students did not practice the English language at home in any way (writing, reading, speaking or listening). To this lack of practice were joined the lack of parental supporting and monitoring actions to students. These factors produced an acquirement of the knowledge in a shallow level, which caused a lack of a significant learning, and as a result a considerable percentage of students failed in English subject.

It is recommended that students make a review about the different learning strategies such as memorization, cognitive, metacognitive, compensation or affective. Also, it is recommended that they make use of these strategies in and out the classroom. Besides, it is recommended that parents get involved and collaborate with students’ homework and also monitor students’ progress in order to get them more interested about their learning and outcomes in English subject, so in this way they could improve their English knowledge.

Un problema que ha afectado a la mayoría de estudiantes de secundaria en Nicaragua es reprobado en una o más asignaturas. Este problema no es algo nuevo; ha venido pasando por décadas a pesar de que el actual gobierno está proveyendo refuerzo escolar al final del curso a los estudiantes que ha reprobado una o más asignaturas, incluyendo Inglés, las raíces del problema aun no son atendidas. Este estudio es un análisis de los factores que están influyendo o causando que los estudiantes reprueben, especialmente la asignatura de Inglés. Para poder obtener esta información fue aplicada una investigación cuantitativa. Usando instrumentos tales como encuesta, guía de observación y entrevista. Este estudio provee información útil acerca de los factores que están causando la reprobación de los estudiantes en la asignatura de Inglés, y contribuirá para estudios futuros en temas similares, pero también es útil para la obtención de un mejor entendimiento del problema, y de esta manera tratar de encontrar posibles soluciones del mismo.

La metodología implementada para desarrollar el presente estudio fue la investigación cuantitativa ya que esta posee las siguientes características: El investigador establece un problema de investigación concreto y delimitado; el investigador considera estudios hechos anteriormente y crea un marco teórico; la obtención de los datos consiste en obtener información de la muestra. Además, debido a que los datos fueron obtenidos desde mediciones estos fueron presentados a través de números y fueron analizados usando métodos estadísticos (programa SPSS).

Para recopilar la información en la presente investigación, los instrumentos y la metodología que se utilizaron fueron:

1. Para los estudiantes, el instrumento fue la encuesta; y la metodología fue preguntas cerradas.
2. Para el docente, el instrumento fue la entrevista, y la metodología fue preguntas cerradas realizadas cara a cara
3. Para el proceso de enseñanza-aprendizaje del idioma inglés en el aula, el instrumento fue la guía de observación; y la metodología fue preguntas cerradas.
4. Para los padres, el instrumento fue la encuesta; y la metodología fue preguntas cerradas.

La población de esta investigación fueron todos los estudiantes de 11 ° grado de la escuela secundaria pública "Colegio de Esquipulas" de Managua, durante el segundo semestre de 2017, y fueron 24 en total. Además, todos los padres de los estudiantes de 11 ° grado A de la escuela secundaria pública "Colegio de Esquipulas", y fueron 24 también. Además, la muestra para este estudio se calculó directamente con un calculador de tamaño de muestra en el sitio web SurveyMonkey. (SurveyMonkey, 2017). La muestra obtenida para estudiantes y padres fue de 22 estudiantes y 22 padres.

En resumen, las causas del fracaso en la asignatura de inglés de los estudiantes de undécimo grado A en la escuela secundaria pública "Colegio de Esquipulas", fueron principalmente la falta de implementación de estrategias de aprendizaje dentro y fuera del aula por parte de los estudiantes, y entre estos dos (dentro y fuera), el principal fuera del salón de clases, porque los estudiantes no practicaban el idioma inglés en el hogar de ninguna manera (escrito, leído, oral y escuchado). A esta falta de práctica se sumaron la falta de acciones de apoyo y monitoreo de los padres hacia los estudiantes. Estos factores provocaron una adquisición del conocimiento en un nivel poco profundo, lo que causó una falta de aprendizaje significativo, y como resultado un porcentaje considerable de estudiantes fallaron en la materia de inglés.

Es muy recomendable que los estudiantes hagan una revisión sobre las diferentes estrategias de aprendizaje (memorización, cognitiva, metacognitiva, de compensación y afectiva) y también hagan uso de estas estrategias dentro y fuera del aula. Además, se recomienda que los padres participen y colaboren con la tarea de los estudiantes y también supervisen el progreso de los estudiantes para que estén más preocupados por su aprendizaje y los resultados en materia de inglés, de esta manera podrían mejorar su conocimiento del inglés.

I. INTRODUCTION

Many experts consider that Education is the most valuable resource of a country; for that reason, governments from developed countries make education one of their main goals and invest a quite part of their budget in this field. In Nicaragua, the government is not giving sufficient importance to the Education; this can be clearly seen in the secondary level, in which students are failing in several subjects. The importance of secondary level is because according to the quality of knowledge attained in high school it will be the level attained in higher level or university. For that reason it is very important to improve the level in secondary, especially in English subject, which is the gate for everybody to get better job opportunities.

This research pretended to report the findings of the same to establish the factors that have been causing those students of 11th grade “A” from the public high school “Colegio de Esquipulas” to fail at the English subject in the second semester of 2017. Emphasis was placed on the establishment of the factors that were causing or influencing in the problem. This study was focused on which learning, teaching and assessment strategies and resources has been implemented, but also how the parental supporting and monitoring actions to students affected their outcome at English subject.

In order to develop the present study, the Quantitative research was applied because this methodology has the characteristics required to achieve the objectives of this research, and they are: the data collection consists in obtaining the information directly from the sample; the researcher institutes a concrete and delimited problem of research; the researcher considers researches which have been made before; the researcher develops a Theoretical Framework. In addition, the data were analyzed using the statistical software SPSS since these data were obtained from measurements, so they were presented through numbers. In order to obtain the information it has been implemented different instruments in the following way: surveys were applied to students and parents, observation guide in classroom, and interview to the teacher.

This study was limited to one 11th grade group in one public high school. The limitation of this research was the possibility to extend the findings from this study to other grades or public high school. Another limitation was the available time for implementing the observation guide, which was implemented only five times. However, the information that could not be reached in the observation guide was reached in the surveys and interview.

To conclude, the causes of failure in English subject of 11th grade “A” students at public high school “Colegio de Esquipulas” were several, between them we have: students’ parents did not provide supporting and monitoring actions to their children; as a consequence of this lack of assistance the students did not accomplish with their homework and did not practice English language at home, but also the teacher was part of the causes of the failure because she did not apply enough formative assessment or enough reading and writing practice in classroom. As a result of all these lack of implementation of supporting and monitoring actions, and learning, assessment and teaching strategies, the students did not acquire the knowledge that is it supposed must be attained in this grade; this means that student are not able to communicate in English language, or are not able to understand this language when somebody talk to them, and as a result a considerable part of them failed in the English subject.

Some recommendations that could help to reduce the number of students that fail in the English subject are the following: parents must be involved in their children studies, in other words, parents must provide supporting and monitoring actions to students in order to help them to improve their English language knowledge; at the same time students must make use of the different learning strategies so as to exploit all their potential when acquiring the English language; the teacher must implement more practice and exercises in classroom and more formative assessment because this will reinforce the students’ knowledge in the English language. In this way, students will improve their outcomes in the English subject and the number of students failing in the same will decrease or it even could stop.

II. TOPIC

Analysis of the causes of failure in the English subject of 11th grade “A” students at the public high school “Colegio de Esquipulas”, Managua, during the second semester of 2017.

III. PROBLEM BACKGROUND

The purpose of the present research is to study the causes that are provoking the failure of 11th grade “A” students in the English subject at public high school “Colegio de Esquipulas” in Managua. According to the principal of the public high school “Colegio de Esquipulas”, Lidia Escobar, this problem has been occurring each year for the last five years or even more. According to the 11th grade “A” English professor, Liz Vanegas, the rates of students failing in English subject has been oscillating between 15% to 20% of total of 11th grade A students every year.

These rates represent a considerable number of students if we take into account that, according to the principal Lidia, there are between 45 to 50 students in the 11th grade “A” every year, it means that from 7 to 10 of 11th grade “A” students are failing in English subject at the end of the course. This has been happening to students in general, no matter their gender, social status or age.

For these reasons, this situation is very disturbing for students, teacher and parents due to the fact that 11th grade is the last grade in high school. It means that if students do not pass the English subject, they will not be able to graduate, but until next year. All this represents more expenses to parents and the government, but it also represents waste of time for students and less opportunity to enter to the university.

The possible causes of 11th grade students’ failure in English subject could be related to different factors such as the learning, teaching and assessment strategies implemented, the didactical resources used, and the Supporting and Monitoring provided by parents to students in the teaching-learning process of English language.

All these factors mentioned before are taken into account in this research because all of them are directly related to the students’ teaching-learning process of English language, and according to how each of these factors is implemented or not, this affects positively or negatively the students’ English Learning process, but this also affects the consequent students’ outcomes in the English subject.

There are other factors that also could be affecting the students' teaching-learning process of English language, but due to the fact that they are more subjective than objective they will not be taken into account in this research. These other factors are: the students' economic situation, the students' social environment, and other physical or psychological students' conditions.

The failure of the students in English subject is a problem that concerns to parents and students of the public high school "Colegio de Esquipulas", but especially it concerns to parents because if their children do not get to graduate, it means more expenses and waste of time by students' taking the 11th grade course again.

Furthermore, this problem also concerns the Educational authorities of this Educational institution because the same problem can be occurring in the rest of the grades in more or less grade. For that reason, they think it is necessary to know about the causes of the failure in English subject in order to take some actions in order to try to reduce the number of students failing in this subject.

After this presentation of the problem, the research must be ended with the question: Which are the causes of failure in the English subject of students of 11th grade "A" students at public high school "Colegio de Esquipulas" in Managua?

IV. PREVIOUS STUDIES

There are previous researches related to the causes of failure in English subject, which could help to better understand this problem and how to analyze it.

1. The first one is the study conducted by Gulap Shahzada, Safdar Rehman Ghazi and Umar Ali Khan from the Institute of Education & Research University of Science & Technology, in Bannu, Pakistan. The title of the research is “Causes of rising failure of the students’ in the subject of English at Secondary Level”. “This study was descriptive in nature. All the male secondary schools in district Bannu constituted population of this study. From 50 secondary schools 100 English teachers were randomly selected as a sample of the study. A questionnaire for secondary school teachers was developed to collect data. To analyze and interpret data, simple percentage was used”. (Shahzada, Ghazi, and Khan, 2012, p. 605). “Results of the study showed that majority of the polled agree that English teachers are not qualified and well trained and do not teach English in a proper manner, also Audio-Visual aids are not used in English class and the course is not compatible to the present time”. (Shahzada, Ghazi, and Khan, 2012, p. 605).

2. The second study related to this problem was conducted by Mian Md. Naushaad Kabir, from The English and Foreign Languages University in Andhra Pradesh, India. The title of the study is “Causes of Secondary Students’ Failure in Learning English in Bangladesh.” The objectives of the research “are to study and discover the actual causes of students’ failure in learning English at the secondary level and to analyze them in order to find out the solution. The nature and purpose of this study matches with those at a descriptive study. The survey method was chosen for the empirical study. Three main techniques of the survey method (questionnaire survey, interview and observation) were adopted for the study.” (Kabir, 2012, p. 36-38). In this study, the city of Khulna was chosen. Three schools were visited; one from the urban area, one from the semi-urban and one from the rural area. “The survey was conducted on 70 students. However, to avoid the gender factor, the researcher chose only girls’ schools. The teachers’ questionnaire survey was conducted on 6 teachers selected from the three schools. Teachers were selected randomly only on the basis of experience.” (Kabir, 2012, p. 42-44). The scholar if this study arrived to the

following conclusion: “Urban students get higher marks than those of the rural and semi-urban students; most students say, teachers help them with their extra work; most of the students are confident that they can learn it and they know what to do to learn it properly; teaching methods are not liked; teachers often frighten them while teaching and this is an example why the secondary students are not motivated to learn this language; all students are unable to use the four skills of language equally well.” (Kabir, 2012, p. 62).

3. The third research was conducted by Mele Fakatava Latu from Edith Cowan University from Australia. The title of the research is “Factors affecting the learning of English as a second language macroskills among Tongan secondary students.” “This study aimed at determining factors which might have impact on the learning of English as second language macro skills by Tongan secondary learners. One hundred student subjects were randomly selected from a total population of 1,890 Fifth Formers in 12 secondary schools within the district of Tongatapu. Because the number of Form 5 English teachers in secondary schools in Tongatapu was small, all of them were invited to participate in the study, 24 in total.” (Latu, 1994, p. 3, 53, 54). The survey questionnaire was the data collection instrument employed in this study for students and teachers. But also a Test was used as instrument for students. The results shown that, ‘students obtained low scores in writing and high scores in listening. Their scores in reading and speaking were clustered more towards the middle of the results. Both teachers and students agreed that: English should be compulsory at school, teaching at school should be done in English, students should pass the English examination before promoted to the next level, students should pass the English examination paper before passing the Tonga School Certificate Examination, English is a worthwhile and necessary subject, and students should learn English to do well at school.’ (Latu, 1994, p. 138, 141).

These previous studies have shown that this problem is happening around the world, but its causes are different in each case. Other important information is that the instruments used to collect data are very similar, but the sample selection varies according each case. Finally, it is found out that the way of presenting the results and conclusion could help to do it in a proper way in this research.

V. JUSTIFICATION

The development of the present research is very important for the Educational Community and Institution of the public high school “Colegio de Esquipulas” from Managua city because it seeks to find the factors that are causing the students’ failure in English subject. Therefore, the availability of this information will be valuable in the future for the Nicaraguan Educational System in order to start to find some solutions to problems in fields such as Learning, Teaching and Assessment English language, use of resources, and parental supporting and monitoring in the teaching-learning process of English language.

The benefits of this research are also important for the Educational Community and Institutions in Nicaragua because this problem can be happening in others public high schools in this country, and in others grades of Nicaraguan public high schools as well. The benefits of this research will reach all Nicaraguan Educational Community and Institutions, even public elementary schools due to the fact that the Nicaraguan government has announced that in 2018 it will be implemented the Teaching of English language as subject in all Nicaraguan public elementary schools.

The findings of this research in the fields mentioned before will contribute to the revision and improvement of the public Educational Curriculum in Nicaragua in order to develop better English Learning strategies; also in order to be able to improve or adapt English Teaching strategies and the use of the Resources to the real context. Besides, the results of this research will help to understand how important the parental supporting and monitoring is to help students in their English Learning process, so in this way the Educational Curriculum can be adapted to include more participation of students’ parents in their Learning process of English language.

By improving the areas mentioned before the Nicaraguan Ministry of Education will be benefited because if less students fail in English subject, the resources used for the students who take again the 11th grade course, or others grades, will be destined to other new students or to improve the classroom conditions. Getting better understanding and knowledge of the causes of failure of students in English subject will permit to start attending them in the future.

VI. RESEARCH QUESTIONS

1. What Learning strategies are the students implementing during the Learning process of English language?
2. What Teaching strategies is the teacher implementing during the Teaching-Learning process of English language in the classroom?
3. What assessment strategies is the teacher applying to evaluate the students?
4. What types of didactical resources is the teacher using for the Teaching-Learning process of English language?
5. What supporting and monitoring actions are the students' parents implementing in the Learning process of English language?

VII. OBJECTIVES

VII.1 GENERAL OBJECTIVE

To analyze the causes of the failure in English subject of 11th grade A students at public high school “Colegio de Esquipulas” from Managua during the second semester of 2017.

VII.2 SPECIFIC OBJECTIVES

1. To identify the learning strategies implemented by the students in and out of the classroom.
2. To analyze the teaching strategies implemented by the teacher during the teaching-learning process of English language in the classroom.
3. To analyze the assessment strategies applied by the teacher to students.
4. To identify the resources used for the teacher in the teaching-learning process of English language in the classroom.
5. To describe the parental supporting and monitoring provided to students.

VIII. THEORETICAL FRAMEWORK

VIII.1 INTRODUCTION

In the present research it is being taken into account previous researches about the same topic in order to have a support to follow an order or direction of how to conduct this study. This information is taken just as a guide, but this research is not conducted exactly to any other study before made due to the fact that every problem is different of other. The theoretical framework for this study was organized according to five main aspects that represent the possible sources of the causes of failure in English subject at high school in general. They are: learning, teaching and assessment strategies, didactical resources, and parental supporting and monitoring actions. These five main aspects were divided in two parts: general concepts, and the process at teaching-learning English language.

In most processes of acquiring a language several sub-processes and factors occur that could affect the learner's outcome in a positive or negative way. (Brown, 2000, p. 54). These sub-processes and factors are related to the types of methods and strategies implemented during the process of acquiring a language. Between the most important sub-processes and factors are: learning, teaching and assessment processes, the materials and resources used, and the parental supporting and monitoring. However, there are other factors that could influence in acquiring a language such as the cultural bias, social status, environment, psychological and physical conditions, etc., which sometimes are included into the main sub-processes.

In the process of acquiring English language, there are many aspects to take into account such as the level, age, and literacy of the learners, but also we must take into account the purpose of learning English, which could be to study a major, to work in a specific field, to travel, for business, etc.

Educational institutions (public or private) are other important fields in which English language is taught. They are divided in three main parts: elementary or primary school, secondary or high school and university. In each one, the principles, methods and strategies implemented in the teaching-learning process of English language are similar in general.

Nevertheless, some approaches and strategies are more suitable for each level. For instance, in elementary school ludic methods are more applied than in high school or university. But in high school more strategies are applied which aim to the students learn English language in a communicative way and integrating the four macro skills (listening, reading, writing and speaking).

Even though all these approaches and strategies are applied around the world, there are always students failing at English subject in the different educational institution, especially at public high schools, this could be happening due to local factors or causes that must be studied in situ. For these reasons, it is very important to know about the processes involved in the acquisition of English as a second language because by knowing the right strategies in each process for each level and purpose, it is possible to compare with the approaches that are being applied in situ. Moreover, it is important to know about what other factors must be involved in the teaching-learning process of English language (resources used, and the parental supporting and monitoring) to know which are being used or implemented in situ. In this way, it is important to know about what the different experts say about the factors that may cause the failure of students in English subject.

VIII.2 GENERAL CONCEPTS ABOUT LEARNING, TEACHING, ASSESSMENT STRATEGIES; RESOURCES, PARENTAL SUPPORTING AND MONITORING ACTIONS

VIII.2.1 WHAT IS LEARNING

Learning is a process in which a person acquires a new knowledge. In this process the students and the teacher are involved. The teacher is the person who prepares the student to be interested in learning; this means that if the student does not have a purpose or a clear objective of why is he or she learning, the student will not be prepared to learn and the learning process will not be effective or satisfying. Besides, there are some strategies that students must know in order to make the learning process easier and more effective, but these strategies must be provided by the teacher to students. (Wilson and Peterson, 2006., p. 1,2).

VIII.2.2 WHAT IS TEACHING

The process of teaching occurs when somebody who possesses quite knowledge in an specific field or area transmits this knowledge to other people, learner or student. In this process the main character is the teacher, because he or she must know what teaching strategies are more adequate to implement according to what he or she is going to teach, and also according to the learner or student. (Palmer, 1998, p. 11). In teaching, the experts aim to change the traditional methods of teaching to news in which the students have more participation in the process doing different activities, it means that the teacher must applied strategies that engage students in order they be interested in learn. (Wilson and Peterson, 2006, p. 9,10).

VIII.2.3 WHAT IS ASSESSMENT

Assessment is the process in which the teacher evaluates how much students are learned. It measures the knowledge acquired by the students. There are two main types of assessment, the first is the Summative assessment, which is based on the curricular of an educational institution, and its purpose is to measure the knowledge achieved in the course. The second is the Formative assessment, which is used to measure the students' understanding; it means that its purpose is also to provide a meaningful knowledge that allows teacher gives feedback to students, but also for himself or herself. (Scarino & Liddicoat, 2016, p. 68-70). This process is very important because it tells how the teaching-learning process is going, and what the teacher should improve in order to achieve the main goal which is to transmit its knowledge to students.

VIII.2.4 USE OF RESOURCES IN TEACHING-LEARNING

The use of resources is very important in the teaching-learning process because they facilitate the students' understanding. They are a fundamental tool in order to make the acquirement of the knowledge easier and more interesting. However, is very important to know what kind of resources or material are more suitable according to the student, but also according what teacher wants they learn. For different purposes, there are different types of

resources; they go from text-books, white boards, pictures, flash cards to electronics device such as computers, projectors, media players, etc. (Scarino & Liddicoat, 2016, p. 58, 59). It is very important that the resources also be selected according to the level and age of the student in order to make the class more interesting and meaningful.

VIII.2.5 WHAT IS PARENTAL SUPPORTING AND MONITORING ACTIONS IN EDUCATION

Parental supporting is all type of help that parents could provide to their children in the teaching-learning process. This help can be at doing the homework, or by providing somebody to help them with the homework, but also important it is that parents encourage their children to study at home. Parental monitoring is the time that parents spend in checking if their children are doing their homework; in addition, parents must visit regularly the educational institution of their children in order to know their progress in the teaching-learning process; in this way students are more concern in accomplishing their duties as students. (Gratz, 2006, p. 2-4).

VIII.3 THE PROCESSES AT LEARNING, TEACHING AND ASSESSMENT ENGLISH LANGUAGE; THE RESOURCES, THE PARENTAL SUPPORTING AND MONITORING ACTIONS USED IN TEACHING-LEARNING ENGLISH LANGUAGE

VIII.3.1 WHAT IS ENGLISH LANGUAGE LEARNING

To learn a second language is different than to learn the first language because learners of a second language do not have enough time as they had at learning the first one or mother tongue. Some factors must be taken into account when learning a second language, one of the most important is the literacy of learners in the first language; this is very important because it will facilitate the acquirement of the second language by using their previous knowledge in the second one. (Little, 2001, p. 2,3). The English learning process as second language can be focused in two main purposes, the first one is for social interactions, and

the second one is for academic purposes. In both purposes it is important that students know different strategies that can help them in their learning process; these strategies are: cognitive, metacognitive, memory, compensation and affective. (Nichols & Hees, 2008, p. 4-6). Depending on the capabilities of each learner and the strategies applied in the English Learning process, many of them could achieve a proficiency in English language as a native speaker. Also, the process will be successful if it is aimed to specific purposes or needs according of each learner. On the contrary, if students do not know what learning strategies can be applied to facilitate their learning process, they will not exploit all their potential to acquire the second language.

VIII.3.2 WHAT IS ENGLISH LANGUAGE TEACHING

According to the experts, in the process of teaching English language is very important to follow the teaching principles because they facilitate and prepare the appropriate conditions for the students in the acquisition of a second language. The second important aspect, but not less important to take into account, is the choice of the correct teaching techniques or strategies because English teaching process is very complex, and for each skill (listening, speaking, reading and writing) to be taught there are specific strategies that must be applied in order to achieve the main goal which is to transmit the knowledge of this language from teachers to students. (Holesinska, 2006, p.13, 21). This knowledge is divided as four macro skills: Listening, Speaking, Reading and Writing, and four micro skills: Pronunciation, Grammar, Spelling and Vocabulary. However, the new conception of teaching English language is the integration of the four skills or integrated English; it must be done taking into account level, age of students, but also the purpose of students, especially in the higher levels because who want to learn for social interaction, will focus on listening and speaking skills, but who want to learn for academic purpose also will focus on reading and writing. (Brown, 2000, p. 232-234). The teaching English language process is the crucial part in the acquirement of a second language because according weather the teacher implements or not the right strategies to teach the different English skills (macro and micro), in this way the objectives will be achieved or not; in other words, he biggest responsibility of a successful

obtaining of knowledge is on the teacher's hands, for that reason teacher must be very careful in how to conduct this process.

VIII.3.3 WHAT IS ENGLISH LANGUAGE ASSESSMENT

One important part of the process of Teaching-learning English Language is the Assessment. This factor is very important because its purpose is to know the level of acquirement of the second language that students get in their Learning English language process. However, teacher must be careful when assessing because he or she cannot apply only summative assessment, he or she has to alternate also formative assessment because it will permit feedback for students and the teacher itself. In this way, the teaching-learning process of English language can be improved. (Abedi, 2010, p.12, 13). There are many strategies for English Language Assessment and they can be divided in two main types: Formal or Summative and Informal or Formative. In others words, Summative Assessment is that required and approved for Educational Institutions and includes written and oral tests which are scored sometimes using scoring rubrics; and Formative Assessment is that teachers develop in order to have more options to assess and includes oral presentations, oral and written reports, concept maps and essays. (The University of the State of New York, n.d., pp. 23, 29-32). Besides, others aspects need to be considered in assessing English language, for example, if the assessment English language is for academic purpose, as in the school, the level of the requirements in vocabulary and the grammatical structure of the sentences must higher than the assessment for social purpose, as in a language academy. ("Assessment Tools", 2012, pp. 4, 5). Also it is very important to implement the assessment according to the level, age and type of students; and according to the skills we are evaluating. In others words, if the teacher applies an incorrect assessment, he or she will not be able to know the real understanding obtained by the students, or the students will not have the chance to demonstrate what they really know.

VIII.3.4 RESOURCES USED IN TEACHING-LEARNING ENGLISH LANGUAGE PROCESS

Another important part of the teaching-learning English language process it is the correct use of the resources or materials, which must be according to what the teacher wants to

transmit to the students, this means that again it must be taken into account the age, level, purpose (social or academic) and the kind of skills (receptive or productive) that will be taught. One of the most used resources is the text-book, and though is very helpful; teacher must adequate some parts of it if they are not according to what the teacher wants to teach. Besides, teacher can use visual aids such as posters, pictures, flash cards, worksheets, or the use of real objects (realia), which are very useful in the Pre stages of each macro skills. In the During stage teacher can use of some technological devices such as audio and video player, computer and data projector. (Brown, 2000, p. 136, 137, 143). In other words, the right use of Resources or Materials depends on students' needs, and to make a more interesting class, and to provide a better understanding for students will depend on the variety of resources and materials used in the classroom.

VIII.3.5 WHAT IS PARENTAL SUPPORTING AND MONITORING ACTIONS IN ENGLISH SUBJECT

Another no less important aspect to the English Language teaching –learning process is the parental support to students; this support include motivation, encouraging a monitoring. Studies show that parental supporting and monitoring is very important, not only because it helps students to be more concerned about accomplishing their homework, but also to obtain better outcomes at school. Another important aspect is that if parents visit regularly the school, they are aware about the needs of their children in order to improve the teaching-learning English language process by providing them of the resources and environment adequate to study English language. According to the experts, parental supporting and monitoring is more implemented for elementary school, but it should be continued in high school because most students are not prepared to support and monitor by themselves. (Cotton & Wikelund, 1989, p. 3-5). It can be stated that parental supporting and monitoring is crucial to attain good results at Teaching-Learning English Language process. Therefore, the lack of parental supporting and monitoring will affect the students' outcomes in a negative way due to the fact that students do not have the help needed to get them encouraged and concerned about improving their outcomes at learning English language.

VIII.4 CONCLUSIONS OF THE THEORETICAL FRAMEWORK

To summarize, the failure in the acquirement of any language is due to many factors or causes related to the process and sub-processes of this acquirement. These processes are closely related to the methods and strategies implemented in the teaching-learning process of the language, but they are also related to the assessment strategies applied and the resources used for teaching.

The students' failure in the acquirement of English language in Educational institutions, especially in high school, is also related to other causes such as the parental supporting and monitoring, cultural bias, social status, environment, psychological and physical conditions, etc. Owing to English language is taught around the world in almost all countries, even though the teaching-learning principles and strategies are the same in general. The local factors must be taken into account in order to be able to establish the real causes of the students' failure in English subject in high school level.

Many scholars and experts in teaching English language state that the implementation of adequate strategies in the processes of teaching, learning and assessment, are crucial in the achievement of the main goal which is the acquirement of the English language. For example, the strategies implemented in English Language Assessment are useful not only to know the knowledge achieved by students, but also to improve our strategies applied in English Language Teaching by observing our own performance as teachers according to the outcomes gotten by the students.

Moreover, it is fundamental the correct use of the resources in classroom and the parental supporting and monitoring at home. Consequently, the wrong implementation or the lack of these factors will affect in a negative way the students' outcomes, and as a result, the achievement of the objective course will not be reached, which means that students will fail in English subject.

IX. VARIABLES SYSTEM

SPECIFIC OBJECTIVES	VARIABLES	VARIABLES' DEFINITIONS	INDICATORS	SOURCES	TECHNIQUES
To identify the Learning strategies implemented by the students.	Learning strategies implemented by the students.	A learning strategy is an elaborated and systematic plan of action for the acquirement of knowledge.	Memory strategies Cognitive strategies Compensation strategies Metacognitive strategies Affective strategies Others	Students	Survey
To analyze the Teaching strategies implemented by the teacher during the teaching-learning process of English language in the classroom.	Teaching strategies implemented by the teacher during the teaching-learning process.	A teaching strategy is an elaborate and systematic plan of action for the transference of knowledge.	Listening strategies Speaking strategies Reading strategies Writing strategies Pre stage strategies During stage strategies After stage strategies Others	Class	Observation guide
To analyze the Assessment strategies applied by the teacher to students.	Assessment strategies applied by the teacher to evaluate students.	An evaluation strategy is an elaborated and systematic plan of action for the evaluation of knowledge.	Formative assessment strategies Summative assessment strategies	Teacher Students	Interview Survey
To identify the resources used for the teacher in the teaching-learning process of English language in the classroom.	The use of resources applied by the teacher in the teaching-learning process.	A resource is a source of aid or support that may be drawn upon when needed.	Printed material Electronics devices Board, chalks or markers Resources used according to students and their needs	Class Students	Observation guide Survey

<p>To describe the parental supporting and monitoring provided to students.</p>	<p>The parental supporting and monitoring provided to students.</p>	<p>A support is a help provided to a person, which could be in a monetary, intellectual or emotional way. A monitoring is a following made to a person in order to warrant that accomplishes a duty.</p>	<p>Parental supporting actions Parental monitoring actions</p>	<p>Students Parents</p>	<p>Survey Survey</p>
--	---	--	--	-----------------------------	--------------------------

X. METHODOLOGICAL SYSTEM

X.1 DESCRIPTION OF THE RESEARCH

The present research is a Quantitative research because it has the following characteristics:

1. The researcher establishes a concrete and delimited problem of research.
2. The researcher considers research before made and makes a Theoretical Framework.
3. The data collection consists in attaining information from the sample.
4. Due to data are attained from measurements they are presented through numbers and must be analyzed using statistics methods.

The present research is Transversal because the data collection is performed in one time and one moment.

X.2 POPULATION AND SAMPLE

X.3.1 POPULATION

All students of 11th grade from the public high school “Colegio de Esquipulas” in Managua city in the second semester of 2017, and they are 24 in total. Also, all students’ parents of 11th grade A from the public high school “Colegio de Esquipulas”, and they are 24 too.

X.3.2 SAMPLE

In order to select the sample for students and parents in this research, the method used was the standard formula to calculate samples; this was directly calculated with a sample size calculator in the website SurveyMonkey. (SurveyMonkey, 2017). The percentage of sample for the students is 92%, which represents 22 students; and it is the same for the parents. The sample was calculated directly by a software that is incorporated to the website. This has 3 boxes, in the first box is written the population size; in the second is chosen the confidence

level (95% in this case to get more accuracy); and in the third is written the margin of error (5% in this case to get more accuracy); finally, click in the button CALCULATE and the number of the sample size is showed on the right.

X.3 INSTRUMENTS AND TECHNIQUES FOR DATA COLLECTION

In order to gather the information in the present research the instruments and methodology to be used are:

1. For students the instrument is the survey; and the methodology is closed questions.
2. For the teacher the instrument is the interview, and the methodology is closed questions performed face to face
3. For the teaching-learning process of English language in classroom the instrument is the Observation guide; and the methodology is closed questions.
4. For parents the instrument is the survey; and the methodology is closed questions.

X.3.1 OBSERVATION GUIDE

An observation guide is used with the purpose of collecting information in a non-obtrusive way at observing conducts and processes. It is used to evaluate facts and conducts. For these reasons the observation is used in this research to collect information about the teaching-learning process of English language in classroom. (Sampieri, Fernandez & Baptista, 2010, p. 271). In this observation guide there are two parts: the first is to gather information about the teaching strategies used by the teacher in the pre, during and after stages of the lesson, and the second is to gather information about the resources used by the teacher in the classroom. In this research, the questionnaire is used to collect data from students. The type of questionnaire used is the closed form items because it facilitates the tabulation and analysis of data. (Kumar, 2006, p. 191, 193). The observation guide will be applied to the teaching-learning process in classroom and will be applied in five times (lessons). The objective of the same is:

1. To determine the use of English language teaching strategies and the use of didactical resources in classroom.

X.3.2 SURVEY

A questionnaire or survey can be considered as a kind of interview. The construction of a questionnaire follows a pattern similar to that of an interview. However, because the questionnaire is impersonal it is all the most important to take care over its construction. The variety of possible answers each question must be anticipated more fully than for an interview. In this survey, there are five parts: the first is to gather information about the learning strategies used by the students in and out the classroom; the second is to gather information about the teaching strategies used by the teacher when teaching the four English language macro skills (listening, speaking, reading and writing); the third part is to gather information about the assessment strategies implemented by the teacher to students; the fourth part is to gather information about the resources used by the teacher in classroom; and the fifth part is to gather information about the parental supporting and monitoring actions to students. In this observation guide there are two parts; the first is to gather information about the teaching strategies used by the teacher in the pre, during and after stages of the lesson; and the second is to gather information about the resources used by the teacher in classroom. In this research, the questionnaire is used to collect data from students the type of questionnaire used is the closed form items because it facilitates the tabulation and analysis of data. (Kumar, 2006, p. 191, 193). There are two types of survey, the first will applied to students in one time, and the second to parents in one time. The objective of the first is:

1. To determine the use of the learning, teaching and assessment strategies in the English language process; the use of didactical resources; and occurrence of parental supporting and monitoring to students at Learning English language subject.

The objective of the second is:

1. To determine the occurrence of parental supporting and monitoring to students at learning English subject.

X.3.3 INTERVIEW

An interview can be applied individually or to a group; the interviewer makes questions and takes notes of the answers. In this research the interview is applied just to one teacher, and is made “face to face”. In this interview there are two parts; the first is to gather information about the assessment strategies applied by the teacher to students; and the second is to gather information about the resources used by the teacher in classroom .In this research, for the interview, it is used a questionnaire with close questions in order to obtain an objective data. (Sampieri, Fernandez & Baptista, 2010, p. 239,240). In this research, the questionnaire is used to collect data from students the type of questionnaire used is the closed form items because it facilitates the tabulation and analysis of data. (Kumar, 2006, p. 191, 193). The interview will be applied to the teacher in only one time, and the objective of the same is:

1. To determine the use of the English Language Assessment strategies to evaluate students and the use of resources in the classroom.

X.3.4 VALIDATION OF THE RESEARCH INSTRUMENTS

In order to validate the instruments for the present research the method used was to ask two English professors from the UNAN-MANAGUA University to validate them based on five main aspects. One of the professors focused his validation in two aspects: methodology and correspondence. The second professor focused her validation in three aspects: grammar, coherence and clarity.

Each professor made corrections and provided observations and recommendations for each question, but at the end they gave a general score for all research instruments based in a scale from 1 (lowest) to 5 (highest) grades.

The professor who validated the instruments according to methodology and correspondence scored them with 4, which means that in these two aspects the instruments were not changed. The professor who validated the instruments according to grammar, coherence and clarity scored them with 3, which means that in these two aspects the instruments were changed by correcting the mistakes.

In conclusion, the validation of the research instruments was very productive because the instruments were improved in three main aspects: grammar, coherence and clarity, which will improve the quality of the data collected.

X.4 DATA PROCESSING

In order to process the data attained in the present research the program SPSS is used for close questions which are used in the Observation guide, Interview and Survey. From the same SPSS the tables and graphics presented in this research were obtained.

XI. DATA ANALYSIS

XI.1 Introduction

In the present research, in order to perform the data analysis, the data was ordered according to the variables that are present in more than one instrument. The objective of this is to compare the results attained from the different sources. Nevertheless, the data related to learning strategies, which is present in the students' survey, was analyzed alone because it is present only in this instrument.

The data related to teaching strategies that is present in the students' survey was analyzed together with the same kind of data which is present in the observation guide. However, they are not exactly equal because the types of strategies are different. For example, in the students' survey the teaching strategies are related to the four English language macro skills, but in the observation guide they are related to the 3 stages of a lesson class.

Besides, the data related to assessment strategies, which are present in the students' survey and the interview, were analyzed together, and the data related to the resources that is present in the observation guide, students' survey and interview also were analyzed together. Besides, the data related to parental monitoring and supporting, which is present in both, students and the parents' survey, were analyzed together too.

Moreover, due to the fact that this research is looking for the causes of students' failure in English, the tables and graphics presented were those in which there were weaknesses or were attained low results, which are the possible causes of the failure in English subject. The tables are presented in the data analysis, but the graphics are presented in the Annexes.

Finally, the analysis of this data was based according to what is presented or showed in the numerical results, but also is based on what was observed in the school, and some extra questions made to the teacher and some students' comments on the section provided in the survey for this purpose.

XI.2 Findings at Learning strategies

Table 1 (see Graphic 1 in annexes) show that when using **memory strategies** the 5% of students always make connection between previous knowledge and the new one; the 64% sometimes; the 27% never, and the 5% did not answer. Table 2 (see Graphic 2 in annexes) show that the 23% of students always practice at home by doing sentences with new words; the 50% sometimes, the 23% never, and the 5% did not answer. Table 3 (see Graphic 3 in annexes) show that the 18% of students always have a memorization of the new words; the 32% sometimes; the 41% never, and the 9% did not answer.

	Frecuencia	Porcentaje
No respondio	1	5
Nunca	6	27
Válido Algunas veces	14	64
Siempre	1	5
Total	22	100

Table 1

	Frecuencia	Porcentaje
No respondio	1	5
Nunca	5	23
Válido Algunas veces	11	50
Siempre	5	23
Total	22	100

Table 2

	Frecuencia	Porcentaje
No respondio	2	9
Nunca	9	41
Válido Algunas veces	7	32
Siempre	4	18
Total	22	100

Table 3

In table 1 only 5% of students always make use of schemata. It means that there is not a connection between the last and the new knowledge, then, students do not support the new knowledge, and as result the understanding is gotten in a shallow level. In table 2 only 23% always made a sentence with a new word. It means that there is not a practice of the word in a written way; as a result there is not a memorization of the new vocabulary. Also, in table 3 only 18% of students always relate the word to an image. It means that the students do not think about the new vocabulary, as a result there is not a memorization or retention of the new word due to a the fact that students are not interested in memorize the new vocabulary.

Table 4 (see Graphic 4 in annexes) show that when using **cognitive strategies** the 27% of students always practice the language oral and written; the 46% sometimes; and the 27% never. Table 5 (see Graphic 5 in annexes) show that the 23% of them always practice the pronunciation; the 50% sometimes; the 18% never, and the 9% did not answer. Table 6 (see Graphic 6 in annexes) show that the 9% always try to think in English; the 36% sometimes; the 41% never, and the 14% did not answer. Table 7 (see Graphic 7 in annexes) show that the 23% always connect the target language and the first language; the 41% sometimes; the 32% never, and the 5% did not answer.

	Frecuencia	Porcentaje
Nunca	6	27
Algunas veces	10	46
Siempre	6	27
Total	22	100

Table 4

	Frecuencia	Porcentaje
No respondio	2	9
Nunca	4	18
Válido Algunas veces	11	50
Siempre	5	23
Total	22	100

Table 5

In table 4 only the 27% of students always practice the English language in an oral and a written ways. It means that students are not having a practice of these two skills, and as a consequence, students are not able to produce the English language. Besides, in table 5 only the 23% of students practice the pronunciation of the vocabulary, which means that students do not practice the English language in a basic way, and this get worse the lack of memorization and production of the same.

Trato de pensar en Ingles

	Frecuencia	Porcentaje
No respondio	3	14
Nunca	9	41
Válido Algunas veces	8	36
Siempre	2	9
Total	22	100

Table 6

Busco similitudes y diferencias

	Frecuencia	Porcentaje
No respondio	1	5
Nunca	7	32
Válido Algunas veces	9	41
Siempre	5	23
Total	22	100

Table 7

In table 6 only the 9% of students always try to think in English language. It means that students are not interested in practice this language, and as a consequence students are not acquiring a significant learning. Moreover, in table 7 only the 23% of students connect the target language with the first language, which confirms the lack of interest by students to practice the English language.

Table 8 (see Graphic 8 in annexes) show that when using **compensation strategies** the 23% of students always guess the meaning by context; the 3% sometimes; the 32% never, and the 9% did not answer. Table 9 (see Graphic 9 in annexes) show that the 23% of them always use gestures and mimes when speaking; the 50% sometimes; the 23% never, and the 5% did not answer. Table 10 (see Graphic 10 in annexes) show that the 14% always are inventing ways to communicate with others; the 14% sometimes; the 55% never, and the 18% did not answer.

Adivino el significado por contexto

	Frecuencia	Porcentaje
No respondio	2	9
Nunca	7	32
Válido Algunas veces	8	36
Siempre	5	23
Total	22	100

Table 8

Uso gestos si no se la palabra

	Frecuencia	Porcentaje
No respondio	1	5
Nunca	5	23
Válido Algunas veces	11	50
Siempre	5	23
Total	22	100

Table 9

Me invento nuevas palabras

	Frecuencia	Porcentaje
No respondio	4	18
Nunca	12	55
Válido Algunas veces	3	14
Siempre	3	14
Total	22	100

Table 10

In table 8 only 23% of students always guess the meaning of new vocabulary by context. It means that students do not apply reading comprehension techniques due to the fact that they do not practice this English skill. In table 9 only 23% of students always use gestures and mimes when speaking, which mean that there is not a practice of the language in an oral way; as a result students are not able to communicate in this way. In table 10 only 14% of students always try to use others ways to communicate in English language, which is due to the fact that students do not use this language in an oral way. It also confirms the lack of interest to practice this language by the students.

Table 11 (see Graphic 11 in annexes) shows that when using **metacognitive strategies** the 36% of students always are making a previous review of the lesson; the 36% sometimes; the 18% never, and the 9% did not answer. Table 12 (see Graphic 12 in annexes) show that the 5% of them always are organizing well the time to study at home; the 68% sometimes; and the 27% never. Table 13 (see Graphic 13 in annexes) show that the 14% always are trying to practice English; the 55% sometimes; the 18% never, and the 14% did not answer.

Doy un vistazo previo a la lección

	Frecuencia	Porcentaje
No respondio	2	9
Nunca	4	18
Válido Algunas veces	8	36
Siempre	8	36
Total	22	100

Table 11

\Organizo mi tiempo cada día

	Frecuencia	Porcentaje
Nunca	6	27
Válido Algunas veces	15	68
Siempre	1	5
Total	22	100

Table 12

Busco oportunidades de practica

	Frecuencia	Porcentaje
No respondio	3	14
Nunca	4	18
Válido Algunas veces	12	55
Siempre	3	14
Total	22	100

Table 13

In table 11 only 36% of students always make a previous review of the lesson when studying at home. It means that students are not studying at home by their own way; as a result there is not a reinforcement of the knowledge gotten at school. This is corroborated in table 12 were only 5% of students always organize well the time to study at home, which means that the knowledge is acquired in a shallow level, just which is gotten in the classroom. In table 13 only 14% of students always look for chances to practice English language, and this is due to lack of interest by students to learn the English subject.

Table 14 (see Graphic 14 in annexes) show that when using **affective strategies** the 32% of students always encourage themselves with positives thoughts about working hard at learning English; the 46% sometimes; the 18% never, and the 5% did not answer. Table 15 (see Graphic 15 in annexes) show that the 36% always ask their English interlocutor if do not understand; the 36% sometimes; the 23% never, and the 5% did not answer. Table 16 (see Graphic 16 in annexes) show that the 9% always are aware about the influence of their feeling at learning English; the 55% sometimes; the 23% never, and the 14% did not answer.

Me animo a trabajar duro

	Frecuencia	Porcentaje
No respondio	1	5
Nunca	4	18
Válido Algunas veces	10	46
Siempre	7	32
Total	22	100

Table 14

Si no comprendo pido repetir

	Frecuencia	Porcentaje
No respondio	1	5
Nunca	5	23
Válido Algunas veces	8	36
Siempre	8	36
Total	22	100

Table 15

Estoy atento a síntomas de estrés

	Frecuencia	Porcentaje
No respondio	3	14
Nunca	5	23
Válido Algunas veces	12	55
Siempre	2	9
Total	22	100

Table 16

In table 14 only 32% of students always encourage themselves with positives thoughts about working hard at learning English, which show also a lack of interest to study English language by students. In table 15 only 36% of students always ask their English interlocutor if do not understand. It means that students do not possess confidence when speaking English with somebody; and this is because they do not have enough practice of this English skill. In table 16 only 9% of students always are aware about the influence of their feeling at learning English, and this is because the lack of practice of this language. All these findings show that the students are not interested in learning English language. This lack of interest is in part due to the fact that the students are lazy and they are not concerned about to study by themselves, but also owing to their parents do not monitoring them at home or not demand them to study. This can be corroborated with the findings parental supporting and monitoring actions.

XI.3 Findings at Teaching strategies

Table 17 (see Graphic 17 in annexes) show that when teaching **listening** the 23% of students said that the teacher always makes use of printed material for listening; the 41% sometimes; the 23% never, and the 14% did not answer. Table 18 (see Graphic 18 in annexes) show that the 32% said that the teacher always provides feedback; the 46% sometimes; the % never, and the 14% did not answer.

	Frecuencia	Porcentaje
No respondio	3	14
Nunca	5	23
Válido Algunas veces	9	41
Siempre	5	23
Total	22	100

Table 17

	Frecuencia	Porcentaje
No respondio	3	14
Nunca	2	9
Válido Algunas veces	10	46
Siempre	7	32
Total	22	100

Table 18

In table 17 only 23% of students said that the teacher always makes use of printed material when teaching listening. It means that students do not guess or infer the meaning of vocabulary, but this is because there is not a practice of this skill in classroom. In table 18 only 32% of students said that the teacher always provides feedback when teaching listening, which is also due to the lack of practice of this skill in the classroom. As a result, students are not able to understand when somebody talks to them in English language.

Table 19 (see Graphic 19 in annexes) show that when teaching **speaking** the 32% of students said that the teacher always makes use of printed material for speaking; the 46% sometimes; the 14% never, and the 9% did not answer.

Muestra imágenes o fotos

		Frecuencia	Porcentaje
Válido	No respondio	2	9
	Nunca	3	14
	Algunas veces	10	46
	Siempre	7	32
	Total	22	100

Table 19

In table 19 only 32% of students said that the teacher always makes use of printed material when teaching speaking. It means that students do not guess or infer the meaning of vocabulary, and student just copy the translation of the word written by the teacher on the board. As a result, students are less interested in practice this skill in classroom. The lack of use of printed material is because the teacher is not interested in get them (they can be cut from a magazine; it is not needed to pay for it).

Table 20 (see Graphic 20 in annexes) show that when teaching **reading** the 27% of students said that the teacher always asks students to integrate prior knowledge, make predictions or use of context or guessing; the 46% sometimes, the 14% never, and the 14% did not answer. Table 21 (see Graphic 21 in annexes) show that the 32% of students said that the teacher always asks students to make use of discussion, summarizing, filling in worksheets or completing a text; the 55% sometimes; the 5% never, and the 9% did not answer.

Pide integrar conocimiento previo

		Frecuencia	Porcentaje
Válido	No respondio	3	14
	Nunca	3	14
	Algunas veces	10	46
	Siempre	6	27
	Total	22	100

Table 20

Pide hacer debate o resumen

		Frecuencia	Porcentaje
Válido	No respondio	2	9
	Nunca	1	5
	Algunas veces	12	55
	Siempre	7	32
	Total	22	100

Table 21

In table 20 only 27% of students said that the teacher always asks students to integrate prior knowledge, make predictions or use of context or guessing when teaching reading. It means that students do not apply reading comprehension techniques due to the fact that they do not practice this English skill, which coincides with Table 8 in findings at learning strategies. In table 21 only 32% of students said that the teacher always asks students to make use of discussion, summarizing, filling in worksheets or completing a text when teaching reading. It means that students do not have enough practice of this skill, and as a result it has not developed reading comprehension skills by students. This lack of practice is because the teacher is not making an effort to apply these strategies in classroom.

Table 22 (see Graphic 22 in annexes) show that when teaching **writing** the 36% of students said that the teacher always uses brainstorming, planning or questioning; the 36% sometimes; the 18% never, and the 9% did not answer. Table 23 (see Graphic 23 in annexes) show that the 27% of them said that the teacher always asks students to make fast writing, group compositions or group for changing viewpoints; the 32% sometimes; the 27% never, and the 14% did not answer.

	Frecuencia	Porcentaje
No respondio	2	9
Nunca	4	18
Válido Algunas veces	8	36
Siempre	8	36
Total	22	100

Table 22

	Frecuencia	Porcentaje
No respondio	3	14
Nunca	6	27
Válido Algunas veces	7	32
Siempre	6	27
Total	22	100

Table 23

In table 22 only 36% of students said that the teacher always uses brainstorming, planning or questioning when teaching writing. It means that students do not have a solid base to be able to produce this skill. In table 23 only 27% of students said that the teacher always asks students to make fast writing, group compositions or group for changing viewpoints;. It

means that students do not have enough practice of this skill in classroom, which corroborates that students are not able to produce this skill. This weakness in writing is because the teacher is planning a class in a lower level than should be taught.

In the **pre-stage** of the class the Table 24 (see Graphic 24 in annexes) show that was observed that the teacher at making clear statement of the purpose of the lesson accomplished very well in a 40%, and needs more emphasis in a 60%. Table 25 (see Graphic 25 in annexes) show that the teacher at explaining ideas clearly accomplished very well in a 40%, and needs more emphasis in 60%.

Stated the purpose of the lesson		
	Frecuencia	Porcentaje
More emphasis recommended	3	60
Válido Accomplished very well	2	40
Total	5	100

Table 24

Explained ideas with clarity		
	Frecuencia	Porcentaje
More emphasis recommended	3	60
Válido Accomplished very well	2	40
Total	5	100

Table 25

In table 24 it was observed that only in a 40% the teacher stated the purpose of the lesson in the pre-stage. It means that students are not aware about the importance of the lesson, which contributes to the lack of interest in learning English language by students. In table 25 it was observed that only in a 40% the teacher explained the ideas with clarity in the pre-stage. It means that students are not clear about what to do, and as a result the knowledge is transmitted in a deficient way. This is because teacher is not applying the teaching techniques in the pre-stages of the lesson, which coincides with the findings in tables 22.

In the **during-stage** of the class Table 26 (see Graphic 26 in annexes) show that was observed that the teacher at supporting lesson with useful classroom discussions and exercises needs more emphasis in 40%, and was not observed in a 60%. Table 27 (see Graphic 27 in annexes) show that the teacher at making written-test accomplished very well in a 40%, and was not observed in a 60%.

	Frecuencia	Porcentaje
Not observed	3	60
Válido More emphasis recommended	2	40
Total	5	100

Table 26

	Frecuencia	Porcentaje
Not observed	3	60
Válido Accomplished very well	2	40
Total	5	100

Table 27

In table 26 it was observed that only in a 40% the teacher needs more emphasis when supporting the lesson with useful classroom discussions and exercises in the during-stage. It means that students do not have enough practice during this stage, which coincides with table 23. This confirms that the teacher is planning a class in a lower level than should be taught. In table 27 it was observed that only in a 40% the teacher made written test. It does not mean that this kind of evaluation is not used by the teacher; on the contrary, is the most used, but was not observed because was applied at the middle of the semester and it will be applied at the end of the same.

In the **after-stage** of the class Table 28 (see Graphic 28 in annexes) show that was observed that the teacher at encouraging students to make questions and discussion needs more emphasis in a 40%, and it was not observed in a 60%. Table 29 (see Graphic 29 in annexes) show that was observed that the teacher at summarizing major points of the lesson was accomplished very well in a 20%, needs more emphasis in a 40%, and was not observed in a 40%. Table 30 (see Graphic 30 in annexes) show that was observed that the teacher when relating new lesson to future lessons needs more emphasis in a 20%, and was not observed in a 80%. Table 31 (see Graphic 31 in annexes) show that was observed that the teacher at assigning homework was accomplished very well in a 20%, needs more emphasis in a 20%, and was not observed in a 60%.

	Frecuencia	Porcentaje
Not observed	3	60
Válido More emphasis recommended	2	40
Total	5	100

Table 28

	Frecuencia	Porcentaje
Not observed	2	40
Válido More emphasis recommended	2	40
Accomplished very well	1	20
Total	5	100

Table 29

In table 28 it was observed that only in a 40% the teacher encouraged students to make questions and discussion in the after-stage. It means that students do not have enough reinforcement of the knowledge, which contributes to get worse the low acquirement of the same. In table 29 it was observed that only in a 20% the teacher summarized mayor points. It means that students do not have a feedback, which coincides with Table 18, and confirms that the teacher is not making an effort to apply these strategies in classroom.

	Frecuencia	Porcentaje
Not observed	4	80
Válido More emphasis recommended	1	20
Total	5	100

Table 30

	Frecuencia	Porcentaje
Not observed	3	60
Válido More emphasis recommended	1	20
Accomplished very well	1	20
Total	5	100

Table 31

In table 30 it was observed that only in a 20% the teacher related the new lesson to future lessons. It means that students are not aware about how the previous knowledge is related to the new one, which coincides with the findings in Table 20 and Table 24, which also contributes to the lack of interest in learning English language by students. In table 31 it was observed that only in a 20% the teacher assigned homework. It means that students are not concerned about studying English at home because there are not tasks assigned, and they are too lazy to conduct a self-study at home if parents do not demand it to them.

XI.4 Findings at Assessment strategies

According to its **frequency** when implementing **assessment** Tables 32, 32a (see Graphics 32, 32a in annexes) show that the 18% of students said that the teacher always implements conceptual maps, the 41% sometimes; the 36% never, and the 5% did not answer, which coincides with that teacher said. Tables 33, 33a (see Graphics 33, 33a in annexes) show that the 36% of students said that the teacher always implements essays, the 36% sometimes; the 23% never, and the 5% did not answer, which coincides with that teacher said. Tables 34, 34a (see Graphics 34, 34a in annexes) show that the 23% of students said that the teacher always implements scoring rubrics, the 36% sometimes; the 32% never, and the 9% did not answer, which coincides with that teacher said. Tables 35, 35a (see Graphics 35, 35a in annexes) show that the 27% of students said that the teacher always implements oral tests, the 64% sometimes; the 5% never, and the 5% did not answer, which coincides with that teacher said.

		Frecuencia	Porcentaje
Válido	No respondio	1	5
	Nunca	8	36
	Algunas veces	9	41
	Siempre	4	18
	Total	22	100

Table 32

		Frecuencia	Porcentaje
Válido	Never	1	100

Table 32a

In table 32 only 20% of students said that the teacher always implements conceptual maps. It means that students do not know how to summarize and organize information from a text; as a result, they are not developed reading comprehension skills that let them to assimilate information from a reading, which coincides with the findings in Teaching strategies in Table 20 and coincides with that teacher said in Table 32a.

		Frecuencia	Porcentaje
Válido	No respondió	1	5
	Nunca	5	23
	Algunas veces	8	36
	Siempre	8	36
	Total	22	100

Table 33

		Frecuencia	Porcentaje
Válido	Sometimes	1	100

Table 33a

In table 33 only 36% of students said that the teacher always implements essays. It means that students do not know how to express their ideas in a written way, and it is because they do not have enough practice of this skill in classroom and at home. This coincides with findings in Teaching strategies in Table 23 and coincides with that teacher said in Table 33a. Also, it confirms that this weakness in writing is because the teacher is planning a class in a lower level than should be taught and she is not applying enough formative assessment strategies.

		Frecuencia	Porcentaje
Válido	No respondió	2	9
	Nunca	7	32
	Algunas veces	8	36
	Siempre	5	23
	Total	22	100

Table 34

		Frecuencia	Porcentaje
Válido	Sometimes	1	100.0

Table 34a

In table 34 only 23% of students said that the teacher always implements scoring rubrics. It means teacher is not applying activities in which this kind of assessment is used, such as written and oral tasks. This coincides with Table 33 and coincides with that teacher said in Table 34a.

Exámenes orales

	Frecuencia	Porcentaje
No respondio	1	5
Nunca	1	5
Válido Algunas veces	14	64
Siempre	6	27
Total	22	100

Table 35

Oral test

	Frecuencia	Porcentaje
Válido Sometimes	1	100

Table 35a

In table 35 only 27% of students said that the teacher always implements oral tests. It means that students are not practicing speaking skill, as result they are not able to communicate in English language in an oral way. This coincides with Table 26 and coincides with that teacher said in Table 35a. Also, it confirms that the teacher is not implementing enough formative assessment strategies, but mostly summative assessment strategies, which do not let provides feedback to students, as a result, there is not a reinforcement of the knowledge so there is not a significant learning. This is because teacher is not interested in make an effort to planning a class integrating the four English macro skills.

XI.5 Findings related to didactical resources

According to its **frequency** when using **didactical resources** Tables 36, 36a, (see Graphics 36, 36a in annexes) show that the 36% of students said that the teacher always implements technological devices, the 41% sometimes and the 23% never, which coincides with was observed in classroom and that teacher said.

Usa medios tecnológicos

	Frecuencia	Porcentaje
Nunca	5	23
Válido Algunas veces	9	41
Siempre	8	36
Total	22	100

Table 36

Made use of electronics devices

	Frecuencia	Porcentaje
Válido Not observed	5	100

Table36a

In table 36 it was observed that only in a 36% the teacher always uses technological resources in classroom. It means that the class is mainly taught using board and markers and sometimes the textbook, which contributes to the lack of interest and motivation to learn English language showed by students. This coincides with that teacher said in Table 36a. This was corroborated by students in the comments section of the student's survey, in which they expressed that should be used more technological devices in order to make the class more interesting.

XI.6 Findings at parental supporting and monitoring actions

According to **the occurrence of parental supporting actions** Table 37 (see Graphic 37 in annexes) show that the 32% of students said that parents very much assist them with homework or assignments, or look for someone to assist them; the 36% a little; the 27% nothing and the 5% did not answer; which almost coincides with Table 37a (see Graphic 37a in annexes), they show that the 32% of students said that parents very much assist them with homework or assignments, or look for someone to assist them; the 50% a little and the 18% nothing.

	Frecuencia	Porcentaje
No respondio	1	5
Nada	6	27
Válido Poco	8	36
Mucho	7	32
Total	22	100

Table 37

	Frecuencia	Porcentaje
Nunca	4	18
Válido Algunas veces	11	50
Siempre	7	32
Total	22	100

Table 37a

In table 37 only 32% of students said that parents very much assist them with homework or assignments. It means that students do not practice English language at home, and as a result, they do not acquire a significant learning, but learning in a shallow level. This coincides with Table 11 and Table 12 in findings in learning, and coincides with that parents said in Table 37a. This happen because parent do not demand students accomplish their school duties at home.

According to **the occurrence of parental monitoring actions** Table 38 (see Graphic 38 in annexes) show that the 23% of students said that parents very much check students' notebook and ask them to accomplish their assignments in English, the 27% a little; the 46% nothing and the 5% did not answer; which coincides with Table 38a (see Graphic 38a in annexes), they show that the 36% of students said that parents very much review students' notebook and ask them to accomplish their assignments in English, the 27% a little and the 36% nothing. Table 39 (see Graphic 39 in annexes) show that the 9% of students said that parents very much visit regularly the school and ask the teacher about the performance of students in English language, the 59% a little; the 27% nothing and the 5% did not answer; which coincides with Table 39a (see Graphic 39a in annexes), they show that the 18% of students said that parents very much visit regularly the school and ask the teacher about the performance of students in English language; the 50% a little and the 32% nothing. Table 40 (see Graphic 40 in annexes) show that the 0% of students said that parents very much have meetings with other parents in order to discuss the performance of their children in English Language; the 18% a little; the 77% nothing and the 5% did not answer; which coincides with Table 40a (see Graphic 40a in annexes), they show that the 18% of students said that parents very much have meetings with other parents in order to discuss the performance of their children in English Language, the 27% a little and the 55% nothing.

	Frecuencia	Porcentaje
No respondio	1	5
Nada	10	46
Válido Poco	6	27
Mucho	5	23
Total	22	100

Table 38

	Frecuencia	Porcentaje
Nunca	8	36
Válido Algunas veces	6	27
Siempre	8	36
Total	22	100

Table 38a

In table 38 only 5% of parents very much check students' notebook and ask them to accomplish their assignments in English. It means that students are not concerned in accomplishing their homework because their parents do not demand of them. It means that

parents are not interested in the students' outcomes in English subject. As a result students are less interested in practice English language at home. This coincides with that parents said in Table 38a.

Visitan mi colegio

		Frecuencia	Porcentaje
Válido	No respondió	1	5
	Nada	6	27
	Poco	13	59
	Mucho	2	9
	Total	22	100

Table 39

Visito su colegio

		Frecuencia	Porcentaje
Válido	Nunca	7	32
	Algunas veces	11	50
	Siempre	4	18
	Total	22	100

Table 39a

Mis padres se reúnen

		Frecuencia	Porcentaje
Válido	No respondió	1	5
	Nada	17	77
	Poco	4	18
	Total	22	100

Table 40

Indago en su avance

		Frecuencia	Porcentaje
Válido	Nunca	12	55
	Algunas veces	6	27
	Siempre	4	18
	Total	22	100

Table 40a

In table 39 only 9% of parents very much visit regularly the school and ask the teacher about the performance of students in English language; and in table 40 only 18% parents a little have meetings with other parents in order to discuss the performance of their children in English Language. It means that due to the fact that their parents do not monitor them students are not concerned about their outcomes in English subject. This corroborates that parents are not interested in the students' outcomes in English subject. As a result students are less interested in learning English language and improve their outcomes. This coincides with that parents said in Table 39a and 40a. This lack of parental supporting and monitoring, increase the lack of interest and motivation to learn and practice English at home showed by students.

XII. CONCLUSIONS

1. The learning strategies used by students was identified, and according to the findings at implementing learning strategies, it is concluded that students did not apply most of these techniques; for example, memorization techniques were not applied, which provoked that the students did not retain the new knowledge. Also, students did not practiced English language out of the classroom in a written and an oral ways, even in a starting way or the more basic that is pronunciation, which provoked a very low production and a very low capability to communicate in English language.
2. Moreover, students did not practice the English language at home in any way (oral, written, read or listened), which provoked a lack of a significant learning; it means that the knowledge was acquired in a shallow level. This lack of practice at home is corroborated by the result attained in this study about the parental supporting and monitoring actions, in which students and parents coincide in that parents did not help students to practice English language at home, even to ask students to accomplish their homework was not applied. As a result of these factors, were attained the weaknesses or deficiencies before mentioned.
3. It was analyzed the teaching strategies implemented by the teacher, and was founded that not only students had deficiencies at learning English due to their lack of interest at motivation. According to the findings at implementing teaching strategies, it is concluded that the teacher did not use warming strategies when teaching speaking and listening, which also provoked and got worse the low memorization and retention of students. Besides, the teacher did not implement teaching strategies in the pre-stage of the lesson, and in the during-stage did not implement enough practice activities, which also contributed to the low production of the English language.

4. Also it was analyzed the assessment strategies applied by the teacher, and according to the findings at implementing assessment strategies, the teacher did not apply enough formative assessment strategies, which did not allow teacher to provide feedback to students, and as a result, student did not have a reinforcement of the knowledge, which also contributed to the lack of a significant learning.
5. Moreover, it was identified the didactical resources used by the teacher in classroom, and according to the findings at using didactical resources, it is concluded that there was a little use of technological resources, which provoked a disinterest in the students to learn.
6. It was described the parental supporting and monitoring actions provided to students, in which students and parents coincide in that parents did not help students to practice English language at home, even to ask students to accomplish their homework was not applied. In other words, to the lack of practice of English language at home was joined the lack of parental supporting and monitoring actions to students,, and as a result were attained the weaknesses or deficiencies before mentioned.
7. To summarize, the causes of failure in English subject of 11th grade A students at public high school “Colegio de Esquipulas”, was mainly the lack of implementation of learning strategies in and out the classroom by the students, and between these two (in and out), the main was out the classroom because students did not practice the English language at home in any way (written, read, oral and listened). In addition, some teaching and assessment strategies were not implemented by the teacher in classroom as well the poor or lacking use of technological resources. All these factors provoked a low acquirement of the knowledge, which caused a lack of a significant learning and as a result the students’ failure in English subject.

8. Finally, it can be stated that the objectives of this research were reached or accomplished because the causes of students' failure in English subject were found. This means that the implementation of the instruments were successful due to the fact that the information attained from them lead to find the causes of students' failure in English subject, in other words, permitted to accomplish the objectives of this research. It can be also stated that the results of this research will be useful to future researches related to the same problem, specially related to public high schools in Nicaragua.

9. However, this research did not inquire in other factors that could be related to this problem. For example, the level of literacy of parents in English language; the type of job that they have and the time they possess to help their children in their school duties; or the possibilities to afford a private English teacher; and even some social problems that students could have at home such as alcoholism, addiction or intra-familiar violence, which could interfere in their English language learning. These factors are more subjective, and must be analyzed applying a qualitative an ethnographic research, which is not the type of the present research, but this research can be useful to develop future researches focused on inquire the causes of this problem taking into account all the social factors before mentioned.

XIII. RECOMMENDATIONS

1. It is very recommended that students make a review about the different learning strategies (memorization, cognitive, metacognitive, compensation and affective) and also they make use of these strategies in and out the classroom.
2. It is recommended that teacher implements more formative assessment strategies in order to be able to provide feedback to students, which will help them to reinforce their knowledge.
3. It is recommended that teacher uses more practice exercises in the during-stage so as students learn how to produce the English language in a communicative way, but also they could develop the receptive skills (listening and reading).
4. It is recommended that teacher uses technological resources and printed material with more frequency in order to get students more interested and involved in the lesson.
5. It is highly recommended that parents get involved and collaborate with students' homework and tasks and also monitor students' progress in order to get them more concerned about their learning and outcomes in English subject, so in this way they could improve their English knowledge.
6. It is highly recommended that parents who are not proficient in English look for people (when possible) that could assist students with their homework and tasks in order to have reinforcement at home. They could be a relative or friend, not necessarily a private teacher.
7. It is recommended that high school authorities demand to parents more participation and attendance to the meetings at this institution in order to help students progress at learning English by knowing their weakness or deficiencies.
8. It is very recommended that teacher and parents remind and remark to students the importance of learning English language for the laboring sector, and how the command of this language improve the chances to get a better job, this in order to get students be interested and motivated to learn this important language.

XIV. REFERENCES

Abedi, J. (2010). *Performance assessments for English language learners*. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education. Retrieved from <https://scale.stanford.edu/system/files/performance-assessments-english-language-learners.pdf>

Assessment Tools & Strategies: Language Proficiency Assessment. (2012). Retrieved from http://www.learnalberta.ca/content/eslapb/documents/language_proficiency_assessment.pdf

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). San Francisco: Longman. Retrieved from <https://es.scribd.com/doc/310242256/Teaching-by-Principles-H-Douglas-Brown-pdf>

Chesterfield, R. (n.d.). *Classroom Observation Tools*. p. 38-40. Retrieved from http://www.ieq.org/pdf/Class_ObsTool.pdf

Cotton, K., & Wikeland, K. (1989). *Parent Involvement in Education*. Retrieved from <http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf>

Gratz, J. (2016). *The Impact of Parents' Background on their Children's Education*. Retrieved from <http://www.macalester.edu/educationreform/publicintellecuaessay/gratz.pdf>

Harris, R. (n.d.). Evaluation of Faculty Teaching: Methods of Evaluation. p. 8-10. Retrieved from https://udayton.edu/ltc/resources/writing/assessment_resources/Self-evaluation_Rubrics.pdf

Holesinska, A. (2006). *Teaching English as a foreign language to students with learning difficulties*. Retrieved from http://is.muni.cz/th/21026/pedf_b/Holesinska-Teaching_English.pdf

Kabir, N. (2012). *Causes of Secondary Students' Failure in Learning English in Bangladesh*. Retrieved from https://www.academia.edu/1374201/Causes_of_Secondary_Students_Failure_in_Learning_English_in_Bangladesh

Kumar, Y. (2006). *Fundamental of Research Methodology and Statistics*. New Dheli: New age international. Retrieved from <http://daredevilcps9.blogspot.com/2014/06/fundamental-of-research-methodology-and.html>

Latu, M. (1994). *Factors affecting the learning of English as a second language macro skills among Tongan secondary students*. Retrieved from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=2111&context=theses>

Little, D. (2001). *Learning English as a second language: acquisition and instruction*. Retrieved from http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/ESL_primary.pdf

Nichols, H., & Hees, J. (2008). *The English Language Learning Progressions: Introduction*. Wellington, New Zealand: Ministry of Education by Learning Media Limited. Retrieved from <http://esolonline.tki.org.nz/ESOL-Online/Student-needs/English-Language-Learning-Progressions>

Orrego, L., Díaz M., & Elsy A. (2010). *Empleo de estrategias de aprendizaje de lenguas extranjeras: inglés y francés*. Íkala, revista de lenguaje y cultura, vol. 15, núm. Retrieved from <http://www.redalyc.org/pdf/2550/255020327005.pdf>

Palmer, P. J. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey Bass. Retrieved from <http://www.wou.edu/~girodm/library/palmer.pdf>

Sampieri, R., Fernández, C., Baptista, P. (2010). *Metodología de la investigación* (5^{ta} ed.). México D.F.: McGraw-Hill. Retrieved from https://www.academia.edu/31537604/Metodolog%C3%ADa-de-la-investigaci%C3%B3n-5ta-Edici%C3%B3n-Sampieri_1_.pdf

Shahzada, G., Ghazi, S. and Khan, U. (2012). *Causes of rising failure of the students' in the subject of English at Secondary Level*. Retrieved from <http://www.mcser.org/index.php/mjss-vol-3-no-1-january-2012/208-causes-of-rising-failure-of-the-students-in-the-subject-of-english-at-secondary-level>

Scarino, A., & Liddicoat, A. (2016). *Teaching and Learning Languages: A Guide*. Australia: Australian Government Department of Education, Employment and Workplace Relations. Retrieved from http://www.tllg.unisa.edu.au/lib_guide/gllt.pdf

Survey monkey. (2009). *Sample Size Calculator*. Retrieved from <https://www.surveymonkey.com/mp/sample-size-calculator/>

The University of the State of New York. (n.d.). *The Teaching Language of Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*. New York: New York State Education Department Publication Unit. Retrieved from https://www.nysut.org/~media/Files/NYSUT/Resources/1900/January/ESL_RG.pdf

Wilson, S., & Peterson, C. (2006). *Theories of Learning and Teaching What Do They Mean for Educators?* Washington, DC: National Education Association. Retrieved from <http://files.eric.ed.gov/fulltext/ED495823.pdf>

XV. ANNEXES

XV.1 INSTRUMENTS



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA
UNAN-MANAGUA
FACULTY OF EDUCATION AND LANGUAGES
DEPARTMENT OF ENGLISH

Instrument No. 1 Observation Guide (teaching-learning process)

No. _____

The difficulties that students have in the teaching-learning process in English Subject

Objective of the instrument:

2. To determine the use of English language teaching strategies and the use of Resources in classroom.

I. General Information

Date _____ Observer(s) _____

Gender: Man _____ Woman _____ Age: 22-30 _____ 31-44 _____ 45+ _____

II. Teaching strategies

Respond to each statement using the following scale:

1 = Not observed

2 = More emphasis recommended

3 = Accomplished very well

Mark with an “X” below the number which best represents your response.

TEACHING PROCESS STAGE	ACTIVITY	INDICATOR		
		1	2	3
PRE	Made clear statement of the purpose of the lesson			
	Defined unfamiliar terms, concepts, and principles			
	Presented material appropriate to student knowledge & background			
	Explained ideas with clarity			
	Presented material related to the real context of students			
DURING	Maintained students' attention			
	Presented examples to clarify points			
	Demonstrated command of subject			
	Supported lesson with useful classroom discussions and exercises			
	Made written-test			
AFTER	Encouraged students to make questions and discussion according to their level			
	Restated questions and answers when necessary			
	Summarized major points of the lesson			
	Related today's lesson to future lessons			
	Assigned homework			

III. Resources

Respond to each statement using the following scale:

1 = Not observed

2 = More emphasis recommended

3 = Accomplished very well

Mark with an "X" below the number which best represents your response

RESOURCES AND MATERIALS	ACTIVITY	INDICATOR		
		1	2	3
Types of Resources	Used printed materials (textbooks, magazines, worksheets, pictures, wall paper and flashcards)			
	Used electronics devices (smartphone, data projector, computer and audio player)			
	Used board and markers			
Use of resources	The resources were appropriated for the content and context of the class			
	The resources were used according to the students and their needs			
	The resources made the class interesting and provided to students a better understanding			

Comments:

The present Observation Guide was retrieved and adapted to this Research from the book *Classroom Observation Tools* by Chesterfield, R., (n.d.), p. 38-40; and also from the Text *Evaluation of Faculty Teaching: Methods of Evaluation* by Harris, R., (n.d.), p. 8-10.



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA
UNAN-MANAGUA
FACULTAD DE EDUCACION E IDIOMAS
DEPARTAMENTO DE INGLES
Instrumento No. 2 Encuesta (Estudiantes)

No. _____

Dificultades que tienen los estudiantes en el proceso de enseñanza-aprendizaje en la asignatura de inglés.

Objetivo de la Encuesta:

1. To determine the use of the learning, teaching and assessment strategies in the English language process; the use of didactical resources; and occurrence of parental supporting and monitoring to students at Learning English language subject.

I. Información general

Fecha: _____ Género: Varón _____ Mujer _____
Edad: _____

II. Estrategias de Aprendizaje

Lee las instrucciones cuidadosamente y contesta de acuerdo al parámetro.

1. ¿Con qué frecuencia utilizas las siguientes actividades para aprender el idioma Inglés?

Responde cada actividad usando la siguiente escala:

- 1 = Nunca**
2 = Algunas veces
3 = Siempre

Marca con una **X** la casilla que corresponde al número que mejor representa tu respuesta.

ESTRATEGIA DE APRENDIZAJE	ACTIVIDAD	INDICADOR		
		1	2	3
Memoria	Creo asociaciones entre el nuevo material y lo que ya sé o he aprendido			
	Hago una oración con la palabra nueva para poder recordarla			
	Recuerdo la palabra haciéndome una clara imagen mental de ella o un dibujo			
	Visualizo la escritura de la palabra en mi mente			
Cognitiva	Digo o escribo nuevas expresiones en Inglés repetidamente para practicarlas			
	Practico los sonidos o el alfabeto del Inglés			
	Trato de pensar en Inglés			
	Busco similitudes y diferencias entre el Inglés y mi propia lengua (Español) para enriquecer mi vocabulario			
Compensación	Cuando no entiendo algunas palabras que leo o escucho, adivino el significado general usando claves dentro del contexto o la situación			
	Si estoy hablando en Inglés y no puedo encontrar la expresión correcta, uso gestos o cambio a mi propia lengua momentáneamente			
	Me invento nuevas palabras si no se las correctas			
Metacognitiva	Doy un vistazo previo a la lección, para tener una idea general acerca de lo que se trata, cómo está organizada y cómo se relaciona con lo que ya sé			
	Organizo mi tiempo cada día para poder estudiar y practicar el Inglés de forma consistente, no sólo cuando tengo un examen			
	Me hago responsable de encontrar oportunidades para practicar el Inglés			
	Evalúo el progreso general que he logrado en el aprendizaje del Inglés y también aprendo de mis errores al usar el Inglés			
Afectiva	Me animo con comentarios positivos, a continuar trabajando duro y dar lo mejor de mí en el aprendizaje del Inglés			
	Me animo activamente a tomar riesgos en el aprendizaje del inglés, como adivinar el significado de algo o tratar de hablar aunque pudiera cometer algunos errores			
	Si no comprendo le pido a mi interlocutor que hable más despacio, repita o me aclare lo que ha dicho			

	Estoy atento a síntomas físicos o de estrés que pudieran afectar mi aprendizaje del Inglés			
--	--	--	--	--

III. Estrategias de Enseñanza

Lee las instrucciones cuidadosamente y contesta de acuerdo al parámetro.

1. Marca con qué frecuencia tu profesor de inglés aplica las siguientes estrategias de Enseñanza en el salón de clase.

Responde cada actividad usando la siguiente escala:

1 = Nunca

2 = Algunas veces

3 = Siempre

Marca con una **X** la casilla que corresponde al número que mejor representa tu respuesta.

ESTRATEGIA DE ENSEÑANZA	ACTIVIDAD	INDICADOR		
		1	2	3
Escucha	Muestra imágenes, mapas o gráficos y nos pide predecir el contenido de la práctica de escucha			
	Revisa el vocabulario o estructuras gramaticales			
	Usa ejercicios de completar en gráficos u hojas de ejercicios, o de chequear respuestas en una lista			
	Provee retroalimentación animándonos a examinar cómo o porque nuestras respuestas estaban incorrectas			
Habla	Usa ejercicio de lluvia ideas acerca del tema y evoca el vocabulario			
	Muestra imágenes o fotos para presentar el tema y nos pide tratar de adivinar el mismo			
	Usa discusiones en grupo acerca estar de acuerdo/no estar de acuerdo, o nos pide complementar la información trabajando en parejas			
	Pide realizar dramatizaciones o presentaciones o exposiciones			
Lectura	Explica el vocabulario clave e ideas relacionados al tema			
	Explica el uso y nos pide usar técnicas tales como dar un vistazo, escudriñar, lectura extensiva o intensiva			
	Pide integrar el conocimiento previo, hacer predicciones, uso del contexto, o tratar de adivinar			
	Pide hacer uso de debate, resumen, completar información en hojas de ejercicios, o completar un texto			

Escritura	Nos pide hacer uso de lluvia de ideas, planeamiento o cuestionamiento			
	Nos pide elaborar escritura rápida, composiciones en grupo, o grupos de intercambio de puntos de vista			
	Nos pide escribir oraciones o párrafos cortos acerca del tema, escribir narraciones cortas o resumir una lectura			
	Provee retroalimentación corrigiendo nuestros errores de gramática y dándonos comentarios positivos que nos ayudan a construir confianza y seguridad			

IV. Estrategias de evaluación.

Lee las instrucciones cuidadosamente y contesta de acuerdo al parámetro.

1. Marca con qué frecuencia tu profesor de inglés aplica las siguientes estrategias de Evaluación.

Responde cada actividad usando la siguiente escala:

1 = Nunca

2 = Algunas veces

3 = Siempre

Marca con una **X** la casilla que corresponde al número que mejor representa tu respuesta.

ETRAATEGIA DE EVALUACION	ACTIVIDAD	INDICADOR		
		1	2	3
Formativo	Presentaciones orales			
	Reportes escritos			
	Reportes orales			
	Mapas conceptuales			
	Ensayos			
Sumativa	Rubricas			
	Exámenes escritos			
	Exámenes orales			

V. Materiales

Lee las instrucciones cuidadosamente y contesta de acuerdo al parámetro.

1. Marca con qué frecuencia tu profesor de inglés usa los siguientes materiales en el salón de clase.

Responde cada actividad usando la siguiente escala:

1 = Nunca

2 = Algunas veces

3 = Siempre

Marca con una **X** la casilla que corresponde al número que mejor representa tu respuesta.

MATERIALES	ACTIVIDAD	INDICADOR		
		1	2	3
Tipos de materiales	Usa materiales impresos (libros, revistas, hojas de ejercicios, imágenes, papelografos y postales)			
	Usa medios electrónicos (smartphones, proyector, computadoras, laptop, medios audio-visuales)			
	Usa pizarra acrílica y marcadores			
Uso de materiales	Los materiales son apropiados para el contenido y contexto de la clase			
	Los materiales son usados de acuerdo a los estudiantes y sus necesidades			
	Los materiales hacen la clase interesante y proveen a los estudiantes un mayor entendimiento			

VI. Apoyo y monitoreo de los padres en el Aprendizaje del Inglés

Lee las instrucciones cuidadosamente y contesta de acuerdo a los siguientes parámetros.

1. Marca cuanto tus padres realizan las siguientes actividades para ayudarte en tu aprendizaje del idioma Inglés.

Responde cada actividad usando la siguiente escala:

1 = Nada

2 = Poco

3 = Mucho

Marca con una **X** la casilla que corresponde al número que mejor representa tu respuesta.

PARTICIPACION DE LOS PADRES	ACTIVIDAD	INDICADOR		
		1	2	3
Apoyo	Me animan y motivan a estudiar con ahínco y a cumplir con mis tareas			
	Colaboran conmigo en la realización de mis tareas en casa o trabajos, o buscan a alguien para que me ayude			
	Me proveen el entorno adecuado y el tiempo para que yo pueda estudiar y practicar el Inglés			
	Me proveen los recursos necesarios para que yo pueda estudiar y practicar el Inglés			

Monitoreo	Me revisan mis cuadernos y me piden cumplir con mis tareas de Inglés			
	Visitan regularmente mi colegio y preguntan al profesor acerca de mi desempeño en el Inglés			
	Se presentan a las reuniones en mi colegio y le piden al profesor algunos consejos para ayudarme a estudiar el Inglés en casa			
	Mis padres se reúnen con los padres de mis compañeros de clase para discutir nuestro desempeño en el Inglés			

Comentarios:

Parte de la presente encuesta fue retomada y adaptada de la revista de lenguaje y cultura Ikala, Vol. 15, *Empleo de estrategias de aprendizaje de lenguas extranjeras: inglés y francés* por Luz Mery Orrego y Ana Elsy Díaz Monsalve, 2010.

<http://www.redalyc.org/pdf/2550/255020327005.pdf>



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA
 UNAN-MANAGUA
 FACULTY OF EDUCATION AND LANGUAGES
 DEPARTMENT OF ENGLISH

Instrument No. 2 Survey (Students)

No. _____

The difficulties that students have in the teaching-learning process in English Subject

Objective of the instrument:

1. To determine the use of teaching-learning strategies in the English language process; and the occurrence of parental supporting and monitoring at Learning in the English language subject.

I. General information

School: _____ Date: _____

Group: _____ Gender: Man _____ Woman _____

Age: _____ Shift: _____

II. Learning strategies

Read the instructions carefully and respond according to the parameter.

1. What is the frequency that you use the following activities at Learning English?

Respond to each statement using the following scale:

1 = Never

2 = Sometimes

3 = Always

Mark with an "X" below the number which best represents your response.

LEARNING PROCESS STRATEGY	ACTIVITY	INDICATOR		
		1	2	3
Memory	I made association between the new material and what I already know			
	I write a sentence using the new word in order to be able to remember it			
	I associate the word doing a clear image or a picture of it in my mind			
	I visualize the spelling of the word in my mind			
Cognitive	I say or write new expressions in English repeatedly for practicing			
	I practice the alphabet or sounds of English Language			
	I try to think in English			
	I look for similarities or differences between English Language and my mother tongue (Spanish) in order to improve my vocabulary			
Compensation	I read every unknown word without searching it on the dictionary			
	When I do not understand what I listen or read, I guess or infer unknown words by context or using key words			
	When I am speaking and cannot find the right expression, I use gestures and mime			
	I invent new words when I cannot find the right expression			
Metacognitive	I do a previous checking of the lesson in order to have a general idea of what it is about; how is organized; and how it is related to my previous knowledge			
	I organized my time every day in order to study and practice English Language in a consistent way and not only when I have an exam			
	I am responsible of looking for chances of practicing English Language			
	I evaluate the progress of my English language learning, and also I learn from my mistakes when using the English			

	Language			
Affective	I encourage myself with positive thoughts about working hard and doing better each at learning English			
	I encourage myself to take risks at learning English such as trying to guess the meaning of a word or expression, and I also try to speak in English although I may make some mistakes			
	When I do not understand something, I ask my interlocutor to speak slower, or to repeat or clarify what was said			
	I am aware of symptoms that affect my English Learning			

III. Teaching strategies

Read the instructions carefully and respond according to the parameter.

1. Mark the frequency that the following English Teaching activities are applied by the teacher in classroom.

Respond to each statement using the following scale:

1 = Never

2 = Sometimes

3 = Always

Mark with an "X" below the number which best represents your response.

TEACHING STRATEGY	ACTIVITY	INDICATOR		
		1	2	3
Listening	Teacher shows pictures, maps or graphics and asks to predict the content of the listening text			
	Teacher reviews vocabulary or grammatical structures			
	Teacher uses filling in graphs or worksheets or checking off items in a list			
	Teacher gives feedback by encouraging students to examine how or why their answers were incorrect			
Speaking	Teacher brainstorms the topic and elicits vocabulary			
	Teacher shows pictures to present the topic and asks students to guess the topic			
	Teacher uses agree/disagree questions for group discussion or uses information gap for in pair work			
	Teacher asks students to perform role-plays or presentations			
Reading	Teacher explains some key vocabulary and ideas related to the topic			

	Teacher explains and asks students to use skimming, scanning, extensive and intensive reading			
	Teacher asks students to integrate prior knowledge, make predictions or use the context or guessing			
	Teacher asks students to make discussion, summarize, fill in worksheets or complete a text			
Writing	Teacher uses brainstorming, planning or questioning			
	Teacher asks students to make fast writing, group compositions or group for changing viewpoints			
	Teacher asks students to write sentences or short paragraphs about the topic, short stories or summarize a reading			
	Teacher gives feedback by correcting grammar mistakes and giving positive comments that can help build students' confidence			

IV. Assessment strategies

Read the instructions carefully and respond according to the parameter.

1. Mark the frequency that the following English Assessment activities are applied by the teacher.

Respond to each statement using the following scale:

1 = Never

2 = Sometimes

3 = Always

Mark with an "X" below the number which best represents your response

ASSESSMENT STRATEGY	ACTIVITY	INDICATOR		
		1	2	3
Formative	Oral presentations			
	Written reports			
	Oral reports			
	Concept Maps			
	Essays			
Summative	Scoring Rubrics			
	Written tests			
	Oral tests			

V. Resources

Read the instructions carefully and respond according to the parameter.

1. Mark the frequency that the following resources are used by the teacher in classroom.

Respond to each statement using the following scale:

1 = Never

2 = Sometimes

3 = Always

Mark with an “X” below the number which best represents your response

RESOURCES AND MATERIALS	ACTIVITY	INDICATOR		
		1	2	3
Types of Resources	Used printed materials (textbooks, magazines, worksheets, pictures, wall paper and flashcards)			
	Used electronics devices (smartphone, data projector, computer and audio player)			
	Used board and markers			
Use of resources	The resources were appropriated for the content and context of the class			
	The resources were used according to the students and their needs			
	The resources made the class interesting and provided to students a better understanding			

VI. Parental supporting and monitoring

Read the instructions carefully and respond according to the parameter.

1. Mark how much your parents perform the following activities to help you at English Language Learning

Respond to each statement using the following scale:

1 = Nothing

2 = A little

3 = Very much

Mark with an “X” below the number which best represents your response

PARENTAL ASSISTANCE	ACTIVITY	INDICATOR		
		1	2	3
Supporting	Parents encourage and motivate students to study hard and accomplish their assignments			
	Parents assist students with homework or assignments, or look for someone to assist them			
	Parents provide the appropriate environment and time for students to study and practice the English Language			
	Parents provide the required resources for students to study and practice the English Language			
Monitoring	Parents check students' notebook and ask them to do their assignments in English subject			
	Parents visit the school regularly and ask the teacher about the performance of students in English subject			
	Parents are present in school meetings and ask the teacher some tips in order to help students to study the English Language at home			
	Parents have meetings with other parents in order to discuss the performance of their children in the English subject			

Comments:

Part of the present Survey was retrieved and adapted to this Research from the magazine of language and culture *Ikala*, vol. 15, *Empleo de estrategias de aprendizaje de lenguas extranjeras: inglés y francés* by Díaz & Orrego, 2010.

<http://www.redalyc.org/pdf/2550/255020327005.pdf>



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA
UNAN-MANAGUA
FACULTAD DE EDUCACION E IDIOMAS
DEPARTAMENTO DE INGLES

Instrumento No. 3 Encuesta (Padres)

No. —

Dificultades que tienen los estudiantes al aprender el idioma Inglés.

Objetivo de la Encuesta:

1. Determinar la ocurrencia del apoyo y monitoreo de los padres a los estudiantes en el Aprendizaje del idioma inglés

I. Información general

Género: Varón _____ Mujer _____ Fecha: _____
 Edad: 30-44 _____ 45-59 _____ 60-+ _____ Ocupación: _____

II. Apoyo y monitoreo de los padres en el Aprendizaje del Inglés

Lee las instrucciones cuidadosamente y contesta de acuerdo a los siguientes parámetros.

1. ¿Con qué frecuencia utilizas las siguientes actividades para ayudar a tu hijo en el aprendizaje del idioma Inglés?

Responde cada actividad usando la siguiente escala:

1 = Nunca

2 = Algunas veces

3 = Siempre

Marca con una **X** la casilla que corresponde al número que mejor representa tu respuesta.

PARTICIPACION DE LOS PADRES	ACTIVIDAD	INDICADOR		
		1	2	3
Apoyo	Lo animo y motivo a estudiar con ahínco y a cumplir con sus tareas			
	Colaboro en la realización de sus tareas en casa o trabajos, o busco a alguien para que le ayude			
	Le proveo el entorno adecuado y el tiempo para que pueda estudiar y practicar el Inglés			
	Le proveo los recursos necesarios para que pueda estudiar y practicar el Inglés			
Monitoreo	Le reviso sus cuadernos y le pido cumplir con sus tareas de Inglés			
	Visito regularmente su colegio y le pregunto al profesor acerca de su desempeño en el Inglés			
	Me presento a las reuniones en su colegio y le pido al profesor algunos consejos para ayudarlo a estudiar el Inglés en casa			
	Me reúno con los padres de sus compañeros de clase para discutir el desempeño de nuestros hijos en el Inglés			

Comentarios:



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA
UNAN-MANAGUA
FACULTY OF EDUCATION AND LANGUAGES
DEPARTMENT OF ENGLISH

Instrument No. 3 Survey (Parents)

No. _____

The difficulties that students have at Learning in English Subject

Objective of the instrument:

1. To determine the occurrence of parental supporting and monitoring to students at learning English subject

I. General information

Sex: Man _____ Woman _____ Date: _____
Age: 30-44 _____ 45-59 _____ 60+ _____ Occupation: _____

II. Parental supporting and monitoring

Read the instructions carefully and respond according to the parameter.

1. Mark how much you perform the following activities to help your children to learn English language

Respond to each statement using the following scale:

1 = Nothing

2 = A little

3 = Very much

Mark with an "X" below the number which best represents your response

PARENTAL	ACTIVITY	INDICATOR
----------	----------	-----------

ASSISTANCE		1	2	3
Supporting	I encourage and motivate my children to study hard and accomplish their assignments			
	I assist my children with homework or assignments, or look for someone to assist them			
	I provide the appropriate environment and time for my children to study and practice English Language			
	I provide the required resources for my children to study and practice English Language			
Monitoring	I check my children's notebook and ask them to do their assignments in English subject			
	I visit regularly the school and ask the teacher about the performance of my children in English subject			
	I am present in school meetings and ask the teacher some tips in order to help my children to study English Language at home			
	I have meetings with other parents in order to discuss the performance of our children in English subject			

Comments:



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA
UNAN-MANAGUA
FACULTY OF EDUCATION AND LANGUAGES
DEPARTMENT OF ENGLISH

Instrument No. 4 Interview (Teacher)

No. _____

The difficulties that students have at Learning in English Subject

Objective of the instrument:

1. To determine the use of the English Language Assessment strategies to evaluate students and the use of resources in the classroom.

I. General Information

Date _____ Observer(s) _____

II. Assessment strategies

Answer the following questions according to how you implement the Assessment strategies at the English Teaching-Learning process in high school

1. Which of the following Formative assessment strategies do you implement to evaluate your students in high school?

- Oral presentations
- Written reports
- Oral reports
- Conceptual Maps
- Essays

2. Which of the following Summative assessment strategies do you implement to evaluate your students in high school?

- Scoring Rubrics
- Written tests
- Oral tests

3. What other English Assessment strategies do you implement to evaluate your students?

III. Use of resources.

1. Which of the following resources do you use in the classroom?

- Board
- Markers
- Pictures
- Worksheets
- Text-book
- Flash cards

- Computers
- Data projector
- Audio player

2. If there are some resources from the mentioned before that you do not use, why do not you use them?

- They are not available
- It takes too much time to use them
- I have to provide them by myself

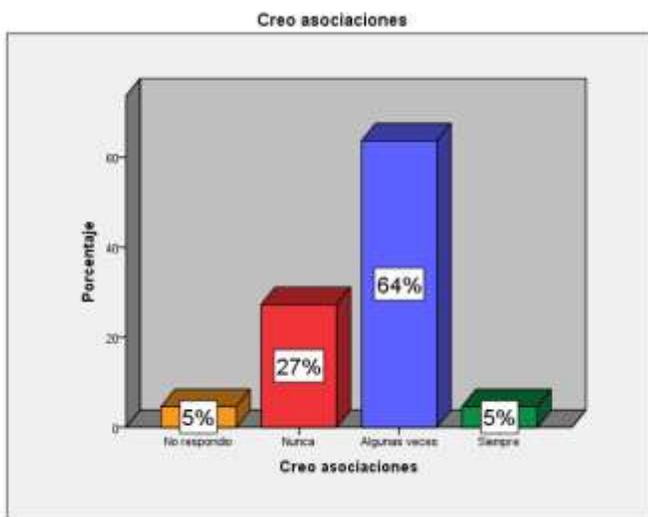
3. What others resources do you use in classroom?

- Smartphone
- Tablet
- Laptop

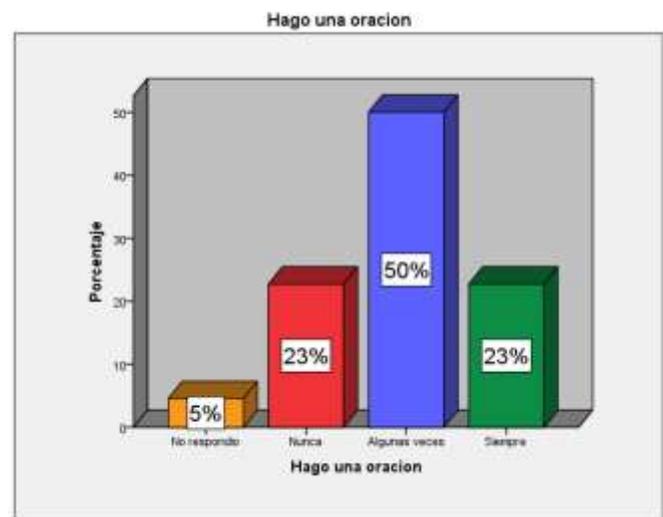
XV.2 GRAPHICS

Learning strategies

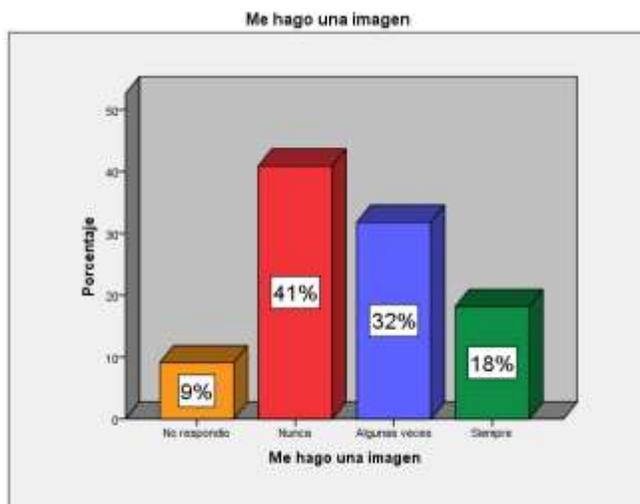
Memory strategies



Graphic 1

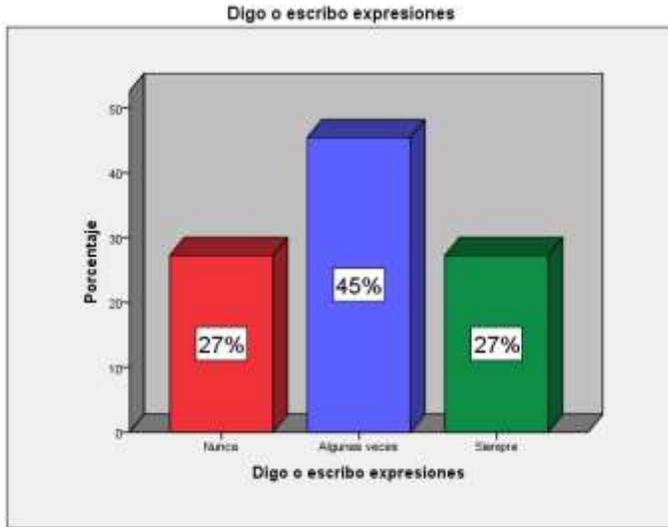


Graphic 2

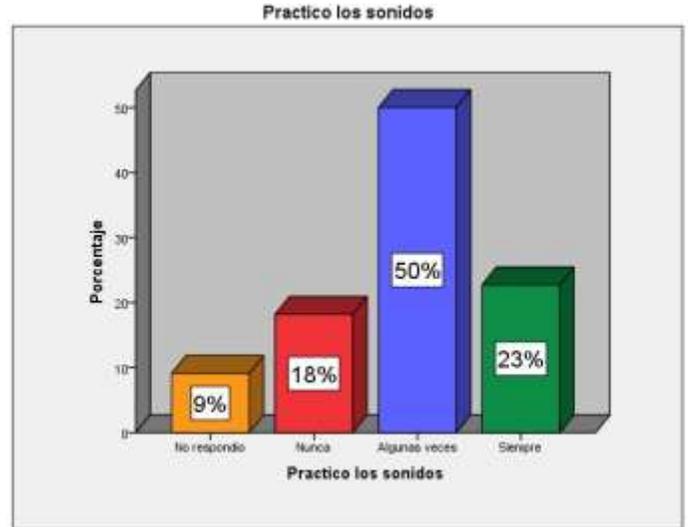


Graphic 3

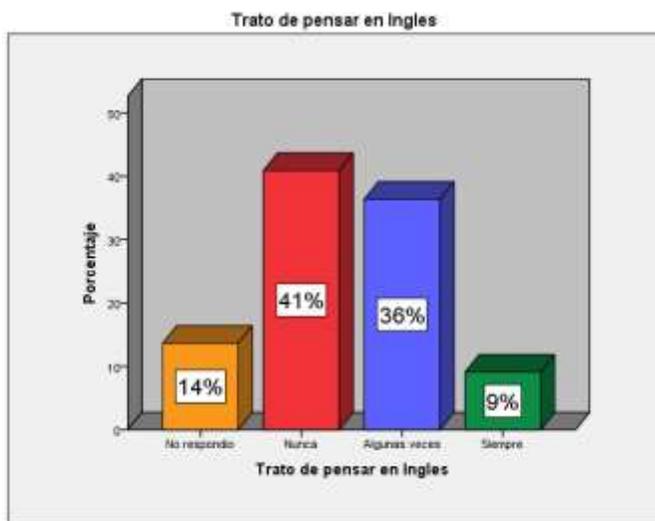
Cognitive strategies



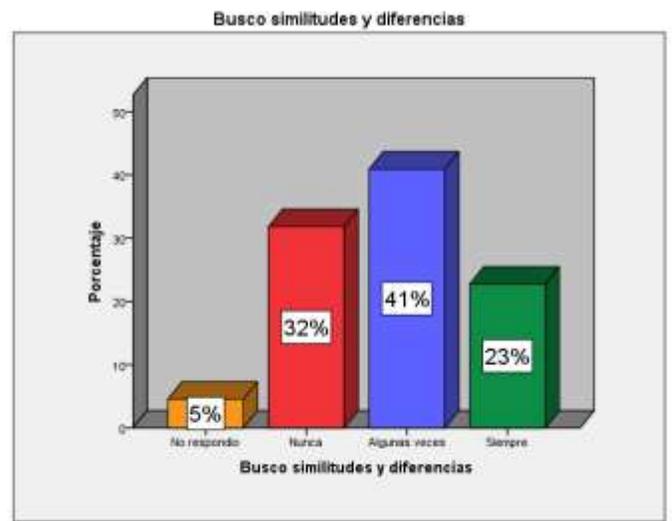
Graphic 4



Graphic 5

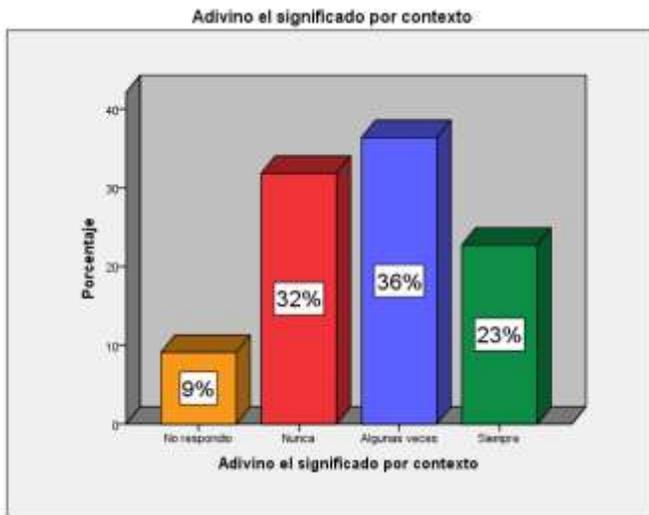


Graphic 6

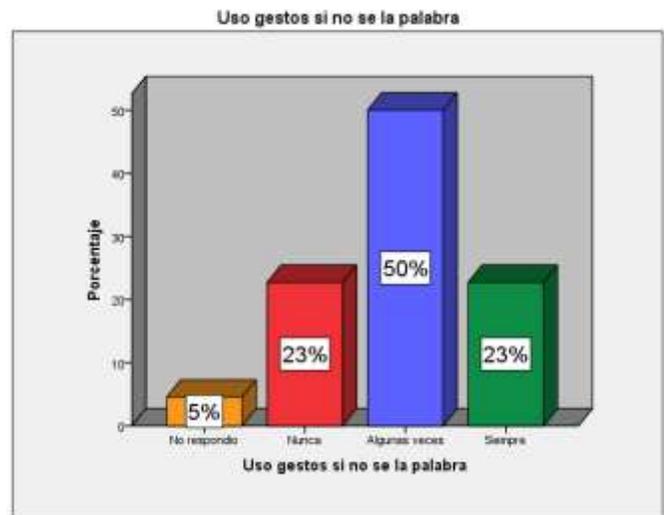


Graphic 7

Compensation strategies



Graphic 8



Graphic 9

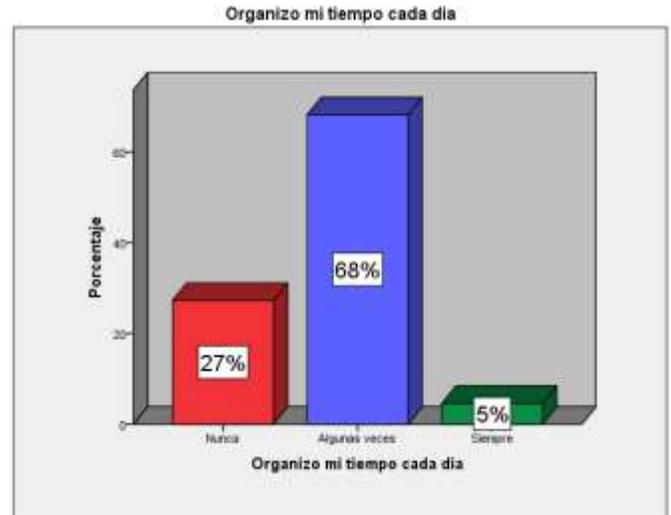


Graphic 10

Metacognitive strategies



Graphic 11

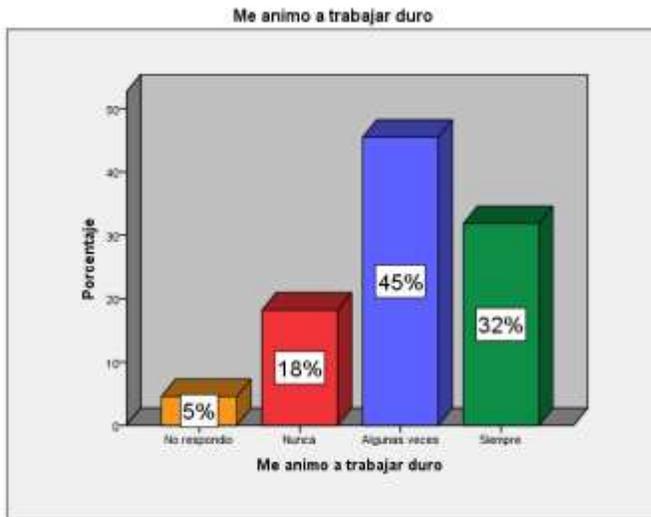


Graphic 12

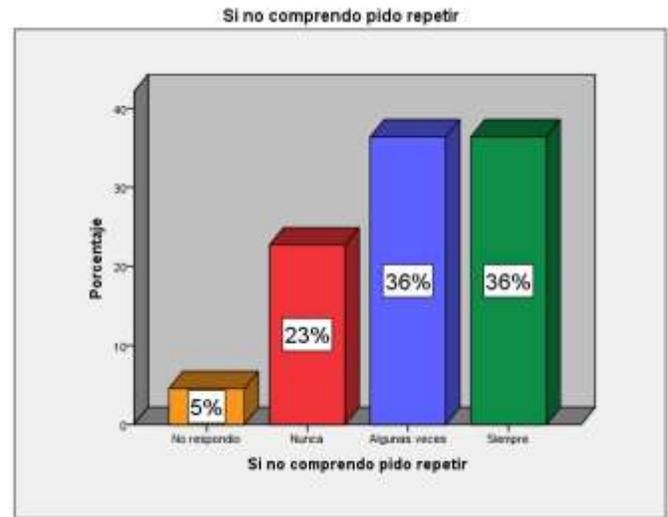


Graphic 13

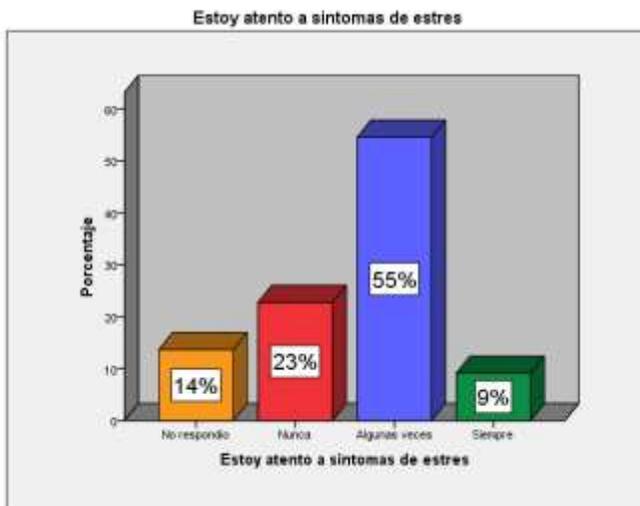
Affective strategies



Graphic 14



Graphic 15



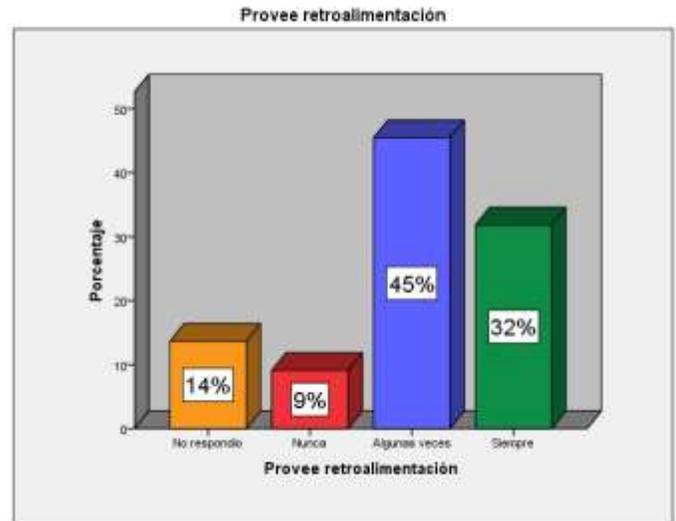
Graphic 16

Teaching strategies

Listening strategies

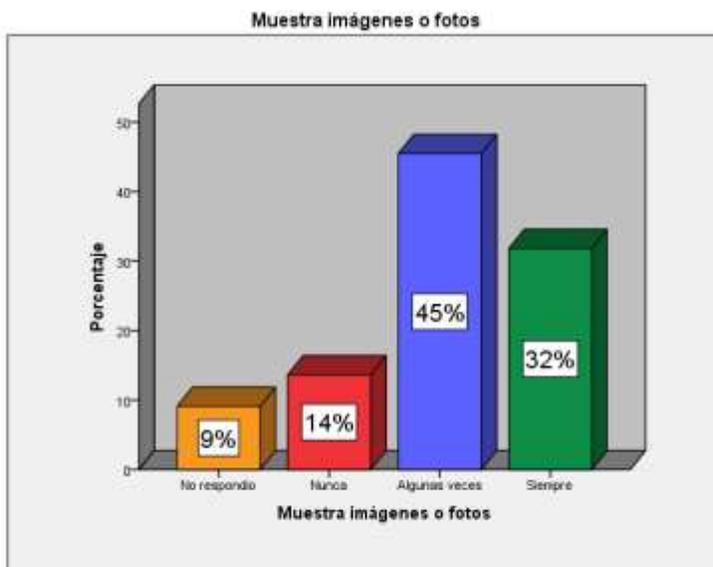


Graphic 17



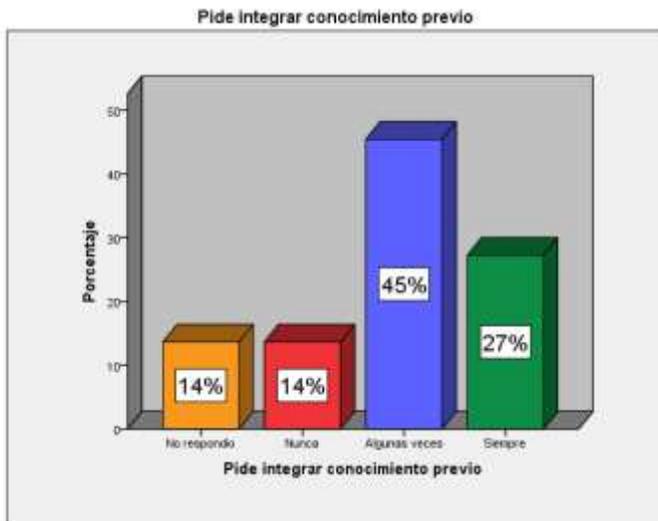
Graphic 18

Speaking strategies

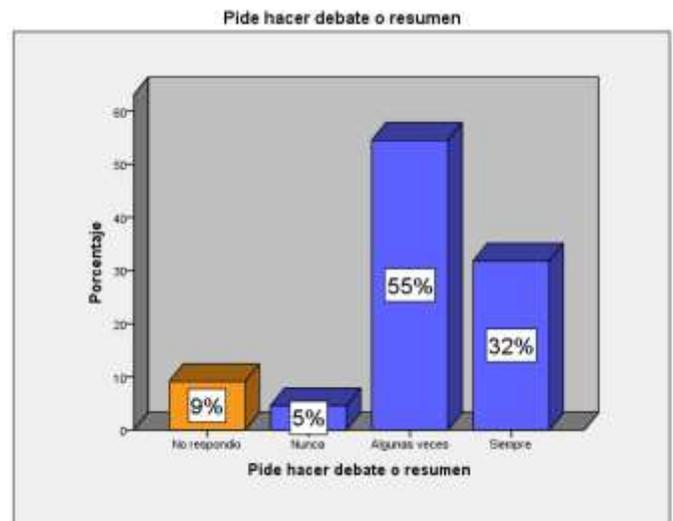


Graphic 19

Reading strategies

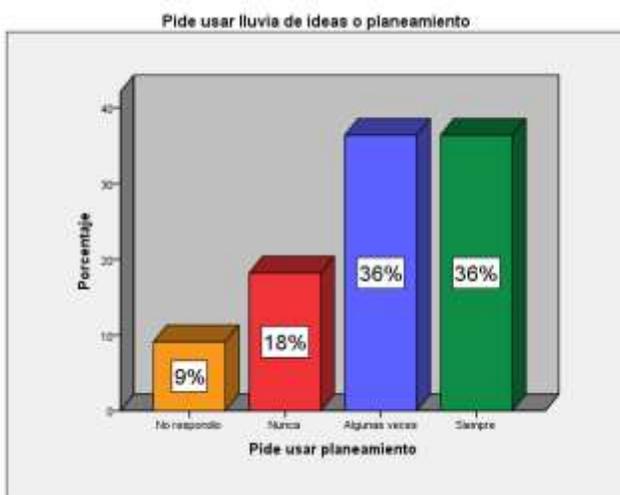


Graphic 20

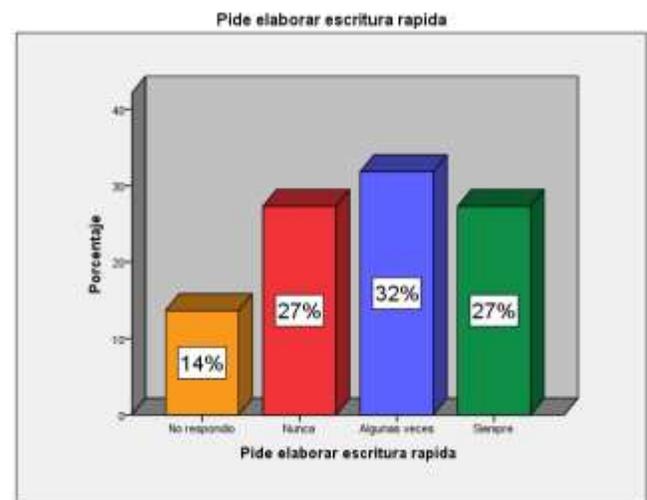


Graphic 21

Writing strategies



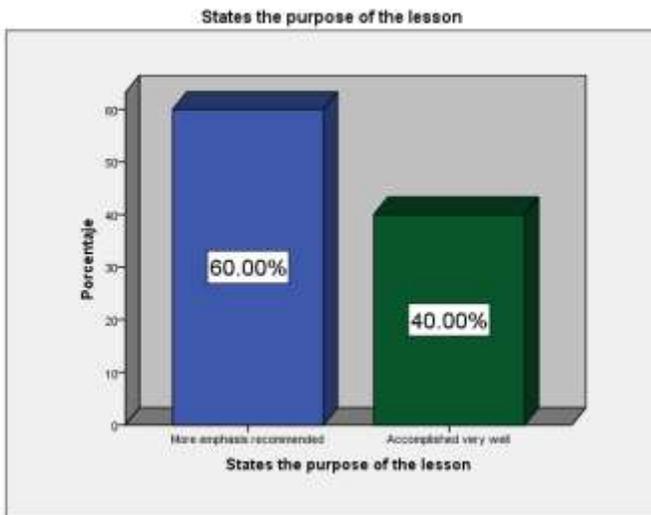
Graphic 22



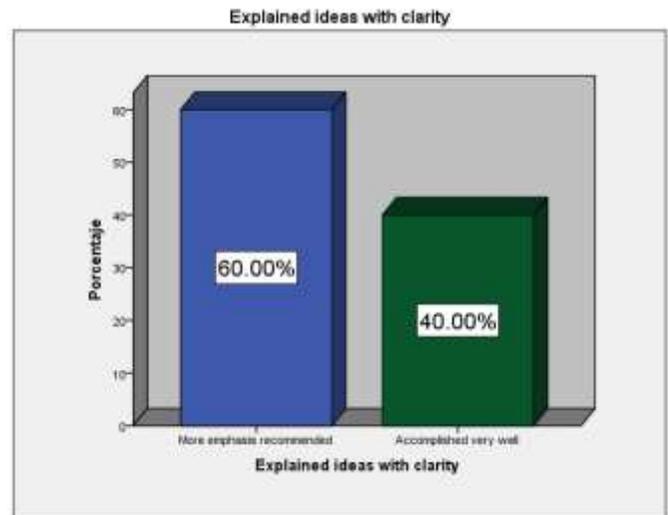
Graphic 23

Teaching process strategies

Pre stage

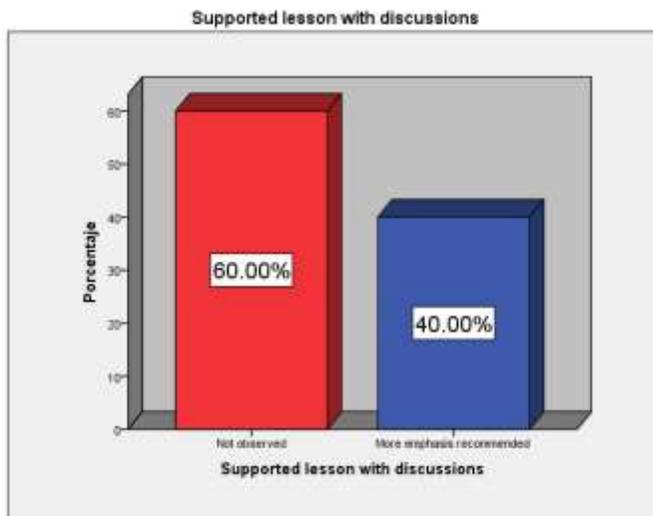


Graphic 24

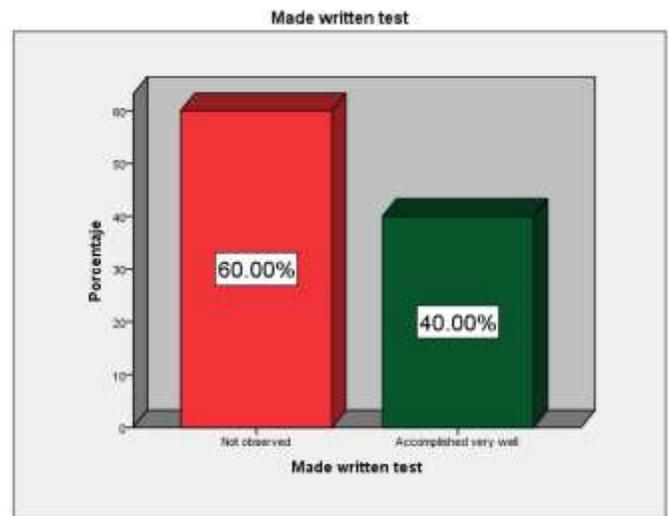


Graphic 25

During stage

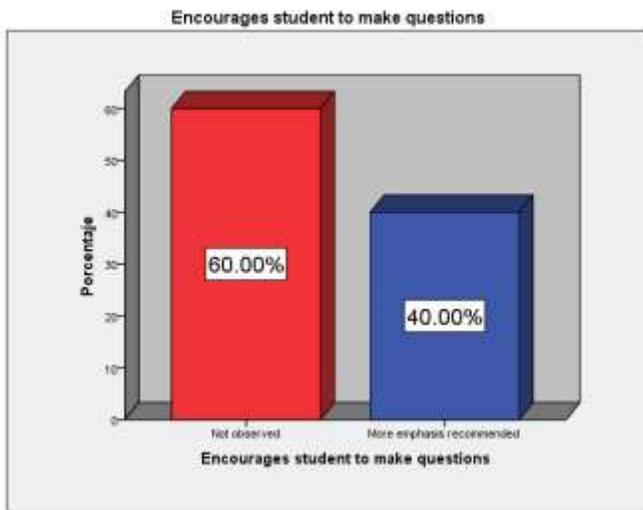


Graphic 26

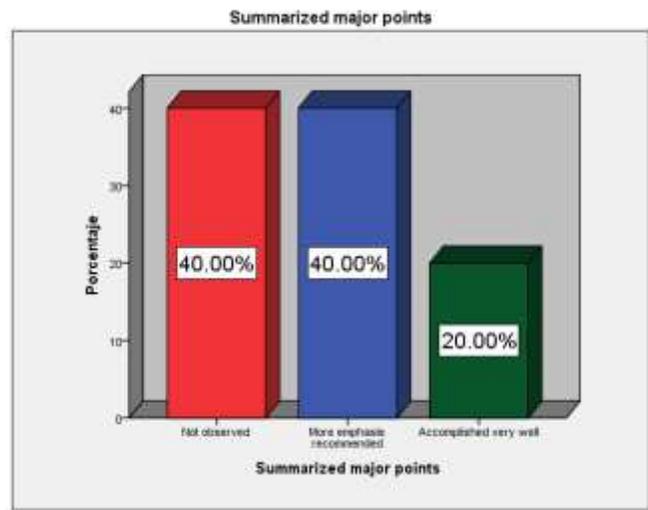


Graphic 27

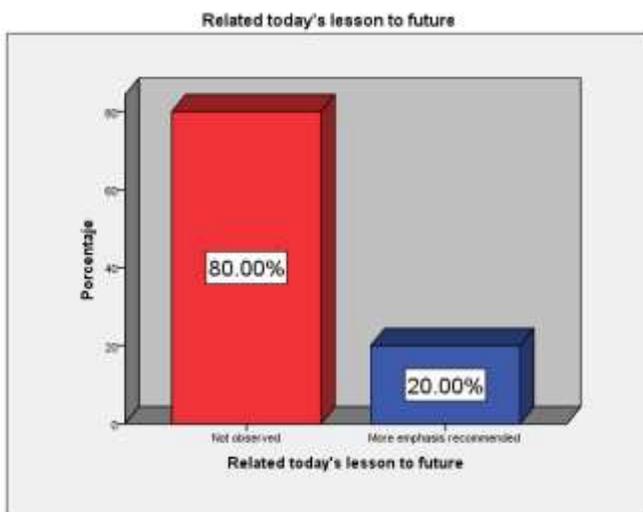
After stage



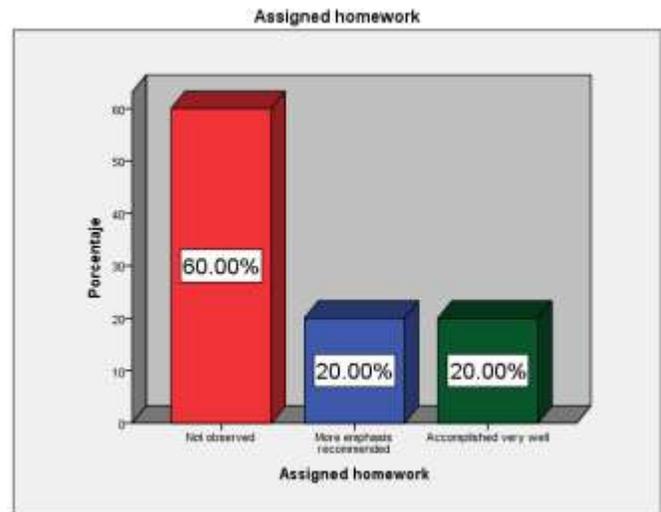
Graphic 28



Graphic 29

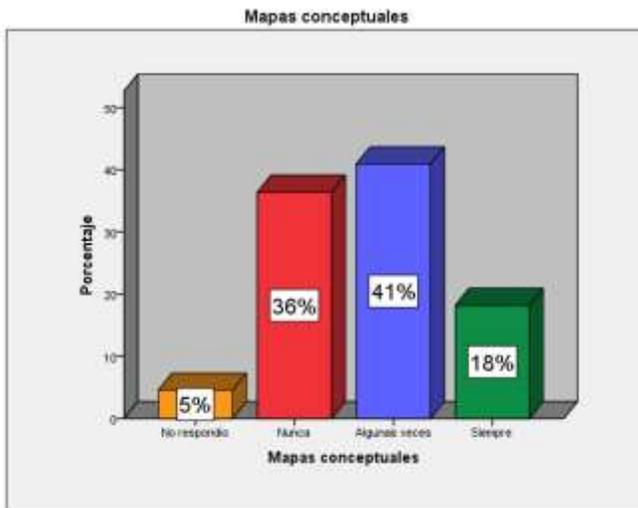


Graphic 30

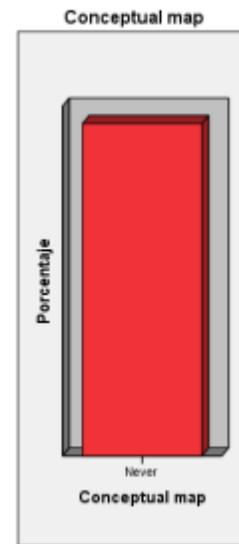


Graphic 31

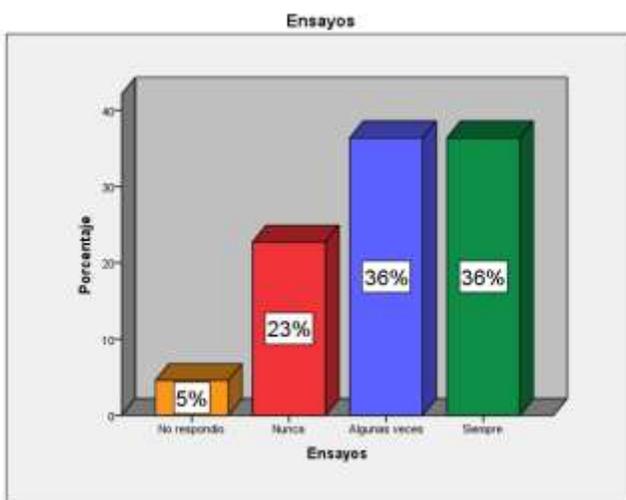
Assessment strategies



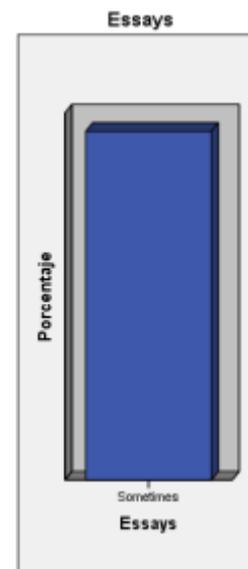
Graphic 32



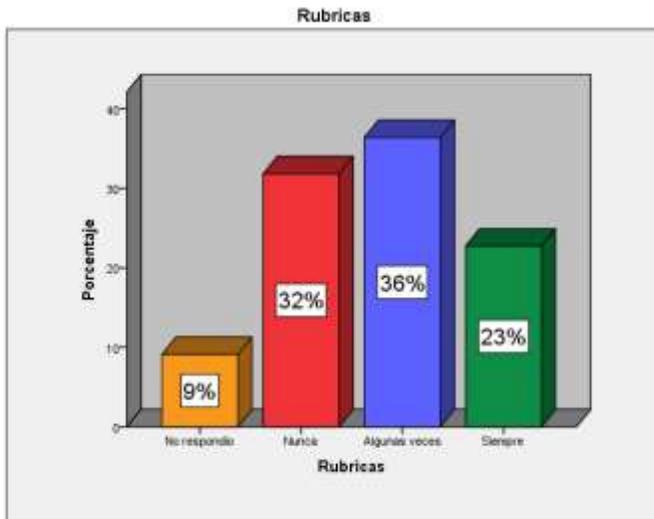
Graphic 32a



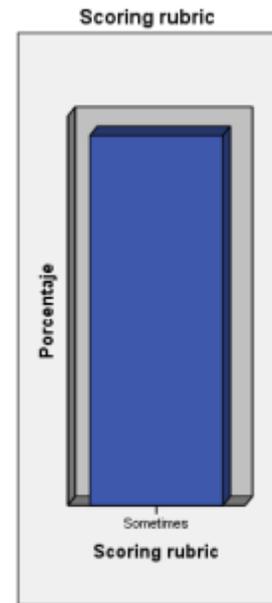
Graphic 33



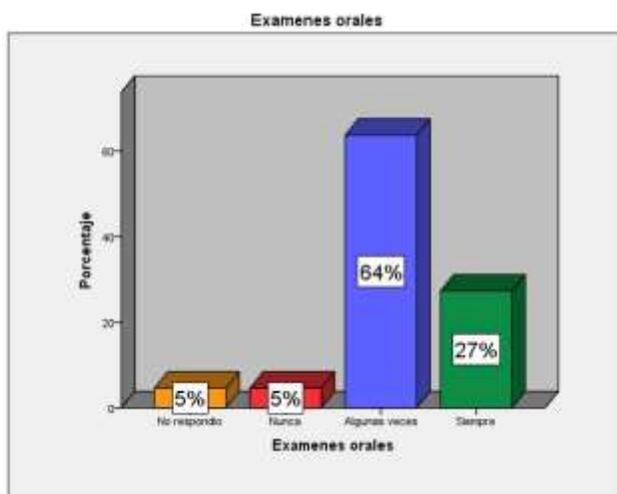
Graphic 33a



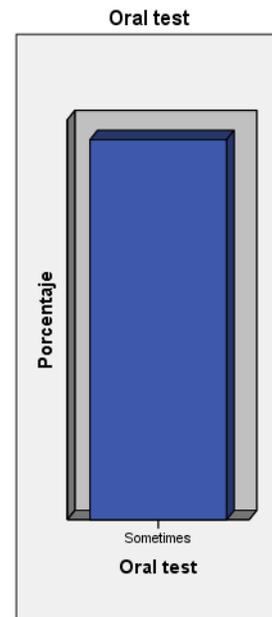
Graphic 34



Graphic 34a

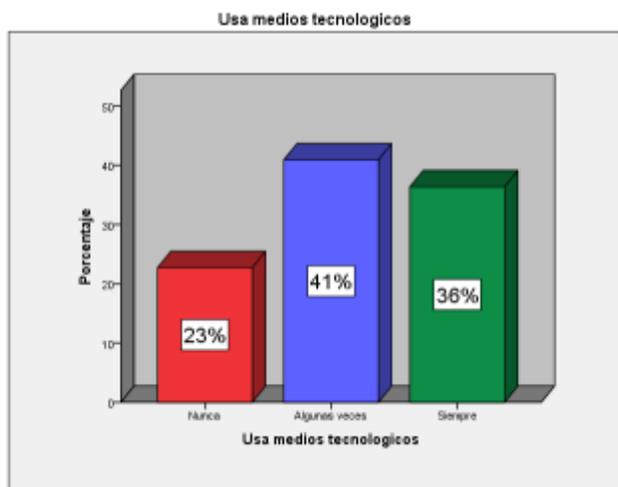


Graphic 35

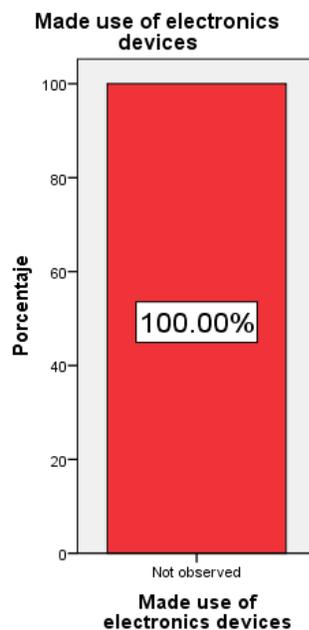


Graphic 35a

Didactical resources



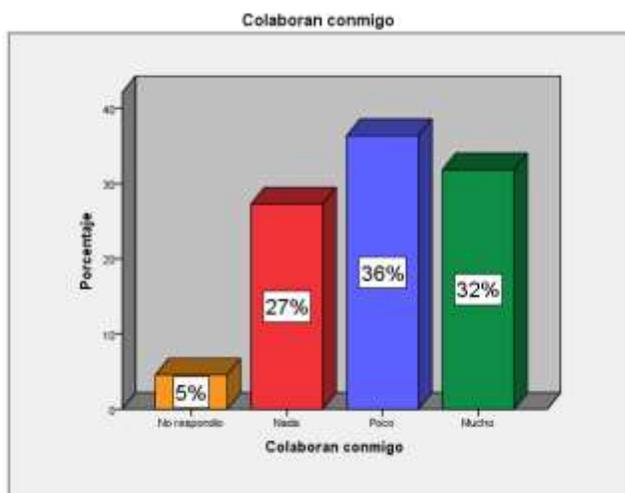
Graphic 36



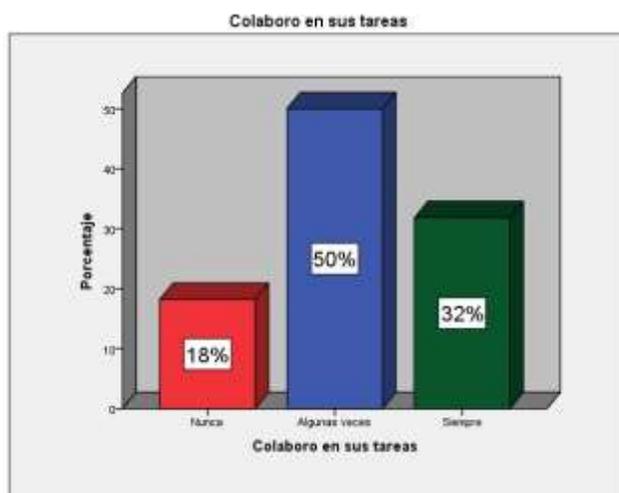
Graphic 36a

Findings at parental supporting and monitoring actions

Supporting actions

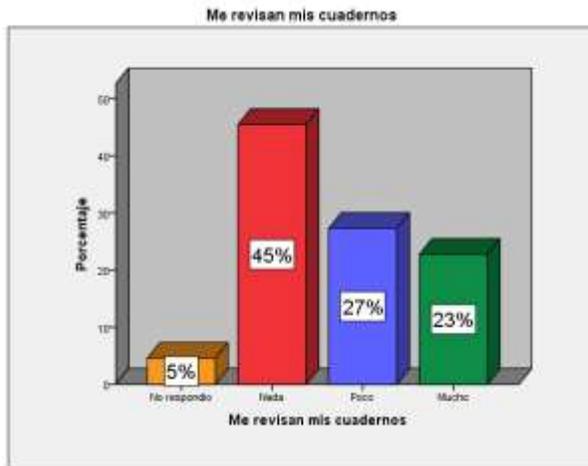


Graphic 37

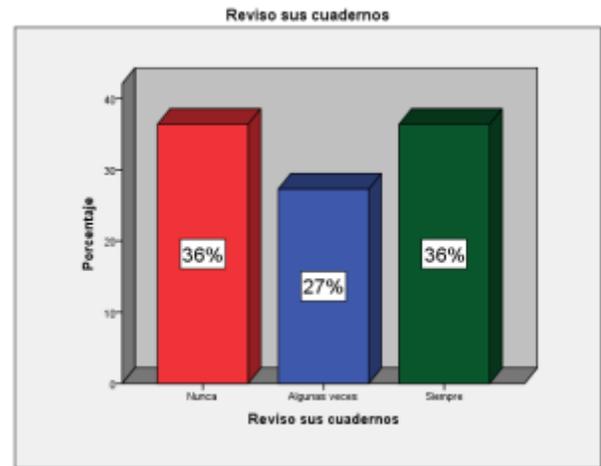


Graphic 37a

Monitoring actions



Graphic 38



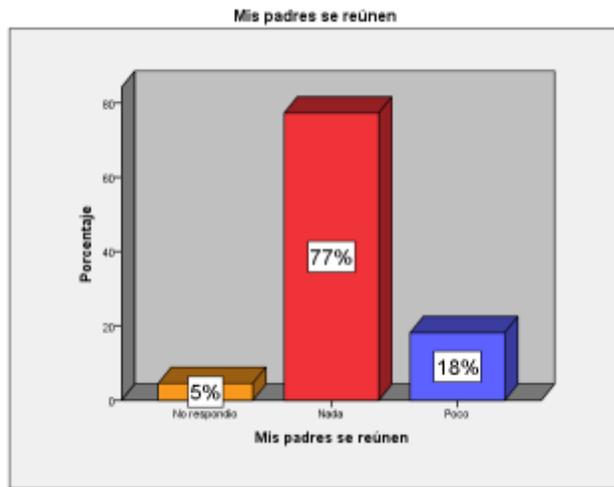
Graphic 38a



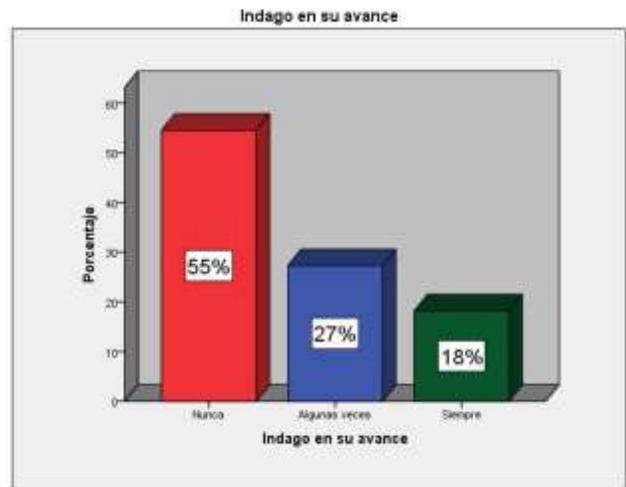
Graphic 39



Graphic 39a



Graphic 40



Graphic 40a