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UNAN- Managua

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Theme:

Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona- Matagalpa during the second semester of 2011.

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Research submitted in partial fulfillment of the requirements for the B. A degree in teaching English as a foreign language.

Managua, December, 10th, 2011

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Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Problem

Some difficulties in English teaching learning process causing low academic performance.

Sub-Problems

- Students have poor vocabulary.
- Students have misbehavior.
- Students lack of motivation.
- Students lack of dedication to the study.
- Students lack of interest in English class.

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Theme

Difficulties that influence the English teaching learning process in students of second year, morning shift at the National Institute San Jorge in Terrabona-Matagalpa during the second semester of 2011.

Gratitude

Carrying out this work was a very hard task, but with the help of different people, we were able to bring it to fruition.

First of all, we want to thank God because everything that we have is due to Him, and in this research God gave us the intelligence, knowledge and patience to carry it out.

Also, we want to thank Mr. George Neil Crisanto St.Clair who has lead us and given us much help in our research. Also, we want to thank the headmaster of San Jorge National Institute, Lic. Elsanía Rivera, the teacher George Sosa and his students for permitting us in their class and for participating in our interviews, surveys, and observation. Thanks to their contribution it was possible to complete our research which we hope will become a great contribution to the future of San Jorge National Institute.

Dedicatory

This year has been very hard for us; we have given much effort to perform this research.

First of all, this work is dedicated to God, because he is who has given us the force and the intelligence to complete this research. He has given us the knowledge which permits us to analyze and express everything related to the topic of investigation and the wisdom which is necessary to carry out every activity in our project.

We also dedicate this work to the men and women who have devoted all their lives to give their support as they have always been by our side, helping us to reach the proposed goals. They have been there in all the moments of our lives. They are our advisors, our friends, our children and the people who always understood our situation and prayed for us at every moment, in order to complete our research.

God, our parents and our children are the most important to us.

Introduction

Nowadays, there are many difficulties in the English Teaching Learning Process (ETLP) in high school which restrain a satisfactory assimilation of English as a foreign language. These difficulties cover different aspects of the ETLP. This research talks about poor vocabulary, students' misbehavior, lack of motivation, lack of dedication to study, and lack of interest in English class in second year at San Jorge Institute in Terrabona, during the second semester 2011.

In this municipality no one had previously investigated the reasons why the high school students have many difficulties in learning English. To carry out this research, first of all it was observed that this group was achieving the lowest academic performance in San Jorge Institute and based on this observation, it was considered pertinent to make an intense analysis of this situation.

The bibliography on this theme was read and then two surveys were applied, one survey for the teacher and one survey for the students and one guide for the observation. These instruments of investigation were based on some important aspects that the experts point out about conveying the ETLP, in order to get a satisfactory performance in the learning of a foreign language. After that, the information was processed and a statement was written about the information collected and the contribution of the scientific theory.

It was considered important to research the difficulties of the English Teaching-Learning Process. The goal of all early language education should be to gaze students when they are young and keep them interested in learning English for the rest of their lives.

Justification

The students of second year of San Jorge Institute in Terrabona are achieving low academic performance in the second semester of the school year 2011. Therefore, it has been considered necessary to investigate the reasons why this is happening.

There are several components that influence the English Teaching-Learning Process. Here the students' misbehavior, poor vocabulary, lack of motivation and little time to study are emphasized because it is thought that these are some of the main difficulties.

This research tries to evaluate the difficulties in the ETLP and propose recommendations to this problem.

Therefore, the teacher needs to apply better methods and learning activities that help improve the ETLP and the students' academic performance. These actions will benefit all of the educational community. Students will learn better, parents will be happy because of their children's success, and the teacher will be satisfied because he or she will have taught his or her class well.

This research will become an essential element in this school, because it will help these students get a very good education by giving them the suitable scientific theory to be analyzed and practiced in their own environment.

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ETHNOGRAPHIC STUDY

This is a study of second year of San Jorge National Institute located in Terrabona- Matagalpa with a population of 250 students.

There is only one grade for each level. We visited this institute, especially second year, and we observed an English class with a period of 90 minutes. The topic was "sports" and the achievement Indicator was "the students express the importance of sport for health".

The teacher talks about the different sports that are played around the world, and Nicaragua.

First of all, the teacher checked the homework, but not all of the students did their work. They didn't dedicate time to study in their home, and the teacher asked them why some of them told him they played, watched TV, forgot, etc. their parents are not helping them with their homework.

The teacher introduced the topic with a brainstorming activity asking in English about students different sports that they play in Terrabona, few students understood that the teacher was talking about. Next, the teacher wrote on the board some exercises about the sports, and then the teacher asked them to repeat after him but not all of the students participated in the class. It was noisy because there are 45 students in the classroom. In this environment, the students can not learn very well. The students don't care about what the teacher is telling them, nor do they respect the rules of the school.

It is possible that, like in other groups, there are good students in this classroom, but the attitudes of the undisciplined boys and girls influence in their learning.

The teacher explained to the students the grammar to use, and showed them some pictures about sports. He asked them to make sentences about the pictures, but only 23 of 45 students could write the exercises. The students have poor vocabulary because they don't practice the vocabulary, they have, and they don't learn new vocabulary because the teacher doesn't speak English in the class often. Therefore they had difficulty doing the exercises. The other students wrote their answers on the board and read them.

Still, some of the students are not motivated by the teacher in that class; he did not use games during the class. Later the teacher evaluated the class with "fill in the blank", some students did the exercises, but the other students didn't want to do the work. The teacher assigned another work as homework. It was a short paragraph about sports. They will answer true or false.

It is important to analyze how the teacher is doing his work, in order to know what is being done well and what has to be improved.

His main resource is that mined syllabus. The syllabus is very good because it engage all the four skills (reading, writing, speaking and listening) in every unit. All that content within that syllabus is well matched for the skill level of the students.

The teacher has eight years of teaching experience in that institute, and he is studying English at the University.

Teachers play an important role in the student`s learning. That is the reason why the teacher must be careful in the way they treat their students, his challenge is to encourage students to have interest in the learning of the English language. To achieve this goal, teachers must use good manners and strategies of teaching in English class.

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OBJECTIVES

General Objective

To determine difficulties such as poor vocabulary, misbehavior, lack of motivation, dedication and interest hindering the teaching- learning process and causing low academic performance in students of II year, morning shift at the National Institute San Jorge in Terrabona- Matagalpa during second semester 2011.

Specific Objectives

- To identify the students vocabulary, behavior, motivation, dedication and interest for English.
- To analyze the factors that are affecting the teaching- learning process in students of second year, morning shift at the Institute San Jorge in Terrabona during the second semester of 2011.
- To learn about the student's academic performance for the second semester of 2011.

THEORETICAL

FRAMEWORK

Historical background

San Jorge National Institute is found in the municipality of Terrabona in the department of Matagalpa 400 meters from the main entrance.

San Jorge National Institute was founded on July 10th 1980. It started with a first year of basic cycle and with five teachers. The origin of the name San Jorge was taken from an Italian priest Jorge Russo who built the Institute.

This center of study worked about ten years as basic cycle teaching only from first year to third year. In 1991 they started with fourth year and fifth year as institute. It has had the same name through its existence.

The group of students in this study, ages 11 years old and older attend San Jorge Institute. The academic level that it offers as institute diploma in the morning shift, for the 60% of the students are interested in learning, 30% of the students go to school because their parents obligate them and the 10% of the students go to school but without interest of learning.

San Jorge institute gives attention to all of the population and maintain very good relations with all institutions of state and gives help to the society. The teachers have in each classroom between forty to sixty students.

In this year 2011, San Jorge Institute has 250 students; 147 of them are female and 103 are male. Eight teachers, one principle and one secretary work at San Jorge Institute.

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THEORIES

One of the four abilities to teach students with different learning styles is through speaking.

Speaking activities are the best outlet for students to communicate authentically and spontaneously. Most interaction students might have in English (with tourists or while travelling) would be oral.

These activities require few materials and little teachers' preparation, but can require significant participation. The teacher must create a safe and comfortable environment where the students can talk freely. Removing the students from the classroom will create more security and less shame for the students while speaking to the teacher.

Key for students success

The key for student's success with speaking is repetition! The students need to have time to practice the words or dialogue. The teacher should say the dialogue, have the students repeat it, and review the more difficult vocabulary. Teachers need to review the material at least eight times in class, and the students need time to practice in the classroom as well.

Group dialogues divide the class into groups of three or four (depending on the dialogue) assign roles to the students and practice the dialogue many times in classroom.

Pronunciation

This is an individual activity on a predetermined set of words or phrases. Five to eight words or three to five phrases can be used. The students will be prepared on pronunciation, intonation and comprehension.

Examples: students must produce personal information

1. How are you?
2. How old are you?
3. What is your name?
4. Where are you from?
5. What grade are you in?

Each student will be interviewed on two of those questions but the students won't know which two. The teacher will have each question on a folded up slip of paper. Students select two slips and must pronounce the questions written on that strip.

Annual English singing contest

This contest is a great way for students to get excited about using English because they can sing a song they like and have fun while doing it. Students pick their own songs and can work in groups or individually, but they all participate. Students need at least a month to select and prepare their song. It's important to check the song for the content as bad language is not permitted. Students need their song on a disc and need printed lyrics to read for practice.

Writing

Writing activities give students the opportunities to express themselves without the worries of embarrassment that come with speaking and allow students to focus on content with fewer time constraints.

Keys for student's success

Students need many examples of what they will be expected to produce, if the students need to write a paragraph, they should see examples of paragraph.

Be sure to discuss with the students the organization and parts of the writing they are expected to produce (the ideas or argument), the grammar and spelling, or the organization (through certainly provide feedback on all three).

Examples of written

- Unscramble: students must unscramble words and spell them correctly.
Vseen: seven
- Matching students must match pairs, such as numbers ("7" with seven) or questions with answers.
- Multiple choices: students are given several choice for a correct answer, and must choose the correct one.
She-----a girl.
a. Is b. am c. are
- Fill in the blank: the activity can use a word bank, can give a verb in the infinitive for students to choose the correct grammatical form or can be unguided.
She----- (be) a girl.
- True/ False: students must decide if the sentences is true or false. More advanced students can also correct false statements to make them true.
True/False: Bicycle is bigger than a house. ---False
- Unguided writing: students write freely with no guides to help them. This can be as short an answering a question or writing a sentence or as long as an essay.

Examples of unguided writing

1. Question/Answer: Gives students a question to answer properly, or give an answer and have students write the questions. The questions and answer should always relate to the unit, and should enforce target vocabulary. It can be a constant review of the questions and answer form, so the students are practicing the use of the auxiliary "Do" in many different contexts. They also practice forming questions and answers. Remember to enforce the correct use of punctuation.
2. Theme writing: Students create their own sentences and express their own ideas by writing a short paragraph 3 to 5 sentences (or longer, depending on their level of English). The paragraph should be written about a theme from the unit the students are studying. This activity could be used as homework, an in class exercises, or possibly a timed exercise, if practiced ahead of time in the class. Sentences should have complete thoughts correct grammar and punctuation.
3. New vocabulary sentences: Students write sentences using each new vocabulary word they learn. Students should write one sentence for each word. Make this a part of the weekly routine with the students. The sentences will show students understanding of the new word, and the sentences allow students to contextualize and practice each word. The only way they will get better at writing, using English grammar and punctuation is if they practice, practice, practice!.

Listening

Listening is other ability that students can learn. Whether it's through dictation word or phrase identification or even total physical response (TPR).

The teacher can teach student's abilities related to listening capability, spelling target, vocabulary words, key phrase for the theme or unit, or a dialogue that the class is studying. Dictation can be tailored to beginner or advanced students.

Examples for beginners, spell vocabulary words for the students to write in their notebooks, spell each words three times, slowly. Later spell the words faster. This is great practice to learn the alphabet. Students always need extra practice with vowels sounds.

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For more advanced students read a dialogue or reading for the students to transcribe onto their papers. To prepare students copy the reading in their notebooks and follow what they wrote while the teacher reads the content again. It may be necessary to check notebooks for correct spelling. Repeat the reading at least five times. Practice this with the students every day in class.

Word or flashcard identification

Write multiple words or draw multiple pictures on a page or flashcards. Say one of the words aloud, students must point to the word or pictures of the item you just said. Flashcard identification provides quick and easy to see results.

Total physical response (TPR)

Total physical response is learning vocabulary or phrase through actions or mimics. Each vocabulary word has an assigned action, students show comprehension by responding appropriately, students can be given a command, and in order to get their points, they have to perform the assigned action required, (TPR) can be use with actions words or verbs (sports, daily activities, animals, or restaurant vocabulary, commands in the classroom and prepositions of place).

Reading

It's often difficult to motivate students to read. Even the sight of a textbook can send students running. But small reading exercises in the classroom can get students accustomed to reading in English.

Key to student's success

New vocabulary should be identified prior to reading. Try to include stories of interest to get the student's attentions. Let the students read a text, and then they create their own personal written responses or pictures to the reading to express their own ideas. Reading should be fun!

Teaching reading

Reading comprehension start with a short paragraph, three to five sentences long related to the theme or unit. Include comprehension questions for the students to answer after word.

Examples: For a unit on Sports

My name is Alex. I play basketball. When I play basketball I use a ball and I pass the ball and run a lot. My sister plays volleyball over a net. My brother plays soccer. He runs up and down the field.

-As a class answer True/False questions

-Students correct the false statements to make them true.

1. Alex plays basketball-----T
2. Alex's brother plays volleyball-----F
3. Alex's sister plays baseball-----F
4. You play volleyball with a net-----T
5. You play soccer on a field-----T

Questions to answer matching

This activity is excellent for demonstrating student's comprehension of questions and answers. The questions and answer can vary in difficulty. The students match the questions to the correct answer.

Short paragraph to pictures

This activity is for intermediate level to advanced students. Provide a reading for the students (it can be a few sentence or a large paragraph). They read the paragraph then draw a picture that describes it. This can be used with personal descriptions, daily activities (pictures in the form of the comic strip to show the different activities), sports, the comparative and superlative, giving directions, or prepositions of place.

Story Jumble

Cut apart the sentence of a text or story and put the sentences in an envelope. Divides the class up into groups of three to five students each. In those groups, the students put the sentences in the correct order. This verifies that students to understand the topic of the story and the content.

Seeking Attention

According to Dreikurs, 90% of all misbehavior is done to get attention. Being the center of attention is a common desire for students, some more than others. Acting out by making fun of others, swearing, talking out of turn or simple being uncooperative are a few ways students looking for more of the spotlight may misbehave.

Desire for Power

Some students who misbehave are expressing a desire for more control in the classroom, and acting inappropriately makes them feel powerful. These students are not content to go along with the general plan and make it known they want things their way. Signs of a power-seeking student include constant arguing and a refusal to follow basic rules intended for everyone.

Looking for Revenge

Some children lash out in the classroom as a response to hurt feelings they experience. By misbehaving, they feel they are getting back at those responsible, whether it involves the students, the teacher or both. Students who misbehave as a motive for revenge may enjoy acting cruelly or even violently towards others. Revenge seekers are likely to perform bullying acts, such as shoving and excessive teasing.

Lack of Self-Confidence

A general fear of failure occurs when a student feels he cannot possibly live up to any expectations. These students misbehave as a way to avoid participating in anything that may lead to failure. Although the child may seem completely confident with school-related activities outside of the classroom, he acts incapable of functioning in a learning environment.

Physiological Factors

Students who are misbehaving may have some kind of temporary malady contributing to their attitude. For instance, a child who is overly tired, sick, and hungry or simply the victim of a sudden change in routine may demonstrate troubling classroom behavior.

Classroom Environment

A classroom not designed for optimal learning may contribute to a student who refuses to behave. Poor seating arrangements, extreme temperatures or a high noise level are all distracting elements in a classroom that ultimately hinder the learning experience. The atmosphere in classroom like these will result in behavior issues.

Problems with Curriculum

Some students make not feel challenged enough to behave properly. If the information taught is not appropriate for the learning abilities of an individual, she may mentally withdraw out of boredom or frustration, resulting in behavior problems. Additionally, a particular teacher's instruction style may cause conflicts with a student, disrupting the learning process.

Showing Off

Children attach importance to how their peers evaluate them. Being so, many students will show off in class, doing almost anything to make their classmates laugh. This type of misbehavior includes such actions as making faces, dropping objects on purpose, throwing things and intentionally provoking the teacher. The best reaction to showing off is to simply ignore it.

Pranks

For children, pulling pranks is not limited to April Fool's Day. Pranks include taping signs to peers' backs, throwing away objects that others need to use and writing inappropriate comments on the board. Pranks are especially common with junior high school students. The best response to a prank is to clarify to the students that prank disrupted the class's progress, continue with class and properly punish the prankster after class.

Inappropriate Noise

Sometimes during class, is it when the teacher is speaking or when the class is quietly working, a student will make a noise to interrupt the class. Such noise may be animal sounds, far imitation or loud tapping. One method of dealing with this problem is to urge the class to be silent and continue with the task at hand. If the noise continues, threatening the student- or the entire class if you cannot identify the troublemaker- with staying after class can be effective.

Talking

Children have the ability to talk incessantly. It is common for teachers to find students talking at improper times. One solution to this problem is to suddenly raise your voice and state that silence is required while the teacher is speaking. If there are students honestly interested in the material at hand, you also can try lowering your voice to invite classmates to urge the talking students to cease.

Playing with Objects

Students may become distracted in class by playing with their personal belongings. Such items as music players or games may entice students to redirect their attention away from the teacher. The best policy for dealing with this type of misbehavior is to clarify to students that personal belongings are not allowed in the classroom. Confiscating such items until the end of class is a method of dealing with this personal in the event that students do not follow your policy.

Common Misbehavior in the Classroom

Do you want students to rule the classroom? Of course not. Still, common misbehavior in class tends to validate fears of a breakdown in discipline. It's not a new concern. In 1981, the National Educational Association reported that "36% of teachers said they would not go back to teaching if they had to decide again due to negative student attitudes and discipline." It's important to recognize common types of misbehavior, then deal with the student before he becomes a problem for the whole class.

Attention Getting

Attention getting behavior might not seem like a big problem at first glance. But if left unchecked, one misbehaving student can cause major disruptions to learning for your entire class. Examples of students who try to grab your attention or their classmates' include kids who talk at inappropriate times or who try to be the class clown for laughs.

Power Grabbing

A power grabbing student becomes argumentative and stubborn and tries to engage the teacher in a fight for domination in the classroom. Resist letting yourself be drawn in to such a power struggle. By wrestling for control, you would reward the student's bad behavior.

Revenge Seeking

Some students seek revenge when they fail to get attention or power. They are always angry and rebellious, and their objective is to hurt their parents, teachers or other students. This misbehavior could escalate into a more serious situation if you do not deal with the problem decisively and quickly.

Teaching Learning Process

Teaching learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

Contextual Factors

Contextual factors can affect the teaching and learning process in a classroom. In this way we will describe two environmental factors that could affect the teaching and learning process for a school in a rural community or district. These environmental factors include geographic location of the district is a mix of rural communities due to a consolidation of three small schools. The socio-economics of the school district includes mainly the low and middle class status. The two school communities show a large amount of support for the educational needs of all students.

Classroom Factors

One factor is the physical features of the classroom. The classrooms are too small for the number of students who are in each room. The rooms are cramped for space due to the number of students, desk and all the equipment and a material needed to function in a classroom.

A second classroom factor is the availability of technology equipment and resources.

There are wide varieties of other context variables that influence the teaching/learning process. Some of the subcategories of these variables include:

- Home, religious institutions, peer groups, community, society, culture, and international conditions.
- Variables related to the home environment seem especially important and include such variables as:

- The education levels of parents, family income/socioeconomic status (SES), other parental characteristics (such as age or marital status), and a group of miscellaneous variables which includes the amount of technology in the home, the number of books and magazine in the home, and so forth.
- One of the most important context factors affecting education today is the movement from the industrial age to the information age (Huitt, 1995, 1997).this is especially important because it is redefining the knowledge and skills that students need if they are to be successful in society.

Contextual factors can affect the teaching and learning process in the classroom. A community, school and districts environmental factors can affect teaching and learning. Classroom factors and students characteristics can also affect teaching and learning.

Identification of Significant Factors

Let us now try to understand some of the significant factors affecting learning. There are some personal factors affecting learning that deal with the innate aspects of an individual and are unique to him/her. These are extremely significant as they influence what the individual can learn, how much time, effort and energy he/she is required to put in and how well he/she is likely to learn. The environmental factors are other factors which mediate the learning process. Research has shown that the following are the key factors that affect learning:

- Intelligence
- Aptitude
- Goals
- Interest
- Readiness and Maturation
- Motivation
- Self Concept
- Attitudes and Values
- Level of Aspiration
- Learning style
- Socio cultural determinants

Classification of factors

To understand how we categorize the factors affecting learning, let us begin by considering the following examples:

Ravi is sixteen years old and wants to please his mother by getting good results in his board examinations. He is so eager to please her, that he spends long hours of concentrated time and energy on his studies. He consciously tries to control other sources of distraction in his life and reduce the time spent on watching television, playing games and chatting with his friends.

He is not able to concentrate or pay attention and his class work and home assignments reflect a very poor quality. Sources revealed that his parents fight a lot with each other and are about to get divorced.

Arti and Kavita are two sisters. Arti is very good at **art** and craft and can sketch just about anything she sees. Kavita has an ear for music. She knows most songs and can sing them even if she has heard them only once. Both of them spend hours together pursuing their respective interests. As.

Sayeeda is tall, attractive and has a very good figure. She wants to be a model or an air-hostess and nurtures this secretly as her dream. She is too scared to share her wishes with her family, since she belongs to an orthodox family, where girls at best can pursue teaching as a career. When she tries telling her mother what she wants, she is firmly told that she can only **ch** her B.ED and can go to the coaching classes for these.

Personal factors

They are the **intra individual factors** like **motivation, interest, and abilities** etc which predispose an individual towards learning as in the case of Rita Williams, Arti and Kavita. **Environmental factors** on the other hand, are those contextual factors which highlight the role of the environment in learning, such as the **socio-emotional, societal** and **cultural** factors as seen in the case of Yuvraj and Sayeeda. Although the two factors represent different categories, they operate in a common system. The environmental factors provide the context within which the personal factors, operate. The learner and the learning process can only be completely understood with reference to the interaction of both environmental and personal factors.

Intelligence

One of the key factors which affect our ability to learn effectively is intelligence. There are wide variations across individuals and cultures as to what actually constitutes intelligence. Let us take a deeper look at what this statement means by engaging in the following analytical task.

Imagine a classroom in which there are ten students, each with a distinctive characteristic highlighting his/her ability. You have been asked to state which one among them you consider to be the most intelligent and why. How will you proceed in your judgment?

Aptitude

You must have wondered many times why individuals having the same level of intelligence do not necessarily show the same results when put to the same task or activity. Further, you must have heard persons saying when frustrated, "No matter what I do, I can't get my sums right", or "I just can't learn a foreign language", or "The cake I bake, never rises", or "I simply can't memorize the poem".

Goals

A goal is an outcome or attainment that an individual sets and strive to accomplish.

Goals motivate people to act in order to reduce the discrepancy between "what they are" and "What they want to be". They can be understood with reference to the vision of the future that each individual constructs for himself. Goals have been understood and classified in various ways. They can be **short- term, long- term** or **personal** or **societal** in **nature** and **tangible** or **abstract**.

Interest

You often hear teachers complaining to parents at the Parent Teacher Meetings that their children can do very well in studies, provided they take interest in them. You may have also heard students saying "Hindi is so boring"; "I just can't do physics – its subject matter doesn't interest me" or "Why should I go for the cricket match when I am not interested in cricket!" Interest is one of the most important factors which mediates learning and which motivates to act. Without interest, as is evident from the examples cited above, there can be no learning.

An interest is not the same as preference for some object, event or behavior over other and which provides engagement and joy and is unded voluntarily. Interest are actually deep rooted constructs and are determined by the need structure of an individual. An individual with strong social needs such as belongingness, affiliation, and recognition will direct all his/her energies into activities which enable him/her to fulfill these needs such as meeting people, going to clubs, associations, parties, meetings etc. In the theoretical terms, an interest may be deemed as a learnt or acquired I motivate stemming from some inherent needs of the individual which drive him/her to act in a way that will sustain or satisfy his inner need structure.

HIGH PERFORMANCE SCHOOL

High performance schools are facilities that improve the learning environment while saving energy, resources, and money. The key is understanding the lifetime value of high performance schools and effectively managing priorities, time, and budget during the design and construction process.

"High performance school" refers to the physical facility — the school building and its grounds. Good teachers and motivated students can overcome inadequate facilities and perform at a high level almost anywhere, but a well-designed facility can truly enhance performance and make education a more enjoyable and rewarding experience. Creating a high performance school is not difficult, but it requires an integrated, "whole building" approach to the design process. Key systems and technologies must be considered together, from the beginning of the design process, and optimized based on their combined impact on the comfort and productivity of students and teachers.

High performance schools help educate students

High performance design can have a positive effect on health and comfort, and design strategies such as day lighting have been shown to enhance student learning. Good indoor air quality is essential for teacher and student health. Good design also produces more comfortable environments with proper lighting, air temperature, humidity, and noise levels. This reduces distractions and creates environments where students and teachers can see clearly, hear accurately, and not feel too warm or too cold.

High performance design cost effective

High performance design creates environments that are energy and resource efficient. These increased efficiencies save money on utility bills, and are so valuable that some organizations will provide building owners with funds to have them included in the design. Furthermore, healthier environments can bring money *into* the school by lowering absenteeism and increasing funding based on Average Daily Attendance.

These financial, health, and productivity benefits are the result of integrated design (i.e., understanding how building elements affect one another to optimize the performance of the entire school).

High performance schools demand extensive maintenance

No. They do not require any more maintenance than traditional designs. High performance design does not imply using overly complicated, maintenance intensive systems. It is a design philosophy that integrates daylight, electric lighting, air conditioning and ventilation systems, site planning, materials, and controls to create the best facility for your budget. All schools, from traditional to high performance buildings, require regular maintenance to ensure they perform as designed. Health, comfort, and efficiency can all be compromised without adequate maintenance.

Benefits of a High Performance School

High performance schools have advantages from the local classroom to the district office, including:

1. **Higher Test Scores.** A growing number of studies are confirming the relationship between a school's physical condition, especially its lighting and indoor air quality, and student performance.
2. **Increased Average Daily Attendance (ADA).** A high performance school provides superior indoor air quality by controlling sources of contaminants, providing adequate ventilation, and preventing moisture accumulation. These tactics, designed to reduce sources of health problems and inhibit the spread of airborne infections, help keep pollutants, stale air, and mold growth out of the classroom. The result will be fewer sick days for students and teachers, especially those suffering from asthma or other respiratory problems. The majority of a school's operating budget is directly dependent on ADA, so even a small increase can significantly boost the operating budget.
3. **Reduced Operating Costs.** High performance schools are specifically designed — using life-cycle cost methods — to minimize the long-term costs of facility ownership. By using less energy and water than standard schools, overall operating costs are lower — particularly helpful in times of rising and uncertain energy prices — and with good operation and maintenance will remain so for the life of the facility.

4. **Increased Teacher Satisfaction and Retention.** High performance classrooms are designed to be pleasant and effective places to work. Visual and thermal comfort is high, acoustics are good, and the indoor air is fresh and clean. Such environments become positive factors in recruiting and retaining teachers and in improving their overall satisfaction with their work.

5. **Reduced Environmental Impacts.** High performance school buildings are consciously designed to have low environmental impact. They are energy and water efficient. They use durable, non-toxic materials that are high in recycled content, and the buildings themselves can be recycled. They preserve pristine natural areas on their sites and restore damaged ones. And they use non-polluting, renewable energy to the greatest extent possible.

These benefits can only be achieved when districts establish high performance as a specific design goal from the very beginning, and fight for it over the course of the development process. A focus on student and teacher performance, coupled with a concern for the environment and a commitment to cost effectiveness, will help ensure that the effort is successful and that any school — no matter what its budget — achieves the highest performance level possible for its particular circumstances.

Characteristics of a High Performance School

A high performance school is:

1. **Healthy.** Good indoor air quality is essential. It requires minimizing pollutant sources, and providing adequate ventilation and air filtration. The significant amount of time that students and teachers spend inside schools during their educational career, combined with children's increased susceptibility to indoor pollutants, underscores the importance of high indoor environmental quality.

2. **Thermally, visually and acoustically comfortable.** Thermal comfort means that teachers, students, and administrators should be neither hot nor cold as they teach, learn, and work. Visual comfort means that quality lighting makes visual tasks, such as reading and following classroom presentations, easier. The lighting for each room is "designed," not simply specified. Daylight and electric lights are integrated, and glare is minimized. Visual comfort also means providing a connection to the outdoors and visual stimulation through the use of windows at eye level to offer views. Acoustic comfort means teachers and students can hear one another easily.

3. **Material efficient.** To the maximum extent possible, the school incorporates building materials that have been recycled or produced in a way that conserves raw materials. Such materials may be manufactured with a rapidly renewable resource or recycled content, are durable, or can be recycled or reused. In addition, the school has been designed and built in a manner that reduces waste and keeps re-usable or recyclable materials out of the landfill.

4. **Water efficient.** High performance schools are designed to use water efficiently, saving money while reducing the depletion of aquifers and river systems and minimizing the use of sewage treatment systems. The school uses as little off-site water as possible to meet its needs, controls and reduces water runoff from its site, and consumes fresh water as efficiently as possible.

5. **A teaching tool.** By incorporating important concepts such as energy, water, and material efficiency, schools can become tools to illustrate a wide spectrum of scientific, mathematical, and social issues.

Total Physical Response

The developer of Total Physical Response (TPR) actually began experimenting with TPR in the 1970s but it was almost a decade before the method was widely discussed in professional circles. Much later, psychologist developed the trace ``theory`` of learning in which it was claimed that memory is increased if it is stimulated or traced through association with motor activity.

Over the year, language teachers have intuitively recognized the value of associating language with physical activity. Asher noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by Physical Response (teaching, graving, moving, looking and so forth).

The instructor is the director of the stage play in which the students are the actors.

This method at the early stage of learning before the emergence of the speech, children should be instructed and assessed largely through the use of physical performance response and pictorial products.

Rivera Carolina, author of the English Teaching FORUM magazine volume 44; #2, 2006, personal library.

METHODOLOGICAL

DESIGN

Hypotheses

The students of second year at San Jorge National Institute in Terrabona, Matagalpa in the morning shift the majority of them have difficulties in the English teaching- learning process due to five factors:

- ✓ Students have poor vocabulary
- ✓ Students have misbehavior
- ✓ Students lack of motivation
- ✓ Students lack of dedication to the study
- ✓ Students lack of interest in English class

Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Population and Sample

The universes of our research include the students of San Jorge National Institute in Terrabona Matagalpa with 250 students; 147 of them are female and 103 are male.

Secondary	Female	Male
250	147	103

The grade that we took was second year morning shift with a population of 45 students, 22 female and 23 male.

Second year	Female	Male	Total
45	22	23	45

The sample is calculated at 26.67% of the population chosen at random which means 12 students.

Sample	Female	Male
12	6	6

Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

System of Variables

Variables	Sub- variables	Indicators
General Information	Sex Age	Male, Female 12,13,14,15,16 years old.
Educational Situational	The student's vocabulary, behavior, motivation, dedication, and interest for English.	<ul style="list-style-type: none"> • Pronunciation • Sizes of vocabulary • Spelling • Attendance discipline • Participation in class
Educational Factors	Factors that are affecting the teaching learning process in students of second year morning shift at the national Institute of San Jorge in Terrabona Matagalpa	Internal factors <ul style="list-style-type: none"> • Misbehavior • Lack of motivation • Little time to study • Students distraction • School attendance External factors <ul style="list-style-type: none"> • Family problem
Economic Factors	Difficulties with transportation and classroom material	<ul style="list-style-type: none"> • Money for work • No money for books • No money for pamphlet • No money for dictionaries

Methodology

Based on our topic, we gathered information from the second year morning shift class at National Institute San Jorge in Terrabona, Matagalpa.

First, in order to collect the information, we talked with the principle and requested permission to visit the National Institute San Jorge in order to interview some students.

This research is qualitative with a phenomenological focus because it is a social inductive method and it talks about facts, theories and experiences. However we used field work methods and surveys and applied interviews and observations. Also, the research is quantitative because it refers to the systematic empirical investigation. It is descriptive and experimental.

In this research there is a group of students that make up the base group for study. The researchers elaborated on the collected information and compared this information to scientific studies.

DEVELOPMENT

Chronogram of Activities

1. August 13th 2011.....Classroom of 5th year. UNAN
2. August 20th 2011..... .Classroom of 5th year. UNAN
3. September 5th 2011..... Visit at Institute San Jorge
4. September 19th 2011..... Meeting at Library at UNAN
5. September 20th 2011..... Meeting at Library at UNAN
6. September 21st 2011..... Meeting at Library at UNAN
7. September 22nd 2011..... Meeting at Library at UNAN
8. September 23rd 2011..... Meeting at Library at UNAN
9. October 3rd 2011..... Visit at Institute San Jorge
10. October 10th 2011..... Brenda's House
11. October 24th 2011.....Ana's House
12. November 3rd 2011.....Meeting group at UNAN
13. November 11th 2011.....Meeting at Brenda's House
14. November 26th 2011.....Meeting group at UNAN

Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Instruments

The instruments used in our research were:

- Survey question (closed) for students
- Interview for teachers
- Guide for interview

The instruments were applied with the purpose to gather direct information from the population in study.

Survey/Questioner for students

Age: ----- Male: ----- Female: -----

Dear students, the students of the National Autonomous University of Nicaragua are carrying out research about the difficulties that affect English Teaching with the objective to improve the low academic performance in San Jorge Institute in Terrabona-Matagalpa. The information you give us is necessary to achieve this goal.

Mark with (x) your answer

1. Do you have a vocabulary of 100 words or more?
 - a. Yes
 - b. No
 - c. Sometimes
2. Does the teacher understand your pronunciation?
 - a. Yes
 - b. No
 - c. Sometimes
3. Do you have to practice spelling in classroom activities?
 - a. Yes
 - b. No
 - c. Sometimes
4. Do you attend class regularly?
 - a. Yes
 - b. No
 - c. Sometimes
5. Do you get in trouble for indiscipline?
 - a. Yes
 - b. No
 - c. Sometimes
6. Do you practice English in class?
 - a. Yes
 - b. No
 - c. Sometimes

7. Do you feel motivated in class?
 - a. Yes
 - b. No
 - c. Sometimes
8. Do you feel motivated to do the homework?
 - a. Yes
 - b. No
 - c. Sometimes
9. Do you study at your home?
 - a. Yes
 - b. No
 - c. Sometimes
10. Are you distracted in class?
 - a. Yes
 - b. No
 - c. Sometimes
11. Do family problems affect your work in the school?
 - a. Yes
 - b. No
 - c. Sometimes
12. Do your emotions affect you in class?
 - a. Yes
 - b. No
 - c. Sometimes
13. Do you have money for books?
 - a. Yes
 - b. No
 - c. Sometimes
14. Do you have money for others materials such as dictionaries and pamphlets?
 - a. Yes
 - b. No
 - c. Sometimes

Guide for interview to the teacher

Dear teachers, the students of the National Autonomous University of Nicaragua are carrying out research about the difficulties that affect English Teaching with the objective to improve the low academic performance in San Jorge Institute in Terrabona-Matagalpa. The information you give us is necessary to achieve this goal.

Answer the following questions.

1. How would you describe your student's pronunciation, sizes of vocabulary and spelling?
2. Do your students have good attendance?
3. Do your students participate in class?
4. Do your students have problems with discipline?
5. How much time do your students have to study?
6. Are there many distractions in class for students?
7. Do your students have much motivation?
8. How do family problem affect your class?
9. What is the emotion state at your students?
10. How much money do you have for student's books?
11. How much money do you have for others materials such as dictionaries and pamphlets?

Guide for observing class

National Autonomous University of Nicaragua

Dear teachers, the students of the National Autonomous University of Nicaragua are carrying out research about the difficulties that affect English Teaching with the objective to improve the low academic performance in San Jorge Institute in Terrabona-Matagalpa. The information you give us is necessary to achieve this goal.

I- General date

Name:

Level:

School:

Date:

Shift:

Academic level:

Section:

Work experience:

II- Development

Organization of the classroom at the moment of the class it was observed the following aspects.

Aspects

1. He expresses with clarity the goals of the class
 - a. Yes
 - b. No
 - c. Partially
2. The content is appropriate for the level of the group
 - a. Yes
 - b. No
 - c. Partially
3. The teacher use techniques to learn vocabulary
 - a. Yes
 - b. No
 - c. Partially
4. The teacher practice the spelling in the class
 - a. Yes
 - b. No
 - c. Partially

5. The teacher has to control of the student's behavior in the class
 - a. Yes
 - b. No
 - c. Partially
6. The teacher promotes the participation in class
 - a. Yes
 - b. No
 - c. Partially
7. The teacher speaks English in class
 - a. Yes
 - b. No
 - c. Partially
8. The teacher motivates them for taking part in class
 - a. Yes
 - b. No
 - c. Partially
9. The teacher use some materials for teaching
 - a. Yes
 - b. No
 - c. Partially
10. The teacher uses strategies for teaching
 - a. Yes
 - b. No
 - c. Sometimes

Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Analysis and Interpretation of Results

These data were gathered by survey of 12 students from morning shift at San Jorge National Institute in Terrabona- Matagalpa.

Ages		%
12	1	8
13	5	42
14	3	25
15	2	17
16	1	8
Total	12	100

These data was gathered by survey students between ages of 12 and 16 years old. 8% of the students age is 12, 42% of students age is 13, 25% of students age is 14, 17% of students age is 15, and 8% of students age is 16.

Sex		%
Female	6	50
Male	6	50
Total	12	100

50% of the students are female and 50% of the students are male.

Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Table No 1. Students

Do you have a vocabulary of 100 words or more?		
Yes	1	8%
No	9	75%
Sometimes	2	17%
Total	12	100%

8% of the students have vocabulary of 100 words or more, 75% of them not have vocabulary of 100 words or more and 17% of them sometimes have vocabulary of 100 words or more.

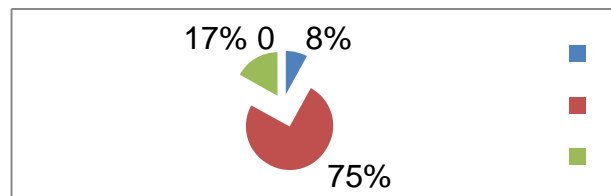
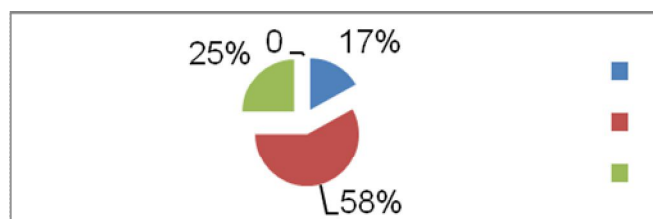


Table No. 2. Students

Does the teacher understand your pronunciation?		
Yes	2	17%
No	7	58%
Sometimes	3	25%
Total	12	100%

17% of the students the teachers understand their pronunciation, 58% of them the teachers not understand their pronunciation and 25% of the teachers sometimes understand their pronunciation.



Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Table No. 3. Students

Do you have to practice spelling in classroom activities?		
Yes	5	42%
No	2	16%
Sometimes	5	42%
Total	12	100%

42% of the students practice spelling in classroom activities, 16% of them not practice spelling in classroom and 42% of them sometimes practice spelling in classroom.

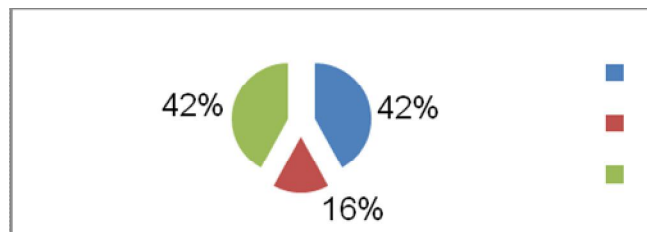
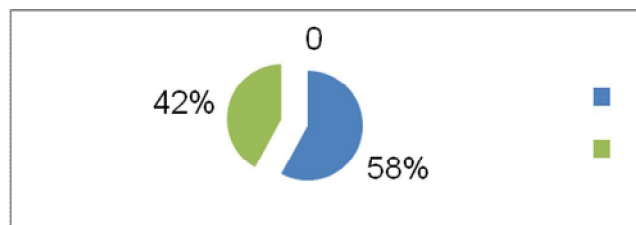


Table No. 4. Students

Do you attend class regularly?		
Yes	7	58%
No	0	0%
Sometimes	5	42%
Total	12	100%

58% of the students attend class regularly, and 42% of them sometimes attend class.



Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Table No. 5. Students

Do you get in trouble for indiscipline?		
Yes	3	25%
No	3	25%
Sometimes	6	50%
Total	12	100%

25% of the students are get in trouble for indiscipline, 25% of them do not get in trouble for indiscipline and 50% of them sometimes get in trouble for indiscipline.

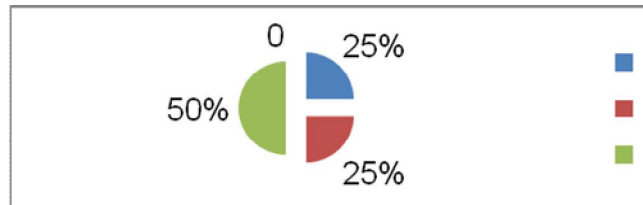
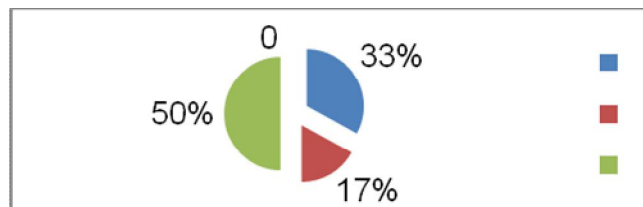


Table No. 6. Students

Do you practice English in class?		
Yes	4	33%
No	2	17%
Sometimes	6	50%
Total	12	100%

33% of the students practice English in class, 17% of them do not practice in class and 50% of them sometimes practice in class.



Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Table No. 7. Students

Do you feel motivated in class?		
Yes	4	33%
No	5	42%
Sometimes	3	25%
Total	12	100%

33% of the students are motivated in class, 42% of them are not motivated in class and 25% of them sometimes are motivated in class.

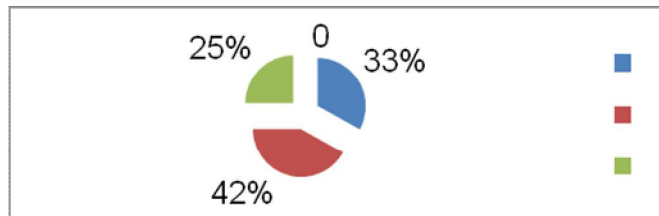
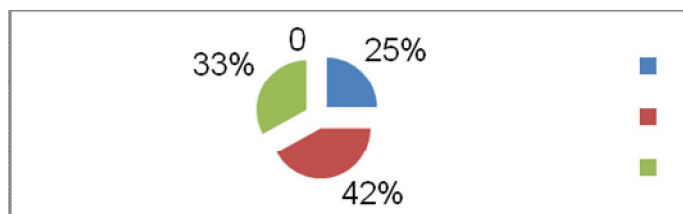


Table No. 8. Students

Do you feel motivated to do the homework?		
Yes	3	25%
No	5	42%
Sometimes	4	33%
Total	12	100%

25% of the students are motivated for homework, 42% of them are not motivated for homework and 33% of them sometimes are motivated for homework.



Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Table No. 9. Students

Do you study at your home?		
Yes	3	25%
No	7	58%
Sometimes	2	17%
Total	12	100%

25% of the students study at home, 58% of them do not study at home and 17% of them sometimes study at home.

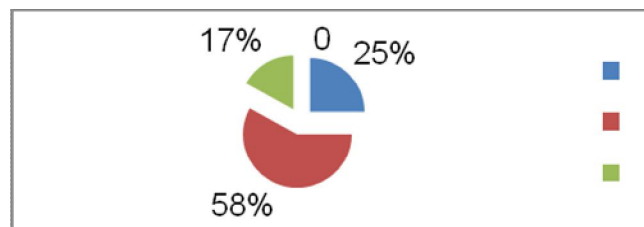
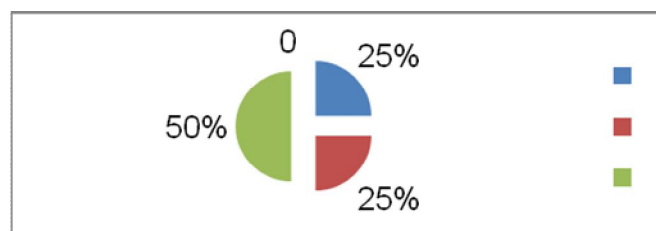


Table No. 10. Students

Are you distracted in class?		
Yes	3	25%
No	3	25%
Sometimes	6	50%
Total	12	100%

25% of the students are distracted in class, 25% of them are not distracted in class and 50% of them sometimes are distracted in class.



Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

Table No. 11. Students

Do family problems affect your work in the school?		
yes	6	50%
No	2	17%
Sometimes	4	33%
Total	12	100%

50% of the students have family problems that affect their work in the school, 17% of them do not have family problems that affect their work in the school and 33% of them are sometimes affected by family problems in the school.

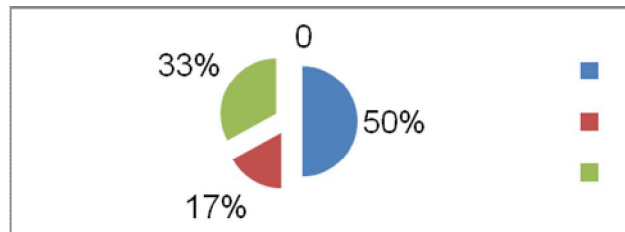


Table No. 12. Students

Do your emotions affect you in class?		
Yes	6	50%
No	3	25%
Sometimes	3	25%
Total	12	100%

50% of the students are affected by their emotion in class, 25% of them are not affected by their emotion in class and 25% of them are sometimes affected by their emotion in class.

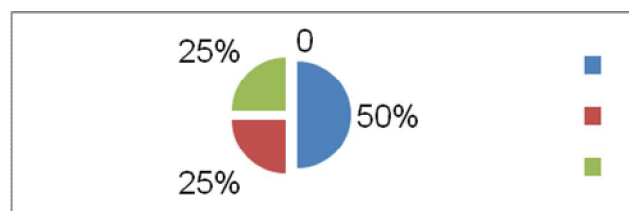


Table No. 13. Students

Do you have money for books?		
Yes	0	0%
No	12	100%
Sometimes	0	0%
Total	12	100%

100% of the students do not have money for books.

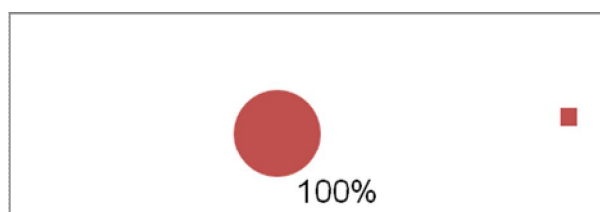
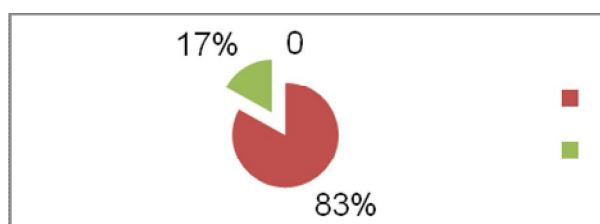


Table No. 14. Students

Do you have money for others materials such as dictionaries and pamphlets?		
Yes	0	0%
No	10	83%
Sometimes	2	17%
Total	12	100%

83% of the students do not have money for other materials such as dictionaries and pamphlets and 17% of them sometimes have money for other materials.



Techniques and Procedures

The questionnaire have given us the information that we were looking of student's knowledge about the difficulties that influence the English teaching learning process in second year morning shift at the National Institute San Jorge in Terrabona- Matagalpa during the second semester 2011.

We elaborated a list of questions to interview experienced teachers who work at the National Institute in San Jorge Terrabona- Matagalpa with students of second year morning shift which has served as complement to the information gathered.

Results and Findings

From the students of San Jorge National Institute in Terrabona-Matagalpa, morning shift, we found that 9% of the students have a vocabulary of 100 words or more, 75% do not have a vocabulary of 100 words or more.

17% of the students the teacher understands their pronunciation, 58% of the students the teacher does not understand and 25% the teacher sometimes understands their pronunciation.

42% of the students practice spelling in classroom activities, 16% do not practice and 42% sometimes practice.

58% of the students attend class regularly and 42% sometimes attend class irregularly.

25% of the students get in trouble for indiscipline, 25% do not get in trouble for indiscipline and 50% of them sometimes get in trouble for indiscipline.

33% of the students participate in class, 17% of the students do not participate in class and 50% sometimes participate in class.

33% of the students are motivated in class, 42% of them are not motivated and 25% of them sometimes are motivated in class.

25% of the students are motivated for homework, 42% of them are not motivated for homework and 33% of them sometimes are motivated for homework.

25% of the students study at home, 58% of them do not study at home and 17% of them sometimes study at home.

25% of the students are distracted in class, 25% of them are not distracted in class and 50% of them sometimes are distracted in class.

50% of the students have family problems that affect them in their school work, 17% of them it does not affect and 33% of them it sometimes affect.

50% of the students are affected by emotions in class, 25% of them are not affected by emotions in class and 25% are sometimes affected in class.

100% of students do not have money for books.

83% of the students do not have money for other materials such as dictionaries and pamphlets, 17% of them sometimes have money for other materials.

Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011

TABLE FOR MATRIX INFORMATION

NO	Has a vocabulary of 100 words or more.			The teacher understands his or her pronunciation.			Practices spelling in classroom activities.			Attends class.			Gets in trouble for indiscipline.			Participates in class.			Has motivation in class.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	1	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0
2	0	1	1	0	0	1	1	1	0	1	0	0	1	0	0	0	1	0	1	0	1
3	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0
4	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1
5	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0
6	0	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	1	1	1	0	0
7	0	1	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1
8	0	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	0
9	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0
10	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0
11	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0
12	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0
Total	1	9	2	2	7	3	5	2	5	7	0	5	3	3	6	4	2	6	4	5	3

NO	Has motivation for homework			Studies at home			Is distracted in class.			Family problems affect work in school.			Emotions affect class performance.			Has money for books.			Has money for other materials such as dictionaries and pamphlets.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0
2	0	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1
3	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0
4	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	0
5	0	0	0	1	1	0	1	0	1	1	0	0	0	0	1	0	1	0	0	0	1
6	0	1	1	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1	0
7	0	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0
8	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0
9	0	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0
10	1	0	1	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	1	0
11	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0
12	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0
Total	3	5	4	3	7	2	3	3	6	6	2	4	6	3	3	0	12	0	0	10	2

CODIFICATION

1. Has a vocabulary of 100 words or more.	yes	no	sometimes
	1	9	2
2. The teacher understands his or her pronunciation.	yes	no	sometimes
	2	7	3
3. Practice spelling in classroom activities.	yes	no	sometimes
	5	2	5
4. Attend class.	yes	no	sometimes
	7	0	5
5. Gets in trouble for indiscipline.	yes	no	sometimes
	3	3	6
6. Participates in class.	yes	no	sometimes
	4	2	6
7. Has motivation in class.	yes	no	sometimes
	4	5	3
8. Has motivation for homework.	yes	no	sometimes
	3	5	4
9. Studies at home.	yes	no	sometimes
	3	7	2
10. Is distracted in class.	yes	no	sometimes
	3	3	6
11. Family problems affect work in school.	yes	no	sometimes
	6	2	4
12. Emotions affect class performance.	yes	no	sometimes
	6	3	3
13. Has money for books.	yes	no	sometimes
	0	12	0
14. Has money for other materials such as dictionaries and pamphlets.	yes	no	sometimes
	0	10	2

Conclusion

From the aspects that have been spoken, the following can be concluded.

The Nicaraguan educational system faces a series of difficulties of various natures such as: lack of economic resources to supply the school with the necessary teaching materials to facilitate the development of education. For example, 100% of the students do not have money for books. Also, our research shows that less than 20% of students have money for other learning materials. As a result of this complex situation the students show some difficulties in the development of the four skills: speaking, reading, listening and writing, little assimilation of the materials and difficulty with recognition of some grammatical categories.

In agreement with the research performed at San Jorge Institute; the main difficulties in the English teaching learning process that affect academic performance are poor vocabulary (only 9% of the students have a vocabulary of 100 words or more), lack of dedication to study, lack of motivation (only 25% of students consistently have motivation for homework), family problems, and economic situation. Student misbehavior is another factor as 50% of students sometimes get in trouble for indiscipline, and 25% always get in trouble.

It is important that the teacher takes a moment to prepare materials and gives the students the opportunity to speak English, at least some words and phrases. This will improve the students' pronunciation as the percentage of students that the teacher currently understands is very low at 17%.

The syllabus is very good because it has engaged the four skills in every unit, but in any case, teachers must adapt the syllabus to the reality of their community and schools.

The mastery of the English language by the teacher is also very important. Pupils can learn better if their teacher's English is clear and comprehensible. The teachers have to be careful while teaching to look at the methods and teaching techniques that they use to develop their classes because there are very important elements in the English teaching learning process and currently only 33% of students actively participate in class. Good communication with the students helps the teacher know the causes that are restraining them from getting a better academic performance.

Recommendations

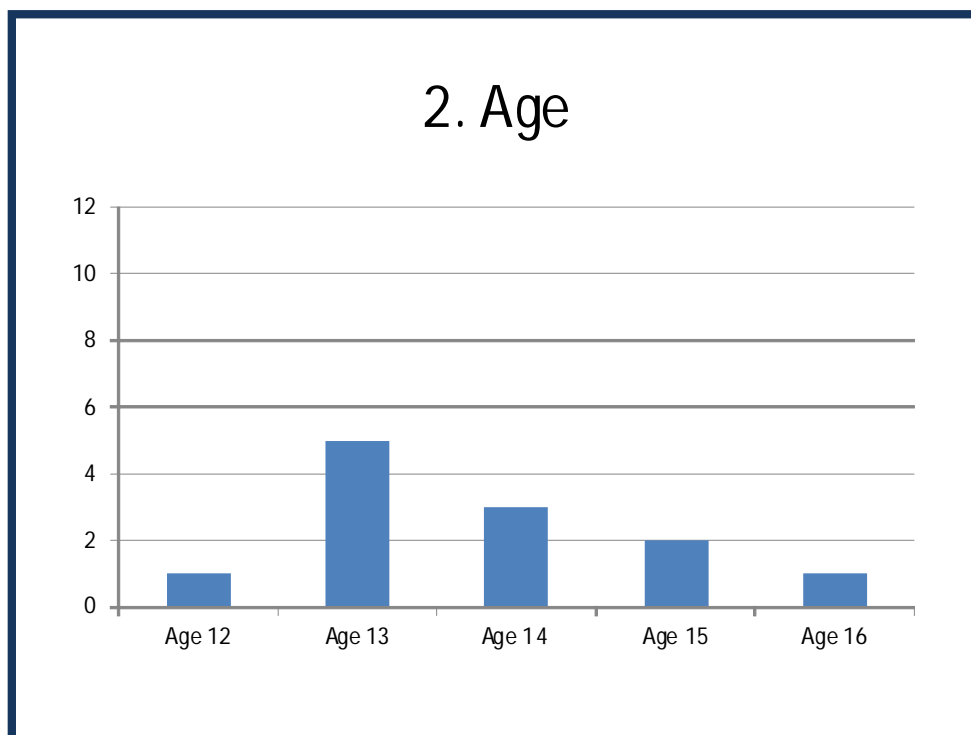
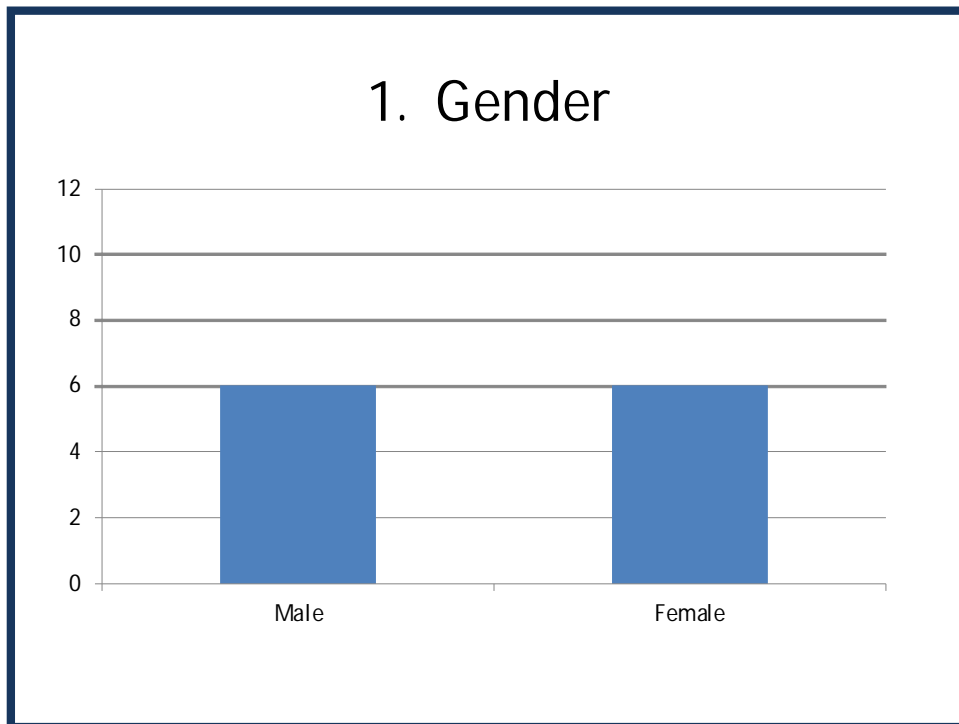
According to the results of our research we will present the following recommendations:

*The teacher should emphasize the importance of the subject matter to the students to promote active participation in class.

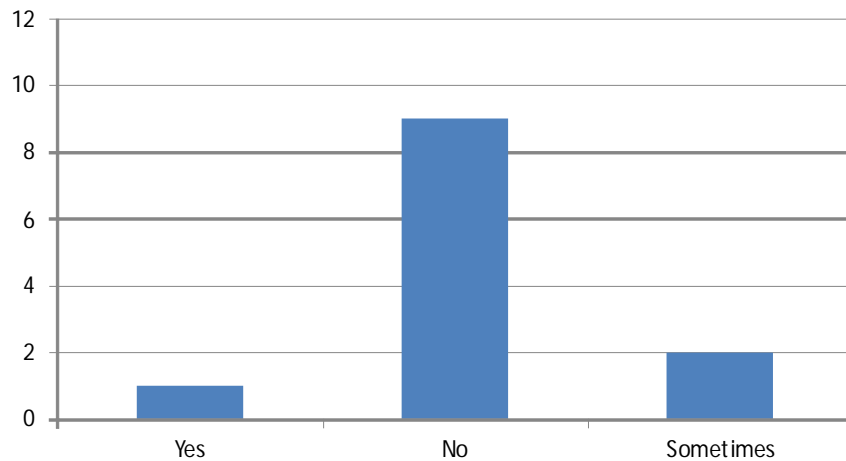
*The teacher should use more techniques and didactic materials when planning classroom activities. These should be prepared according to the student's age and ability levels.

*To promote better classroom behavior, the teacher should keep students occupied during all of class time. Also, he or she should keep students well-informed about classroom rules.

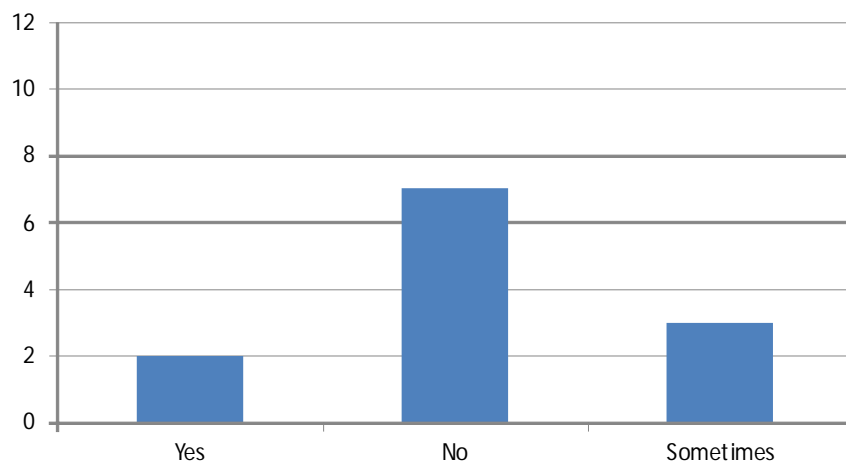
ANNEXES



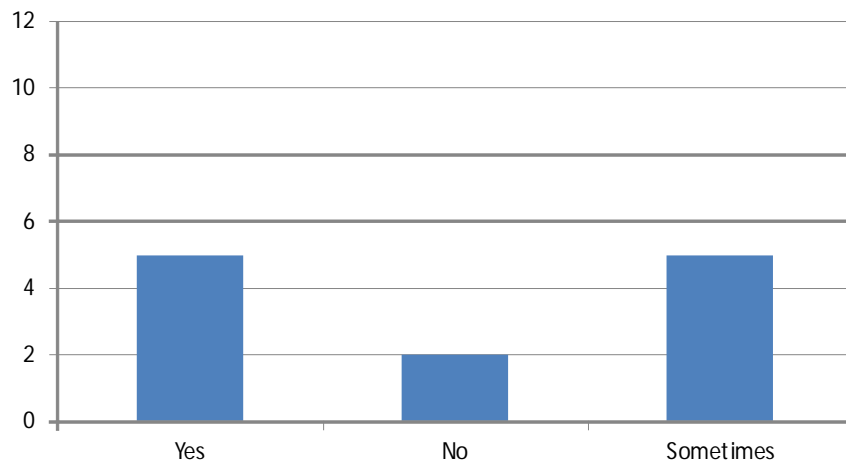
3. Do you have a vocabulary of 100 words or more?



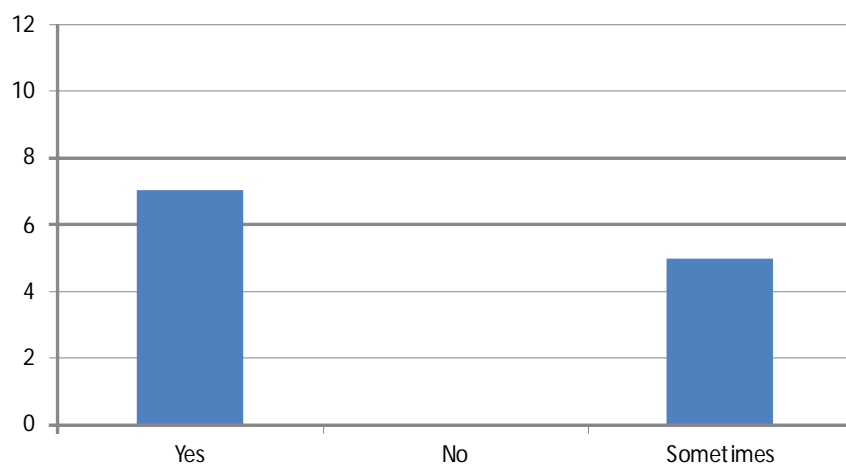
4. Does the teacher understand your pronunciation?



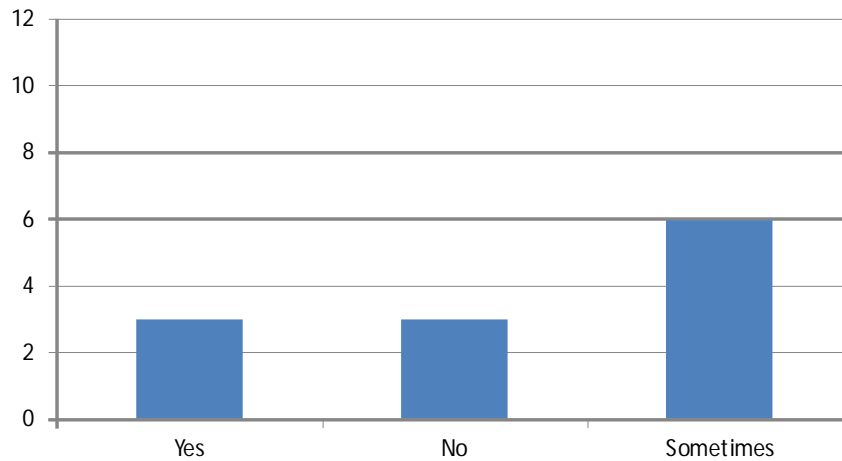
5. Do you have to practice spelling in classroom activities?



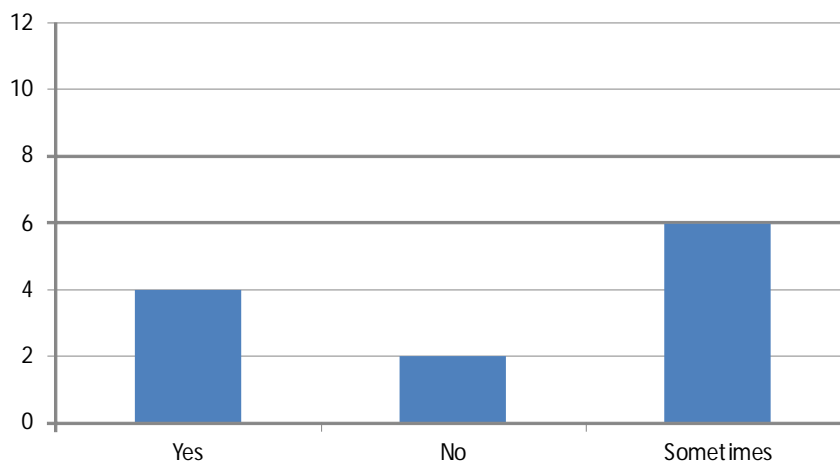
6. Do you attend class?



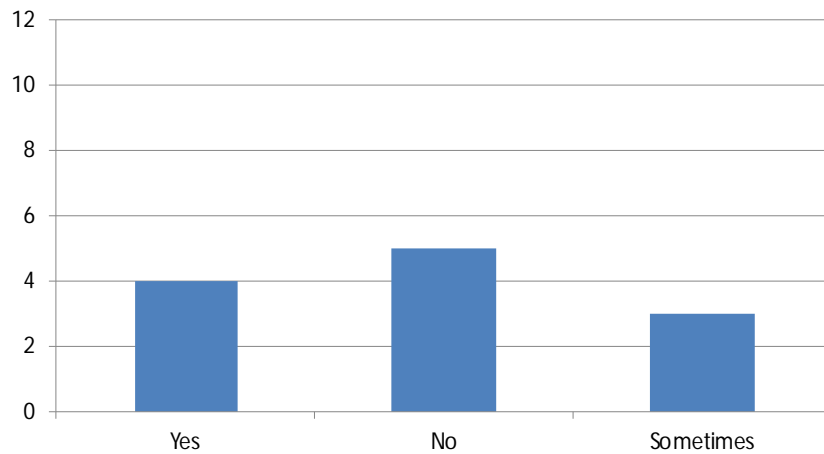
7. Do you get in trouble for indiscipline?



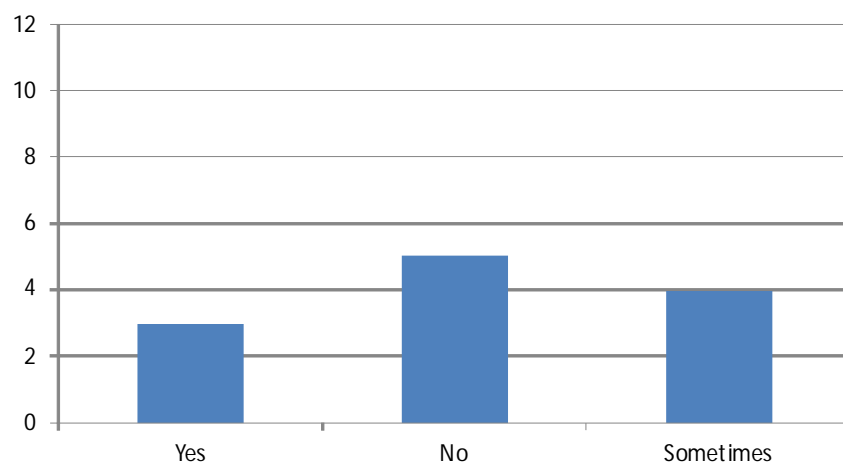
8. Do you participate in class?



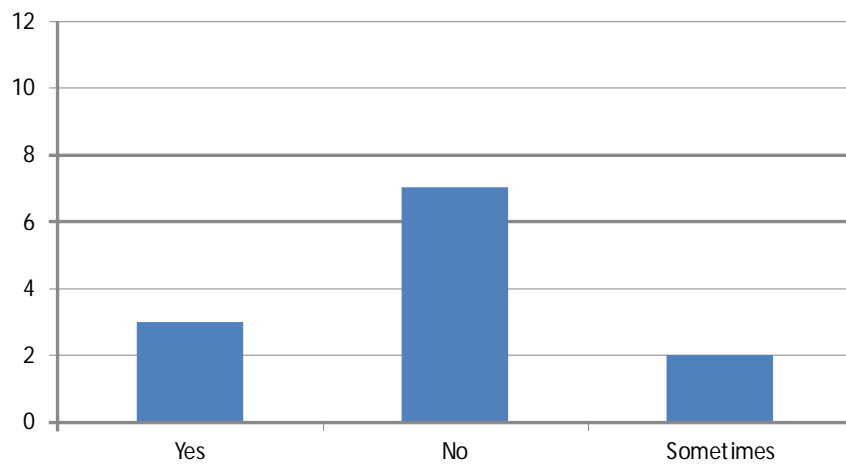
9. Are you motivated for class?



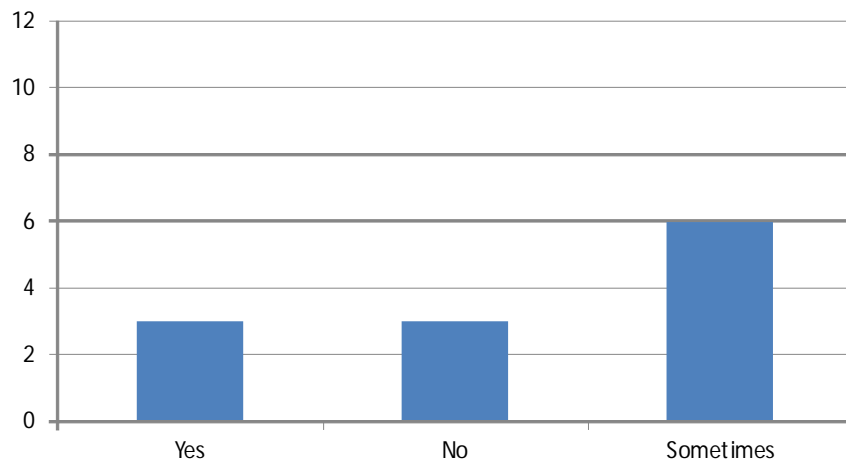
10. Are you motivated for homework?



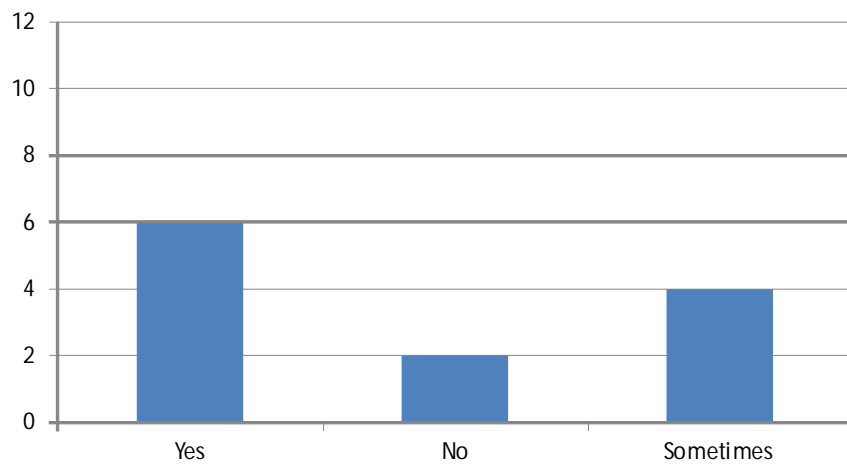
11. Do you study at your home?



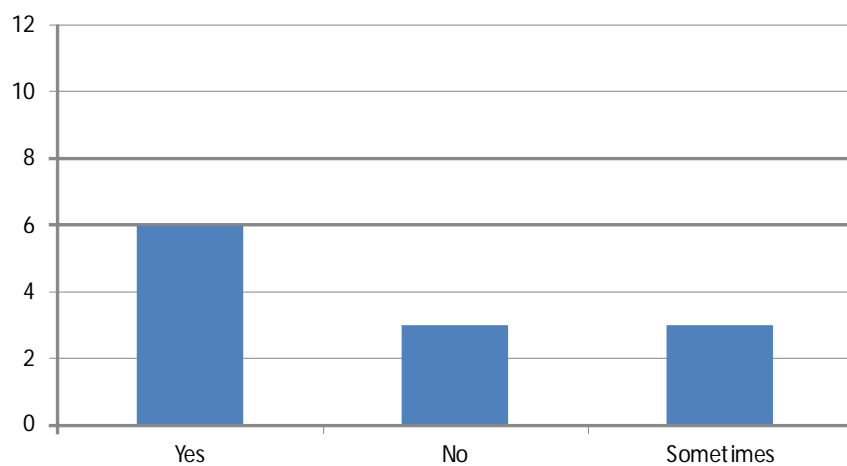
12. Are you distracted in class?



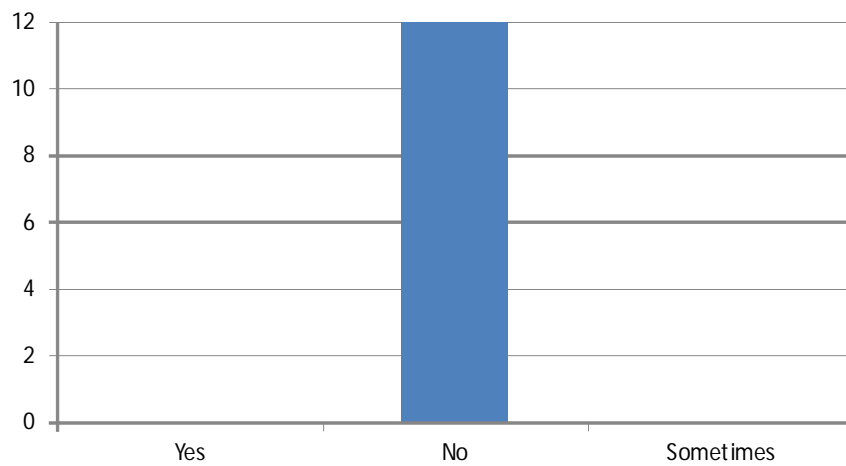
13. Do family problems affect your work in the school?



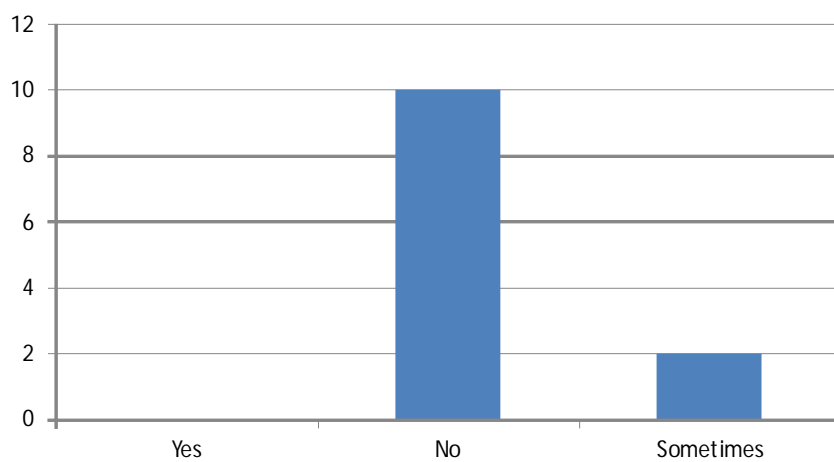
14. Do your emotions affect you in class?



15. Do you have money for books?



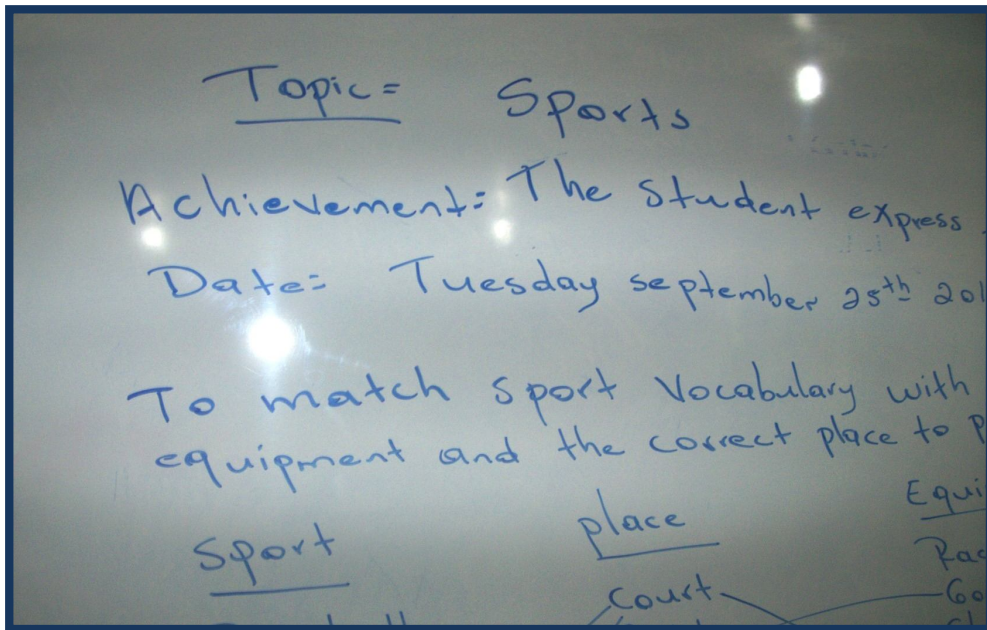
16. Do you have money for other materials such as dictionaries and pamphlets?



Difficulties that influence the English teaching learning process in Students of second year morning shift at the National Institute San Jorge in Terrabona - Matagalpa during the second semester 2011



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