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FACULTY OF LANGUAGE AND EDUCATION  
ENGLISH DEPARTMENT**



**GRADUATION SEMINAR**

**TOPIC:** Verification of the English teaching's achievements in tenth grade in the Laura Vicuña High School in Masaya, in the I semester of 2013.

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MANAGUA, DECEMBER 2013

## **Acknowledgement**

First, I would like to thank God for allowing me to reach this point and giving me health be the source of life necessary for daily forward to achieve my goals in addition to His infinite goodness and love. Second, to my mother, wife and daughter for having supported me all the time for their advice, their values by constant motivation has allowed me to be a good person, but most of all, for their love.

And in a special way to the professors at this university, especially to my tutor MSC. Raul Carrion for his great support and motivation in completing my professional studies, for his support offered in this work, for having transmitted knowledge obtained and taking me step by step learning.

## **Abstract**

This research is based on a very specific problem of the students at Laura Vicuña High School. They have faced this problem because of several reasons in which teachers and students themselves are involved. It occurs when these learners of high school education finish the evaluation term that they have to apply to show their knowledges about English language. To get the information about students' performnce results in English teachers have to use different types of techniques like individual/pair/group work, etc. All these aspects during class time. On the other hand, the application of instruments and the results gotten at the end of a class, content or class term is the basis for this research. In high school, students have to face four evaluation in a year called "Cortes Evaluativos" to graduate to the next year. After the evaluation we get two kinds of results, good and bad grades. This affects to the students tha got bad gardes in a great way as motivately as psychological in their English classes' daily performance.

In addition, this research is to gather the main problems that students have at the English's final evaluation of the first semester in the tenth grade morning shift at Laura Vicuña High School. My research permitted us to find out what are the English teaching's achievments and the different factors that lead to the students to get negative results in the Foreign Language's classes.

Finally, I hope that this research will help the students and teachers overcome the difficulties about English teaching's achievements and clearly the bad results gotten by tudents. And it could improve as the teacher's English teaching methodology as the student's English language skills.

### **Key words**

Teaching-learning process, achievements, education, English, students, teacher, principal, classroom, strategies, techniques.

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## **I- Introduction**

This research is based on the English teaching's achievements of tenth grade, morning shift, at Laura Vicuña High School about the high and low results at the end of the first semester in English Language.

Through this document it's intended to find out the main causes why tenth grade students at Laura Vicuña High School achieved those results. This research is focused in the English teaching's achievements to state the reasons that cause the high and low grades after student's evaluation.

Taking into account the limitations that the majority of high schools have, in Masaya City, especially in the subject of English due to the lack of didactic materials for teaching, the strategies and techniques that English teacher uses and, students motivation in learning English as a second language, it's decided to research and analyze those aspects that affect negatively the English teaching's achievements at high school.

On the other hand, this research provides us an important information in order to know and at the same time try to look for possible solutions to help teachers in English teaching and of course to the students in learning English as a second language.

## **II-Setting of the problem**

High and low achievements have been always a debate in high school. Due that, those results show us how students have assimilated the English contents during a semester or course and also if they are able to use the target language in their life. It is a problem for the teacher getting low achievements in tenth grade students of Laura Vicuña High School and as results students are not motivated in the classroom because they consider the English subject as a hard class. In this point, it is important to think about the elements involved in the high achievements and especially in the low ones.

In addition, it has been found through this paper that there are many factors that influence negatively in the English teaching's achievements and such factors are: lack of didactic materials, the use of the appropriate strategies and techniques and the lack of students' motivation related to the English language. It means that, if the teacher does not use the appropriate strategies and techniques to get students' motivation the class could become bored.

All of the mentioned factors provoke students fail in reaching English knowledge and domain English as a second language.

### **III- Previous Studies**

#### **1- Teacher Incentives and Student Achievement: By Roland G. Fryer, Jr.**

This research is based on the financial incentives for teachers in order to increase student performance in the classroom. And take the human capital, especially teacher quality which is believed to be one of the most important inputs into education production. It is mentioned one potential method to increase student achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on student achievement. Because, if teachers lack motivation or incentive to put effort into important inputs to the education production function (e.g. lesson planning, parental engagement, the strategies and techniques used in the classroom, etc.), financial incentives for student achievement may have a positive impact by motivating teachers to increase their effort in teaching English as a second language.

#### **Teacher training, teacher quality and student achievements By Douglas N. Harris and Tim R. Sass, March 12, 2008**

This study focuses in the effects of various types of education and training on the ability of teachers to promote student achievement. In this research, it has estimated models that include detailed measures of pre-service and in-service training and a rich set of time-varying covariates, and student, teacher, and school fixed effects. And, scholastic aptitude of teachers influences their ability to increase student achievement. It is generally acknowledged that promoting teacher quality is a key element in improving primary and secondary education. Moreover, this paper is focused on the relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired schools through on-the-job experience.

#### **3- Teachers, Students, Schools, and Academic Achievement by STEVEN G. RIVKIN, ERIC A. HANUSHEK, AND JOHN F. KAIN**

This research refers to the academic achievements. In here, many elements are taken into account such as the prior family, community, and school experiences in order to make a deep analysis about the topic.



#### **IV- Justification**

This research is considered to facilitate benefits for English teachers because it shows the main factors that influence English teaching's achievements at high school. Moreover, it is a benefit for students because the teacher will apply new strategies and techniques to strength students' interest in the English language skills and learning new structures. And it is beneficial for the institute and the principal because the English teaching become better in order to get favorable achievements in the English teaching-learning process

This document has a great value to the institutions, teachers and universities, too. Because, it shows the importance of the English teaching's achievements and how this affects students at high school. Due that, students feel unable to learn the English language when they have low achievements after the English evaluation. On the other hand, it is very important to the universities because its main work is prepare good English teachers and we must analyze the factors that lead the high and low grades in the English teaching learning process.

## **V- Research Questions**

1. How do teaching strategies affect the English learning process?
2. What kind of methods does the teacher use to evaluate students?
3. What kind of factors do motivate students in English class?
4. What kind of teaching strategies the teacher uses in the classroom?
5. What is the students' English level?
6. What are the factors involved in the English teaching's achievements?

## **V-Objectives**

### **General Objective**

To verify the English teaching's achievements gotten by High School's teacher in tenth grade in the Laura Vicuña High School in Masaya, in the I semester of 2013.

### **Specific Objectives**

- 1- To determine the factors involved in the English low level in tenth grade of Laura Vicuña High School.
- 2- To describe the principal's role in helping to the teacher's performance in the teaching English process.
- 3- To verify the strategies and techniques used by the teacher in the teaching English process.

## VII- Variables Matrix

| Specific objectives  | Variables   | Conceptual definition   | Indicators   | Sources  | Instrument and techniques                      |
|--|---|---|--|--|--|
| -To determine the student's English level in the Jose Augusto Flores High School.          | -Student's English level.                               | Student knowledge about English skills.                                     | -Students motivation.<br>-Classroom environment.<br>-Students' performance in English classes.   | - Teacher<br>- Students<br>-High School's principal. | - Interview<br>- Survey<br>-Observation guide. |
| To describe the principal's role in helping the teacher's performance in teaching English. | -Principal's role in helping the teacher's performance. | The ways through which principals help to the teachers in teaching English. | - Pedagogical help.<br>-Training attendance.<br>-Books and didactic material provided by principal.  | -Principal<br>- Subprincipal<br>-Teacher             | - Interview<br>- Survey                        |
| To verify the strategies and techniques used by the teacher in teaching English.           | - Strategies and techniques used in teaching English.   | The use of a wide variety of strategies and techniques in teaching English. | -Teacher performance in the classroom.<br>-The uses of the strategies and techniques in the classroom.<br>-The variety of strategies and techniques. | - Teacher<br>- Principal<br>- Students               | -Observation guide<br>- Survey                 |

## VIII- Theoretical framework

English is an important language around the world and it's important to teach it correctly, too. Mainly in high school where students begin to know and learn their first knowledge about English as a second language.

This research is based on some aspects related to the English teaching's achievements. It means the low and high results that tenth grade students get in the English Teaching and learning process in Laura Vicuña High School of Masaya. As it's stated above, there are many aspects that lead to get high results and especially the low ones. It can mention two of them, motivation and the strategies used for the teacher during the teaching English process.

On the other hand, the Minister of Education program has hard work that is have students can speak English as a second language, where teacher and students are involved as the main elements in the teaching-learning process, these elements must be emphasized as important part to make a success of the learning-teaching English process.

The following are theories about the research:

The topic English teaching's achievements is found in the document by STEVEN G. RIVKIN, ERIC A. HANUSHEK, AND JOHN F. KAIN and it is related to Teachers, Students, Schools, and Academic Achievement.

Academic achievement is defined as a cumulative function of current and prior family, community, and school experiences. To make a deep analysis about this topic is required a study of the entire process such as the complete family, community, and school histories. Also, it is of vital importance the analyses that study the contemporaneous relationship between the level of achievement and school inputs for a single grade are susceptible to omitted variables biases from a number of sources.

It has found an alternative approach focused on the determinants of the rate of learning over specific time periods. And the advantage of the growth formulation is that it eliminates a variety of confounding influences including the prior, and often unobserved, history of parental and school inputs. This formulation referred to as a value-added model, explicitly controls for variations in initial conditions when looking at how schools influence performance during, say, a given school year. While such a value-added framework by no means eliminates

the potential for specification bias, the inclusion of initial achievement as a means to account for past inputs reduces dramatically the likelihood that omitted historical factors introduce significant bias.

«Schools also use student characteristics including assessments of ability and achievement to place students into specific program and classes. Such nonrandom selection may easily contaminate estimates of school or teacher effects with the influences of unmeasured individual, family, school, and neighborhood factors»

It refers to the students´ characteristics which are taken to place the students into specific levels, for example It is expected that students can achieve good performances in the English evaluation to pass the next grade in high school.

As it can see there are many studies related with the problematic that the majority of the public High schools show with their quality of education, most of the researchers have demonstrated that the quality of nowadays education is getting down due to so many factors that affect negatively the progress of this process in each High School.

It has shown through different studies and many books related with pedagogy and methodology process the important role play and good development and performance of the methodological aspects in teaching learning process. On the other hand, if teacher do not pay too much attention to these different aspects they will probably have problem at the moment of developing classes, having as a result low level in the English language acquisition.

Designing and implementing techniques in the classroom is another important point based on principles. This background can be categorized into two major categories:

**Principled teaching-** In this point is shown a set of principles from the skeleton of an overall approach to language learning and teaching process. At this stage you should have a reasonably stable and comprehensive approach a broad understanding of how learners learn and how teachers can best facilitate that process. At the same time the approach should be dynamic; it should change and grow as you teach students, study professional material and observe yourself in the classroom. In this principle it is necessary to understand what learners learn and how teachers can facilitate the teaching and learning process.

**The context of learning** - Part of your principled approach to learning and teaching involves understanding of who your learners are, how old are they? How proficient are they? What are their goals in language learning? and what effects do sociopolitical factors have on their eventual success? and so on.

This principle is important to put into practice because it is goal to know the context of learning taking into account general information of the students and the skills that they have gotten and what factors affect their approach of learning. The teacher cannot begin to design techniques in the classroom without considering these two important backdrops that set the stage for classroom activity. The choices that teacher makes about what to do in the classroom are enlightened by these two major factors. Those choices of a particular lesson, and classroom management variables, these factors will be considered in detail in the later.

In this point, it is necessary to pay attention to these suggestions that the author gives because not taking in consideration these factors the teacher will fail when she or he tries to design techniques to use in the classroom, (Book by Douglas Brown, page 128 Chapter 9). It is appropriate to make sure that certain terms are well defined. The Technique term was introduced and defined but it was noted in passing that some other commonly used terms are considered by some to be virtually synonymous. They are task activity, procedure, practice, behavior, exercise and even strategy.

### **The selection of appropriate activation techniques.**

In this document authors have suggested some general consideration to take into account how the teacher has to select the appropriate techniques in order to get his or her objectives, but he or she has to follow some patterns. The following are author's consideration:

**Matching:** They are some description of materials and objectives in using them expressed as teacher statements. Imagine you have been asked to advise the teachers what kind of classroom interaction would be most effective in order to produce learning in each context.

Authors in this section have suggested that a comment can be easy and convenient activation technique that quickly provides the teacher information about what students know. In that may the teacher will apply the appropriate techniques that he/she consider success for his/her objectives.

If the class in the early stages of learning something, then the IFR (initiation-response-feedback) pattern is useful, since it allows the teacher to monitor immediately and learners may also learn from each other? Responses. Later, however, when they know the material better and simple need to consolidate it through rehearsal they are. Probable better served by individual, group or pair which allow active participation of more students simultaneously.

The teacher needs to apply the (IFR) pattern since the first day of class with his/her early learners (beginners) the pattern is useful, since it allows the teacher to monitor what learners may learn from each other? is responses.

Teacher speech or reading aloud: is useful for representing new language or text, also for recycling material which the class has previously encountered through their own reading. The extra exposure contributes to the consolidation of learning, particularly if the teacher speaks expressively or dramatically.

From the beginning of teaching of the beginners or proficiency students teachers assume the development of the language. Those learners have to learn in a mechanical way, typically through a memorized audio-lingual drill, for that reason teachers have to put into practice communicative techniques.

Just what are all these tricks of the trade that we're calling strategies? Rebecca Oxford(1990) has provided the most comprehensive taxonomy of learning strategies currently available. These strategies are divided into what have come to be known as direct or cognitive strategies, which learners manage or control their own learning process, Direct strategies include a number of different ways of remembering more effectively using all your cognitive process, compensating for missing knowledge.

Indirect strategies according to Oxford's taxonomy, include Organizing and evaluating your learning, managing your emotion, learning with others. The strategies are important because they facilitate the learning-teaching process through a plan. So it is necessary to know the classification of the current strategies. That is divided into direct or indirect.

Oxford (1990) offered one of the best teacher resource books to appear on the subject of SBI. Her gives examples of many different classroom techniques and showed which strategies they encourage. For example an information gap listening technique was explained in which students listen to a conversation on a tape and then in groups, fill in an information grid (with blank spaces for name, profession,



address, age and appearance) for each of four people mentioned in the conversation. Oxford explained that such a task involves direct strategies like practicing naturalistically, guessing, note taking, focusing attention and cooperating with co-learners.

Although, the conditions at high school are not the most appropriate to develop a good teaching learning process; However, researchers have showed that all these aspects lead to low English teaching's achievements. Involving the learners means to create an appropriate classroom atmosphere for communication and learning the target language. All these involve the learners' feelings(motivation state), the strategies-techniques, and the relationship between teacher and learners.

«Motivation is the difference» Some people are motivated by wanting to integrate into the target language culture. In any kind of classroom we can find positive and negative motivation and it depends on the level of motivation the teachers give to the students or how much motivated students are when they are performing the English class. In other words, the teachers have to create an atmosphere in the classroom that encourage students to try out language, to venture a response and not just wait for someone else to volunteer language and help to students believe in their own self-team, it makes them to be sure about all things that they want to make.

## **Theories related to Motivation**

### **Theoretical Approach**

Motivation is defined as the willingness of a person to do a particular thing or learn a particular set of information. Motivation should not be confused with interest. Motivation comes in two forms: intrinsic and extrinsic. The first one come from the inside the learner and has personal value or meaning, independent of reward, to the students.

School motivation is a general process which initiates and directs behavior towards a goal. This process involves both cognitive and affective variables: i terms of cognitive thinking skills and behaviors instrumental to achieve goals; affective, while including elements such as self-assessment, self-perception. Both act in order to complement and make effective the motivation, a process that goes hand in hand with another key within the school.

## **Intrinsic Motivation**

According to humanistic theories set by Carl Rogers, motivation might come from within an individual without any thought to the external reward. Students receive their own internal reward through an increase in self-esteem and sense of achievement when they reach their desired goal. They may just feel the desire to succeed based on factors such as their own interest in an activity or the feeling of satisfaction that is achieved when they complete the necessary steps to achieve the desired accomplishment. This drive is called internal or intrinsic motivation, which means there are no outside forces that dictate whether an individual will ultimately achieve his goal. He does not attempt to achieve to receive an external reward works toward the intrinsic value associated with the success of the project. Students will be motivated to perform desired behaviors, and neither punishment nor rewards are necessary to motivate the individual to succeed. A cognitive approach to motivation is an intrinsic form that requires students to think through the consequences of their actions and base their decisions on the expected outcome of those decisions. If students are able to think through the situation at hand and determine the value of success, regardless of whether or not they gain a reward, they are operating under the internal locus of control. Students who are successful in the classroom usually operate under the internal locus of control. They do not put too much weight on mistakes or bad grades and are still able to maintain a level of steam regardless of failures or successes.

## **Extrinsic Motivation**

Students who need reinforcement to succeed are operating under the behaviorist theories set forth by B.F. Skinner, who suggests a punishment and reward system as a motivational tool. The external motivation that is required to drive the individual's positive behavior is offered in the form of a system that reinforces the desired behavior or negates undesirable actions. Students might receive a physical reward in terms of a pat on the back or a sticker on a completed paper. They might also receive negative consequences for unwanted behaviors and positive reinforcement for the desired actions; students who respond to extrinsic motivation are more likely to succeed in their endeavors.

The conclusion about these theories found is that all of them are very useful in different contexts but in the case of this research many of them cannot work because the teachers use only controlled and semi controlled techniques. Instead, the free techniques are the best to the English language skills and teachers prefer to use old method and techniques. In other words teachers don't want to use their

creativity because that takes a lot of effort. In perspective if teachers would be motivated by the use of current techniques the learning process, they could get good English teaching's achievements. Moreover, motivation is another important point related to English teaching's achievements due that, if students were really motivated during the English class they could get a high academic performance instead of the low level in some cases. The English teaching has to be based on principles and the appropriate strategies and techniques in order to get favorable achievements that permit to value how learners learn and how teachers teach.

## **IX- Hypotheses**

The English teaching's achievements would be better if the teacher uses the appropriate strategies and techniques to get student's attention and motivation during the English classes' development.

## **X-Methodology**

### **10.1- Sociological approach**

The qualitative research has the intention to take out the particularities of the problem which can be discovered based on the context of the main researched elements by survey and interviews through this kind of research the essential information is easily obtained.

It refers to find out the elements and the real reason or facts that provoke the low and high English teaching achievements. It concerns also into attitude, motivation facts and future expectation.

This research is qualitative because it is focused in the way teacher teach English and the strategies and techniques used in the classroom. In other words, this research is based on the teacher, principal and students' performances in the classroom.

### **10.2- Type of research**

#### **Educational Micro-Ethnography**

This type of research emphasizes in finding out deeply in the attitude of students through the English learning, aspiration or expectation, behavior in a short group of participants. It allows the results from collecting data to be useful to better understanding about those factors involved in the English teaching's achievements in the English Teaching and Learning process.

### **10.3- Techniques and Instruments to gather data**

Based on the research's topic, the chosen instruments according to the system of variable were survey and interviews.

## **1- Survey (for the students)**

This instrument helps to know specific information about the problem. Through the application of this technique students can share important information related to the research in the English teaching's achievements. The plan for this technique is to analyze the results according to the research objectives.

(See annexes)

## **2- Interviews (For the teacher and principal)**

This technique allowed the teacher and principal to express aspects related to the methodology used in the classroom and the principal's role in helping the teacher to increase the English teaching's achievements. It allowed to know what kind of learning and teaching strategies the teacher knows and the way he applies them during the teaching process.

(see annexes)

### **10.4- Analysis plan**

It will be based on the applied instruments results. The instruments are the students' survey, the teacher and principal's interviews.

### **10.5- Population and sampling**

#### **a) Population**

The population for this research was taken from tenth grade at Laura Vicuña high school with 28 students.

#### **b) Sampling**

The sampling for this research is based on the following case-type sampling:

## Sampling

### Criteria

| Student´s names            | Attendance<br>90% | Academy<br>courses | High<br>grades<br>80-100% | Book and<br>dictionaries | English class<br>participation |
|----------------------------|-------------------|--------------------|---------------------------|--------------------------|--------------------------------|
| Brenda Fabiola Martinez    | No                | No                 | No                        | No                       | No                             |
| Francis Eloisa Acuña       | Yes               | No                 | No                        | Yes                      | Yes                            |
| Rosa Esmeralda Espinoza    | Yes               | No                 | Yes                       | Yes                      | Yes                            |
| Tania Auxiliadora Namendy  | Yes               | No                 | No                        | Yes                      | Yes                            |
| Yubelky Suyen Ruiz Estrada | Yes               | No                 | No                        | Yes                      | Yes                            |
| Tatiana Real Silva         | Yes               | No                 | No                        | No                       | No                             |
| Taniuska Dayana Ruiz       | Yes               | No                 | No                        | Yes                      | Yes                            |
| Adin Emanuel Silva Arias   | Yes               | No                 | No                        | No                       | No                             |
| Franklin Samir Altamirano  | Yes               | No                 | No                        | No                       | No                             |
| Marlon Arias Ruiz          | Yes               | No                 | No                        | No                       | No                             |
| Franklin Enrique Silva     | Yes               | No                 | No                        | No                       | No                             |
| William Alberto Palacio    | Yes               | No                 | No                        | Yes                      | No                             |
| Lourdes Galan Gaitan       | No                | No                 | No                        | No                       | No                             |
| Lizania Salinas Pilarte    | Yes               | No                 | Yes                       | Yes                      | Yes                            |
| Telma Eliet Palacio        | Yes               | No                 | Yes                       | Yes                      | No                             |
| Dara kassandra Baca        | Yes               | No                 | No                        | Yes                      | Yes                            |
| Verónica Martinez Perez    | Yes               | No                 | No                        | Yes                      | Yes                            |
| Walkiria pavón Hernandez   | Yes               | No                 | No                        | Yes                      | No                             |
| Yerlin Sanchez Reyes       | Yes               | No                 | No                        | Yes                      | No                             |
| Jonathan Silva Putoy       | No                | No                 | No                        | No                       | No                             |
| Norwin Cabrera Guadamuz    | Yes               | No                 | Yes                       | Yes                      | Yes                            |
| Edwin Otoniel Garcia       | No                | No                 | No                        | No                       | No                             |
| Franklin Tuckler Diaz      | Yes               | No                 | No                        | Yes                      | Yes                            |
|                            |                   |                    |                           |                          |                                |

### Students' Names

|   |  |
|---|--|
| Lizania Salinas Pilarte<br>Rosa Esmeralda Espinoza<br>Norwin Cabrera Guadamuz   | They got affirmative answers in <b>four columns</b>  |
| Telma Eliet Palacio<br>Franklin Tuckler Diaz<br>Veronica Martinez Perez<br>Francis Eloisa Acuña<br>Tania Auxiliadora Ñamendy<br>Taniuska Dayana Ruiz<br>Yubelky Suyen Ruiz<br>Dara Kassandra Baca | They got affirmative answers in <b>three columns</b> |
| Yerlin Sanchez Reyes<br>Walkiria Pavón Hernandez<br>William Alberto Palacio   | They got affirmative answers in <b>two columns</b>   |
| Franklin Enrique Silva<br>Marlón Arias Ruiz<br>Franklin Samir Altamirano<br>Adin Emanuel Silva Arias<br>Tatiana Real Silva  | They got affirmative answers in <b>one column</b>    |

The sampling for this research will be taken from the students that have from three to five affirmative columns, in this case the sampling will be eleven students.

## The quantitative Sample

In the research the quantitative sample will be base according to the following formula:

$$n = \frac{N \cdot Z^2 \cdot a \cdot p \cdot q}{d^2 (N - 1) + Z^2 \cdot a \cdot p \cdot q}$$

**N** = Total population

**Z** = 1.962 (Certainty of the 95%)

**p** = Hoped Proportion (In this case 49%=0.49)

**q** = 1- p (In this case 1- 0.49= 0.51%)

**d** = Precision (In this case 46%)

$$n = \frac{28 \times (1.96)^2 \times 0.49 \times 0.51}{(0,46)^2 \times (28 - 1) + (1.96)^2 \times 0.49 \times 0.51} =$$

$$= \frac{26.88044352}{2.38774452} = 11.257671537 = \mathbf{11}$$



## XI- Discussion and Analysis of the results

In this point the analysis is explained through charts (Students survey) and it is based on the frequency of the answer of each question. On the other hand, teacher and principal interviews is explained in a brief by using the same strategy.

Students' survey analysis

### Question 1

- In a ranking from 1 to 10 how do you qualify the English teaching in your high school? Being 1=Bad and 10=Excellent.

|       | Frequency | Percent |
|-------|-----------|---------|
| 1     |           |         |
| 2     |           |         |
| 3     |           |         |
| 4     |           |         |
| 5     |           |         |
| 6     |           |         |
| 7     | 1         | 10%     |
| 8     | 2         | 18%     |
| 9     | 2         | 18%     |
| 10    | 6         | 54%     |
| Total | 11        | 100%    |

Most of the students chose the ranks from 7 to 10. So, most of them 6 (54%) consider their teacher is an excellent English teacher and the rest of the students 5 (46%) do not consider an excellent teacher at all.

## Question 2

- Is English class interesting for you?

|                          | <b>Frequency</b> | <b>%</b> |
|--------------------------|------------------|----------|
| a)Interesting            | 10               | 91%      |
| b)A Little interesting   | 1                | 9%       |
| c)Not interesting at all | -                | -        |
| Total                    | 11               | 100%     |

Most of the students 10 (91%) stated that English class is interesting for them. On the other hand, the rest 1 (9%) consider a little interesting the English language. It seems that they are just giving an opinion about the question because during the English class development they don't pay attention to the teacher explanation and do whatever instead of interact with the teacher and the rest of the group in the English content.

## Question 3

- Have you taken English classes outside the high school? (e.g. English course)

|             | <b>Frequency</b> | <b>%</b> |
|-------------|------------------|----------|
| a)Always    | -                | -        |
| b)Usually   | 3                | 27%      |
| c)Sometimes | -                | -        |
| d)Never     | 8                | 73%      |
| Total       | 11               | 100%     |

Most of the students 8 (73%) stated that they haven't taken English classes at all and the rest 3 (27%) They have taken English courses. It means that most of the students present disadvantages in acquiring the new language because the students

that took English courses have a higher level related to English contents and they have more opportunities to understand the English language and specially in getting a high academic achievement.

**Question 4**

- Have you used a CD-ROM or a web site to practice English?

|             | <b>Frequency</b> | <b>%</b> |
|-------------|------------------|----------|
| a)Always    | -                | -        |
| b)Usually   | 1                | 9%       |
| c)Sometimes | -                | -        |
| d)Never     | 10               | 91%      |
| Total       | 11               | 100%     |

Most of the students 10 (91%) stated that they never have used a web site to study or practice English and the rest 1 (9%) usually have used a web site to study English. It is important to take into consideration this point because students do not try to use a web site to improve their English skills. They are not motivated.

**Question 5**

- When you listen to English songs do you try to understand the lyric?

|             | <b>Frequency</b> | <b>%</b> |
|-------------|------------------|----------|
| a)Always    | -                | -        |
| b)Usually   | 5                | 45%      |
| c)Sometimes | 6                | 50%      |
| d)Never     | -                | -        |
| Total       | 11               | 100%     |

Most of the students stated that when they listen to English songs they sometimes try to understand what they are listening. In this point the teacher must emphasize more due that listening English songs can help students to get some vocabulary, pronunciation, grammar, accent and so on.

### Question 6

- When you watch T.V or Movies in English Do you try to understand it without the subtitles help?

|             | Frequency | %    |
|-------------|-----------|------|
| a)Always    | -         | -    |
| b)Usually   | 4         | 36%  |
| c)Sometimes | 7         | 64%  |
| d)Never     | -         | -    |
| Total       | 11        | 100% |

All of the students 11(100%) answered that when they watch movies in English they sometimes try to understand them without subtitles help. It means that they try to use their knowledges about English but they have problems due that, they do not have the required level to do that.

### Question 7

- In a ranking from 1 to 10 how do you qualify your English skills?  
Being 1= Bad and 10= Excellent

|       | Frequency | %    |
|-------|-----------|------|
| 1     | -         | -    |
| 2     | -         | -    |
| 3     | -         | -    |
| 4     | -         | -    |
| 5     | 5         | 45%  |
| 6     | 1         | 10%  |
| 7     | 4         | 36%  |
| 8     |           |      |
| 9     |           |      |
| 10    | 1         | 9%   |
| Total | 11        | 100% |

Most of the students 10(91%) consider that they have an intermediate level in the English skills and the rest 1(9%) consider having an excellent level about it. They are right due that when the teacher explain the contents they have troubles in getting the instructions and some of them understand at least a half of the teacher's instructions.

### Question 8

- How often do you study and practice English?

|                                  | <b>Frequency</b> | <b>%</b> |
|----------------------------------|------------------|----------|
| a) 30 minutes and less           | 6                | 54%      |
| b) From 31 to 60 minutes(1 hour) | 3                | 28%      |
| c) 1 hour and 30 minutes         | -                | -        |
| d) 2 hours                       | -                | -        |
| e) Nothig at all                 |                  | 18%      |
| Total                            | 11               | 100%     |

Most of the students 9(82%) stated that they take part of their time to study and practice English and the rest 2(18%) they don't study and practice English at all.

### Question 9

- Do you say your doubts to the teacher about English contents when you do not understand them?

|             | <b>Fefuency</b> | <b>%</b> |
|-------------|-----------------|----------|
| a)Always    | 1               | 10%      |
| b)Usually   | 5               | 45%      |
| c)Sometimes | 5               | 45%      |
| d)Never     | -               | -        |
| Total       | 11              | 100%     |

Most of the students10 (90%) stated that they usually say their doubts about English contents they don't understand and 1Student (10%) she or he always asks the teacher about English contents.

### Question 10

- What kind of activities you have done in English class?

|   | Always |    | Usually |    | Often |     | Never |    | Total |     |
|---|--------|----|---------|----|-------|-----|-------|----|-------|-----|
|   | F      | %  | F       | %  | F     | %   | F     | %  | F     | %   |
| Study of grammar, grammatical rules and grammar structures' practice.   | 4      | 36 | 6       | 54 | 1     | 10  |       |    | 11    | 100 |
| Team works to do assignments in class.  |        |    | 2       | 11 | 9     | 81  |       |    | 11    | 100 |
| Memorize y perform poem, song, etc.   |        |    |         |    | 11    | 100 |       |    | 11    | 100 |
| The teacher apply dynamics activities to begin the English class  |        |    |         |    | 3     | 27  | 8     | 73 | 11    | 100 |
| Write dialogues and perform them in the classroom.  | 7      | 64 | 4       | 36 |       |     |       |    | 11    | 100 |
| In English class the teacher use: Tape recording, video, data show, etc.  |        |    | 1       | 10 | 6     | 54  | 4     | 36 | 11    | 100 |
| The teacher use different materials to teach English such as: written paper, flash cards, handouts, magazines, etc. | 2      | 18 | 2       | 18 | 4     | 36  | 3     | 28 | 11    | 100 |

In the column **a** most of the students 10 (90%) stated that most of the time they study English grammatical contents. And, in column **b** most of the students 9(81%) stated that they often work in team works to do English assignments. On the other hand, in column **c** most of the students stated that they often memorize and perform poems and songs. In column **d** most of the students 8 (73%) stated that the teacher never use dynamic activities to begin the English class. In column **e** students most the times write dialogues in English classes. In column **f** students 7 (64%) stated that most of the times the teacher use different objects to teach English such as tape recording, videos, etc. And, in column **g** students 8 (72%) stated that most of the times the teacher use different material to teach English.

## **Teacher's Interview**

According to the teacher answers most of the students are not motivated in learning the English language because they have troubles in understanding the contents and because they study it just for passing the next grade. And, the strategies used by the teacher seem not to be enough to make students participate during the class. One disadvantage is that the students do not have books for each one to use it in English classes and the teacher has a good book (All around 4, Oxford University) and students just make copies of the contents but it is not enough. During the class the teacher uses some strategies such as group works, short dialogues, pair works and short presentations and the teacher evaluate students through short grammar and vocabulary quizzes, assignments and answering questions.

## **Principal's Interview**

In this point the principal stated that she had no a specific schedule to visit and help not only the English teacher but also all the teachers at high school. It is a problem because the principal has to visit the classroom in class time at least twice a week and help teachers in order to achieve the objectives of the course.

It was observed that the teacher presents the contents like the other subjects, he gives examples and explanation of some grammar exercises; he assigns some exercises for practice to be evaluated at the end of the class. The principal stated that provides some materials to be use in the English class such as English text book, wall papers, notebooks, markers, audio-DVD player.

## **XII- Conclusion**

Having investigated in general the factors involved in the English teaching's achievements as a second language, I am able to express particularly in tenth grade of Laura Vicuña high school in Masaya city during the first semester 2013 that results are as follow:

Once I have analyzed the results of the instruments: Survey and interviews. I can present the following arguments. Some factors that infer in the English teaching's achievements have been found in this research.

First, the role of the teacher is as a director because the English class is teacher centered. In spite of, the teacher uses some strategies-techniques, they are not enough. He has to find out another strategies and techniques that promote the students' interaction in the English class development. For this reason the students cannot interact in the classroom in order to use the language and also the English contents are majority focused in a part of grammar and it is taught in a deductively approach. It means that, start the class with grammar presentation may be off putting for some students, especially them that are younger. Explanation is seldom memorable as other forms of presentation, such as demonstration

The second main point is motivation. It is based on the strategies and techniques used by the teacher in the classroom. The teacher uses a few teaching strategies and repeat them for different kind of contents. As a result, students have low interest in learning the language.

On the other hand, lack of didactic material and teaching methods are some factors that in such way affect negatively in the students during the learning process. All the factors mentioned above have relationship with the English teaching's achievements because the academic achievements depend on the teacher role, the strategies and techniques used in the classroom and the students motivation in order to learn the English language.



### **XIII- Recommendations**

I would like to end up by suggesting, according to the whole information I have managed I present recommendations as follows:

- 1- To get better results in the English teaching's achievements in high school.
- 2- To apply dynamics that awake the students interest and they participate in English class in order to use the English language.

The teacher should use different kind of strategies and techniques to motivate the students and use interesting activities for each content, such as:

- Pair works
- Interesting topic and activities to motivate students to use the language.
- To learn poems, riddles and tongue-twisters.
- Funny games
- Oral presentations
- Short readings
- English songs.
- With the students' help the teacher can make didactic materials during the class for future classes.
- To use warm-up activities at the beginning of the class to introduce a content.
- To use instructors to support other students in understanding the content.
- Interaction with students from other classroom in order to share the knowledges about English.

3. To improve secondary English Program in order to develop integrated English classes.

- The English classes must be taught in a specific classroom with an English written environment. For instance: flash cards, grammar structures, numbers, colors' names, greetings and so on. Motivating students to learn the English language.
- The principal has to provide more didactic material such as newspaper, magazines, and brochures where appears a real English.
- The Minister of Education in Nicaragua must create an integrated program based on English skills.

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# **XV- ANNEXES**



**Unan-Managua**  
**Language and Education Faculty**  
**English Department**  
**Survey to the students**

**Introduction:** I am coursing fifth year of English career at UNAN-Managua and I'm doing an English research to get my degree.

**Instructions:** Please, read carefully each question and mark with an (X) your answer. Thanks a lot for your contribution.

General Data: Age\_\_\_\_ Gender\_\_\_\_ Grade\_\_\_\_ High School  
name\_\_\_\_\_

1- In a ranking from 1 to 10 how do you qualify the English teaching in your high school? Being 1=Bad and 10=Excellent.

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

1   2   3   4   5   6   7   8   9   10

2- Is English class interesting for you?

Interesting\_\_\_\_ A little interesting\_\_\_\_ Not interesting at all\_\_\_\_

3- Have you taken English classes outside the high school? (e.g. English course)

Always\_\_\_\_ Usually\_\_\_\_ Sometimes\_\_\_\_ Never\_\_\_\_

4- Have you used a CD-ROM or a web site to practice English?

Always\_\_\_\_ Usually\_\_\_\_ Sometimes\_\_\_\_ Never\_\_\_\_

5- When you listen to English songs do you try to understand the lyric?

Always\_\_\_\_ Usually\_\_\_\_ Sometimes\_\_\_\_ Never\_\_\_\_

6-When you watch T.V or Movies in English Do you try to understand it without the subtitles help?

Always\_\_\_\_ Usually\_\_\_\_ Sometimes\_\_\_\_ Never\_\_\_\_

7- In a ranking from 1 to 10 how do you qualify your English skills?  
Being 1= Bad and 10= Excellent

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
|   |   |   |   |   |   |   |   |   |    |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

8- How often do you study and practice English?

30 minutes and less \_\_\_\_\_ from 31 to 60 minutes (1 hour) \_\_\_\_\_  
1 hour and 30 minutes \_\_\_\_\_ 2 hours \_\_\_\_\_ Nothing at all \_\_\_\_\_

9- Do you say your doubts to the teacher about English contents when you do not understand them?

Always \_\_\_\_\_ Usually \_\_\_\_\_ Sometimes \_\_\_\_\_ Never \_\_\_\_\_

10- What kind of activities you have done in English class?

Please mark the activities with an (X) and the frequency you have done them in English class.

|  | Always | Usually | Often | Never |
|--|--------|---------|-------|-------|
| a) Study of grammar, grammatical rules and grammar structures' practice.   |        |         |       |       |
| b) Team works to do assignments in class.  |        |         |       |       |
| c) Memorize y perform poem, song, etc.   |        |         |       |       |
| d) The teacher apply dynamics activities to begin the English class  |        |         |       |       |
| e) Write dialogues and perform them in the classroom.  |        |         |       |       |
| f) In English class the teacher use: Tape recording, video, data show, etc.  |        |         |       |       |
| g) The teacher use different materials to teach English such as: written paper, flash cards, handouts, magazines, etc. |        |         |       |       |



**National Autonomous University of Nicaragua  
Unan-Managua  
Language and Education Faculty  
English Department**

**Teacher's Interview**

Dear teacher:

A research is being made to know the factors involved in English teaching's achievements in your tenth grade during the first semester 2013 at Laura Vicuña High School in Masaya. The information you provide will be useful to get the purposes of the research.

1-Do you consider that your students are very motivated in English classes. Why?

2- What kind of strategies do you use to get your students' motivation and attention?

3-What kind of text book do you use to teach English?

4- How many students have English text books in class?

5- What kind of strategies and techniques do you use to get the students use the English language?

6- How do you evaluate your students' performance in English class?

7- What do you think about the English teaching's achievements in your high school?

**Thanks for your contribution.**



**National Autonomous University of Nicaragua  
Unan-Managua  
Language and Education Faculty  
English Department**

**Principal's Interview**

Dear teacher:

A research is being made to know the factors involved in English teaching's achievements in your High school during the first semester 2013. The information you provide will be useful to get the purposes of the research.

- 1- How many times do you assist the English class?
- 2- Could you describe the English class' development?
- 3- Is the English lesson planning written diary or weekly?
- 4- Do you provide didactic materials to the English teacher?
- 5- How do you consider the English teaching's achievements in your high school?