



Universidad Nacional Autónoma de Nicaragua
Unan-Managua
Facultad de Educacion e Idiomas.
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General Topic:

7th Grade students' academic Performance in Juan José Rodríguez Institute

Specific Topic:

Analysis of the aspects that influence in the academic performance of Foreign Language from 7th grade Students in the Juan José Rodríguez Institute, Jinotepe city during the second half of 2013

Author:

Martha Isabel Aburto Jarquín

Tutor:

Dr. Raúl Ruiz Carrion

Managua, Nicaragua

I. Introduction

In the current curriculum reform , the MOE (Ministry of Education) of Nicaragua , aims to raise the quality of education in the country , guiding learning towards life , work and live together. It aims to break rote learning and behavioral paradigms to target new ways of learning and teaching , enhancing the intelligence , talents and interests of students , promoting autonomy , creativity, and changes in the way you act, think and relate to others. .

The teacher who educates you must create an attractive friendly atmosphere , and challenging to enable students to construct their own experiences and derive cognitive structures which enable a deeper understanding of reality : why I learn about the results of observations and research has allowed me to accumulate an informed know that alienate the teaching of the language of the simple prescription, the rote routine methods that prevent integration and student motivation to want to learn .

The present work aims to conduct educational research to improve the quality of teachers, which is of fundamental interest in the context of high school education, since English has become crucial for various institutions and organizations at national and international level, that seek to generate connection solutions to improve the quality of the teaching-learning process.

7th GRADE STUDENTS ACADEMIC PERFORMANCE IN JUAN JOSE RODRIGUEZ INSTITUTE

It is focused on the analysis of the factors that influence the academic performance in students from seventh year of the Juan Jose Rodriguez Public Institute during the second semester 2013.

We give you some recomendations and possible solutions for the problems found,which could be causing unsatisfactory academic performances. We applied some tools such as: surveys, interviews, and observations classes to identify the aim of improving the quality of the acquisition and second language learning.

This work has as a precedent a diagnosis made in the second half of 2013 on a group of 45 students in the subject "Analysis of aspects that influence in the academic performance of Foreign Language from 7th grade Students in Juan Jose Rodriguez Institute, Jinotepe city .

This diagnosis was applied some observation in their classroom onfocusus in detect the different kind of problems of the students identified in two sessions classes.Then the second part where the students answering a survey about the difficulties in their teaching –learning process.

In the third part the students results a survey about the difficulties that they have in their academics and finally we procedures to analisis this situation and give them some possibles recommendation to increase their academic troubles.

II- Background

A successful learning and teaching process is the most important goal that every teacher seeks to achieve. In fact, teachers play an important role in the educational system because they carry on the responsibility of transmitting knowledge. They are responsible for educating to the future professionals of our society. Furthermore, it is very important to mention that there are essential elements involved in the learning and teaching process such as; the students, knowledge, and teacher. In order to get an effective teaching and learning result, the teacher needs to be both engaging and passionate in the process of education.

This lack has been negatively affecting the outcomes of English language learning in the students in school. This factor affect direct to the students, because the parents have an important role-play in their children studies. The communication of the parents with their children helps to motivate them to do and participate in the activities in the classroom.

The conjugation method rote boring texts as Pathways to English which was official book used for teaching English Secondary until 2009, was a key motivation for academic underachievement and student factor, not showing interest in learning the language and must achieve a motivation for foreign language learning through these new methodologies.

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This research work is focused on the analysis of the factors that influence in the academic performance in students of the Seventh Grade at Juan Jose Rodriguez Public Institute during the first semester 2013.

Positive motivated and dynamic interaction between teacher and students is the key to combat negative attitudes of our high school students because it is a matter that has been imposed.

Therefore it is very evident, as teachers we have the responsibility to love our students to want to learn a foreign language ,emphasizing the importance and effectiveness of it .

According to the Common European Framework of Reference (CEF) (2002), the focus of the methodology of learning and teaching has to be inclusive, presenting all options in an explicit and transparent and avoiding preferences .

The effectiveness depends on the motivation and the particular characteristics of students and the nature of the resources .

Both human and material , that may come into play. Following this fundamental principle to its ultimate consequences , necessarily a wide variety of objectives and a variety of methods and materials is achieved .

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There are many ways to teach a foreign language, but on some occasions we find it more appropriate to consider the experience and that of others.

Really how can students learn a second language? As proposed in the MERC (2002).

According to Camps (2003), motivation is considered the engine of the activities and is intrinsic to the functionality of the task, the motivation that gives meaning to all actions and operations that are involved in it.

The significance of the task that is performed also gives significance to the sub-activities or actions that shape, so everything is very important to help the academic performance.

In addition, nowadays most of the students don't participate in reinforcement class that Teachers give in order to help of the students that have problems in the class.

III Justification.

This research will be useful in the development of the English classes to get a better learning and help to the teacher to motivate their students to improve grades.

Teachers can learn and understand the factors that affect the student's motivation and take this study like as a guide to deal with the problem. Finally, we would like to suggest strategies that the teacher can use to motivate students to learn English and to improve their grades.

The teacher, students and the Principal from Juan Jose Rodriguez Public Institute can be beneficiaries for different kind institutions such as: major, private institution, peace care, educational ministry and other secundaries institutions.

who maybe had faced and continue facing this kind of problem. That is, this research is completely focused on finding possible solutions to this situation and contributing of any way to the educational system of the Institute.

IV Objectives

General Objective

- 1- To Identify the factors that influence the academic performance of foreign language subject of 7th grade from students of Juan Jose Rodriguez Institute of Jinotepe,
- 2- To Determine the level of engagement of the learner, parent, teacher and principal to improve academic performance.

Specific Objectives

- 1-To Evaluate learning strategies Professor is using to teach foreign language class.
- 2-To Determine the relationship between the textbook and the curriculum of foreign-subjects.
- 3-To Propose ideas or suggestions on how parents can contribute to improve the academic performance of foreign language subject.
- 4-To Analyze the types of evaluation put in practice by the teacher.
- 5- To analyze the teacher`s plans.
- 6-To identify the causes and effects about the principal problems of the academic performances.

V. Theoretical Framework:

The purpose of this paper is to analyze the various factors affecting the low student performance academic seventh grade junior high school above , identifying the difficulties that the students , as well as factors that affect the learning of the foreign language .

Different instruments were used to collect data (observation, survey and interview) The type of methodology is qualitative, because merriments aspects of learning are reflected and as factors, causes of I poor performance of the students of said institute describing all its dimensions implementation of a proposal to improve teaching strategies in the foreign language, in this case a process was described.

5.1 Context of the research

This research took place in an urban high school in a city with a student population of 1,892 by 2013, mostly poor and middle class. Note that in this study center is public and all students attending less economic resources of the city. The students are participants in the process of seventh grade secondary school, aged between 12 and 13 years.

This research was first objective was to identify the problems facing the English class in their performance, the methodology of the analysis of the classes observed, followed by surveys and interviews finally randomly.

5.2 Population

It starts with 45 students participating in the process, whose English level is beginner, but in turn, this group have a high awareness of learning a foreign subject.

5.3 Data Collection Instrument

In the process of data collection, the following instruments were used:

- a) Observation of the class
- b) Survey

c) Interview

All the above instruments have been very important , because each of them has made and yielded different data, which have helped me to clearly answer my goals of this research.

The observation guide was used by us which helped us to get information and detect learning difficulties and also assess why did the academic performance in the course in the teaching of a foreign language, recommendations that we believe are highly relevant because they have motivated us to want to continue to provide education, thus to improve the teaching and learning of English as a second language.

The survey has helped us a lot because that is where students reveal their level of learning and the possible causes of demonization or motivation and performances is low or high and also assess and recommend alternatives to improve it. The interviews were used in both, both the teacher and tutor students who were randomly selected to have an objective perception of our research work.

Academic performance

As researchers we are motivated to find up about our topic which is Academic performance.

Academic Performance is defined as the product of the assimilation of the content of the curriculum expressed in scoring in conventional scale is set by the Mined . In other words it refers to the quantitative results obtained in the learning process of knowledge according to evaluations conducted by the teacher through objective tests and other complementary activities to be measurable, so academic performance determines the level of knowledge reached and is taken as the only criteria to measure the success or failure at school through a grading system from 0 to 100 in most public and private schools and Bilingual Institutions cases using the letter system ranging from (A to F) to evaluate the student as learning achieved Satisfactory , Initial, Development or in the testing and evaluation of their knowledge and capabilities. Even though marks written on a page would seam saying something it doesn't stay the students real capabilites. It is consider real learning when it is shown by the students in different situations.

The grades given and evaluation must be an objective measure of the status of the performance of their students. This achievement also summarizes the action of the educational process, not only in the cognitive aspect achieved by the learner but also in the set of skills, aptitudes ideals, interests etc.

Types OF Performance:

Individual and social.

Individual is manifested in the acquisition of knowledge, experiences, habits, skills, abilities, attitudes, aspirations etc. which will allow the teacher to make instructional decisions later.

Social is the geographical area consisting of the number of people that extends educational action.

How to evaluate academic performance:

The evaluation process is guided by the objectives, these constitute the benchmark and guide its formulation depend on how to evaluate, for example, if it is a quantitative evaluation, it follows a pattern like 1st quiz + 2nd quiz + 3rd quiz = 60% + 40% to get 100%

Factors that influence the academy performance.

Nowadays we don't find many students at school who are trying to sharpen up their acquisition of second Language and many other ones that are discouraged. How we conclude it. It's possible to realize at the final report, one part of the group get well and the rest of the students do bad. Why? What happen? What's wrong? What's going on? therefore, we consulted Parvani Silvalingam in order to find to the questions anwer.

He claims that classroom environment is an important element in the teaching and learning process.

He said "the environment is a principal element, which helps in the language acquisition, it has a big power in the Language perception"; thus, after to analyze Parvani Sivalimgan topic reference we conclude that classroom environment is a condition that affecting teaching and learning activities from a positive or negative way.

Thus, it is necessary and possible to create an agreeable setting, where arrangements and procedures operate well, even though a teacher creates appropriate learning environment in which students feel encourage, it'll probably appear individual good and bad academy performance. According to Parvani

Silvalingam not only agreeable classroom environment is enough but also has to be well managed, too.

Parvani asserts: "classroom management involves maintaining the learning environment through conscientious decision. Making concerning students".

With the aim of reaching the topic well understanding, it took in consideration some factors that influence the acquisition of a second language (L2) so the students academy performance.

Paul Shoebottom, (2013) point some of them out: internal factors. Age, personality, motivation of parents, external factors, curriculum, introduction, and motivation.

1) Internal factor:

Paul Shoebottom states that internal factors are those that the individual language learner brings with him or her to the particular learning situation. As a teacher we know that our students bring input, that's, information or previous knowledges from different environment.

2) External factor:

Paul said “external factors are those that characterize the particular language learning situational” clearly it can understand these factors are the students output they get from teacher’s strategies and other teachers use which are very important to learn a language. That is, what students learn through intructions, dynamics, games, and so on.

3) Age.

According to Paul, L2 or second Language acquisition is influenced by the age of the learner. He declares children have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently; nevertheles, motivated older learners can be very successsful too. In my opinio I consider age as an important factor in Language acquisition, so I can state that older learners have clear objectives, so they perform better than children, and of course more reponsible.

4) Personality.

Personality is another factor influences L2 acquisition in Paul words, “introverted and anxious learner make slower progress, particularly in oral skills development”; In fact, this type of personality will encourage you less likely to speak. Paul also recommend to be outgoing or sociable person, with the aim of paying any attention to errors and focus on more practice. Thus, I’m agree with Paul words. Reaching better progress in acquisition and second language learning it is necessary to be more practical, practice make perfect.

5) Parent’s Motivation.

Parent’s motivation is a significant factor, there’s no doubts parent’s help will makes faster progress in ss academy performance. Some linguists believe that there is a specific innate language learning ability that is stronger in some students than in others. whereas Paul thinks parent’s motivation is one of the main factors contributing in the process of learning. As a teacher, I consider if the parents would help their grades, then it will have better performances.

6) Motivation

Chang (2010) pointed out some reasons about students' weakness for a secondLanguage Learning, he stated those steams from lack of parent's motivation, lack of students 'effort, lack of efficiency of the school, which include from a disagreeable classroom environment until lack of effective learning strategies used by teachers, in order to develop students, motivation.

Therefore I understand that motivation is given not only by parents but also for teachers. If both, parents and teachers would fix together, it will has better academy performance as an outcome.

Finding such difficulties we will use some research instruments such as interviews, surveys with parents, foreign language teacher and some students.

7) Teaching and learning strategies.

In order to find ways to reach successful academy performance and a good learning. Teachers have to use appropriate learning strategies. Of course, it is closely related to motivational strategies. Motivation is so important to create students- students, and teacher- students confidence environment.

Dornyei (2001) believes motivational strategies are a complex topic. "Motivational strategies is so broad, it is hard to image that none of them would work".

VI. Methodological design

This research was designed from a qualitative approach because it is based on real context from students study. It is flexible because it gives the opportunity to express everything that the participants want or feel to express about the real context or the true situation that they are facing.

The researchers are interested in knowing and understanding the problem through classes observation detailed, interviews, and surveys.

The researchers was used, the sources involved, the context of the problem with the purpose to gather all the available information, thus, to get trustworthy information.

In conclusion the qualitative research is a very good way to study the cause of risk grades problem in students of seventh grade of Instituto Juan Jose Rodriguez because it is equipped to guide the information with all the necessary tools to make an excellent and a reliable researching. And to help to the relation between parents and students in order to improve the grades.

VII. Type of Research

The research work is an educational study; it was be elaborated in a little area, focused on the factors that cause the bad grades of the students in which it has decided to analyze the causes for lack of motivation of the parents therefore, to study or observe the participants in their contexts (classroom in which there are no limits of what it will be observed or researched because it is an extensive research in the meaning to take all the available and necessary information and from this way to createthe research work.

In conclusion this research is micro ethnography because it is focused to different kind of group of population and designed to study the social elements of the educational community; which it applying analytical techniques to interpret information about the subject.

VIII. Techniques for collecting data (instrument)

Techniques for collecting all the necessary information in this research was: class observation, interviews, and surveys. The main objective of applying these instruments is to find the possible solution to a stated problem.

Classroom observation:

this technique was used to identify students' motivation in English class. Generally the data collecting from this kind of methods focused on specific students behavior occurred in the classroom (classroom behavior).

At the end of the class this technique helps to do a diagnostic and describe the real context about the topic, as the physical and pedagogical conditions in the classroom.

Interview: It was be applied for a specific group; first one from parents, second one from teacher and latter from the principal. This technique helps us to know different point of view about the Lack of Motivation in students, which it was obtain valuable information, through this procedure it was possible to know the parents' point of view about the importance of English language learning in students. This procedure will be realized with closed ended questions.

Survey:

In addition, the Questionnaire for students has fourteen questions; for parents it has ten questions; and for teacher it has seven questions; it will apply with the purpose to know the student's motivation of the parents in grades students, in which the focal group will have the opportunity to answer and justify some questions about the topic.

Procedures for data analysis

For the organization of the data in this research and Basing work proposed by Bliss & Ogborn (1985) to organize and analyze data on ideas of students method was decided to use the qualitative method through the observation class to assess the degree of assimilation and understanding of the students , the survey to detect the perception of each student randomly selected and thus finding the knowledge gained in the process of learning .

finally interviews conducted with different groups of students both with difficulties, given as proficient and advanced content handling language and degree of assimilation faster than the other students , this led us to be clear about what the effects and causes of poor academic performance in the subject and so to proponer some strategies that will improve your level of knowledge in the foreign language classroom .

IX Analysis of results :

The results were very important for this research because questions about the concerns raised were in one or another way and answered didactically justified , through practice, that is, with unitholders process (students) .

From the diagnosed problem from the beginning , has valued the reasons why students did not participate in oral classroom activities in English have to do with the methodologies and teaching strategies that were being implemented , not all trainers and nor motivating

Based on all instruments used , I can affirm that the teaching proposal to improve performance and foster interest in participating learn English. Participan students , especially when they do through cooperative work, which also facilitates the interaction of all students that is, to a large extent they are participants and creators of their own knowledge to apicarlo in any field situations in everyday life including full integration of parents and guardians to improve the assimilation of content.

Descriptive and Interpretative Analysis :

There are some aspects deemed necessary to include in the process of improving the teaching strategies will be explained. For analysis and criteria that have been consulted through observations of classroom lectures, surveys and interviews with both head teachers , parents and student surveys allowed first present a descriptive analysis of the criteria that are part of the experimentation, including experiences contributed by students , noting any differences between opinions and presenting them to be interpreted. Analysis of the contributions of selected instruments which are linked to the criteria that will be then integrated .

Tables also reflected in the percentages of each type of response obtained from the instruments (Ce) shows the contributions to be self-explanatory (See tables in anexos).

It is important to note that the data be presented correspond to perceptions and judgments of the students themselves, with a high dose of subjectivity and criteria that are not common to all. It is also possible that students have responded rather motivated by what they like or what they believe is most desirable in the classroom learning English .

We leave the details of the daily , which led to successful responses result of learning about projects and tasks.

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The students were mainly focused on the meaning, so that the tasks given by the teacher served as progress in learning a foreign language.

In the class I make observations, survey and interviews it relates to the sentimental value (such as feeling embarrassed by their peers, or their fear to certain situations or actual drills in English class , or even the teacher persecute .

By way of reflection and synthesis , I can deduce that correcting a mistake is being made not only the student who committed reflect or learn laying but all other students will learn directly on it , as some of they could handle the same problem and have not exposed your questions or corrections. Therefore, correct these errors makes the class go perfecting.

Much of the success of a teacher is to achieve full participation and understanding to increase the academic performance in the proposed activities and achieve the objectives as it relates to learning of the subjects. The graph was obtained by data obtained from the self-assessments . Therefore, the cooperative work fostered a enriquecimiento of cooperatives, because the groups were organized in a homogeneous and very creatively, than shown in the teaching –learning.

It was possible to observe the different kind of problem referer about performance for examples a) the integration of students , b) provided the group their skills and knowledge , c) fed back positive learning effects , d) increased performance in the learning process , e) extended the field experience students, f) increased their communication skills , g) recognized the viewpoints of others to enhance the skills of group work, h) defended own arguments and rebuilt arguments through exchange , i) challenged creativity and innovation in teaching practice - such was the case of the competitiveness of doing the best project - j) all worried and felt responsible not only for its own work itself , but also the work of all others, k)

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develop effective work - mandated compliance with all the proposed tasks - , l) groups were constructed according to criteria of heterogeneity , m) leadership was shared responsibility of all members assumed their various roles , n) promoted an

atmosphere of positive interplay , mutual trust, conflict management, o) students with major difficulties were able to overcome siertas deficiencies or lack of knowledge of English, p) a solidarity dimension to work with students who had greater difficulties , and finally found students exchanged signs of esteem and mood , calmly facing conflict resolving them constructively presented and decisions through consensus building such was the case with the selection of the best projects were taken .

It is important to revisit this experience encouraged in the pedagogical practice of teaching.

From the beginning of this research has emphasized the importance of the academic performance in the learning through cooperative work. 42% of students say that in the process of experimentation the peer assistance does allow and gives guidelines to learning together, that is, those students who have difficulties in their environment , the other partner or , rather, members working epuipo helps and corrects errors. On the contrary , no student suggests that peer support is not conducive to learning.

By beginning at diagnosis raised me that some students did not like joining tasks , giving now result in a positive contribution mostly.

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To carry out collaborative work is essential not only to consider the structure of the class, but also have didactic materials necessary for group work . It is also necessary that there is correspondence between the structure of the class, objectives and demands both skill level and cognitive level . This requires that teams achieve a task plan , allocate responsibilities , coordinate and work together to solve problems that are progressively introduced .

acceptance also very positive because of the relevance of the use of English as one of the world's most important foreign languages.

Could assess the fact that students in their activities between classmates, were heard by the rest of the class when they participated in an oral or written, hence the need to promote respect among peers if we " be well received , valued, and seek recognition of what we do to increase our self-esteem . " We need to prepare in a proper way to face any challenge in the teaching-learning process .

We also have to take into account that the effort to understand and willing to participate in any task or interaction , whether oral or written, in the learning of this , it would be prudent to evaluate the initiatives and actions that our students can provide at any given time . We must congratulate them , value their opinions, ideas, questions or queries , so we are encouraging crush on our subject , and therefore wanting to learn a language for them is imposed.

X.CONCLUSION

In a few words , I consider there are many factors that influence individual language learning, that is reason why the complexity of acquire and learn a second language

□ It is clear that it work is not the only way to work better the academic performance □ I believe that those who are dedicated to teaching foreign language, we have to bring innovations to the spirit of inquiry and learning , reflecting and answer the following questions: How is subject learned in school ? What contributes to this ? What affects the attitude of learning What procedural and conceptual knowledge should be taught ? What kind of verbal interaction promotes learning ? What materials facilitate learning ? These can be answered from the observation in the middle we develop research and actual teaching and learning situations .

□ Although active learning involves teamwork or team is the student who individually performs learning and you have to take the initiative to help and be helped by the group or team that belongs to achieve their full intellectual development and bring to an optimal improvement, if we develop in our students during their schooling the basic skills of language, as these do not develop if there is no proper development of the educational process.

□ The way we perform we will guarantee the success or failure of what we propose and implement new strategies and to achieve our goals as teachers -facilitators involved in this process , activities must not forget where we make proper use oral expression.

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□

It is not enough to teach students new concepts , it is necessary that students connect new ideas on how to improve learning with putting into practice new shares and relating theory (theoretical - practical) and that is why the importance of noted that the completion of this topic I have proposed in the diagnosis , it is useful to enhance in students the knowledge, skills and abilities , to strengthen critical and independent , creative thinking, and decision making , it is for this reason that the school should not be seen as a place you must go out of obligation, but rather to help us to become intellectually competent and morally mature , autonomous , able to organize, wondering why of things and able to seek information wherever you are.

□ Learning foreign languages modifies the linguistic and cultural identity of the people and places to better understand the institutions of other peoples and their own. Also , learning a foreign language raises awareness of diversity, its importance and , at once, the unity of human language.

□ According to the analysis of the situation of teaching and learning a foreign language at present , it is contemplated that the objectives are to vote again depending on the needs of students, and realistic in terms of their features and resources that account.

□ There are many parties involved in organized language learning, not only teachers and students in the classroom , but also the educational authorities of Nicaragua , reviewers , authors and publishers of the materials currently being used . If all they agreed on the objectives , they could work on consistency , even if they did separately, to help students to achieve these goals. They also should be willing to leave their own clear and explicit goals and methods for the benefit of people who will use the products of their labor .

□

The purpose of language teaching is to have students reach a level of proficiency in the subject. However, some high school English programs are extensive , are not intended to be exhaustivas categories , you may need to establish subcategories of having the current classification . The teacher may want to keep some, reject others and add your own topics. Well, it is the teacher who decides your goals and what their final product.

□ Take the starting point for our students to make mistakes , because they are an essential to become aware of how a person thinks or acts in a problem solving tool .

In relation to the research objectives:

Based on the objective of this research , I believe that it was vital that the teaching itself fosters in students the interest to communicate in English , so it is very necessary awareness teachers about the importance of look for new alternatives to increase the academic performance using strategies in which the students can apply their knowledges according the real situations and is the vital importance the relation between parents teacher students.

All teachers are engaged in the process of teaching and learning , so each time we go to our classroom, convert that moment, in the moment of discovery of new knowledge and horizons , also, propose to the students challenges that involve to fall for the foreign language, not ignoring it is a subject like any other, but with more difficulty learning and a great degree of importance for the development as individuals.

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On some occasions our students can give us guidelines to answer us some concerns as teachers. This new innovation does contribute to environmental improvement class to learn a foreign language .

In relation to the methodology applied

I believe that the methodology used in this research was very successful, because from the beginning have been taken into account all the advice and suggestions of the Doctor , so I can mention that this research will be important in scientific knowledge , as it relates to the teaching of foreign language and the aspects that influence in them.

And to finish I think that in the course of this research It was very important for me because in the future I can help to the students to improve academic performance based on the principal aspectst hat involve the english class, the relation between, teacher and students is very important, because sometimes I don't know the problems of them and I don't understand their behavior. .

This way I can terminate this investigation, without mentioning that in the future the parents have major interest in the academic perfomance of their children participate activate manner in the scholar tasks.

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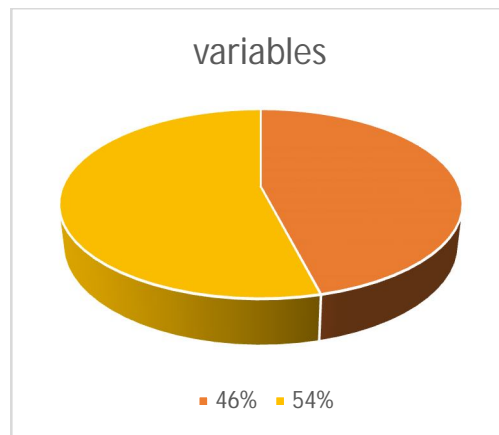
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ANEXOS

A) This is an analysis about the survey of the students selected with these questions:

.1- HOW OFTEN DO YOU RECEIVES FOREIGN LANGUAGE CLASSES ?

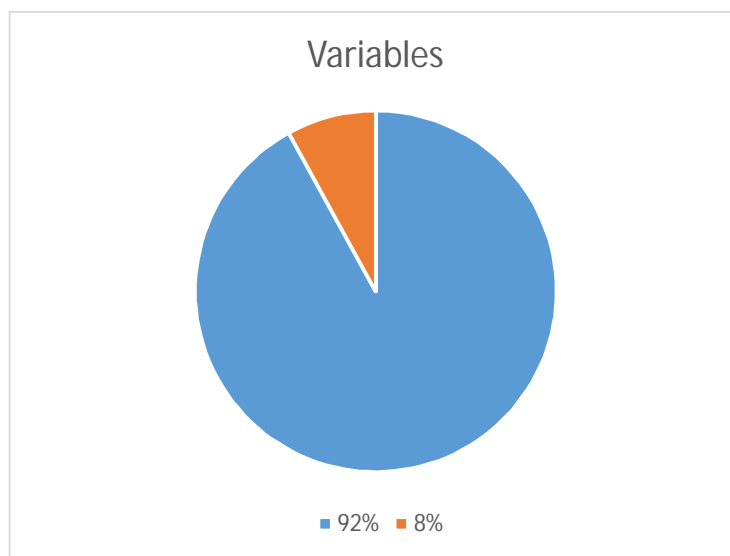
-VARIABLES		
Answer	F	%
From monday to friday	6	46
Three times a week	7	54
Twice a week	-	-
	13	100



7th grade students of Juan José Rodriguez Institute take English class three times a week.

2. DO YOU DELIVER YOUR CLASS ASSIGNMENTS, JOBS AND PROJECTS ASSIGNED BY THE TEACHER ?

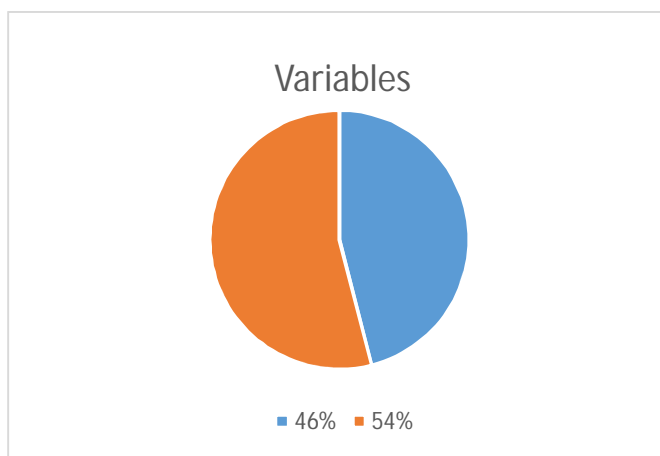
VARIABLES		
Answer	F	%
Yes	12	92
No	1	8
	13	100



92% of 7th grades students of Juan José Rodriguez Institute deliver their Homeworks and projects; thus, they are very responsible with their assignment.

3. THE CONTROLLING OF TASKS BY THE TEACHER IS:

VARIABLES		
Answer	F	%
Always	-	-
Sometimes	6	46
never	7	54
	13	100



English teacher of Juan José Rodríguez check homework. Sometimes, so I consider she has to be less lenient with students of this school

4. HOW DO YOU CLASSIFIED FOREIGN LANGUAGE CLASSES TOUGHT BY YOUR TEACHER ?

VARIABLES		
Answer	F	%
Deficient	-	-
Regular	5	38
Good	4	31
exelent	4	31
	13	100



Taking a look to the chart more than 50% of the students say they satisfactoryso the teacher does her better.

5. THE FOREIGN LANGUAGE CLASSES ARE TAUGHT.

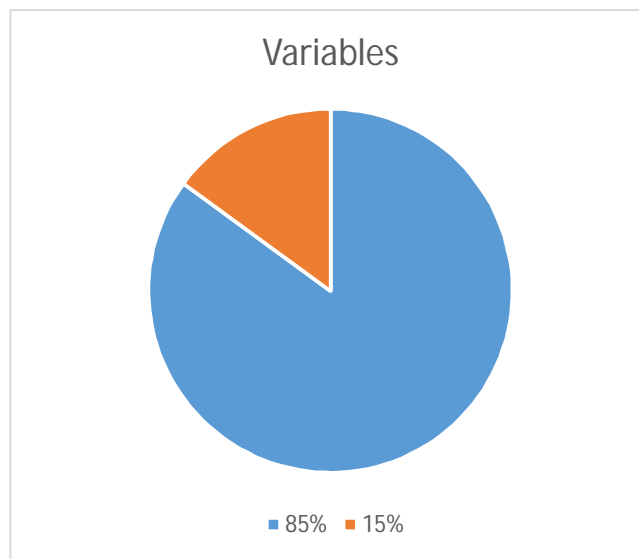
VARIABLES		
Answer	F	%
25% Eng	1	8
50% Eng	1	8
75% Eng	4	31
100% Eng	7	53
	13	100

Just before looking at the chart, it says that the teacher uses pretty much the L2. To teach her classes.

6. DO YOU HAVE AN ENGLISH BOOK TO DEAL WITH ASSIGNMENTS ?

VARIABLES

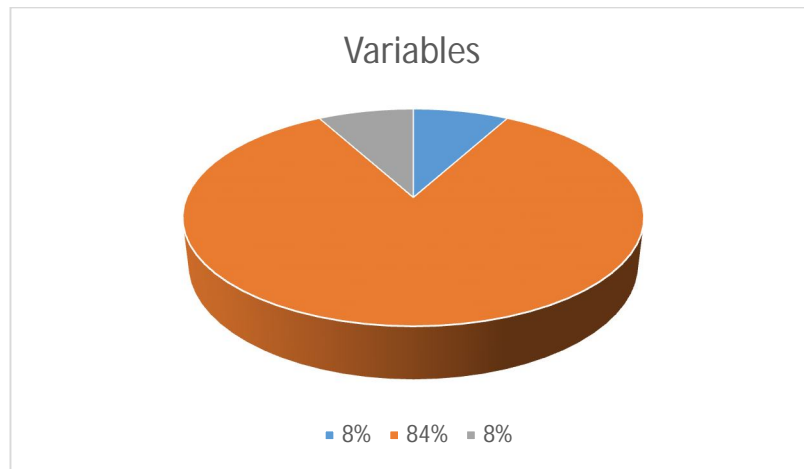
Answer	F	%
Up date	2	15
Out dated	11	85
None of about	-	-
	13	100



Unfortunately 85% of the students have outdated English book. So it means that it is old-fashioned and no longer useful or relevant to modern life, or real tasks.

7. DO YOU HAVE A FOREIGN LANGUAGE DICTIONARY TO CHECK UNKNOWN WORDS ?

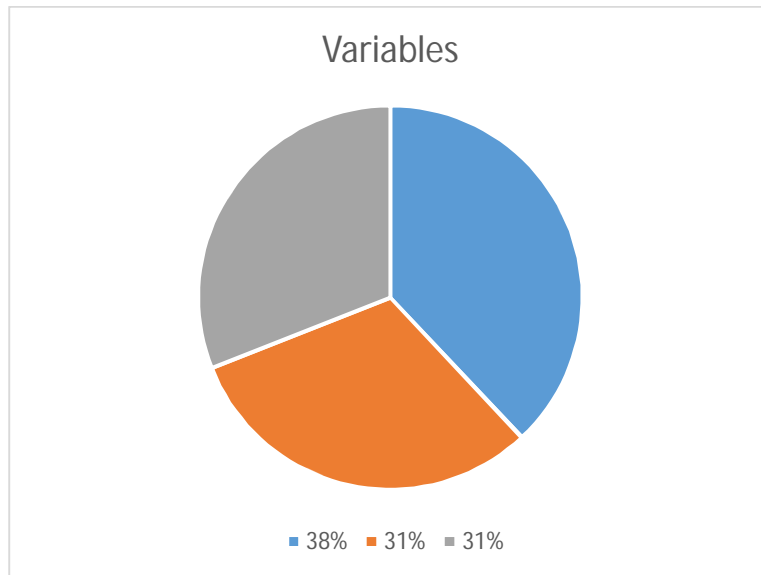
VARIABLES		
Answer	F	%
Advanced	1	8
Basic	11	84
anyone	1	8
	73	100



According to chart a lot of students have at least one basic English dictionary so it's a good sign that is, they could face with some of the assignments.

8 . YOUR CLASSES ATTENDANCE IS:

VARIABLES		
Answer	F	%
Deficient	-	-
Regular	5	38
Good	4	31
exelent	4	31
	13	100



More than 60% of students have a satisfactory attendance to school, so this help acquisition of language why? 'cause most of teachers assignsome extra marks for having good attendance. that is, the fact they are present at the school or go regularly to it.

9.DO YOU PARTICIPATE IN STUDY CIRCLES AFTER SCHOOL ?

VARIABLES		
Answer	F	%
Always	-	-
usually	-	-
Sometimes	6	46
never	7	54
	13	100



Less than 50% of students participate at study circle. This is a bad news because the student will continue with the same learning problems.

10. DO YOU PARTICIPATE ON SCHOOL REINFORCEMENT?

VARIABLES		
Answer	F	%
Always	2	15
Sometimes	4	31
RARELY	6	46
Never	1	8
	13	100

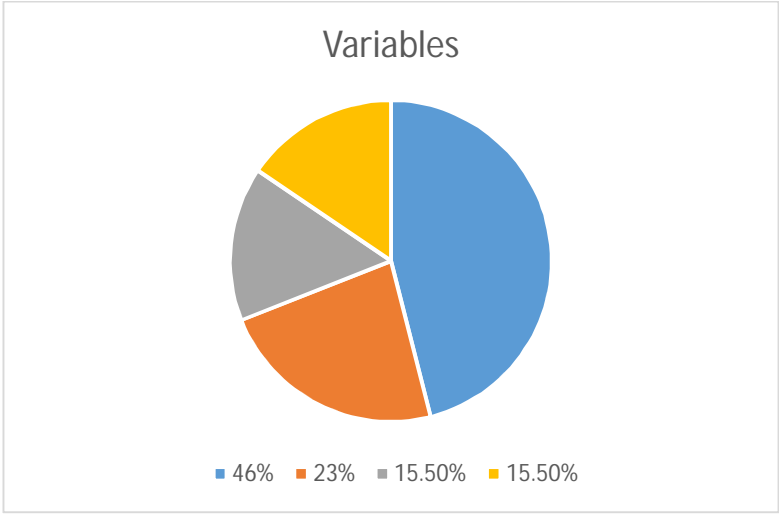


It means that quite a few of the students take reinforcement, also as said before the student will continue with the same learning problems.

11. WHO ATTENDS THE MEETINGS SCHEDULED BY THE RESPONSIBLE OF THE CENTRE ?

	F	%
100%	6	46
75%	3	23
50%	2	15.5
25%	2	15.5
	13	100

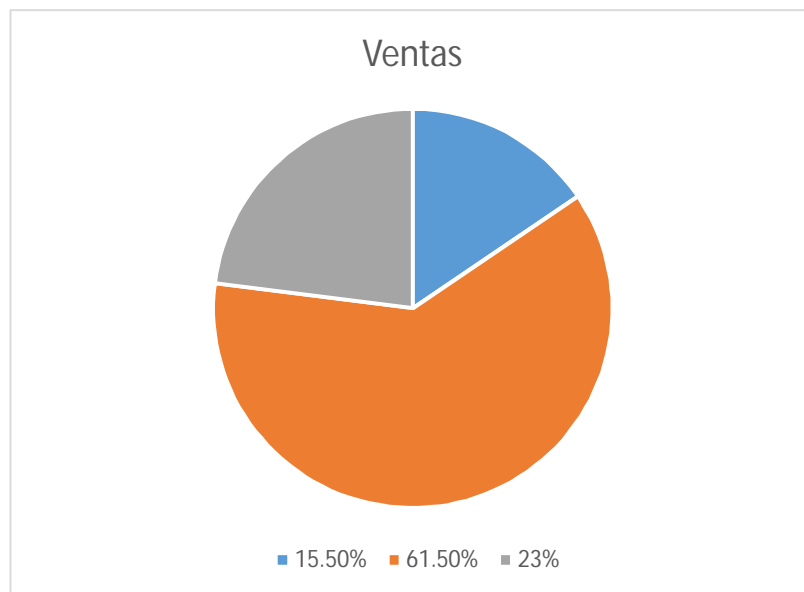
VARIABLES



It means, parents are interested on knowing how students performance at least, so I consider they ought to worry on helping their students to deal with learning acquisitions

12. ARE YOUR PARENTS INTERESTED IN KNOWING ON HOW DO YOU FIX AT SCHOOL?

Answer	F	%
The father	2	15.5
The mother	8	61.5
A relative	3	23
No body	13	100



Just before, parents should focus on helping their student to acquire the L2.

These are the questions presented to 13 parents and this is the results about the analisis:

1. DO YOU CONSIDER YOUR CHILD IS LEARNING SOME FOREIGN LANGUAGE SKILL

CATEGORY	F	%
COMPLETELY	7	54

VERY MUCH	2	15
MUCH	2	15
NOT SATISFY AT ALL	2	15
	13	100

54% OF PARENTS ARE AGREE THAT THEIR CHILDREN ARE LEARNING FOREIGN LANGUAGES SKILLS. 15% ARE BETWEEN THE OTHER CATEGORIES.

2. WHAT IS YOUR VIEW REGARDING FOREIGN LANGUAGES CLASSES TAUGHT HIS SON

CATEGORY	F	%
COMPLETELY	3	23
VERY MUCH	3	23
MUCH	7	54
NOT SATISFY AT ALL	0	0
	13	100

50% OF PARENTS ARE AGREE WITH THE KIND OF CLASSES THAT RECEIVE THEIR CHILDREN. 23% OF PARENTS FEEL VERY WELL WITH THE KIND OF CLASSES , 54% CONSIDER GOOD THE CLASSES THAT THEIR CHILDREN RECEIVE.

3. HOW DO YOU ENCOURAGE YOUR CHILD FOR NOT REJECTING STUDIOS

CATEGORY	F	%
COMPLETELY	3	23

VERY MUCH	4	31
MUCH	4	31
NOT SATISFY AT ALL	2	15
	13	100

23% OF PARENTS ARE AGREE WITH THE STUDIES OF THEIR CHILDREN , 31%CONSIDER GOOD OTHER 31% CONSIDER VERY GOOD AND 15% IS NOT SATISFY AT ALL.

4. HO DO YOU HELP YOUR CHILD IN ORDER TO HELP HIM-HER TO DO HOMEWORKS TASKS AND – OR PROJECTS.

CATEGORY	F	%
COMPLETELY	1	8
VERY MUCH	3	23
MUCH	5	38
NOT SATISFY AT ALL	4	31
	13	100

8% OF PARENTS HELP TO THEIR CHILDREN TO DO HOMEWORK , 23% OFTEN HELP THEM, 38% SOMETIMES HELP THEM AND 31% DON`T HAVE TIME TO HELP THEM.

5. HOW DO YOU PARTICIPATE IN MEETINGS SCHEDULE BY THE MANAGEMENT OF THE CENTRE TO PROVIDE ACADEMIC REPORT?

CATEGORY	F	%
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COMPLETELY	4	31
VERY MUCH	3	23
MUCH	5	38
NOT SATISFY AT ALL	1	8
	13	100

31% OF PARENTS PARTICIPATE IN MEETINGS SCHEDULE ORGANIZE IN THE SCHOOL, 23% OF PARENTS OFTEN PARTICIPATE IN MEETINGS, THE 38% SOMETIMES PARTICIPATE IN MEETINGS AND THE 8% NEVER GO TO MEETINGS.

6. HOW DO YOU REACT WHEN YOUR CHILD FAILS IN EXAMINATION?

CATEGORY	F	%
COMPLETELY	4	31
VERY MUCH	4	31
MUCH	3	23
NOT SATISFY AT ALL	2	15
	13	100

31% OF PARENTS HAVE THE SAME REACTION IN TWO CATEGORIES ABOUT THEIR CHILDREN FAIL IN EXAMINATIONS. 23% ARE DISAGREE WITH THEIR CHILDREN , AND 15% ARE NOT SATISFY AT ALL WHEN THEY FAIL IN THEIR GRADES.

7. HOW OFTEN DO YOU VISIT THE SCHOOL YOUR CHILD ATTENDS

CATEGORY	F	%
COMPLETELY	3	23

VERY MUCH	4	31
MUCH	5	38
NOT SATISFY AT ALL	1	8
	13	100

23% of PARENTS VISIT THE SCHOOL MORE FREQUENTLY IN ORDER TO KNOW HOW THE GRADES OF THEIR CHILDREN ARE. 31% OF PARENTS VISIT THE SCHOOL MORE FREQUENTLY, 38% VISIT FREQUENTLY AND 8% NEVER VISIT THE SCHOOL.

8. DO YOU ALLOW YOUR CHILD TAKE PART OF EXTRA CLASSES STUDIOS?

CATEGORY	F	%
COMPLETELY	6	46
VERY MUCH	2	15
MUCH	5	38
NOT SATISFY AT ALL	0	0
	13	100

46% OF PARENTS ARE AGREE THAT THEIR CHILDREN TAKE EXTRA CLASSES. 15% OF PARENTS THINK THAT IS IMPORTANT TO THAT THEIR CHILDREN TAKE EXTRA CLASSES IN ORDER TO IMPROVE THEIR KNOWLEDGE, 38% OF PARENTS THINK THAT IS NOT AS NECESSARY TO TAKE EXTRA CLASSES BECAUSE THE STUDENTS HAVE THE BASIC INFORMATION IN CLASS.

9. WHAT DO YOU THINK OF CHILD'S WORK?

CATEGORY	F	%
COMPLETELY	4	31

VERY MUCH	3	23
MUCH	6	46
NOT SATISFY AT ALL	0	0
	13	100

31% OF PARENTS THINK THAT THE WORK OF THEIR CHILDREN IS EXCELLENT, THE 23% THINK THAT IS VERY GOOD, THE 46% THIK THAT IS GOOD, BASED ON THE RESULTS OF THE GRADES

10. DO YOU STIMULATE YOUR CHILDREN BY THEIR GRADES?

CATEGORY	F	%
COMPLETELY	6	46
VERY MUCH	4	31
MUCH	2	15
NOT SATISFY AT ALL	0	0
	13	100

46% OF PARENTS STIMULATE THEIR CHILDREN BY THEIR GRADES, 31% OF PARENTS OFTEN STIMULATE THEIR CHILDREN AND THE 15% SOMETIMES STIMULATE THEIR CHILDREN.

As seen in the questions above , parents explain the different situations that live with their children in relation with the class, I can conclude that the parents many times don't help them, an this affect the grades of the them., by the other hand, exists other factors that influence positive or negative in their grades

DEDICATORY

I DEDICATE THIS WORK TO MY FAMILY THAT ALWAYS AID ME TO REALIZE THIS WORK.

TO MY PARENTS THAT ALWAYS WILL BE IN MY HEART.

ACKNOLOGMENT

TO BE GRATEFUL TO GOD BY THE FORCE THAT GIME EVERYDAY.

TO ALINA GIUSTO FOR HER HELP IN THIS WORK

TO MY TEACHERS SPECIALLY DR. RAUL RUIZ CARRION FOR INCONDITIONAL HELP AND KNOWLEDGE.

TO MY FRIEND TEACHER KENYA ORTIZ ABUD FOR HEPL ME WITH THE INFORMATION AND INCONDITIONAL HELP.

TO MY FRIEND JACKELINNE CORDOBA LOBO FOR HER INBCONDITIONAL HELP.

Graduation Seminary Type Sampling

Juan José Rodríguez Institute 7th Grade

No	Student's name	Attendance		Primary English Course		Independent English Course		Homework On time	
		Si	No	Si	No	Si	No	Si	No
1	Ixy María Acevedo Huete				✓				
2	María Roseen Amplié Ureña	✓		✓			✓	✓	
3	Anabela Guadalupe Arévalo Luna	✓		✓			✓	✓	
4	Lizbeth Andriana Barbosa Cruz		✓	✓		✓			✓
5	Cadmie Alexa Biham Zamora	✓		✓			✓	✓	
6	Ana Victoria Blandino Castro		✓		✓	✓		✓	✓
7	Gabriela Esther Briseño Mena	✓		✓			✓		✓
8	María Fernanda Campos Espinoza		✓		✓	✓		✓	✓
9	Johana Isabel Castillo Ruiz	✓		✓		✓			✓
10	Jill Elizabeth Espinoza Moraga	✓		✓			✓	✓	
11	Lucero Luzvenia Gaitán	✓		✓		✓		✓	
12	Camila Fernanda Jiménez Guevara		✓		✓		✓	✓	
13	María Elena González	✓		✓		✓		✓	
14	Katherine Masiel Maldonado Rivas		✓		✓	✓		✓	
15	María Monserrate Membreño A	✓		✓	✓		✓		
16	José Carlos Aburto Calderón	✓		✓		✓		✓	
17	Albania Gissel Díaz González	✓		✓	✓		✓		
18	Jennifer Carolina Bermúdez M	✓		✓			✓		✓
19	Neftalí José Mendieta Bermúdez	✓		✓	✓		✓		
20	Emmanuel Salvador Bermúdez S	✓		✓	✓		✓		
21	Jessy Ninoska Bermúdez Mendieta	✓		✓	✓		✓		
22	Manuel Alejandro Corero Rocha	✓		✓	✓		✓		
23	Aynat Antonio Cortez Martínez	✓		✓		✓		✓	

24	Leonardo Matías Espinoza Zúniga		✓		✓	✓		✓		✓		✓
25	Santiago Rosendo García	✓		✓	✓		✓		✓		✓	
26	Aarón Moisés Paramo Téllez		✓		✓	✓		✓		✓		✓
27	Fernando Jaharías Pérez García	✓		✓	✓		✓		✓		✓	
28	José Humberto Pilarte Gutiérrez		✓		✓	✓		✓		✓		✓
29	Juan Carlos Sandino Hernández	✓		✓		✓		✓		✓		✓
30	Moises Muñoz Hernández	✓		✓			✓		✓		✓	
31	María Alejandra Baltodano	✓			✓	✓		✓		✓		✓
32	Martha Elena González.	✓			✓		✓		✓		✓	
33	Keyling Sánchez	✓		✓			✓		✓		✓	
34	Enmanuel Mojica		✓		✓	✓		✓		✓		✓
35	Edwin Baltodano Palacio	✓			✓		✓		✓		✓	
36	Ricardo Corea Sánchez		✓		✓	✓		✓		✓		✓
37	Rafael Antonio Bermúdez G	✓		✓			✓		✓		✓	
38	Cinthya Raquel Bermúdez Gonzalez.		✓		✓	✓		✓		✓		✓
39	Maryeling Lisbeth García Aguirrez	✓		✓			✓		✓		✓	
40	NinoskaRaquel Baltodano Mojica	✓		✓		✓		✓		✓		✓
41	Kevin Mauricio Aburto	✓			✓	✓		✓		✓		✓
42	Osman Antonio Avilés Morales	✓			✓	✓		✓		✓		✓
43	Bryan Octavio Barbosa Reynosa	✓		✓			✓	✓		✓		✓
44	Alberto Antonio Blandino Ramírez	✓		✓			✓		✓		✓	
45	Lorena del C.Castro Romero	✓		✓		✓		✓		✓		✓

NOTE: The whole number of students is forty five, we are going to survey thirteen students, choisen by the samplim table shown before