



**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
UNAN-MANAGUA
RECINTO UNIVERSITARIO “RUBEN DARIO”
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH DEPARTMENT**

Theme:

Some factors that affect the Teaching-Learning process in students of 7 grade English class, evening shift at Rosendo López High School in the city of Rivas during the second semester of 2011.

Authors:

Hazel de los Ángeles Aguilar Montano (07-01436-1)
Deglis Antonio Moreno Mora (07-01629-5)

Tutor:

MSc. George Crisantos St. Clear

Research submitted in partial fulfillment of the requirement for the B.A Degree in Teaching English as a Foreign Language.

Managua, November 26th, 2011

Beginning Date: August 14th, 2011

Ending Date: November 26th, 2011

Dedicatory

This thesis is dedicated to God for the wisdom and perseverance that he has been bestowed upon us during this research project, and indeed, throughout our life: "we can do all things through Christ which strengtheneth us." (Philippians 4: 13)

To our parents for their unconditional support, both financially and emotionally throughout our career, and for teaching us that even the largest task can be accomplished if it is done one step at a time.

Gratitude

We want to give thanks first of all to the people who helped us to do this research, and especially to our teacher George Crisantos who guided us in this research.

Problem

Factors that affect the Teaching-Learning process in students of 7 grade English class.

Sub-problems

- I. Students frequent absence.
- II. Little attention in English class.
- III. The teacher's teaching style.

Theme

Some factors that affect the teaching-learning process in students of 7 grade English class, evening shift at Rosendo López high school, during the second semester of 2011.

Index

Introduction.....	6
Justification.....	7
I. Objectives.....	8
1.1 General objective.....	8
1.2 Specific objectives.....	8
II. Theoretical framework	9
2.1 Historical background.....	9
2.2 Theories	11
III. Methodological design.....	24
3.1 Hypothesis.....	24
3.1.1 Population and sample.....	24
3.1.2 Systems of variables.....	25
3.1.3 Methodology procedure and techniques.....	26
IV. Development.....	27
4.1 Instruments.....	27
4.1.1 Survey.....	27
4.1.2 Interview	27
4.1.3 Observation.....	27
4.2. Analysis and interpretation of results.....	28
V. Conclusion.....	42
VI. Recommendations.....	43
VII. Bibliography.....	44
VIII. Appendix	45

Introduction

The purpose of this work is to identify and determine the influence of educational (teacher's methodology, or style), psychological (students' attitude, and environment influence), and social factors (social-family problems) on the teaching-learning process in students of seventh grade, English class of a high school of Rivas city.

When we think of second language development as a teaching-learning process, we need to remember that different students have different learning styles, that intrinsic motivation aids learning, and that the quality of classroom interaction matters a great deal.

Students come from diverse backgrounds and have diverse needs and goals. With adolescent language learners, factors such as peer pressure, the presence of role models, and the level of home support can strongly affect the desire and ability to learn a little of English in the high school.

Maximizing the learning results of our English students, certain issues have often focused on issues including language teaching, learning theories, teaching materials, teaching approaches and methodologies, syllabus design, etc. Little research has been directed to the topic of how the local educational/teaching environment has influenced students' learning when the students are not English majors, but studying English as non-majors due to educational requirements and professional needs. This fact may at least lead to the result that local English learning problems remain unsolved for long periods of time. This paper looks into some causes that may have greatly hindered the effect of English learning for students in Rivas, since the role of English in the education systems is very important.

The quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competence, and skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process. Quality improvement in education depends upon proper training of teachers. The teachers cannot play any of the roles unless properly trained (Yadved and Singh, 1988). School environment, teacher qualifications, curriculum and instructional approaches, and many other factors interact to produce growth in student academic skills and knowledge.

Justification

Considering the problem that confronts the Rosendo López high school about the factors that affect the teaching-learning process in students of seventh grade, we have decided to make a study of this problem, which we hope can be of great help for this school as much as teachers as students. In addition, it will benefit to the parents, who play an important role not only in the students' education but also in their personal life, so they need to know the reasons of misbehavior of their children in school; if they (parents) have to do with this or not.

On the other hand, this research will allow the English teacher to know if she is using the right methodology with these kinds of students. We'll discover if she is or not the causative of this problem. Probably, it will help her to improve as a teacher, knowing better the attitudes of her students towards her class, why they miss classes frequently, why they don't pay attention, and their difficulties or skills in the class.

To the students, it will help them to know better their teacher. The real reasons of why they are having problems in this class, if these are social- family problems that are affecting them, or if it's though the fault of the teacher teaching style.

Furthermore, we want people involve (teacher, students, principals, etc.) realize if the school or classroom conditions (structure) is one of the factors that are influencing in a negative way in their teaching-learning process now that like this they will do something in the future to improve it.

And of course, for the rest of the teachers, who work there, it will be as an advices and warnings' book that will help them to improve as teachers.

Finally, for us it will lend us a hand to expand our knowledge about this theme, which is very common and known through schools, but unfortunately most people don't worry, and we believe it has been one of the disadvantages of its expansion and wrong control. In the same way to put into practice the research's stages process that somehow will help us in the carrying out of future works in our career and jobs.

I. Objectives

1.1 General objective

To determine the influence of teacher's methodology, the attitude of the students, and influence of the environment in the teaching-learning process in the students of seventh grade English class, evening shift in the high school Rosendo López of Rivas City, during the second semester of 2011.

1.2 Specific objectives

1. To verify the influence of teacher's methodology, teaching style, in the lack of interest of the students for English.
2. To describe the attitude of the students toward the English class: frequent absence, poor attention, and social-family problems.
3. To determine the influence of the environment (classroom structure) in the lack of interest of students for English.

II. Theoretical framework

2.1 Historical Background

Rivas city is located to 111 Km from Managua, which limits North with Nandaime, South with Costa Rica, East with Cocibolca Lake, and West with the Pacific Ocean. In this city we have a public high school called “Rosendo López”.

Since its foundation so far has taught classes from 7 to 11 grade in the regular, nocturnal, and Saturday shifts. This high school has approximately 5,000 students each year.

There are 12 sections of 7 grades from “A to F” in the morning shift and from “G to L” in the evening shift. Being more specific in the evening shift there is an average of less than 30 students in each section (classroom), whose ages vary between 12 and 19 years old approximately.

Just one English teacher teaches to these 6 sections (from K to L), who has 12 years teaching there. Since 2 years she works with a person of Peace Corps.

According to the interview that we made at the English teacher “Aracely Rodriguez”, she said to us that about 4 years ago the students of seventh grade (evening shift) have been presenting serious problems in their Teaching-Learning process, which has been getting worse through years; however, we will focus just in the second semester of this year (2011), where these students have presented the following attitudes:

- They give many excuses with the purpose of not hand in their assignments.
- They talk to each other while the teacher is teaching.
- They miss classes frequently.
- Just few students (4 or 5) try to make an effort to hand in a good assignment.

The English teacher told us students of 7 grade “G”, where are the youngest, are who show more interest for learning.

It’s estimated that many students are of low social class (poor students); besides, it is believed that most of them have family problems, and some live with their grandparents, uncles, aunts, or even with their stepparents because their parents have to work out of the country. On the other hand, others have to work by their own business, and for that reason they don’t attend classes until for one week.

Talking about structure of the school, we can say the appearance that present the classrooms are terrible; they are worse than a jail. The walls are scratched with pens, markers, graffiti, etc. Some classrooms have not blinds in their windows. Teachers and students use blackboards which are so old. The floor is almost always dirty, and sometimes surroundings are not clean since they don't have the habit to put the trash in its place.

It's known that to date our research is the first that has been done related to the topic of factors that affect the Teaching-Learning process in the English class in this high school, where anyone before had been interested.

2.2 Theories

Outline:

1. Teaching- Learning process (concept)
2. Motivation and engagement
3. School factors influencing engagement
 - a) The task matters
 - b) Teacher-student relationship
 - c) Classroom climate
 - d) At the school level: principal
4. Engagement in Learning Declines
 - a) Teachers
 - b) parents
5. Things teachers need to know
6. Why children fail in school?
 - a) Lack of Parental Involvement and Absenteeism
 - b) Poor Study Skills
 - c) Lack of Motivation
 - d) Peer Pressure
 - e) Lack of Social Skills
 - f) Low self-esteem
7. When an adolescent is having difficulty, parents and teachers can assist by:
8. Physical design and layout of educational environments
 - a) Features of learning environments
 - Lighting
 - Color choices
 - Noise
 - Crowded conditions
 - Seating arrangements
 - b) Design and layout of educational environments
9. Windows and Classrooms
10. Teachers' perceptions and use of classroom space
 - a) Effects of the School or Classroom Setting
 - b) Appropriateness of the Setting
 - c) Effects of School Size and Capacity
 - d) Environmental Competence
11. Effective Classroom Arrangement

After looking for information in books, and internet we have found information about our problem.

1. Teaching- Learning process

Concept

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

(es.scribd.com/doc/teaching-learning process)

2. Motivation and engagement:

Motivation is about *energy* and *direction*, the reasons for behavior, why we do what we do. It concerns the psychological processes behind student behavior in learning situations.

Engagement describes *energy in action*, the connection between person and activity.

Motivation and engagement are often treated as if they are the same concepts, but it is important to discriminate between them. Students can be motivated but disengaged

As engagement is more directly about behavior, it is more likely to be affected by what happens in relationships with teachers and peers, and by school experiences.

3. School factors influencing engagement.

a) The task matters:

Students will engage with tasks they find interesting, challenging and important.

Through students' eyes a task is:

- Interesting when it catches attention, when it presents something not completely predictable, or not fully known, something more to find out, to be explored or to discover,
- Challenging when there is a goal or end to work towards, to achieve, and reasonable confidence of being successful.

- Important when it offers something, or leads to something of value. It may be something of immediate value; it may offer access to a more long-term goal and long-term satisfaction.

Through students' eyes a task is considered boring when:

- There is nothing about it that attracts; it is too familiar or too easy,
- There is a good chance of being a failure; *'I know I don't have the skills, or the ability; I know I won't make it.,*
- Too much effort is required; *'Maybe I have the skills but it is not worth the effort'.*

b) Teacher-student relationships Students say they respond positively when classes are taught by teachers who:

- Enjoy teaching students as well as the subject,
- Respect students and don't put them down,
- Involve them in making decisions,
- Care about them,
- Listen to them and don't shout at them,
- Are fair, approachable and supportive,
- Know them as individuals and speak to them individually,
- Have fun with them
- Explain things clearly,
- Respond to requests for help.
- Don't give up on them.

c) Classroom climate

Learning is also a process of social collaboration. Teachers and their students together create the learning environment. A supportive friendly, safe classroom, that emphasizes positive emotions and interactions, contributes to students' social-emotional well-being, resilience, productive coping strategies and engagement in learning.

Teacher communication about classroom norms and procedures that is clear and consistent is associated with greater attentiveness, more time on task and less disruptive behavior. Students, who know what their teachers expect of them in terms of work and social behavioral class, and the consequences of not meeting those expectations, are more likely to be behaviorally engaged. Year 3 to 5 students in the U.S. who had positive perceptions of teacher expectations, for example, were found to be more effortful and persistent in learning.

d) At the school level

Principals play a key role in establishing such cultures which are professionally stimulating for teachers; they increase teachers' sense of efficacy – their belief they have the capacity to make a difference to student learning – and thus raise teacher expectations. They have a positive effect on teacher engagement, learning and pedagogy; as teacher engagement increases, so too does student engagement.

4. Engagement in Learning Declines

Engagement in learning declines when particular forms of behaviour and interaction are experienced by students, engaged in by teachers and parents, for example when:

a) Teachers

- Make public comparisons between students' work.

He's always holding up a piece of their work and saying how much better it is than ours.'

- Put students or classes down.

'He jokes in a way that makes fun of particular kids. I don't like it; it makes you feel awful.'

- Give work to students that is repetitive, unchallenging and unrelated to the real world.

'Maths is very repetitive. You keep doing the same work sheet. Well different sheets, but the same kind of thing.'

b) Parents

- Parents place excessive pressure on students to meet their demands for achievement.

'They make me study all the time, get me tutoring and keep talking about how much they want me to do well – I just can't take it!'

(www.dest.gov.au/sectors/school_education/publications_resources/schooling_issues_digest/schooling_issues_digest_motivation_enga)

5. Things teachers need to know

1. Resist the urge to try to edit every error in every paper: there just aren't enough hours in the day. For this reason, short assignments are better than long ones, most of the time. They need drilling, not marathons.
2. No matter what you teach, read out loud to your class. Even for teenagers, move around and use dramatic or silly voices as you read; again, such exaggeration models the kind of active screening of written words that they probably lack. Your poorest readers will want to watch you instead of reading along.
3. If a student submits work that is illegible, incomplete, or that didn't follow directions, don't grade it. Return it to the student and tell them that they have three days to correct/finish it and resubmit it to you, but emphasize that it's "on them."
4. Mentoring is the ultimate teaching. Model the kind of adult you want your students to become: carry books around with you, don't swear, discuss world events, etc.
5. Wake them up with a warning the first time they fall asleep. Don't yell or bang anything to do it, just nudge their shoulder with your knuckles.
6. Cell phones and iPods are evil. Get yourself a reputation as an inveterate hater of all electronic toys in the classroom.
7. Collect homework as soon as the day starts. Anyone who was "finishing" it after that gets half credit.

(Gentlyhewstone.com/2008/08/04/50-things-new-teachers-need-to-know/)

6. Why children fail in school?

a) Lack of Parental Involvement and Absenteeism

The impact parents have on the academic success of their children is immeasurable. Granted, there are a few students, who succeed despite their home lives, but most students need a stable home and a parent or guardian who stays involved and makes sure their attendance is steady.

b) Poor Study Skills

Often students have no idea how to study. At some point in their academic life, they realize that the work has gotten harder and they can no longer “wing it.” To truly learn something, a student must first assimilate the information.

c) Lack of Motivation

The cause of low motivation is often nebulous. Keep asking your child what is wrong, and keep encouraging long-term goal planning. Unfortunately, if motivation stays low for too long, you must press for answers, look for signs of depression, bullying, sex, drug use, or video game and/or computer addiction.

d) Peer Pressure

What is really going on in the life of your child? Are his or her friends good influences? Practice dialogue with your child on how to deal with peer pressure.

e) Lack of Social Skills

Does your child have friends? Does he or she belong to any clubs or play any sports? Often never connecting with a school impacts how a student feels about going to school in general. Students need to create a place of belonging within school. Encourage your child to participate in activities to meet more students.

f) Low Self-Esteem

Once students believe they are “bad” at a subject, they will always be “bad” at that subject. To break the cycle try to “reprogram” positive messages into his or her brain. Praise any new success by saying, “You must be so proud of yourself!” Students must discover inner pride for their accomplishments. (www.suite101.com/content/why-children-fail-in-school-a52392)

7. When an adolescent is having difficulty, parents and teachers can assist by:

- * Making the time to listen to and try to understand the teen's fears or concerns;
- * Meeting as a team, including parents, teachers, and school counselor, asking how they can support the teen's learning environment, and sharing their expectations for the child's future;
- * Providing a supportive home and school environment that clearly values education;
- * Emphasizing at home and in school the importance of study skills, hard work, and follow-through.(www.ericdigests.org)

8. Physical design and layout of educational environments

Description of the Environment

Thinking of instruction as an environment gives emphasis to the place or space where learning occurs. According to Wilson (1996), a learning environment, at a minimum, contains: -the learner;

-a setting or space where the learner acts, using tools and devices,

So, it is a place where learning is fostered and supported (Wilson, 1996).

Many aspects of classroom life may contribute to students' misbehavior: the physical arrangement of the classroom, boredom or frustration, transitional periods, lack of awareness of what is going on in every area of the classroom. Remember, however, that classroom climate and physical arrangements can also encourage desirable behavior. (www.teachervision.fen.com/classroom.../2943.ht...)

a) Features of learning environments

Below are identified some of the physical features of learning environments (classrooms) that can affect learning.

Lighting: is one of the most critical physical characteristics of the classroom is lighting (**Phillips, 1992**). The importance of an appropriate visual environment for learning tasks deserves careful consideration. The visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude, and thus,

performance. **Dunn (1985)** insisted that the lighting of a school should be considered an active element of the total educational environment. He found that good lighting contributes significantly to the aesthetics and psychological character of the learning space. Concomitantly, **Horton's (1972)** research suggested that the ability of individuals in school to concentrate on instructions was strongly influenced by factors such as lighting. In the same way, **LaGuissa (1974)** concluded that many schools by modifying the existing lighting system could reduce systems costs while providing an improved learning environment through better vision, visual impact and comfort.

Harmon (1938) found that over 4000 children developed observable deficiencies associated with Mal illumination (poor lighting). In the late 1940's conditions of the learning environment (lighting, seating and decor) were improved in a selected number of schools, resulting in the following student improvements: 65% reduction in visual difficulties, 47.8% decline in nutritional problems, 43.3% reduction in chronic infections, 25.6% reduction in postural problems and, finally, 55.6% decline in chronic fatigue.

Color choices: can also impact the teaching/learning process. **Sinofsky and Knirck (1981)** found that color influences student attitudes, behaviors and learning. In fact, they cited the most important reasons for using color effectively in learning environments. These reasons include that color affects a student's attention span and affects the student's and teacher's sense of time. **Papadatos (1973)** suggested that the proper use of color in schools can convert an atmosphere that is depressing and monotonous into one that is pleasing, exciting and stimulating. He concluded that such change in color schemes in schools would reduce absenteeism and promote positive feelings about schools. Likewise, **Faily (1979)** reported findings that optical stimulation by the use of warm colors and brilliance of lighting will cause increases in muscular tensions, respiration rate, heart action, blood pressure and brain activity. Cool colors and dim lighting bring about reverse effects such as muscles relaxing more and sleep being facilitated.

From these findings, it is evident that lighting, color choices play a significant role in the achievement of students. (www.coe.uga.edu/.../researchabstracts/visual.htm)

Noise: can be defined as being unwanted sound. Form example, **Persinger (1999)** undertook a study looking at the effect of background noise sound fluctuation from ventilation fans on the tiredness of students. During four consecutive lectures, data was collected after each hour, which reflected student fatigue and their ability to concentrate. During half of these lectures, overhead ventilation fans in the lecture hall were turned on, generating sound that was more or less continuous and averaged

about 60-65dB. During the remaining lectures the fans were turned off. The effects of noise were dramatic: Student reported greater fatigue when exposed to the noise conditions and this may have interfered with their ability to concentrate.

Crowded Conditions: in general, high density (crowding) has minimal effects on learning of simple concepts appropriate to a lecture format, but interferes with learning of complex concepts and with activities that require students to interact (**e.g., Ahrentzen et al., 1982; Weinstein, 1979**).

Seating arrangements: A study that you may find of interest (because it obtains results that you may not anticipate) in regards to the impact of seating arrangements and learning is outlined below -**Wheldall et al (1981)**

Aim: To compare the effect of classroom seating arrangements (in rows or around tables) on children's 'on task' behavior.

Conclusions: Children pay more attention in class when they are seated in rows. (<http://workconditions.blogspot.com/>)

b) Design and layout of educational environments

One student's ideal Secondary English room

- Big windows with blinds
- Always warm
- In rows of 4 pupils with a central aisle
- Teacher's desk at front
- Natural light
- Long table with books
- Displays at the back and side
- Could see other teachers through a door to an adjoining office
- Fan for summer
- Warm colours
- Comfortable
- Soothing music

One student's badly designed Secondary small room used by many subjects

- Windows difficult to open
- Chairs broken
- No blinds
- Heat in summer
- Musty smell
- Chewing gum on floor
- Tatty displays
- Cramped
- Noisy
- Desk at front not used taking up room
- Computer is not reliable

(<http://homepage.ntlworld.com>)

9. Windows and Classrooms: A Study of Student Performance and the Indoor Environment – CEC PIER 2003

This study investigates whether daylight and other aspects of the indoor environment in elementary school student classrooms have an effect on student learning. It's compare the performance of over 8000 3rd through 6th grade students in 450 classrooms in the Fresno Unified School District, located in California's Central Valley.

Numerous other physical attributes of the classroom were also investigated as potential influences, including ventilation, indoor air quality, thermal comfort, acoustics, electric lighting, quality of view out of windows, and the type of classroom, such as open or traditional plan, or portable classroom.

The findings in this study support the general conclusions that:

- The visual environment is very important for learning.
- An ample and pleasant view out of a window, that includes vegetation or human activity and objects in the far distance, supports better outcomes of student learning.
- Direct sun penetration into classrooms, especially through un-shaded east or south facing windows, is associated with negative student performance, likely causing both glare and thermal discomfort.
- Blinds or curtains allow teachers to control the intermittent sources of glare or visual distraction through their windows. When teachers do not have control of their windows, student performance is negatively affected.
- Excessive noise from outside the classroom, have measurable negative effects on learning rates.
- Poor ventilation and indoor air quality also appear to negatively affect student performance. (h-m-g.com/.../summaries%20on%20daylighting).

10. Teachers' perceptions and use of classroom space

By

Sue Ellen Snow

a) Effects of the School or Classroom Setting

According to **Veitch & Arkelin (1995)** good design is that which causes minimal human discomfort and maximum human functioning.

The arrangement and contents of a space or a room can affect the behavior of people; it can make it easier to act in certain kinds of ways and harder to act in others.

For **Rath and Ittleson (1981)** in their research on applying human factors design to learning resource centers, the classroom is not just a shelter for teachers and learners. Rather, it should be considered as a subsystem in the process of producing effective, efficient, and predictable learning. The size, shape, design, furniture, floor covering, acoustics, and environmental considerations (such as temperature, humidity, and lighting) of a learning area predetermine the kinds of activities that can take place.

b) Appropriateness of the Setting

The quality of the physical environment affects the performance of teachers as well as students. A study of working conditions in 31 urban schools concluded "physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment." In dilapidated buildings teachers felt despair and frustration while teachers in renovated buildings voiced "a renewed sense of hope, of commitment, a belief that the district cared about what went on in that building," (**Corcoran et al., 1988**).

Lowe (1990) determined which aspects of the physical environment affected teachers the most. In interviews with State Teachers of the Year, factors such as quality equipment and furnishings, climate control, and acoustics were identified as the most important environmental features. Teachers emphasized that the ability to control classroom temperature is critical to student and teacher performance.

c) Effects of School Size and Capacity

In addition to concerns over physical aspects of the learning environment, school size and capacity are issues that are receiving increased attention. In New York City, a study of overcrowded schools found that students scored significantly lower on both math and reading exams than did similar students in underutilized buildings. Teachers and students in the overcrowded schools agreed that overcrowded conditions had a negative effect on classroom activities and instruction. **(Rivera-Batiz and Marti, 1995).**

d) Environmental Competence

Steele (1973) defines environmental competence as a person's ability to be aware of the surrounding environment and its impact on him and his ability to use or change his settings to help him achieve his goals without inappropriately destroying the setting or reducing his sense of effectiveness or that of the people around him. (www.coe.uga.edu/.../research/teachersperception)

11. Effective Classroom Arrangement

Effectively arranging the classroom is a vital step in classroom management. Arranging your classroom properly aids in creating a space conducive to learning, promotes the social well-being of students, and can factor into classroom discipline procedures.

Desk Arrangement

When arranging the classroom, never put the teacher's desk in the back. It should always be up front where the teacher can keep an eye on students at all times. Just be sure whatever desk arrangement you choose, there are paths and walkways in case of emergencies.

Classroom Decor

When creating a welcoming classroom environment, you need to consider decor. Bulletin boards should be colorful, engaging and appeal to students. Walls should never be left a stark white, but instead used as a canvas for fun quotes, multi-cultural posters, or any of a variety of educational materials. Plants, pillows for reading corners or headphones with classical music give the classroom a warm and inviting tone. (http://www.ehow.com/info_8672837_traditional-vs-differentiated-classroom-arrangement.html)

Some of the common learning styles and environmental factors that should be considered when attempting to create the best learning conditions are listed below.

Environmental Factors	
Noise vs. Quiet	Some students find sound distracting and some find it calming. It may be beneficial to have several study areas established. One where the noise level is kept to a minimum and one where some background noise is present.
Temperature	Room temperature also plays a key role in learning. If a student is too cold or too hot, they will have more of a hard time concentrating on what their learning task is. It is recommended that the classroom temperature be cool if possible. This way those who do not like being cold can simply wear another layer of clothing and be comfortable.
Bright vs. Dim	Everybody's eyes react differently to light. Some students may need to sit by a bright reading lamp while others may get a headache when too much light is present. A light level that all students find comfortable should be sought.
Mobility	The human body is built to move and it does particularly like to sit still for long periods of time. Have students to stand, stretch, and take short breaks as needed during studying. It is good to study in 20-30 minute increments with a brief break between each block of time. Research has shown that it only takes 30 seconds to rest and recharge the brain.

(www.ndt-ed.org/TeachingResources/Classroom)

III. Methodological design

3.1 Hypothesis

The factors that affect the Teaching-Learning process in students of 7 grade, English class, evening shift, at Rosendo López high school of Rivas city during the second semester of 2011 are:

- Students frequent absence.
- Little attention in English class.
- The teacher's teaching style.
- Environment (classroom structure).
- Family or social problems.

3.2 Population and Sample.

Our population is all the students of the 7 grade, evening shift of the high school Rosendo López of Rivas city during the second semester of 2011, where at the present time there are a total of 141 students, among them 78 males and 63 females.

Sample: from the 141 students of 7 grades, evening shift, were chose 18 students that is equivalent to 12.76 % of the total, which means we have taking 3 students from each of the six sections of the 7 grade.

3.3 System of variables

Variables	Sub –variables	Indicators
General information	Sex	Male Female
	Age	12 to 13 13 to 14 14 to 15
Working situation	work	Yes No
Educational	Teacher's methodology	<ul style="list-style-type: none"> • Lack teaching materials • Explanation not clear • Improvised classes • Lessons are boring.
	Student's attitude	<ul style="list-style-type: none"> • Students don't pay attention. • Students don't participate. • Students don't like English. • Students miss class frequently. • Students have social-family problems. • Students don't hand in their assignments on time. • Students always have an excuse to not hand in their assignments.
	Classroom environment	<ul style="list-style-type: none"> • Students like the environment (classroom) • The classroom conditions affect students' learning process • Students' desks in bad condition. • Walls mark up. • Classroom never tidy. • They use old blackboard which are in bad conditions. • Some windows don't have blinds. • The surrounding sometimes is dirty.

3.4 Methodology procedure and techniques.

To make this investigation we will use the qualitative and quantitative method, because our assignment is of attitude character, it is based in values which students have to have to face and avoid this problem.

- According to the application the kind of study is theoretical because we based our research on the objectives, looking for information as much theoretical as observable.
- According to the period and sequence of the facts, the research is transverse because we took as reference a determined time (second semester of 2011)
- According to the level of depth the research is exploring, because we are giving to know this phenomenon for the first time. We intend to try to understand how much this problem affects teachers and students.
- It is predictive since this problem goes on; we are able to give preference to the facts which are causing the problem.

Techniques:

- Systems of variables

IV. Development

4.1 Instruments.

To this research we used:

4.1.1 Open and close survey: addressed chosen students in our sample, and consisted in a questionnaire that contained 14 questions related to the teacher's methodology, their attitude toward English class, and the environment.

4.1.2 Structured and no structured Interview: addressed English Teacher that contained 5 questions related to our objectives.

4.1.3 Observations: through this we obtained information using our eyes looking for evidence which helped us to solve the problem. Therefore, the observation we applied was direct.

4.2 Analysis and interpretation of results

4.2.1 Table for matrix of information

№ survey	Sex		Age			Work		Like English	
	1	2	1	2	3	1	2	1	2
1		X			X		X	X	
2	X				X	X		X	
3	X				X	X		X	
4	X				X		X	X	
5		X	X			X			X
6		X		X			X	X	
7	X			X		X		X	
8	X		X				X	X	
9	X		X			X		X	
10		X	X			X		X	
11	X		X			X		X	
12		X		X			X	X	
13		X		X			X	X	
14		X	X			X		X	
15		X		X			X	X	
16		X		X			X	X	
17	X		X			X		X	
18	X			X			X	X	
Total 18	9	9	7	7	4	9	9	17	1

Codification

Sex

1= male
2= female

Age

1= 12-13
2= 14-15
3= 16-17

Work

1= yes
2= no

Like English

1= yes
2= no

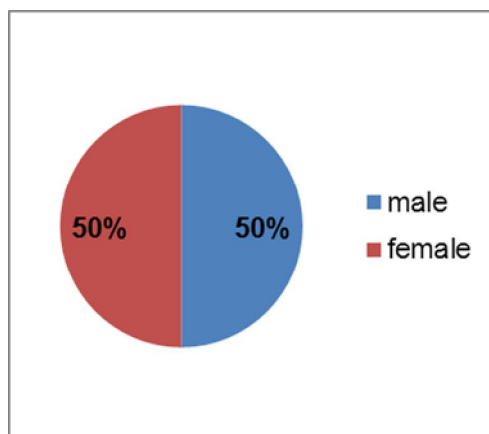
Results of student's survey

Statistic tables

Sub-variable: sex.

✓ Nine students (50%) were male, and nine students were female (50%)

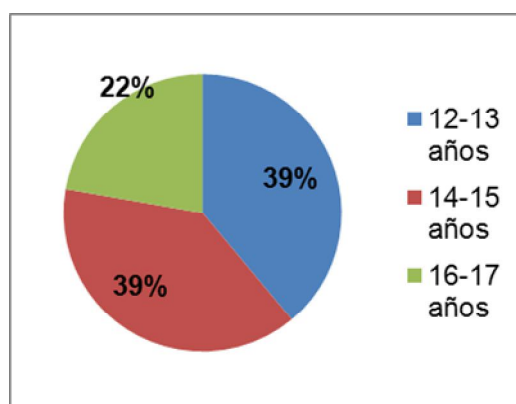
Sex	F	%
Male	9	50
Female	9	50
Total	18	100



Sub-variable: age.

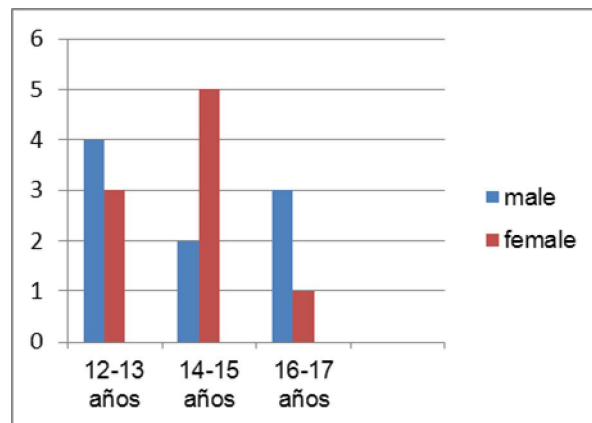
- ✓ We found that 7 students (39%) were between 12-13 years old, 7 students (39%) were between 14-15 years old, and just 4 students (22%) were among 16-17 years old.

Age	F	%
12-13	7	39
14-15	7	39
16-17	4	22
Total	18	100



- ✓ Among the ages 12-13 years old 4 were male and 3 were female, among the ages 14-15 years old 2 were male and 5 were female, and among the ages 16-17 years old 3 were male and just one 1 was female.

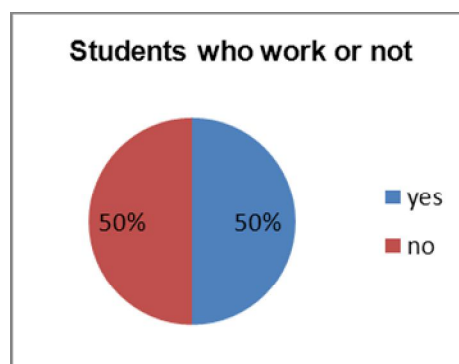
Age	12-13	14-15	16-17	Total
Sex				
Male	4	2	3	9
Female	3	5	1	9
Total	7	7	4	18

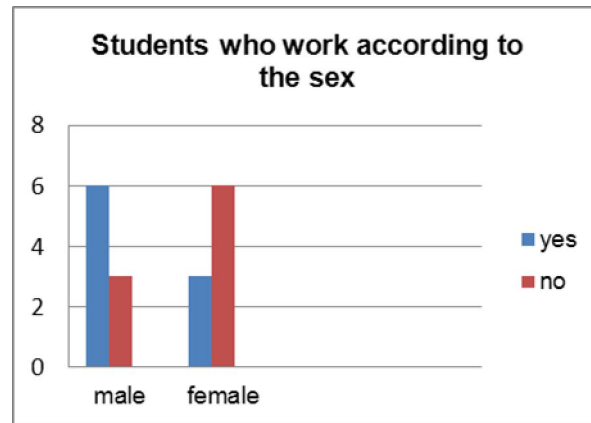


Sub-variable: work.

- ✓ We asked them if they work or not, **9** students (50%) said yes (6 male and 3 female) and 9 students (50 %) said not (3 male and 6 female)

Work	Yes	No	Total
Sex			
Male	6	3	9
Female	3	6	9
Total	9	9	18

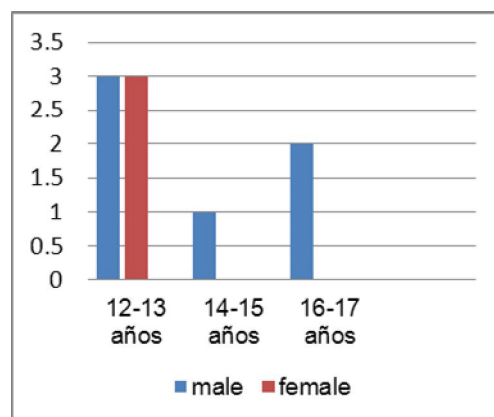




Students who work according to the age and sex

- ✓ Among the 9 students who work there are 3 male and 3 female between the ages 12-13 years old, there is 1 male between the age 14-15 years old, between the ages 16-17 years old there are just 2 male who work.

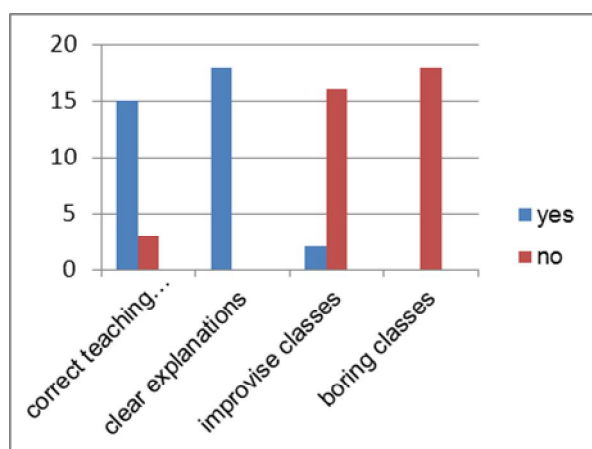
Age	12-13	14-15	16-17	Total
Sex				
Male	3	1	2	6
Female	3	0	0	3
Total	6	1	2	9



Sub-variable: teacher's methodology

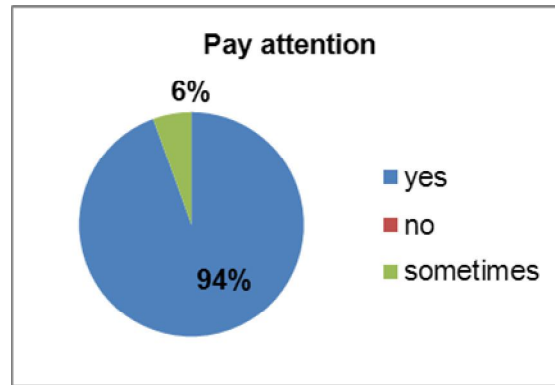
- ✓ The question number 1 was if the teacher used the correct teaching materials 15 said yes and 3 said not. The question number 2 was if the teachers' explanation was clear and all of them said yes, the question number 3 was if the teacher improvises classes and just two said yes and the rest of them said not, the question number 4 was if the English class was boring and all of them said not,

Teacher's methodology	Yes	No
Correct teaching materials	15	3
Clear explanations	18	0
Improvise classes	2	16
Boring classes	0	18

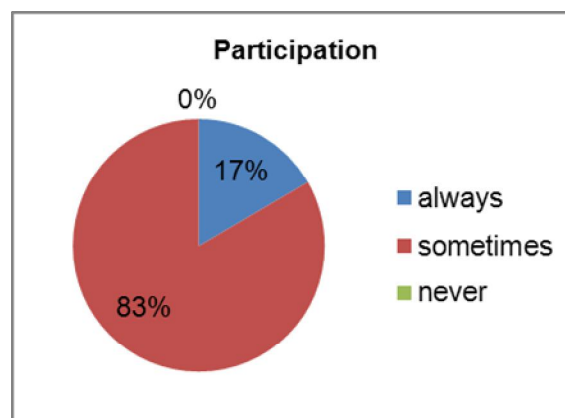


Sub-variable: students' attitude

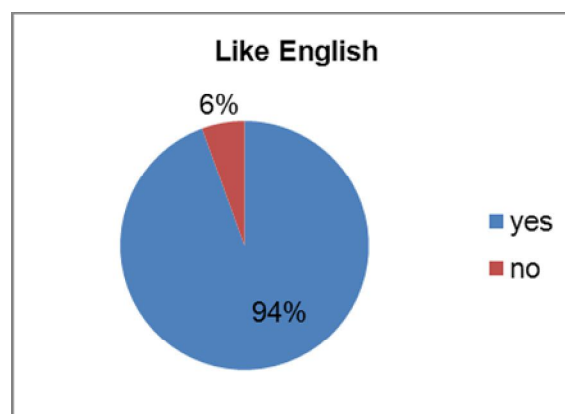
- ✓ In the question number 5 we asked them if they pay attention to the English class, 17 (94%) said yes, and just 1 (6%) said sometimes, and anybody said no.



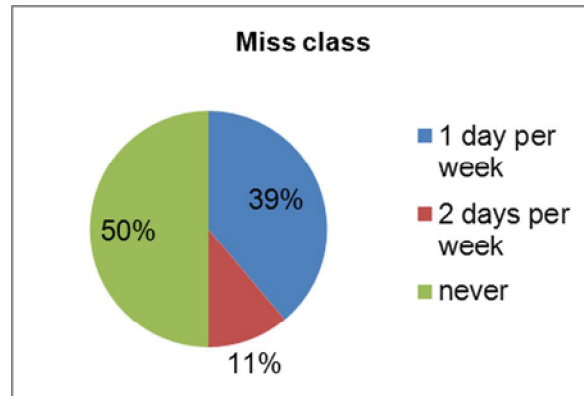
- ✓ The question number six was about students participation, 15 (65%) said sometimes, and just 3 (35%) said sometimes and anybody said never.



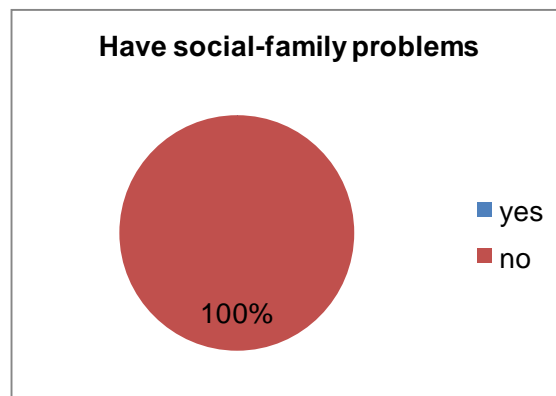
- ✓ The question number 7 we asked them if they like English, 17 (94%) said yes, and just 1 (6%) said not.



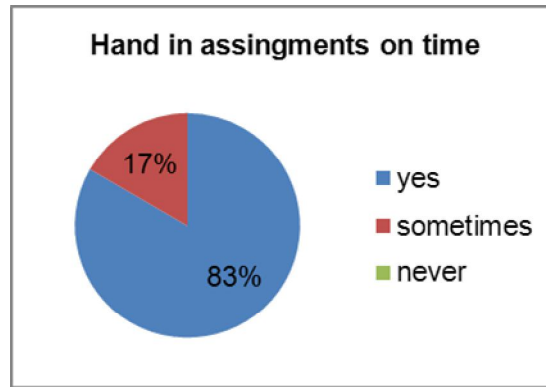
- ✓ The question number 8 we asked them how often they missed classes, 7 (39%) said one day per week, two (11%) said two day per week, and 9 students (50 %) said never.



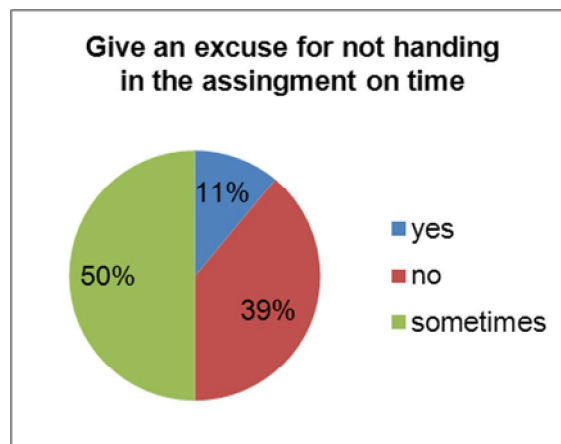
- ✓ The question number 9 was about if the students had social-family problems, and all of them said not.



- ✓ The question number 10 was about if the students handed in the assignment on time 15 (83%) said yes, and 3 (17%) said sometimes, nobody said never.



- ✓ The question number 11 we asked them if they gave excuses for not handing in the assignment on time 2 students (11%) said yes, 7 students (39%) said not, and 9 students (50%) said sometimes.

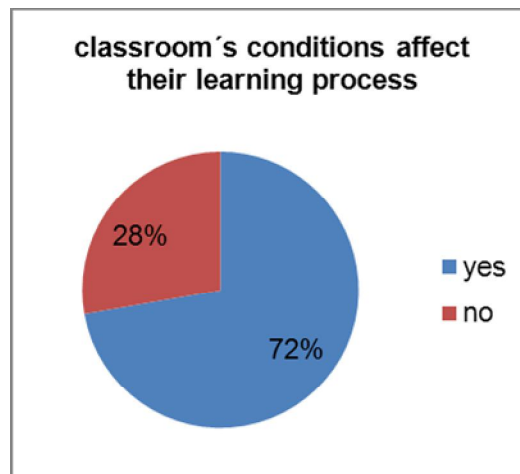


Sub- variable: classroom's environment

- ✓ The question number 12 was about if they like the environment of the classroom, just 1 student (6%) said yes, and 17 students (94%) said not. See reason in table below.

Like the environment of the classroom	
Yes	No
It's ok because it's not hot.	Because all the classroom is damage and mark up (desks, windows, blinds, ceiling, etc.) and vagrants from the street come to the classroom and break the chairs y mark the murals, for this reasons students sometimes don't have where to sit.
Total	1
	17

- ✓ The question number 13 was about if the classroom conditions affect their leaning process, 13 students (72%) said yes, and 5 students (28%) said not.



- ✓ The question number 14 they had to chose things that more affected them during the class. See table below.

	Things that affect more during Teaching-Learning process						
	Desks in bad conditions	Walls mark up	Classroom mess	Blackboard condition	Windows without blind	The dirty surrounding	All of them
Agree	7	4	6	5	6	6	10
Disagree	1	6	2	3	2	2	

According to teacher's interview

- ✓ In the first question we asked her if she used teaching materials and her answer was yes, in the second questions was if she plans her classes and her answer was yes.

Teacher's methodology	Yes	No
Use teaching materials	x	
Plan class	x	

- ✓ This table represented the three last questions 3, 4 y 5, and theirs answer that teacher gave us. See the table below.

Boring activities or explanations?	Students' attitude?	Environment affects the Teaching-Learning process?
No, because I try to keep the students interested in learning. We play games, and we use materials to help us to learn and understand the language.	They like to learn English because they like English songs play video games and do others activities in which they can use the language. However, sometimes they don't want to copy, study grammar, etc.	Yes, since we have visitors who are not students; they come and look through the "windows". Besides, we usually have students playing outside and these activities help not to keep the attention in the class.

According to us**Class observation****Grade:** 7 "H"**Shift:** evening**Teacher:** Aracely Rodríguez

✓ This table represented all what we saw and heard in our observation class.

Teacher's methodology	Students' attitude	Environment (classroom structure)
<ul style="list-style-type: none"> - She used the blackboard. - She used pictures. - The topic was "adverbs of frequency" - She made that students participate to complete sentences. 	<ul style="list-style-type: none"> - Some of them were talking while the teacher was explaining, and the rest were paying attention. - Some students (2 or 3) were playing outside. - Students participated. - Some of them took notes, and others didn't. - They don't like grammar. 	<ul style="list-style-type: none"> - The classroom was a complete mess (chairs everywhere). - There were holes on the ceiling. - The walls were mark up. - The floor was dirty. - Windows without blinds

Discussion of results

- **To verify the influence of teacher's methodology, teaching style, in the lack of interest of the students for English.**

After to had analyzed the answers of the survey's students, teacher's interview and our observation, we found that: According to the students the 83 % of them said the teacher uses the correct teaching materials, the 100 % said the teacher's explanations are clear and that are not boring; and just the 11 % said the teacher improvises classes (they think teacher doesn't plan the lessons).

According to teacher's interview she said to us that she uses teaching materials and that her classes are not boring because she tries to keep the students interested in the class; for example, they play games. In other words as much teacher as students agree in this. Besides, she told us that she plans her classes although the 11 % of the students think the opposite.

Basing on the observation of one class, we can say that the teacher's methodology is ok since the activities used were related with the topic, she used pictures. She encouraged to the students to participate in class.

- **To describe the attitude of the students toward the English class: frequent absence, poor attention, and social-family problems.**

We discovered through the students 'surveys that the 94% of the students pay attention and like English; nevertheless, just the 35% always participate in the English class. The 50% said that never miss classes. Anyone has social-family problems. The 83% hand in their assignments on time, and fortunately only the 11% always give an excuse for not handing in them on time.

On the other hand, what the teacher told us was they sometimes dislike copying, or studying grammar. Nonetheless, they like to learn English because of songs, video games etc.

Finally, we agree with what the teacher said about they dislike studying grammar now that in the moment that she was explaining the use of the adverbs of frequency some of them were talking to each other. Students participated, and some took notes (see picture number 2 in appendix).

- **To determine the influence of the environment (classroom structure) in the lack of interest of the students for English.**

After analyzing the answer of the students about this objective, we found that the 72 % of them are sure that the environment (classroom structure) affects their learning process, and the 94% said they don't like it (environment) because it's damage and mark up (chairs, walls, windows, etc) . Something that we consider important is they assert vagrants from the street, who are not students, come to the classroom and break the chairs and others things, so there are days when they don't have where to sit.

In order to know and have an idea about what specific things bother them more we give them seven options (desks in bad conditions, walls mark up, classrooms mess, blackboard condition, windows without blinds, the dirty surrounding, and all of them) that we consider more influential, so the 67% said that all things affect them, in second place the desks in bad condition with 39 %, and third place are the classroom mess, windows without blinds, and the dirty surrounding with a 33%.

The teacher agrees that the environment of the classroom affects the Teaching-Learning process because they have often "visitors" (vagrants), who are not students, looking through the "windows", and that's bothers them. Furthermore, almost always there are students playing outside who distract her students and as a result they don't pay attention to the class.

In our observation, we could also notice the conditions of the classrooms (since we took a look at all the 7 grades' classrooms) are deplorable, the majority of them have the walls mark up with phrases, names, and drawings; there are large windows, but without blinds, just the opening, which students use literally as a balcony (see picture number 4 and 5 in appendix) In addition, there are holes on the ceiling; many chairs are damage and scratched (see picture number 5 and 6 in appendix).

V. Conclusions.

- **To verify the influence of teacher's methodology, teaching style, in the lack of interest of the students for English.**

Basing on what the students and teacher said, and our observation we can say that it doesn't influence in the lack of interest of the student.

- **To describe the attitude of the students toward the English class: frequent absence, poor attention, and social-family problems.**

They like English and pay attention; they don't have social-family problems and a 50% never miss class; however, we discovered they don't like grammar.

- **To determine the influence of the environment (classroom structure) in the lack of interest of the students for English.**

All of us (students, teacher, and us) agree that the environment is the main factor that influences in the lack of interest of the students.

VI. Recommendations

- **To verify the influence of teacher's methodology, teaching style, in the lack of interest of the students for English.**

We don't have recommendations for this objective since all is ok. Just we want to tell her that continues doing it every time better.

- **To describe the attitude of the students toward the English class: frequent absence, poor attention, and social-family problems.**

- ✓ She has to be more dynamic when she teaches grammar.
- ✓ Students need to change their attitude (more positive) towards grammar.
- ✓ The 50% of the students that miss classes need to attend all the classes to fill in on.

- **To determine the influence of the environment (classroom structure) in the lack of interest of the students for English.**

- ✓ To improve the infrastructure of the classrooms (walls, ceiling, windows, door etc.)
- ✓ To Improve the furniture of the classroom (chairs, teacher desk)
- ✓ To create a security systems and this way to prevent the entrance of vagrants.
- ✓ More control for the students who decide to go to play outside and don't attend the class.

VII. Bibliography

- www.dest.gov.au/sectors/school_education/publications_resources/schooling_issues_digest/schooling_issues_digest_motivation_enga
- Gentlyhewstone.com/2008/08/04/50-things-new-teachers-need-to-know/
- www.suite101.com/content/why-children-fail-in-school-a52392
- www.ericdigests.org
- [es.scribd.com/doc/teaching-learning process](http://es.scribd.com/doc/teaching-learning%20process)
- www.teachervision.fen.com/classroom.../2943.ht...
- www.coe.uga.edu/.../researchabstracts/visual.htm
- <http://workconditions.blogspot.com/>
- <http://homepage.ntlworld.com>
- h-m-g.com/.../summaries%20on%20daylighting
- www.coe.uga.edu/.../research/teachersperception
- http://www.ehow.com/info_8672837_traditional-vs-differentiated-classroom-arrangement.html
- www.ndt-ed.org/TeachingResources/Classroom

VIII Appendix

CHRONOGRAM OF ACTIVITIES

Dates	Activities
August 13-20	<ul style="list-style-type: none"> ○ Problem and sub-problem – theme or topic
August 20-27	<ul style="list-style-type: none"> ○ General and specific objectives
September 3-10-24	<ul style="list-style-type: none"> ○ Historical background and theories
October 1-8	<ul style="list-style-type: none"> ○ Hypothesis (guiding questions), population and sample
October 15-22	<ul style="list-style-type: none"> ○ Systems of variables and indicators. Methodology
October 29	<ul style="list-style-type: none"> ○ Presentation (oral and written) pre-defense
November 3	<ul style="list-style-type: none"> ○ Instruments for survey, guides for interview and observation
November 12	<ul style="list-style-type: none"> ○ Apply instruments – collect information
November 19	<ul style="list-style-type: none"> ○ Processing information—findings results
November 26	<ul style="list-style-type: none"> ○ Conclusions—recommendations. Pre-defense ○ Complete research work for defense

Survey to Students

Sex: Male _____ Age: _____
 Female _____ Work: yes _____ No _____

1. Do you think that the materials used to develop the English class are the correct?

Yes _____ no _____

2. Do you think that the explanation given for the Teacher is clear?

Yes _____ no _____ more or less _____

3. English Teacher improvises classes?

Yes _____ no _____

4. Do you think that English class is boring?

Yes _____ no _____

5. Do you pay attention while the Teacher is developing her class?

Yes _____ no _____ sometimes _____

6. How often do you participate in English class?

Always _____ sometimes _____

7. Do you like English class?

Yes _____ no _____

8. How often do you miss classes?

One day per week _____

Two days per week _____

I never miss classes _____

9. Do you have social-family problem?

Yes _____ no _____

10. Do you hand in your assignment on time?

Yes _____ sometimes _____ never _____

11. Do you always give excuses to not hand in their assignment on time?

Yes _____ no _____ sometimes _____

12. Do you like the environment of the classroom?

Yes _____ no _____

Why?

13. Do you think that the condition of your classroom affect your learning process?

Yes _____ no _____

14. Which of these things affect you more during the classes?

- A. Desk in bad conditions _____
- B. Wall mark up _____
- C. The classroom mess _____
- D. Black board in bad condition _____
- E. Window without blind _____
- F. The dirty surrounding _____
- G. All of them _____

Teacher's interview

1. - Do you use teaching materials?

Yes _____ no _____

2. - Do you always plan your lesson?

Yes _____ no _____

3. - Do you consider that the explanations or classroom activities are boring?

Yes _____ no _____ explain?

4. - What is the attitude of your students toward your class? Explain?

5. - Do you consider that the environment (classroom structure) affect the Teaching Learning Process? How?

Yes _____ no _____ explain?

Picture No. 1



Picture No. 2



Picture No. 3



Picture No. 4



Picture No. 5



Picture No. 6

