

Universidad Nacional Autónoma de Nicaragua

U. N. A .N



Facultad de Educación-Idiomas

Departamento de Inglés

Seminario de Graduación

FINAL WORK

Msc. RÁUL RUÍZ CARRIÓN

Integrantes:

Marvin Díaz ríos.

Carnet: 07-0435-6

V Año-6012

Managua, DECEMBER 14th , 2013

CHAPTER I

INTRODUCTION

The intention of the following research done at “Salvador Mendieta” Public School, located in District V of Managua, (Colonia Centro America) is to approach the Academic Performance in the English subject and cover some important aspects concerning in reasons and solving low performance of the students.

According to the data collected through questionnaires, survey and observed class in our research I expect to contribute better and solve the grades in English subject. According to the reports of the English class observations and questionnaires applied to students, teacher and parents I obtained first hand information, thus analyzed them and come out with our suggestions to the involved people and give them a possible solution.

This research pretends to analyze some of the main factors that influence in the performance of the target students. Experts agree that role of teachers, the relationships with their learners and role of parents can help to create a better development in the learning process. Teenagers have developmental physical, emotional and academic needs. However when schools fail to meet students' needs, there is not competence and learners sometimes cannot display better classroom behavior and achieve at higher levels academically.

In the last two years, emphasis has been done by the Ministry of Education of Nicaragua on the goal “Quality of the Education”, we think that to have success in teaching English as a foreign language teachers must be the first to encourage their students to obtain high grades.

I.1 ABSTRACT

The present study examined different theories and conception on teaching learning methodologies based on the target group of students' needs and wants to design answers that satisfy the teachers, parents, students, and school expectations. The scenery of this study is the 7th grade of "Salvador Mendieta" public school. The teachers and students never use a guide book or text book, just the teacher's instructions. These students meet in the afternoon three times English class in the week of 45 minutes each session.

In this project I propose some alternatives to increase the English performance. However, I focused in external and internal factors that interfere in the teaching- learning process. This reseach comprises suggested methodologies, new English tendencies, didactical resources, psychological strategies, the scope and sequence taken didactical materials, students' assessment and evaluation.

This research includes data gathered from interviews done to the students, teacher, and parents of the target group. That valuable data was processed, analyzed and strongly considered when developing this proposal. Furthermore, I have information from class observations about the students learning such learning strategies, the knowledge of the target language, and didactical resources.

I. 2 RESEACH BACKGROUND:

HISTORICAL BACKGROUND OF MANAGUA CITY

The name Managua originates from the term Mana-ahuac, which in the indigenous Nuaalt language translate to “adjacent to the water” or site “surrounded by water”, because it is besides to the Managua Lake (Xolotlán Lake), nicknamed “the girlfriend of Xolotlan”.

Managua was founded with the name of “Leal Villa de Santiago de Managua” in 1819; it was declared the national capital of Nicaragua country in 1852, it is the largest city in Nicaragua and the second most populous city in Central America, after of Guatemala City. It’s population is 2,200,000 composed predominantly of mestizos and whites(races). Nicaragua is located in Central America between Costa Rica country in the south and Honduras country in the North. Nicaragua has 5,359,759 inhabitants, is the largest country in Central America; the country covers a total area of 130,310 square kilometers and contains a diversity of climates and terrains. The country physical geography divides it into three majors zones: Pacific lands, the wetter, cooler, central highlands and Caribbean lowlands. With Geographic coordinates; 130°00´ North-85°00´ west. It is divided in 15 departments and 2 Autonomous regions.

Managua is located on the southern shore of “Lake Xolotlan” in Managua city we find The “Salvador Mendieta” public high school was founded in 1973, is located in Colonia Centro America, District V, in Managua, there is 1920 students in three different shifts morning, afternoon and at night, primary and high school. This high school has three different English teachers who are English graduated in the university, and they have at least three years working in this public school, the total teachers is 80, the administrative staff is 13, the total area is 400 square meters, 4 school corridors, 19 miniskirt classrooms, a multipurpose plaza and 1 library with more than 3,000 books.

I. 3 ENGLISH TEACHING- LEARNING BACKGROUND

In the English subject method of teaching began to change in Nicaragua since 1993. The last two decades have witnessed a remarked increase in the teaching in the teaching English as a foreign language in high school in many countries of Latin America. However the English teachers in Nicaragua need to learn new methodologies for help learners acquire the basic knowledge of the language according to the level learning of each student. (Manual of Didactic planning, MINED, 2010)

The education in our country has had as a main objective to prepare teachers of high school and universities, offering new alternatives in the methodology of English teaching, because most the problems in the learning students are the results of the inadequate motivation on the educational one, thus of the educational one their authoritarian behavior by the absence of didactical resources and the inadequate motivational strategies inside of the classroom, this don't permit to have good interaction between teacher and student. For the teachers of "Salvador Mendieta" high school who are teaching English that the motivation is very important when they are sharing the teaching-learning of the English with their students, nevertheless We have done search mainly focused on the personality of teachers and students, the methodology used by the teachers, didactic sources, and their living situation so also to determine internal and external elements that are affecting the individual and score group.

Education in Nicaragua is free for all Nicaraguans. Elementary education is free and compulsory although this is not strictly enforced (National Constitution of Nicaragua) and many children are not able to attend due to their families need to have them work. Communities located on the Atlantic Coast have access to education in their native languages in both Spanish and the languages of the native indigenous tribes that live in the more rural areas of Nicaragua the law. Also, freedom of subjects is recognized. The school year runs from February through November.

CHAPTER II

SETTING PROBLEM: Grades of the English Subject

SUB- PROBLEMS

1. Inadequate strategies and techniques in the teaching learning process.
2. Low level of confidence in students.
3. Lack of didactical resources.
4. A weak language background in the classroom.
5. Interruption of class by external and internal factors.
6. No attendance to English class.
7. Absence of parents at school meetings.

II. 1 DISCUSSION ABOUT PROBLEMS

English is, nowadays, one of the most important languages used by many people all over the world as a means and tool for communication and Education because of that fact the English teacher needs to remark many times this concept until the students get the idea across.

In addition students' background is needed for helping students achieve their language learning goals and use their previous English experiences in the target language to develop a command of the English learning.

In Nicaragua, English language is not widespread as it is in other countries because MINED (Ministry of Education of Nicaragua) focuses more on other subjects setting having the English language as one of the subjects' students should learn it when they finish their high school program. This is a structural problem in our Educational system that is affecting directly the teaching-learning process.

The students' mother tongue, different ages, proficiency level, and English experiences in life which affect their own academic performances.

In addition, the students can't understand the target language because the teacher doesn't use the appropriate didactical resources to help them develop their language skills and to obtain good grades, the length of the group, odor stinky and the poor ventilation inside the classroom generates warming situation thus the students don't pay attention to the English class. Due to these factors said before, students not involved into the language lesson because they can't express their feeling and ideas in the language of Shakespeare.

We conclude that all the facts expressed before foster the students to go away from the classroom for short periods or do not come back at all to play truant, which lead to a poor academic performance. This research is proposed for helping teacher and students improve their teaching-learning process and use the English language to pass the present course and communicate with others.

CHAPTER III

PREVIOUS STUDIES

Our environment is used to name academic achievement the relationship between the percentage and number of the learner who pass at the end of the academics years and the total of learner registered during this term, however, this definition is only a simple indicator of graduating class, but it is very important when we analyze learner, achievement.

According to Mauro Lang owner of definition above described, I can express that the pedagogical performance is a comparison between the students achievement and English subject inserting the level of assimilation of knowledge and the academic development, adding to this habits and abilities during the school calendar.

I would point out some situations that seldom are taking into account such: the distance between students' house and their school most of the time is very far and they must walk for long time, but what about in winter time?, their shift is in the afternoon they start class at 1 pm the sun is shiny and too hot in summer time some of them do not lunch before arrive to the school. The situations mentioned before interfere the students obtain depress and abandon one time or totally their classroom over and over again.

This survey, however, also offers valuable information for teachers and students too, because they've read this far, I encourage them to read a little further to learn how the distracter environmental conditions, background, methodology, and strategies help the teachers to help their disciples.

At the same time the teacher needs to recognize that learners' varied proficiencies, goals, interest, and educational background create instructional challenges for the English teachers.

As instructors the teachers need to reflect on second language acquisition in order to build a repertoire of effective instructional strategies

CHAPTER IV

JUSTIFICATION

There is a lot of problems related to the low grade in the English subject so we are considering that this research can come up with strategies useful to overcome the students grades, therefore it'll be interesting for teachers, parents, principals, and researchers, as well as for universities, Ministry of Education, NGOs and other institutions which are pursuing education quality and real benefits to the English students.

Through out this research it would probably help to the teachers to find the limitations that the students generally have.

The main purpose in this study is to analyze the different factors that influence in the average of English language in the students at "Salvador Mendieta" public school. Throughout this research it would possible help to find the weakness and strength that the students and teacher normally face.

This research provides tools based in teaching-learning strategies, task and activities to develop inside the classroom. This paper work is so named because it helps learners-teachers toward their language and life goals.

CHAPTER V

RESEARCH QUESTIONS

Based on the General objective and the Specific objectives and also taken from my topic in this research. I would like to answer these questions about what are the factors that influence in the students' performance in the 7th grade in the afternoon shift at "Salvador Mendieta" public high school in Managua.

What is affecting negatively in the students' performance in the 7th grade in the afternoon shift at "Salvador Mendieta" public school?

1. What kind of information does the teacher have about the students' background?
2. What sort of teaching methodology should the teacher use in the English class to increase the students' grades?
3. Does the social-family environment interfere in the teaching learning process?
4. Do the out-inside conditions of the classroom are affecting the students' performance?
5. What kind of didactical resources should use the English teacher to catch the students' motivation and concentration?

All of these questions above described, this paper work will answer in the final report, conclusions and some kind of extra information in the recommendations.

CHAPTER VI

GENERAL OBJECTIVE

To analyze the academic factors that interfere negatively on teaching learning process provoking poor score in the students of 7th grade “B” in the afternoon shift at “Salvador Mendieta” public school during the 2nd semester of 2013.

SPECIFIC OBJECTIVES

1. To verify if the didactical resources used by the English teacher are affecting the Academic Performance in students 7 grade section “B” of “Salvador Mendieta” high school in the afternoon shift in second semester, 2013.
2. To verify whether social elements are affecting the students’ performance.
3. To discover whether environmental problems affect the students’ proficiency.
4. To identify the needs and wants of the students of seventh grade “B” in the afternoon shift at “Salvador Mendieta” public high school during the second semester of 2013 that are affecting their grades.

CHAPTER VII. VARIABLE MATRIX

VARIABLES AND INDICATORS

VARIABLE	SUB-VARIABLE	INDICATORS
General Information	AGE	a.12-14b.15-16c.17-18
	Gender	Male= 5. Female=17
EDUCATIONAL FACTORS	Contact with English	* Never * Sometimes * Never
	Like English	* A lot * A few * Indifferent
	Like the English Teacher Methodology	* Always * Often * Sometimes * Seldom * Never
	Didactical Resources	* Flash cards * Illustrations * Recording * Video games * Dictionary * Data Show * Just the board
	Prepare before Exam	* Always * Generally *Seldom * Never
	Topic Explained	* Difficult * Incompressible * Normal * Easy
	The Items on the Exam	* Misunderstood * Complicated * Never heard before * Easy
	Do you do homework?	* Always * Often * Sometimes * Never

VARIABLE	SUB-VARIABLE	INDICATORS
ENVIRONMENTAL FACTORS	During class Interfere your concentration	<ul style="list-style-type: none"> * Always * Often * Sometimes * Seldom * Never
	These factor interfere your concentration	<ul style="list-style-type: none"> * Car noises * Buses noises * Car horns *Classmate distractions * Loudspeakers * Odor stinky * Others
	Due factors above mentioned do you miss concentration	<ul style="list-style-type: none"> * Always * Often * Sometimes * Seldom * Never
	Out- Inside factors interfere concentration	<ul style="list-style-type: none"> * Never * Sometimes * Rarely * Very often * Always
	Lack concentration influences performance	<ul style="list-style-type: none"> * Always * Often * Sometimes * Seldom * Never
	These factors make you miss classes	<ul style="list-style-type: none"> *Always * Often * Generally * Seldom * Never
	Ranks if you miss class	<ul style="list-style-type: none"> * Excellent * Very good * Good * Poor performance

VARIABLE	SUB-VARIABLE	INDICATORS
SOCIAL-FAMILY FACTORS	Family problems	<ul style="list-style-type: none"> * Never * Rarely * Sometimes * Often * Always
	Somebody Know English	<ul style="list-style-type: none"> * Father * Mother * Brother * Relatives * None
	Didactical Resource	<ul style="list-style-type: none"> * Dictionary * Tutor * Internet * Guide book * Text book
	Interfere family problems	<ul style="list-style-type: none"> * Always * Often * Sometimes * Seldom * Never
	Parents steady job	<ul style="list-style-type: none"> * Always * Often * Sometimes * Seldom * Never
	Do homework	<ul style="list-style-type: none"> * Always * Often * Sometimes * Seldom * Never

CHAPTER VIII

THEORETICAL FRAMEWORK

In this section you will find theories that are going to help to teacher-students to increase the students' performance. The English language learning is a process that takes into considerations the students' need as the knowledge of the target language, didactical resources, learning strategies. Therefore, in teaching English language is important to take into account the learning acquisitions theories and teaching methodologies to facilitate that process according the students' needs.

Designing Program

a. Context

Before writing anything in relation to this paper work, I need to analyze the ground where I am working. Considering the students, I inquired in their needs, educational background, learning styles, and their own proficiency level in their mother tongue. According to Graves (2000) "You need to know as much as possible about the context in order to make decisions about the course" (p.13). All those details give me a really specific situation of what to include in this research and what for. Some of the students come from low social status where Education has a poor level in general due their neighborhood, low income to their parents and some cases they underfed before arrive to daily class. Thus they lack of opportunities. Those students are teenagers which have low level of proficiency in all the subjects including English subject.

Furthermore, I inquired about the MINED facilities and didactic resources to make sure that, this course will not encounter any trouble when English class starts. According to Graves (2000)"This investigation is meant to help you think about the information that you feel is important to have when you design a course" (p.15). Just all the lack of didactical resources including the time available for the English classes, the didactic resources and the amount of hours were hardly considered before starting the course organization.

2. Course Organization

The organization of the year course, calendar, holidays' student, co-programmatic activities, exams periods, workshops for the teachers (TEPCE) and training teachers, the structure of lesson plan are under considerations of MINED.

Some activities related with the learning-teaching process are proposal by the principal such: schedules, ceremony of student graduations, cultural interchanges with other schools, and sports championship.

3. Didactical Resources

The didactical resources I proposed here are not statics for this proposal; in fact, they are still in a decision-making process. According Graves(2000)" Materials development take place on a continuum of decision-making and creativity which ranges from being given a text book and time table in which to cover it"(p.148). The teachers of all public school don't have a text book or guide book, they need to look for and find the topics and any other information related with the theme to develop. I proposed of flash card, pictures, and illustrations in order to facilitate the teaching-learning process and draw the student attention in any moment, thus the grades are going up.

Most of the time the teachers of the public school don't have enough money to buy for themselves the didactic resources to using during the English class. In this point the teaching- learning process has a weakness because is too difficult to overcome this situation, instead the English lesson could be boring because the English teacher just utilize the white boards and markers to develop the English topic. According to the survey applied to the students they expressed "When they have visual contact with different colors, pictures, draws and illustrations the feel motivated and pay attention to the lesson". The students and the teachers need to break their daily routine class bringing to the classroom different didactical resources. The

English teachers should be innovative and creative with the few didactical materials that the school gives them. Nevertheless the teachers and the school administration can decide what others didactic resources they could include as a part of the educational program taking into account the students' needs and wants in their teaching-learning process.

4. Assessment Plan

It is also an important part of this research which provides useful information about students' learning process and course's develop. According to Graves (2000)" Assessment plays three interrelated and overlapping roles in the course design "(p.207).

Assessment is the moment of the course that show how effective is for learners, their weakness in the English language learning and finally what they have achieved. Thus the teacher of "Salvador Mendieta" high school will need to look for an answer to overcome the students' needs and notice the achievement of the course by herself. It is necessary to design an assessment plan to have specific vision about what to estimate at the moment of grading students and at the moment of measuring the course's objectives.

My main objective of this is for the English teachers to notice the weakness students are facing in the course and their contribution to reach the goals of the course. According to Graves (2000)"Formative assessment takes place as the course is in progress and provides information about how well the students are doing-what they have achieved, that they need work on..."(p.208). Besides, I adopted the MINED evaluation system it was important to take into account. This system nobody can change it partially or totally. The English teachers should follow closely the norms originated in MINED. So the students accumulate 60% of the grades and the other 40% are doing a final English exam at the end of each mid-term.

In summary, the students and the teachers will know in terms of numbers the students achievements of the language, the grade they have and if he or she is able to pass to the follow English level.

5. Methodological Strategies for Teaching-Learning

In this section it was included some theories of cognitive process, principles and methods to guide to the English teachers in creating their syllabus. These methodologies were proposal taking into account the result of the data collection in relation to students' needs, the goals, and the objectives of the English programs.

In order to describe our research, we aboard some theoretical academic elements that are very important during English class development. They could help to increase the students' performance.

METHODOLOGY

It is defined as the study of the practices and procedures that we use in the field of study. It is a systematic, theoretical analysis of the method applied to a field of study or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It is typically, en compasses concepts such a paradigm Theoretical model, phases and quantitative or qualitative techniques. Methodology does not provide solutions but offers the theoretical underpinning for understanding which method, set of method or so called "best practice" can apply to specific cases.

It has been defined also as follow is has to include the following:

1."The systematic principles of method that are, can be, or have been applied within a discipline"

2." The study of description of methods"

Methodology does not describe specific method, even though much attention is given to the nature and kinds of processes to be followed in a particular

procedure or in attaining an objective. When a proper study of methodology, such processes constitute a constructive generic framework, thus they may be broken down in sub-process, combined or their sequence changed.

In the English teaching- learning field includes the nature of language skill (the main skills listening, speaking, reading and writing also involves the sub skills like grammar, pronunciation and reading' writing comprehension).

Also methodology has to include from teacher the preparation of lesson plans, didactical resources, psychological attitude, innovation, creativity to teach language skills. (D. Byrne, 2001."Interacting Language").

5. a. Problem- based learning

It is a teaching methodology that actively involves students in the acquisition of knowledge and abilities through the presentation of a complex problem or situation. In order to solve the problem correctly, they must research, understand and integrate the basic concepts of the subject. Another version of this methodology is project based learning. In this case, instead of being presented with a problem, in groups, students must develop a project following a set of steps and a logical sequence of actions. The steps and specific sequence to follow is given by the teacher and/or designed by both agents (professor- student) together so as to instill a greater sense of owner responsibility. The content is presented as a project advances.

5. b. Learning contract

A learning contract is a formal agreement established between professor and student regarding the attainment of certain learning objectives through a proposal for autonomous coursework. This is a tool that encourages students to be committed to their own learning process, adapting the objectives that they wish to achieve. Upon formalizing the agreement by contract, the emphasis is placed on the commitment to the student's professional and personal development of both parties, and this in

the direction that the student desires. It is important to maintain a periodical follow up in each case so that both professor and student can assess the process itself.

5. c. Case Study

This method is a teaching- learning strategy that tries to bring student closer to reality with the description of a real or hypothetic situation. The case describes a global scenario where multiple variables meet to get her and that one is likely to be the object of study. Students must analyze the situation, recognize the problems and come up with their conclusions about the actions to be taken, discussing the case with the rest of the team and describing or defending their plan of action orally or writing. They may be presented written, recorded, draw, audio-visual computer support. Study cases may be used as an example of the theory to put the acquired knowledge into practice or as a tool of evaluation of students' learning. It is a strategy to improve the involvement of students in their own learning process and enables teamwork. It can be used both in small and large groups. (Jackson Harding, 2004,"Models and strategies for today's classroom").

5. d. Brainstorming

It is a tool for group work that eases and triggers the generation of ideas related to a particular topic or problem. The desired result in a session of brainstorming is the accumulation of a great number of ideas whether or not these are applicable in reality. To achieve this, it is necessary to establish a set of rules conduct: all ideas and thoughts are acceptable and no one can criticize another's ideas.

The participants present new ideas as soon as these occur to them and all ideas are recorded. The brainstorming process ends when no new solutions are generated. It is then that the critical discussion begins, analyzing the value of each contribution made, as well as reflecting upon,

and arguing for or against the viability and pertinence of each term of its application to the real situation and/or the particular case presented.

5. e. Role Playing

It is an active learning technique simulating the real life situation. Students can learn difficult concepts through the simulation of a scenario where these concepts must be applied. The teacher provides the information that each student needs about the different characters involved in the representation. During the role play the students interact, taking on the part and perspectives of their character in order to understand the motivations, interests and responsibilities of each one.

Through the exercise the students:

- Learn to collaborate with others to achieve solutions to problems as they arise.
- Learn the roles that they themselves will play.

5. f. Knowledge and Skill

Both can be understood and memorized; only a skill can be imitated and practiced.

One of the basic problem in foreign language teaching is to prepare learners to be able to use the language, how this preparation is done, how successful it is, depends very much on how the teachers understand their aims. For instance, it is obvious that in order to be able to use a foreign language, it necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective. But there are other things involved in the teaching-learning process: students background, motivation, teacher- student interaction, discipline in the classroom, the personal characteristic of the students, the cultural atmosphere, problems of health, familiar dynamics, teacher background, didactical resources , the socio-political condition in the country, age of the students ,etc.(Cheryl Pavick, 2006,"Howto teach English").

These strategies above mention are very easy to develop in the English class the teacher and the school don't need lot inversions to do it. Just the interest to help to the students and the teacher to increase their English subject performance, thus I recommend to use these strategies little by little to obtain all the aims that we propose to help our disciples.

Regardless of students' background, all learners need didactical materials that bolster comprehension while provide an appropriate amount of challenges. This make to obtain better results in the students learning process.

6. The Teachers Share the Existing of the English Language with their Students?

Well teaching English to very young learners is a great adventure, fun and existing challenge for the teachers and learners, the teachers are in many ways like mountain climbers then we can say that both mountain climbers and teachers are driven by passion to achieve their goals, both must plane, train, work individually and with other and rely on their own creative intuition as well as research, after all intuition goes only so far to keep one alive at school in a class with 50 or 60 students where the motivation can be very complex by the number of students in this case the teacher can use motivational strategies of group.

When the teachers don't have resources to motivate into classroom, they have to be creator and innovator, but in this public school the teachers always are writing on the whiteboard and the students aren't interested about the class, the practice is very different according what they say.

7. The Teaching Environment in the English Learning Process

English teaching learning environment can be a factor very important in the learning of a language. Although we may not able to choose our actual classroom, we can still do a lot about the emotional atmosphere of our lesson and learner's natural interest. Both of these can have a powerful effective on the initial and continuing motivation of the students, when students walk into an attractive at the beginning of a class it may be

help to get motivation in the learning-teaching process going. When they come to an unattractive place motivation may not be sparked in this way.

We can decorate even the most unattractive classroom with all kinds of visual material to make them more agreeable as learning environments. We can still change the atmosphere through such things as the use of music, even the innovation of the furniture can be ameliorated by having students get up and walk around the room when this is appropriate.

The high school has new structure, good desks, and a good environment in the classroom, but the teachers lack didactic resources, they only have books and pamphlets sometimes, we think that they need majors resources so they can feel motivate to continue teaching in this high school. If the teachers don't have the necessary resources it is very difficult that they can develop the class with success. (Rebecca M. Vallete, 1999, "Classroom Techniques").

According to my observation at "Salvador Mendieta" public high school the classrooms setting are small, therefore there is not enough room for the students, some chairs are broken, some students don't have chairs , the poor ventilation, and the warm environmental out- inside the classroom interfere in the concentration of the students. In addition around the school there are a lot noises from the cars, buses, stinky odors and loud speakers these factors are out the control of the principal, the English teacher and the authorities of MINED, but the students expressed in the in the survey that the target factors do not permit them pay a 100% attention in any subject.

Around this public high school there is a mini market where many vendors work selling fruits, vegetables, grains, and others to save money and they throw away the garbage, nobody picks this garage up, it produces stinky odors that the students do not tolerate them and consequently they are not comfortable and miss their attention to English class. Some students

do not come to the school for this reason and many times they get diseases because hygiene conditions are depressing.

Despite those negative situations the teacher fights strongly day by day to help the students to reach their aims and goals at the Same time increase their English performance.

8. Teachers Personal Charisma

The emotional and spiritual characteristics are the best tools to motive students, is important to consider the way teacher walks including the pitch of the voice, the expression that he uses when is sharing his knowledge with the learners, how he moves around the classroom, because the reaction of the students will depend of the performance of the teacher.

Also the teacher should remember that the contact can send powerful messages to the students. They can portray your deepest feeling, the teacher should be sure that they do no portray any negative feeling toward the students, the teacher should share interesting activities and so discover where your own personal charisma lies, and use it to cast a magic spell as soon as English class begins. The English teacher must be very serious, they shouldn't joke with the students. The teachers can do activities such as: Reading using CD, Games with songs, write phrases a piece of paper and interact with the students.

Also the teacher needs to have resources in the teaching learning process; books, tape recorder, videos, computer, tables, overhead projector, charts, graphics, illustrations, data show etc (Curvin and Mendler, 1999, " Behavior in the classroom")

9. Personality and Language Teaching

Perhaps outgoing, sociable persons learn another language better than a reserved, shy person. There are two types of personality:

Extrovert and Introvert, in which one some cases help the students in learning a new language and have aptitude to speak more than other classmates with different personality. In both personalities, students can interact with the world and others with the interior world. Remember, there is a link between extroversion and oral fluency. There would seem a fairly obvious connection to language methods. The introverted might be expected to prefer academic teaching than emphasizes individual learning and language knowledge, the extroverts audio-visual or communicative teaching that emphasizes group participation and social Know-how.

Many of these factors cannot be affected by the teacher. Ages are aptitude, intelligence, and most areas of the personality. As teachers cannot change them, they have to live with them. In others words, teaching recognize the difference between the students. At a gross level this is catering for factors that a class has in common, say age and type of motivation. In some cases the teacher has to cater for the differences between individuals in the class by providing opportunities for each of them to benefit in their own way. To some teachers this is not enough, nothing will do, but complete individualization so that each students has her/his own unique course for class teaching the aspects in which students are different have to balance against those that they share to have good results. (Krashen Terrell, 1998, "The Natural Approach").

The teacher personality according that we observed in the classroom is fundamental to get the student attention during she was explained the topic, she was very strict but in the same time she was gentle and lovely with the learners. Keep on mind that if the student don't pay attention to the teacher when he/she is explained any theme after that the student cannot do the homework and the same to resolve the test. It was verify with the survey and the teacher's notebook.

It is too difficult try to keep the order inside the classroom when the group is length, when the students are hyperactive add to this, the students don't like the teacher be strict with the school discipline.

10. Age and the Language Teaching

How should an English teacher take advantages to the students' age? At some ages the students can learn more than any adult, maybe because they less problems than the adults. Other question is whether the use of teaching methods should vary according to the age of the students? At particular ages students prefer particular methods. Teenagers may dislike any technique that exposes them in public; role play and simulation are in conflict with their adolescent anxieties.

That is to say if the teaching method entails sophisticated understanding and reasoning by the students, as for instance a traditional grammar translation method, then it is better to be older. (David Nunan, 1999,"LanguageTeaching Methodology") By the way for our research the teacher must be flexible because their students are 13-15 years old and most of them dislike English subject, the teacher needs to adequate as possible as she can to the students necessities, understanding and back ground.

11. Essential aspects of teaching- learning process

It is very important to examine the teaching-learning process, as was proposed by Diana Laurilliant, 1993-1994, she argues that there are four aspects of the teaching-learning process:

1. Dialog between the teacher and the students.
2. Interaction between learners and some aspect of the world defined by the teacher.
3. Adaptation of the world by the teacher and action by the learner.
4. Reflection on the learner and teacher performance.

She then considers how the different educational media and styles can be described in these terms. For example, a text book represents a one-way flow of knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. A lecturer or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

When we are talking about of the teaching-learning process, then we say that the teacher and learner are principal actors of the movie, because they will do the work of the interaction and participation step by step (Geoffrey Broughton et,al, "Teaching English as a foreign Language", 2001).

12. Language Acquisition

The language acquisition theories are the ones that express the belief process the belief of the process of how the information gets into the human brain and gets out as a learned knowledge.

a. Motivation

Can the teacher explain the class with no motivation? Any individual needs to feel the desire when doing something. This feeling motivation make people get involved and engaged in any activity because they feel the interest toward such doing. According Ada Ascencio 2000)."Applying motivation to educational field will realize that there two main individuals play an important role in the teaching-learning process...teacher and students...both need to be motivated to get a good result at the end of the course."(p.13). Therefore, it is very important that motivation must be included in all the activities in order to create an enjoyment environment, an activity that will be pleasurable and interactive among the students and make the students achieve their main goal which is learning the English language.

Furthermore, there are two types of motivation in which we have to take into account; extrinsic and intrinsic motivation. According to Ali Luke (2012) in her article Intrinsic and extrinsic motivation: which do you need? "Intrinsic motivation comes from within. It is the sort of motivation that you get when you are doing something that you enjoy; when the task itself its own reward". Therefore, the students feel from the very

deep from themselves what they want. For them, learning and pass the English subject will be the main goal. That is why in my proposal the topic are based in social and cultural thematic in order to approach those topic increasing their self-esteem and be motivated and also to be a nice person.

Likewise, the extrinsic motivation has to do with the environment, expecting a reward from others. Extrinsic motivation is when people are inspired to do something by external factors like tangibles rewards or pressure (Luke 2012).In order to motivate the students extrinsically; there will be lot grades activities in order to give these students a reason to study strongly English language.

According to what I observed during English class the English teacher Reina Icabalceta before starts the lesson she tries to motive their disciples tell the a story about the importance of knowing English and the useful of the target language in their life in future time and advice to them about the necessity to study daily to pass to the following course next time. In this moment the students were quiet and paying attention her and in their faces reflected to be according with the teacher motivation story.

b. Interactive Model

The umbrella of all learning- teaching process is the interactive model approach. It has to do with interaction between students and teachers. This model is the teaching process as a unified interactive teaching and learning impact and interaction process. ("Interactive Model of English, Teaching Model Analysis and Application 2010)
<http://www.docs.com/docs/499952690/Interactive-Teaching.of-English-interactive-model-analysis-and-application>

I heard and observed inside the classroom when the English t teacher Reina Icabalceta asked to the students about the topic to learn for that day it was the verbs and the students response her, of course the questions were very simple according to the students levels, for example, what am I doing? the students answer with the verb that she was doing. The same exercise the students realized to their classmates and they answer in the same way .That situation was repeated individually and for the whole group, the students responded her individual and in group according she commanded.

According to the collected data the students of 7th grade of “Salvador Mendieta” public high school were comfortable with this target model, furthermore they were participating in each activity proposal by the teacher, it means that this model has no problem to apply in the school above mentioned successfully.

c. Constructivism

In 1910 the constructivism was presented by John Dewey, It suggests that the learning process is an active building process in which the learner connects the new information with their background knowledge.”Constructivism as a paradigm or worldview posits that learners are an information constructor people actively construct or create their own subjective representation of objective reality. New information is linked to prior knowledge” (Learning –theories. com).

That is important in learning a language to give the learner an input related to his or her life because, it is an active process that involves the information linking process. For instance, using the prior knowledge in which students know some information by experience in the mother tongue thus, they related with the topics of related input.

Likewise, the learning process in adolescents is develops by stages. In an article written by Saul McLeod (2009) presents a wide description of the constructivism stages created by Jean Piaget in the 70th decade. See as follow:

Assimilation: this is an existing schema to deal with a new object situation.

Accommodation: This happen when the existing schema (knowledge) doesn't work, and needs to be changed to deal with a new object or situation.

Equilibration: this is the force, which moves develop along. It occurs when child's schemas can deal with most new information through assimilation. Nevertheless an unpleasant state of disequilibrium occurs when new information can't be filter into existing schemas (assimilation). Equilibration is the force which drives the learning process as well do not like to be frustrated and will seek to restore balance by mastering new challenge(accommodation).Once the new information is acquired the process or assimilation with the new

schema will continue until the next time we need to make an adjustment to it.

Therefore, it is very important to understand how the process of learning a new language will take place in the students. We must be aware that by giving them the appropriate activities, we can help to our disciples to go over stage by stage over and over again in this important process of learning of a second language.

As I observed in my visit to “Salvador Mendieta” public high school that the English teacher functions was like a facilitator, the students were the other part of the teacher learning process, because the teacher provided them an example to how use the verbs in sentences after that the students tried to do some exercise taking the teacher sample, most of them did it successfully.

d. Input Hypothesis

Another theory related is the input hypothesis advocated by Stephen Krashen in 1982. According to Krashen in James E. Alatis (1991) “The input Hypothesis states that we acquire a language by understanding messages, that comprehensible input is the essential environment ingredient in language acquisition” (p.376). Thus, to learn certain information the individual has to be exposed to the information and that information has to be comprehensible and also geared to the prior knowledge. That is why in our proposal of the units of program course will be related to the students’ real life in order to promote their understanding process.

e. Multiple Intelligences

In addition, I will also take into consideration the multiple intelligences theory. Promoting and having students develop their multiple intelligences (M I) and bearing in mind their different learning styles. According to Howard Gardner (1983) quoted by Freeman (2000) “Teachers who recognize the multiple intelligences of their students acknowledge that the students bring with them specific and unique strengths. This is a certain way helps students to develop their English language process”.

The English teacher Reina Icabalceta as I observed in her class, which of her students do the proposal exercises faster than others Thus, they

come down to the board and wrote the exercises provided for her, others students did the exercises later, it means that not all the students have the same multiple intelligences.

f. Teaching Approaches

Even language acquisition theories help us to understand the process of learning; the methodology theories are ones that suggest the best way techniques for the learning- teaching process. It is where I consider that the most effective way to teach in this proposal to increasing the English performance by using an eclectic view of teaching. Taking into account a set of methods and principles that I exposed formerly above.

All those theory above described are easy to apply at “Salvador Mendieta” public school by the teacher Reina Icabalceta they don’t need a lot of inversions to develop, they are not difficult to develop, and the students don’t need a special English back ground it the same case to the didactical materials. The students understand them easily a very quick these are the main reasons why I sure that the target theories will be successful in this course.

It is possible that these theories above described applied responsible to the students increase their English performance.

Obviously the teacher needs to be always patient, and keeps on mind the social environment that the students are living, their necessities, aims, ambitions, ages, and their own limitations in reference to knowledge and economical situation.

These theories and strategies provide to the teachers and learners support during introduction, presentation and practice exercises, as well as prompts for students questions and English practicing.

The dynamic of the teachers in their class develop make important element to keeping on mind in the English develop session.

All these strategies and theories before mentioned support the concept that members of a class community need to feel connected, despite their differing abilities.

The English teacher needs the cooperation of the students, parents, principal, and MINED, to work on shoulder with all persons and institutions related with the benefits of the learning-teaching process to obtain better results in the students’ grades.

CHAPTER IX

HYPOTHESIS

It exists effectively pedagogical, familiar and social factors that affect the level of proficiency in the students of seventh grade "B" in the afternoon shift, in the 2nd semester at "Salvador Mendieta" public Institute, 2013.

CHAPTER X. METHODOLOGY

In this section it was included some theories of cognitive process, principles and methods to guide to the English teacher to increase the performance of the students, this methodologies were proposal taking into account the results of the data collection in relation to the students' needs, the goals and objectives of the English program.

POPULATION AND SAMPLE

This paper work has been done taking into account the 7th grade section "B" afternoon shift at "Salvador Mendieta" public high school. According to the students population of 42 students and the English teacher, from which I took a sample 22 students that represents a 52% of the universe.

Elementos a considerar en la determinación del tamaño de la muestra

- Error de estimación = 5 %
- Tamaño del nivel de confianza deseado = 95 % nivel de confi. $z = 1.96$
- Estimación de p, $q = (1-p)$
- Para una proporción que se desconoce = 0.50 $q = 0.50$ -valores máximos
- Población = N
- Tamaño de la muestra = $n = ?$

➤ Tamaño de la muestra Proporcional no conociendo, p, $q = (1-p)$

$$\bar{n} = \frac{z^2 * p * q * N}{(0.05)^2 (43-1) + (1.96)^2 * 0.5 * 0.5} = \frac{(1.96)^2 * 0.5 * 0.5 * 42}{e^2 (N-1) + z^2 * p * q}$$

$$= \frac{3.84 * 0.5 * 0.5 * 42}{0.0025 * 41 + 3.84 * 0.96} = \frac{0.0096 * 42}{1.8556}$$

$$\bar{n} = \frac{41.2972}{1.8556} = \frac{41.972}{1.8556} = 22 \text{ encuestas son necesarias}$$

INSTRUMENTS

To obtain the information, we made a survey with students, they answered 20 questions. The information was obtained using interviews and surveys to students, English teachers and parents and also the English class was observed. The survey to the students and parents was applied in their mother tongue (Spanish), the answered the survey in English language.

Teachers' questionnaires gather information about activities and opinions too.

In the class observations was taken notes about English development class.

For this research it was used as instrument the survey, interview (questions), observed class to know the different opinions of the students, parents and the English teacher their answers were the base of this research.

The largest part of the information used in this study was gathered by the survey information it was analyzed using statically charts and graphs to represent the different factor that have influence in the teaching-learning process of the English language.

Once the information was gathered it was organized step by step and carefully classified then compiled and finally processed. Next the result was interpreted in order to find conclusions and recommendations.

It was prepared 20 questions in Spanish language to writing response by the students with no time and no one pressure to do it that. These questions were answered individual. Nobody knew the questions neither the answer before the questionnaire was applied. The questions were responded inside of the classroom almost 25 minutes took this activity.

TYPE OF RESEACH

The present research is exploratory, descriptive and quantitative because it explored the teaching learning process at “Salvador Mendieta” public high school it describes the different kind of instruments applied.

Due to the type of research it was used the following instruments: questionnaires, statical tools, excel interviews and observation. These instruments were applied to gather necessary information to analyze the factors that interfere in the students’ performance. This information can be used by students, teachers, parents, researchers and Educational Institutions.

It was prepared 10 questions for the students’ parents in Spanish language with no time to respond them individually to express necessities, feelings, and expectative about their students’ teaching-learning process.

Also it was prepared 12 questions about the target topic to obtain the teacher feeling, opinion, and criteria about the educational situation about her students.

To support this present work paper it was necessary to compare the students, teacher, and parents feelings and their own opinion too, to make a balance in what or where was affecting negatively the students’ English performance.

The other step to keep on mind was the direct class observation. It was gathered first hand information with our own eyes how the class was developing; the time dedicated it, didactical materials, discipline of the students, the in-outside factors that affecting the normal develop of the English class.

Therefore, to support this research this research gave these four steps: parents, students and teacher interview, also the class observation.

CHAPTER XI

DISCUSSION AND ANALYSIS OF THE RESULTS

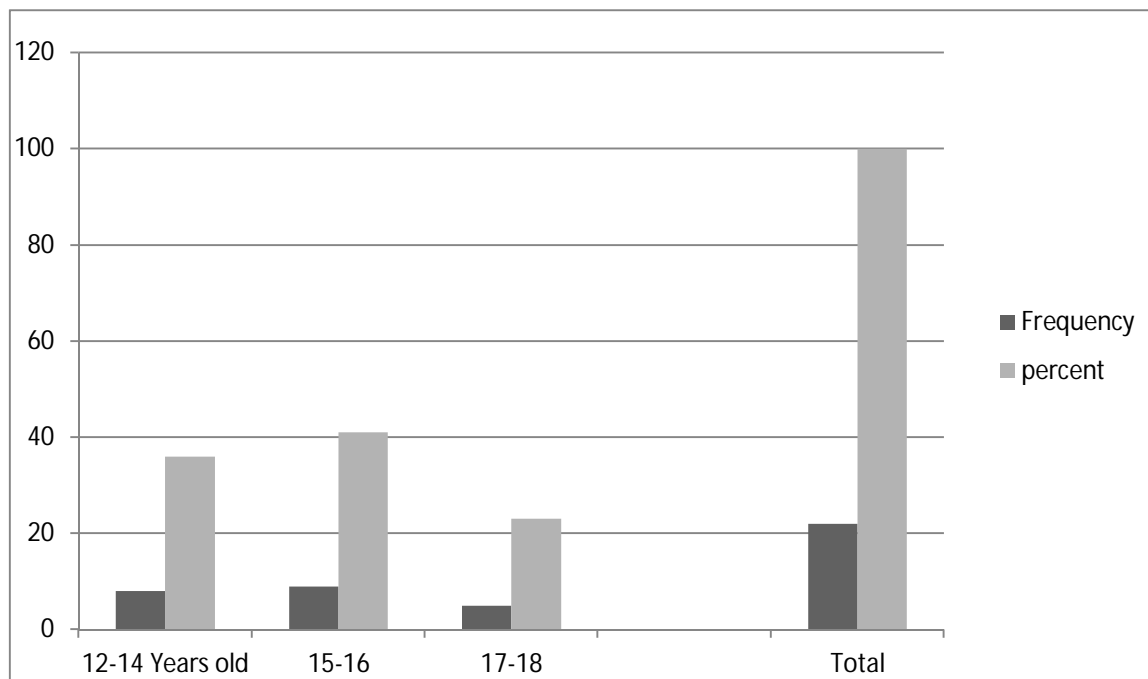
A.CHARTS

GENERAL INFORMATION

Student Ages

Valid	Frequency	Percent
A. 12-14 Years old	8	36
B. 15-16	9	41
C. 17-18	5	23
Total	22	100

This survey was developed by 22 students of 7th grade at “Salvador Mendieta” public high school in the afternoon shift in the second semester, 2013, Managua. The predominant age was between 15 to 16 years; the second was the rank between 12 to 14 years and the last one was represented by 23% of the population with 23%.



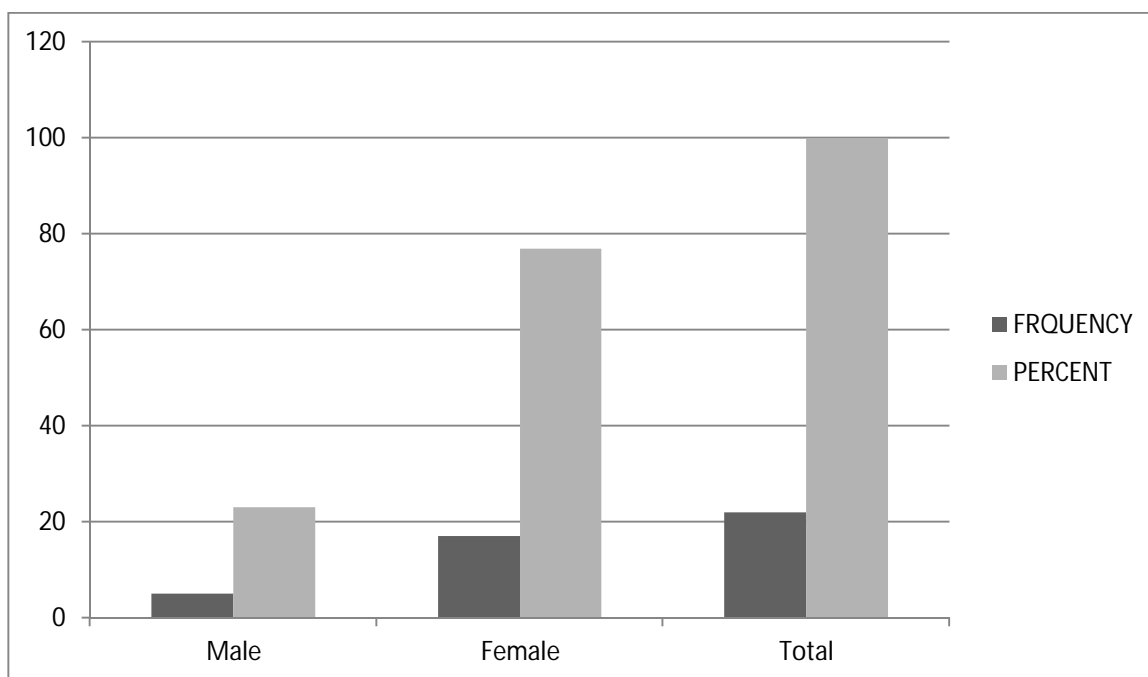
Students Ages

GENERAL INFORMATION

GENDER

Valid	Frequency	Percent
Male	5	23
Female	17	77
Total	22	100

In this table shows the majority of the students population are girls with 77%, the boys are 23%.



GENDER

CHART 1

Have you ever been exposed formally to an English word before enrolling in 7th grade?

Valid	Frequency	Percent
Never	17	77
A few	3	14
Always	2	9
Total	22	100

This chart shows us how the students were exposed to English language. The 77% never were in contact with the English language, the 14% answered a few, and the 9% said always it is a poor percent. The low level of these students is a determiner element to understand any subject this is the base to acquire a useful knowledge. If the student doesn't have a minimum of English subject it will be very difficult to the teacher to achieve the students have good grades.

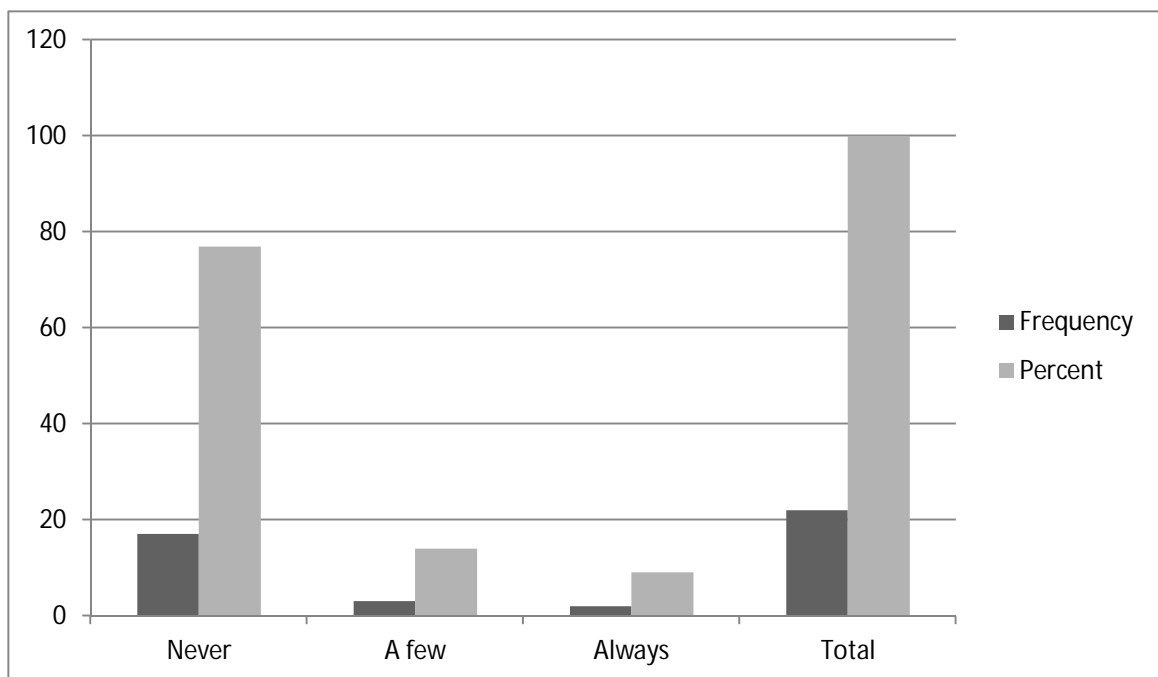


CHART 2

Do you like English subject?

Valid	Frequency	Percent
A lot	2	9
A few	15	68
Indifferent	5	23
Total	22	100

This table demonstrates that the majority of the students don't like English subject it is 68% just a 9% like it. It is a factor to keep in mind. The teacher and nobody can force to the students to have preference in the target subject. Conscious or unconsciously the students will find a barricade to acquire the language of Shakespeare. It is against of teaching-learning process.

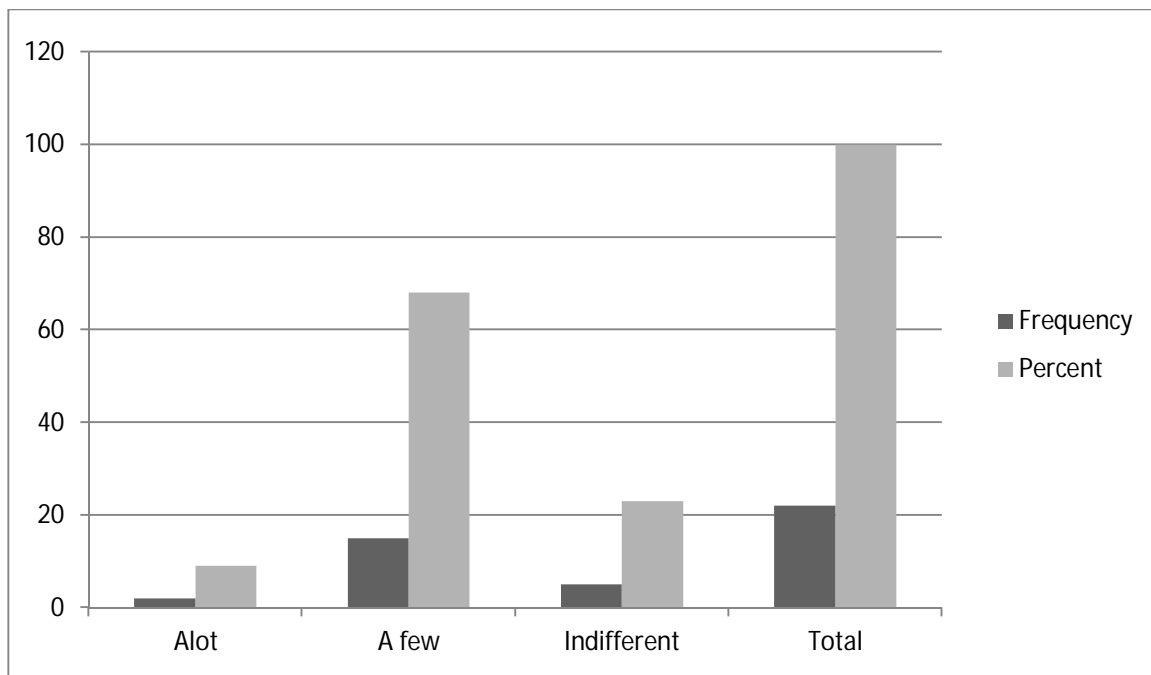


CHART 3

Do you like the methodology used by the teacher in the English class?

Valid	Frequency	percent
Always	1	5
Often	9	40
Sometimes	5	23
Seldom	4	8
Never	3	14
Total	22	100

You can appreciate in this chart the 40% is according with the methodology used by the teacher, the second one was 23% most of the students are in favor of the teacher methodology. Although the teacher uses the best methodology if the students have poor back ground and dislike English language is unsuccessful any effort of the teacher adding to this, if the parents don't pushing hard the teacher or the school nothing they can do.

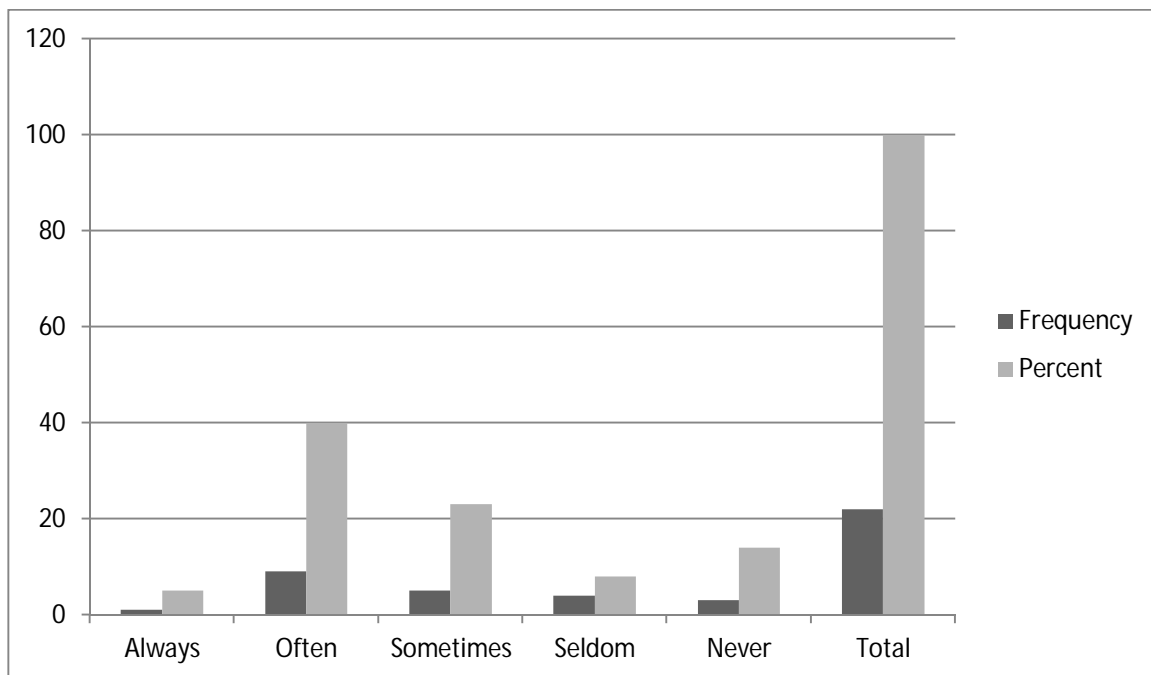


CHART 4

What of the following didactic materials does your English teacher use?

Valid	Frequency	Percent
Flash Cards		
Illustrations	5	23
Recording	6	27
Video games		
Dictionary	1	5
Data show		
Just the board	10	45
Others		
Total	22	100

In the chart above we can find the kind of didactical materials used by the English teacher to reach her own academic goals. The 45% was the higher confirming lack of the basic elements in the learning-teaching process. According to the Education specialist the 75% of the knowledge introduce in the brain through the eyes, following, the ears and so on, but if the teacher doesn't utilize different kind of didactical materials he cannot catch the students attention, and the class will be boring. The school must provide these resources to get in better the quality class

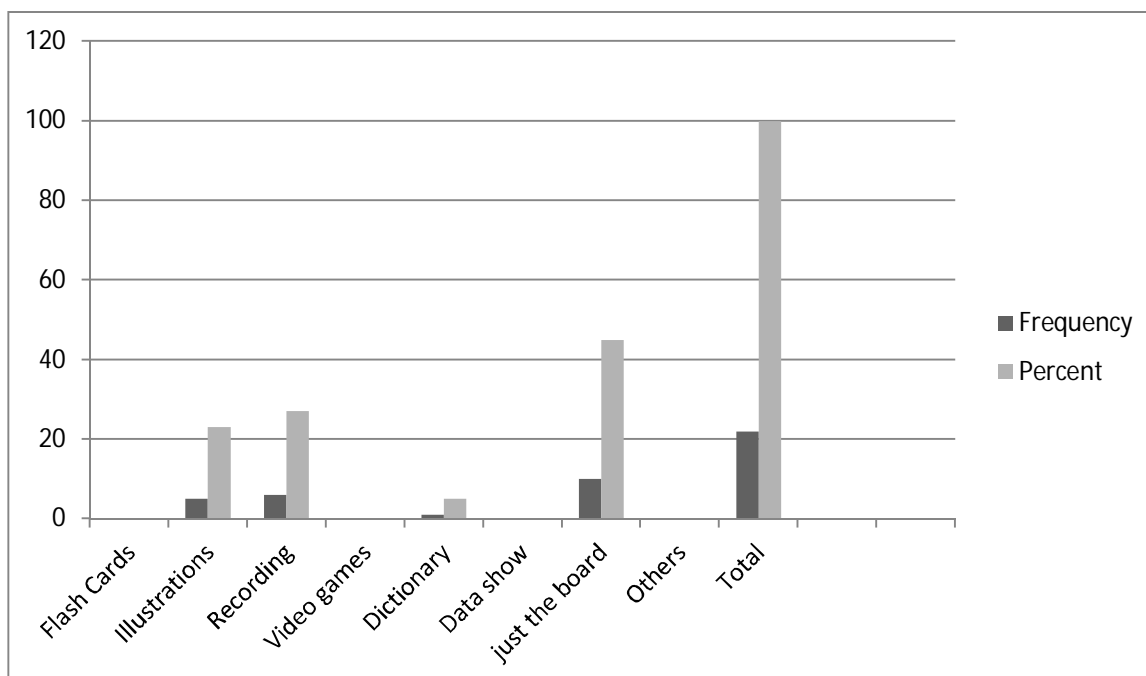


CHART 5

Do you have enough time prepare before your English test?

Valid	Frequency	Percent
Always	2	9
Generally	3	14
Seldom	15	68
Never	2	9
Total	22	100

In the present table you can see the low interest of the students to obtain good grades; just the 9% are always prepared before resolve the English test.

The students are not prepared to solve the English test, in this special point their families play an important role, but most of their parents really do not help them to increase their grades, but they don't do their responsibility with the students. In some case they don't have capacity but in others they lack interest in the performance of the students according to English teacher interview.

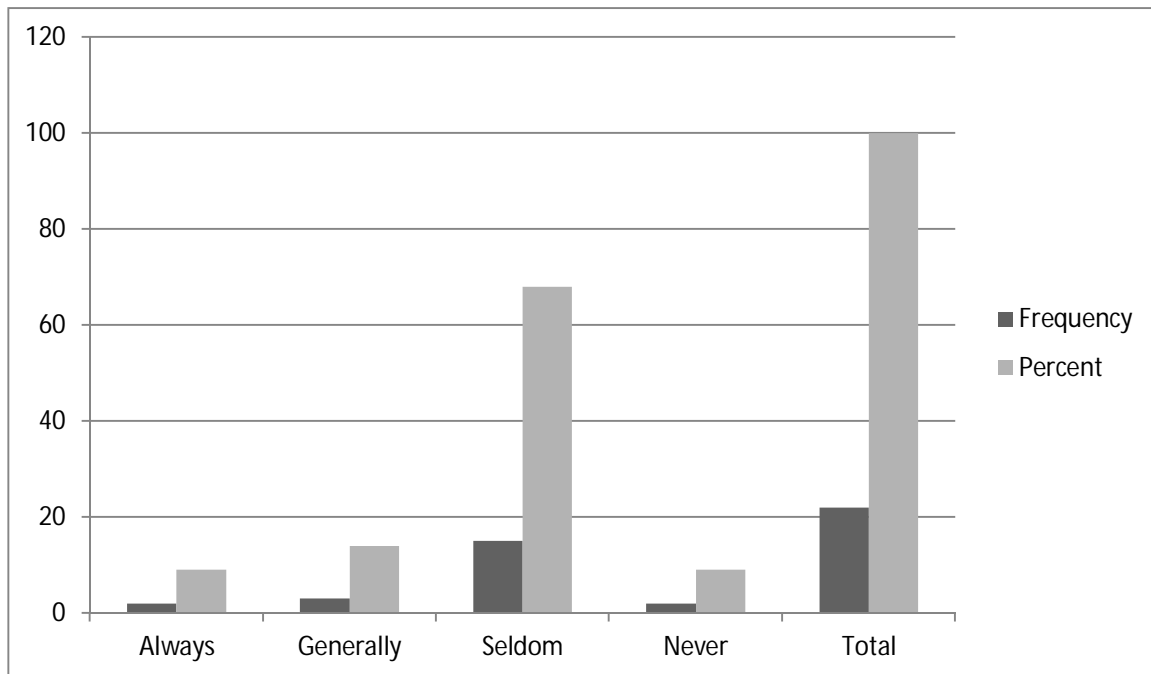


CHART 6

Do the topic explained by the teacher is?

Valid	Frequency	Percent
Difficult	2	9
Incomprehensible	1	5
Normal	14	63
Easy	5	23
Total	22	100

In this table you can see the students' impression about the topics explained by the teacher. The majority stated normal with the 63% it is an acceptable rank percentage. The rest pointed out to less percent in the other valid.

The teacher doing well the explanation but, the students discipline cannot permit them to pay attention, for this reason they don't understand the teacher exposition and consequently they cannot resolve the exams, in addition to this the environmental conditions are against the teaching-learning process.

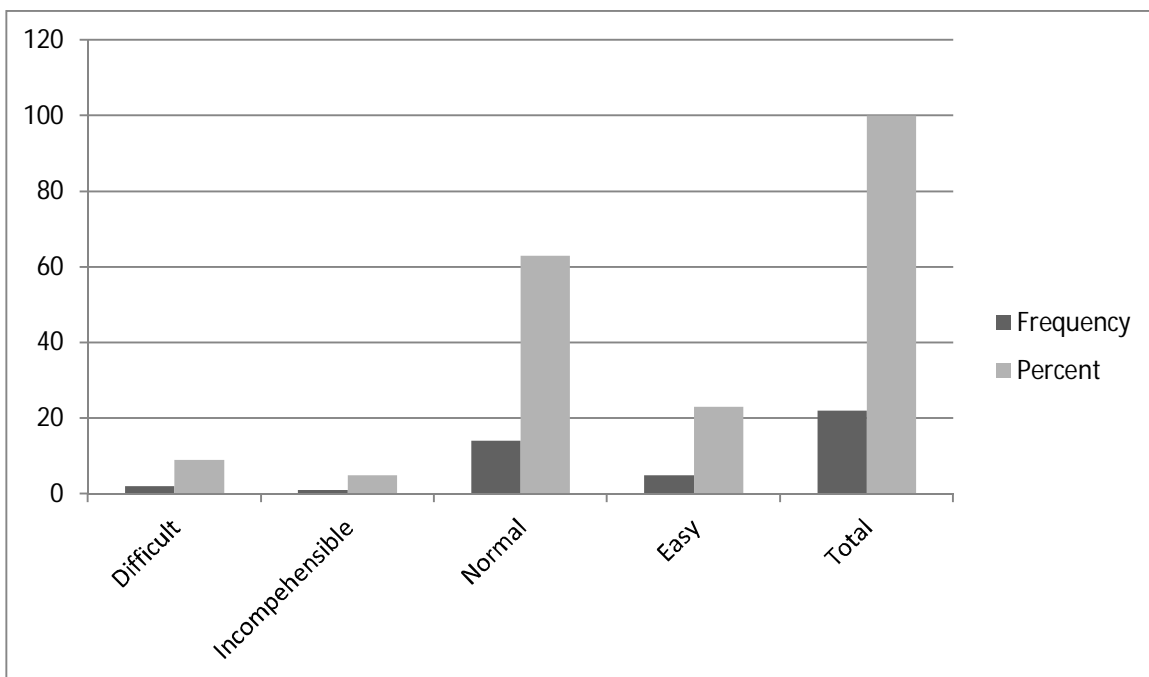


CHART 7

The items on the English test are?

Valid	Frequency	Percent
Misunderstood	1	5
Complicated	2	9
Never heard before	4	18
Easy	15	68
Total	22	100

When the survey asked to students about the items on the English test they estimated they are easy with 68% then. Why they cannot solve it? If the items are easy but the students do not prepare before, don't do it the homework, and do not attend classes, no matter the test is easy, they never response it, if they don't follow in sequence all the steps to acquire the knowledge before.

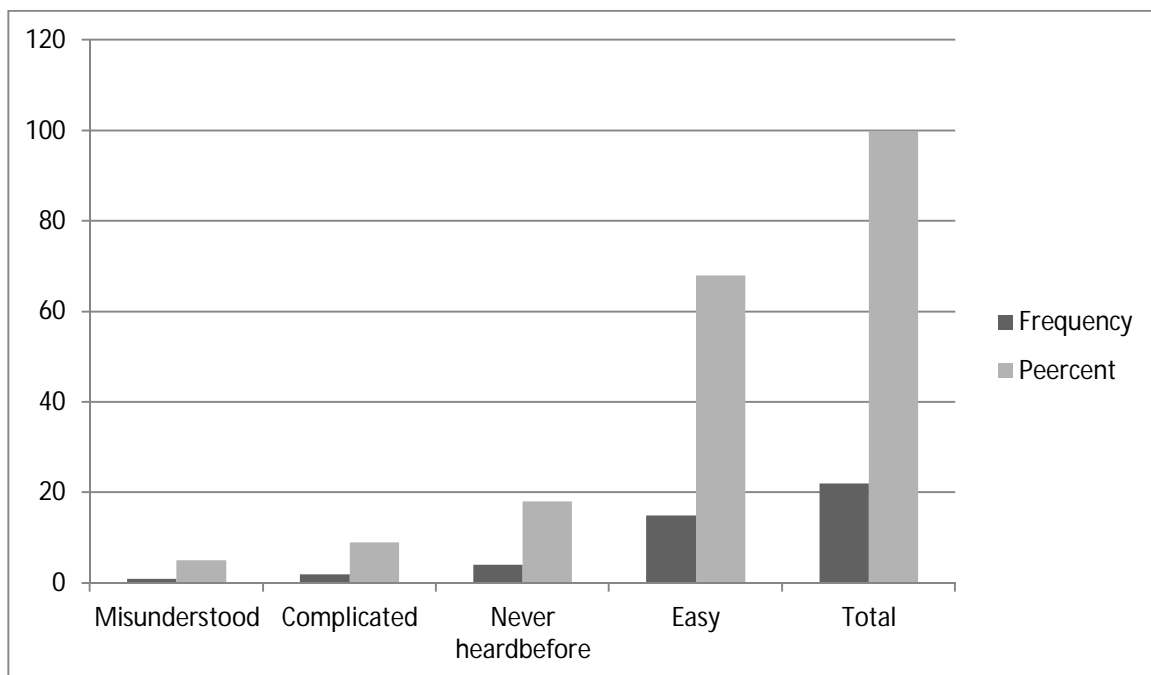


CHART 8

During the English class do you have factors that interfere your concentration?

Valid	Frequency	Percent
Always	15	68
Often	5	23
Sometimes	2	9
Seldom		
Never		
Total	22	100

Here you can observe clearly, that the majority pointed 68% about the factor that interfere in their concentration. This chart can illustrate you the difficult situation of the students and teachers in this high school. The concentration is a very important factor in the teaching-learning process, but in many cases it is not depending of the students or the teacher and nothing they can do to solve this situation. If the students are not concentrating they cannot assimilate any teacher explanation.

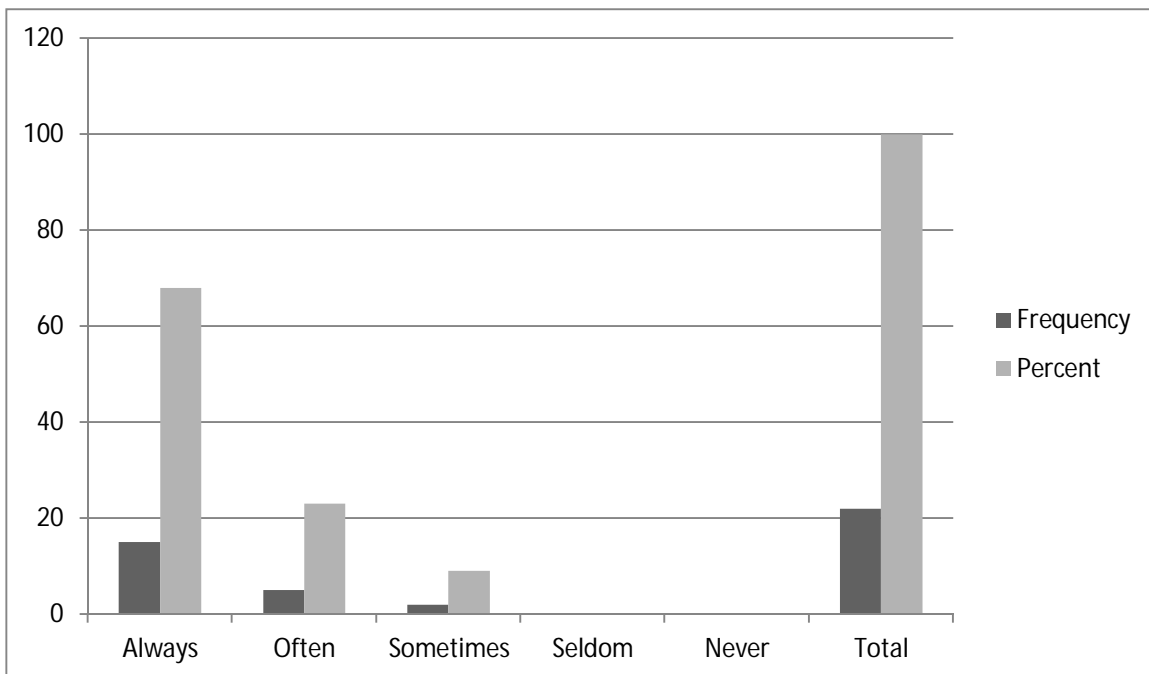


CHART 9

Do you think these factors interfere in your concentration?

Valid	Frequency	Percent
Car noises	4	18
Buses noises	5	23
Car horns	2	9
Classmate distractions	6	27
Loud speakers	2	9
Odors stinky	2	9
Others	1	5
Total	22	100

The “Salvador Mendieta” public high school is locate besides to jam Traffic Streets they produce a lot interruption factors that nobody can stop them, but they have a negative relationship with student performance. The 27% corresponds to the classmate distractions. Many students intent pay attention to the teacher, but their colleagues do not permit them because they are kidding and doing distracter things and the teacher cannot control this situation. According to Reina Icabalceta English teacher this and other factors make interruption many often during English class.

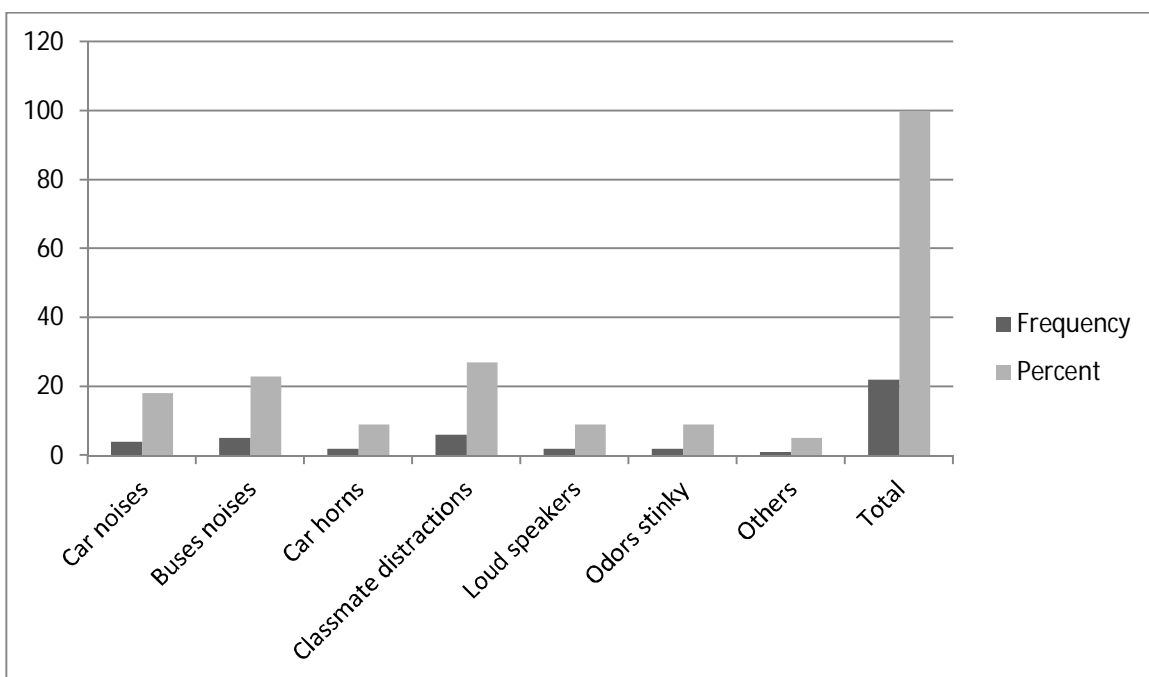


CHART 10

Due to these factors above mentioned do you miss concentration?

Valid	Frequency	Percent
Always	15	68
Often	5	23
Sometimes	2	9
Seldom		
Never		
Total	22	100

The students stated firmly that they have serious problems in their concentration with those factors and possibly affect directly their English performance. The higher was 68%, but the other valid are very close of it.

In affirmative way the students are sure that the factors mentioned in the chart 9 have negative influence in their class concentration. As a result of this lack concentration they cannot understand the teacher explanation, exercise in class, assignment, and handout; finally they fault in their English exams.

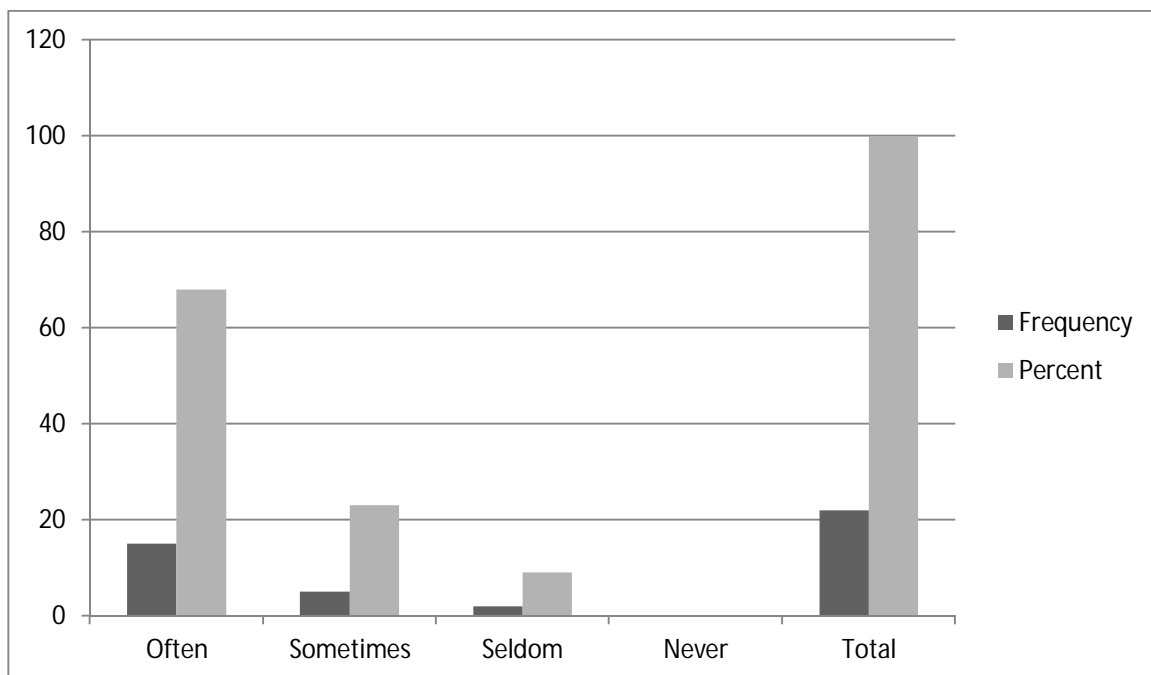


CHART 11

Do the warming, poor ventilation, poor lighting, interfere in your concentration?

Valid	Frequency	Percent
Never	1	5
Sometimes	2	9
Rarely		
Very often	9	41
Always	10	45
Total	22	100

Here you can observe with your own eyes, how the inside classroom factors are affecting the students concentration, the first one on this chart was 45%, it means that always the students are under this poor conditions, it is difficult to the teacher catch the student attentions. The temperature in Managua is hot, but in the afternoon this temperature increase considerably adding to this overcrowded classroom do the inside classroom temperature cannot tolerate by the students, thus they are thirsty and go outside to look for water or soda with permission or not of the teacher and all the students want to do the same over and over again. In this moment when they are out they miss the teacher explanation. These factors contribute negatively in the English grades.

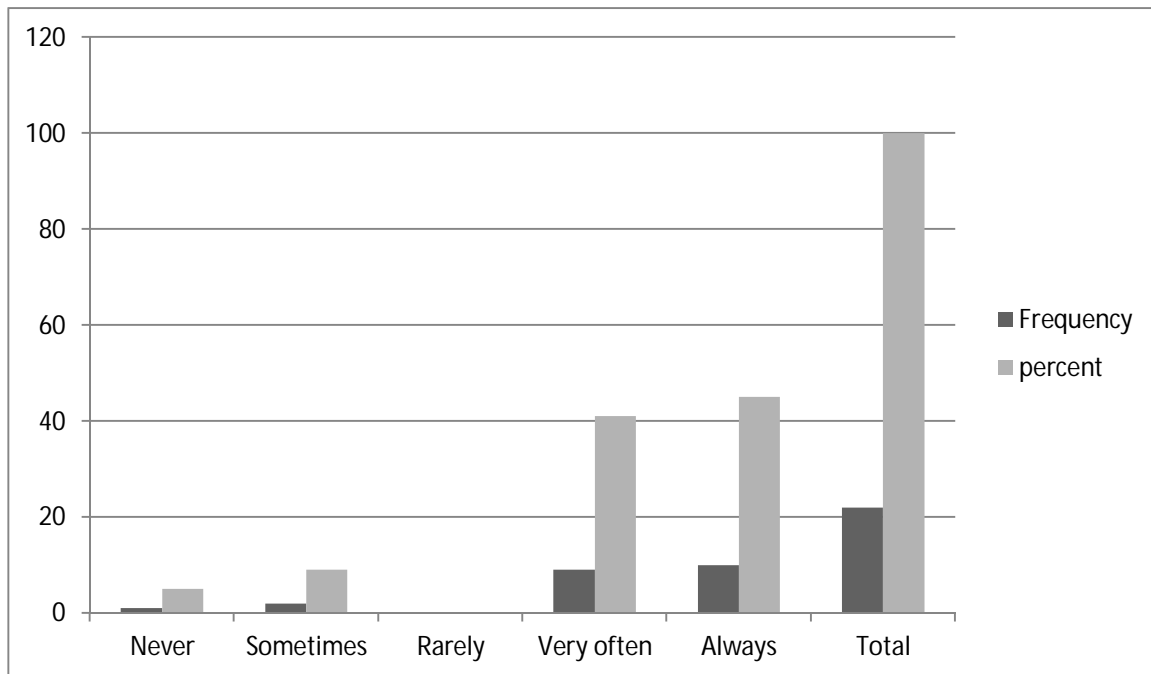


CHART 12

Do you believe that lack concentration influences in your performance?

Valid	Frequency	Percent
Always	9	40
Often	5	23
Generally	3	14
Sometimes	4	18
Rarely	1	5
Seldom		
Never		
Total	22	100

Obviously if you have factors that affecting your concentration you don't acquire the teacher explanation. The higher one was 40% it is to taking account. The students answered affirmative that if they are not concentrate in their English class their performance are going to be down, they are conscious about this situation but nothing they can do. The correspondent authorities should change the target situation in benefits of the students.

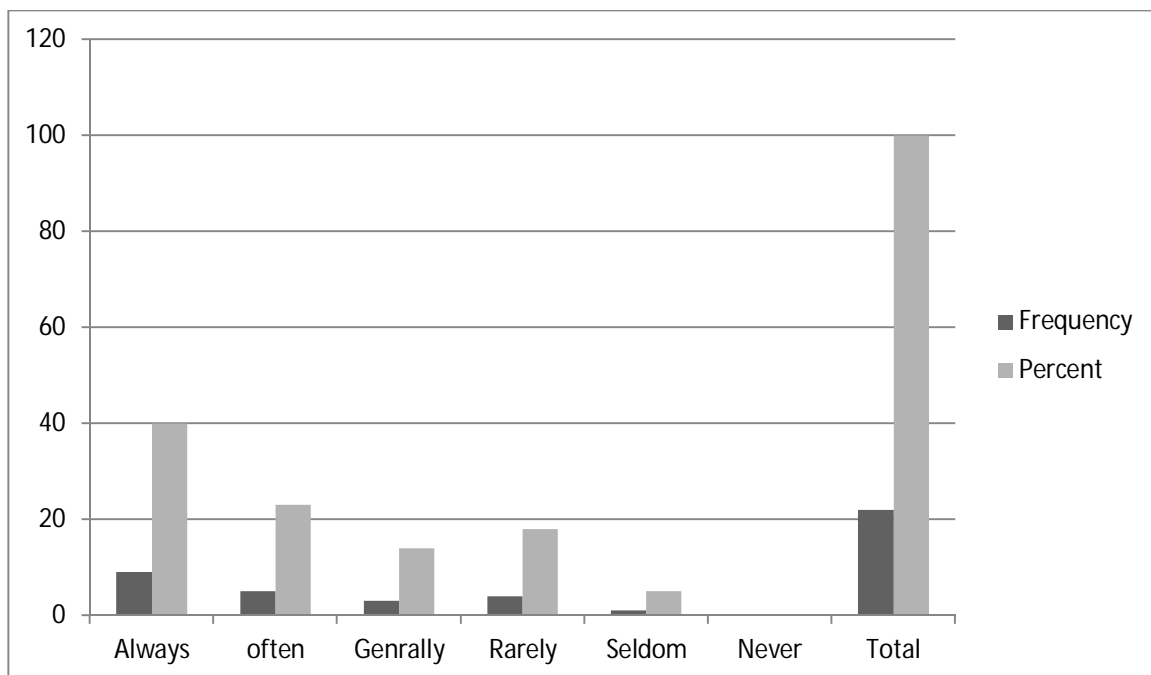


CHART 13

Do you think the factors above mentioned make you miss classes?

Valid	Frequency	Percent
Always	7	32
Often	6	27
Generally	5	23
Seldom	2	9
Never	2	9
Total	22	100

In this table we can observe the students' opinion about English class environment and discover situations why the students are absent of the school, in the topics the 32% but the others are very close of it. The students don't tolerate the factors described in chart 11, daily they are receiving class under these conditions and in many cases they are truant due the school don't have the basic conditions to develop teaching-learning process. The teacher doesn't have the key to stop the situation the school neither, in some cases their parents don't know that their students do not attend regularly to the school.

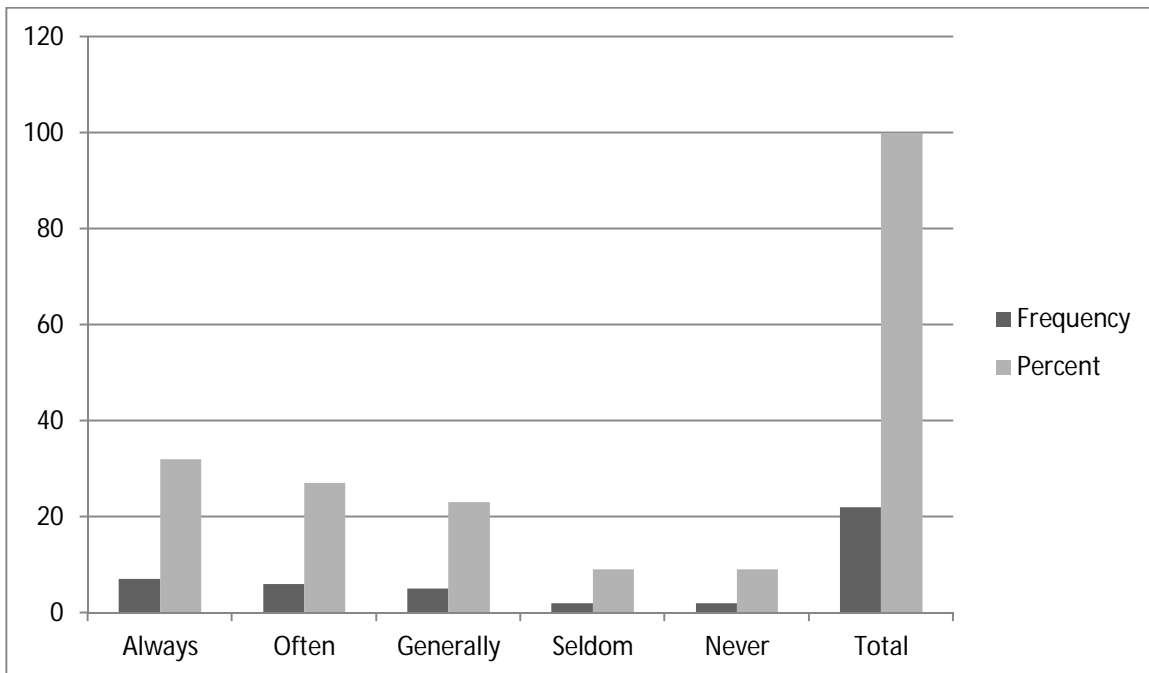


CHART 14

Which of these ranks you will obtain if you miss English Class?

Valid	Frequency	Percent
Excellent	1	5
Very good	2	9
Good	2	9
Poor performance	17	77
Total	22	100

Also when the survey asked about the rank that they will obtain if they miss English class, they sincerely answer with 77% in poor performance. The students are clear of the result if they miss their respective classes but they don't do a compromise themselves to attend daily class and increase their performance.

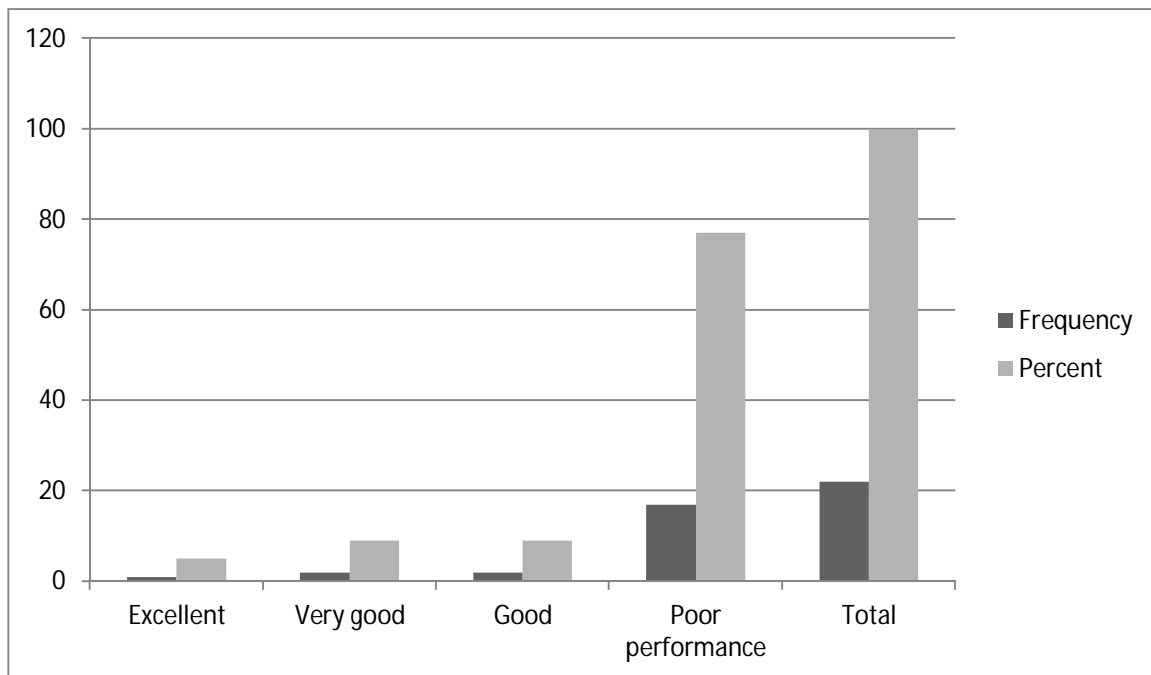


CHART 15

Do you have family problems?

Valid	Frequency	Percent
Never	2	9
Seldom		
Sometimes	1	5
Often	6	27
Always	13	59
Total	22	100

Here the chart is taking the social-family problems and most of them stated with the 59% confirming that they have problems inside their families. Obviously the family problems bring many consequences in the student life but the most important is in the academic performance. The English teacher told us that the majority of her students have family problems and these problems have influence in their behavior, grades, and the social relationship.

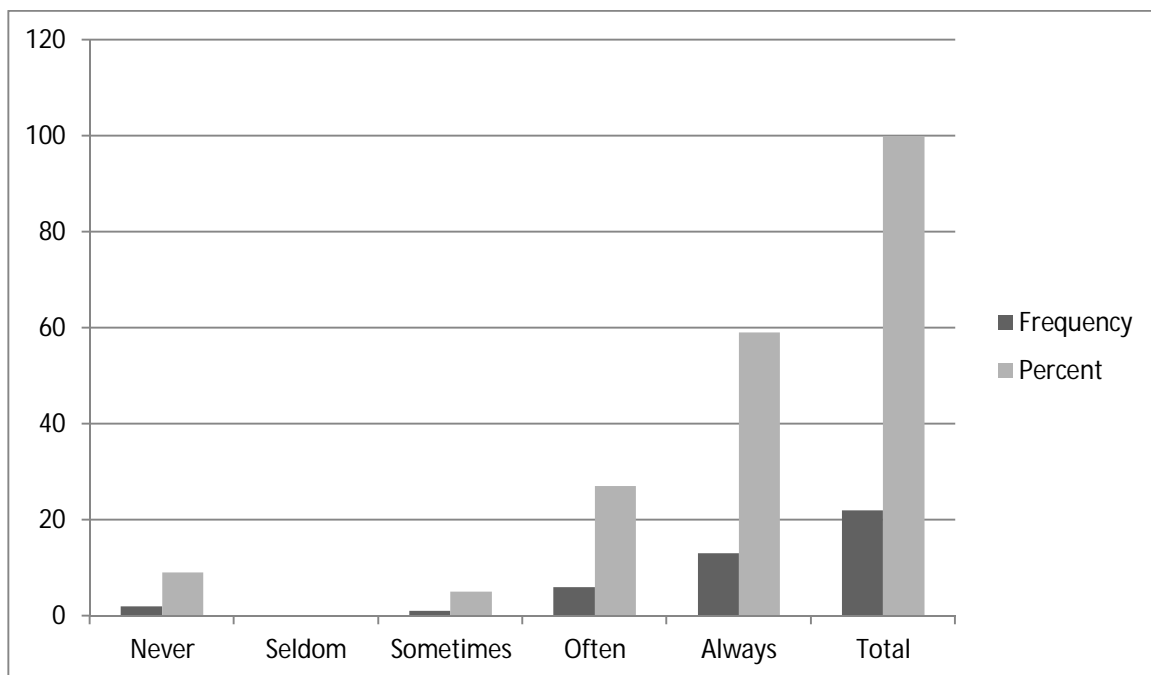


CHART 16

Does somebody in your home Know English and help you?

Valid	Frequency	Percent
Father	2	9
Mother	2	9
Brothers	3	14
Relatives		
None	15	68
Total	22	100

Another question was if somebody that knows English help to the students. To know if they have support in their homes, but the 68% responded nobody contribute with them. The majority of the students don't have an extra help so necessary in the students' school obligations, especially in the English homework or any assignment in this subject. Generally they solve their academic situations alone and this is a disadvantage in their own develop.

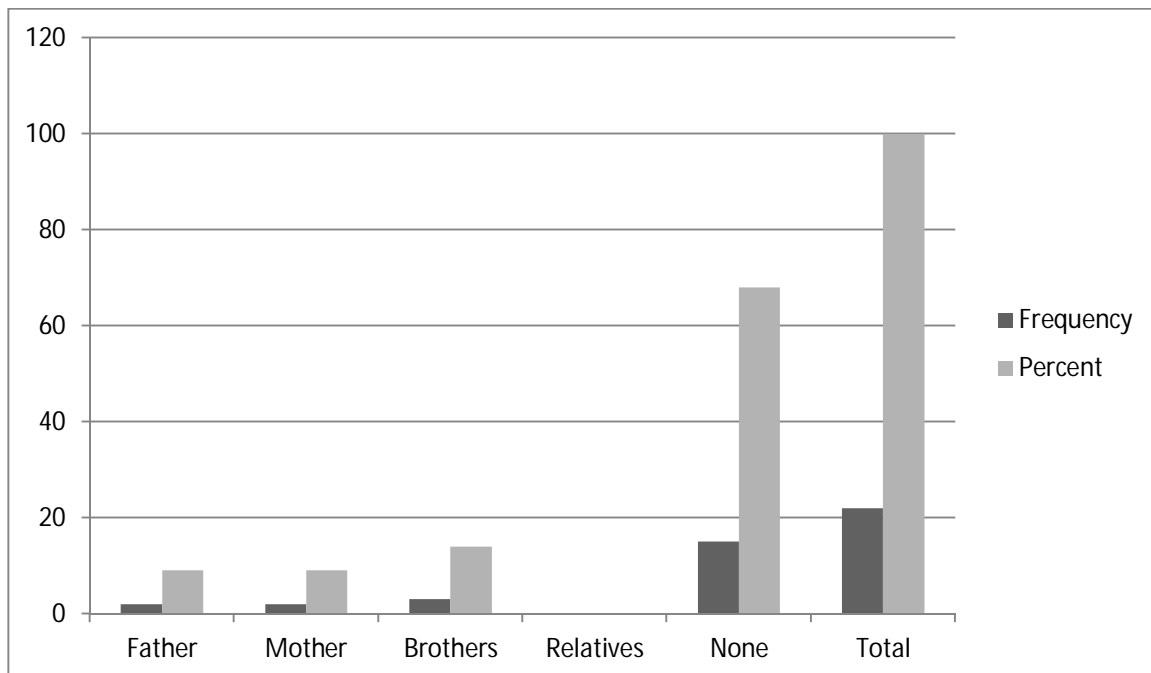


CHART 17

Do you have some didactical resource to help you in your English class?

Valid	Frequency	Percent
Dictionary	6	27
Tutor	1	5
Internet	2	9
Guide book		
Text book		
None	13	59
Total	22	100

This chart shows us about students' resources to facilitate them in the learning process the majority don't have. The 59% was the higher one. Most of the students do not possess the basic didactic material to study English, they lack of the most elemental educative resources in the English teaching-learning process, in many cases because their respective parents don't have money to buy them, for instance the dictionary is very important in the English subject but just the minority have one of them.

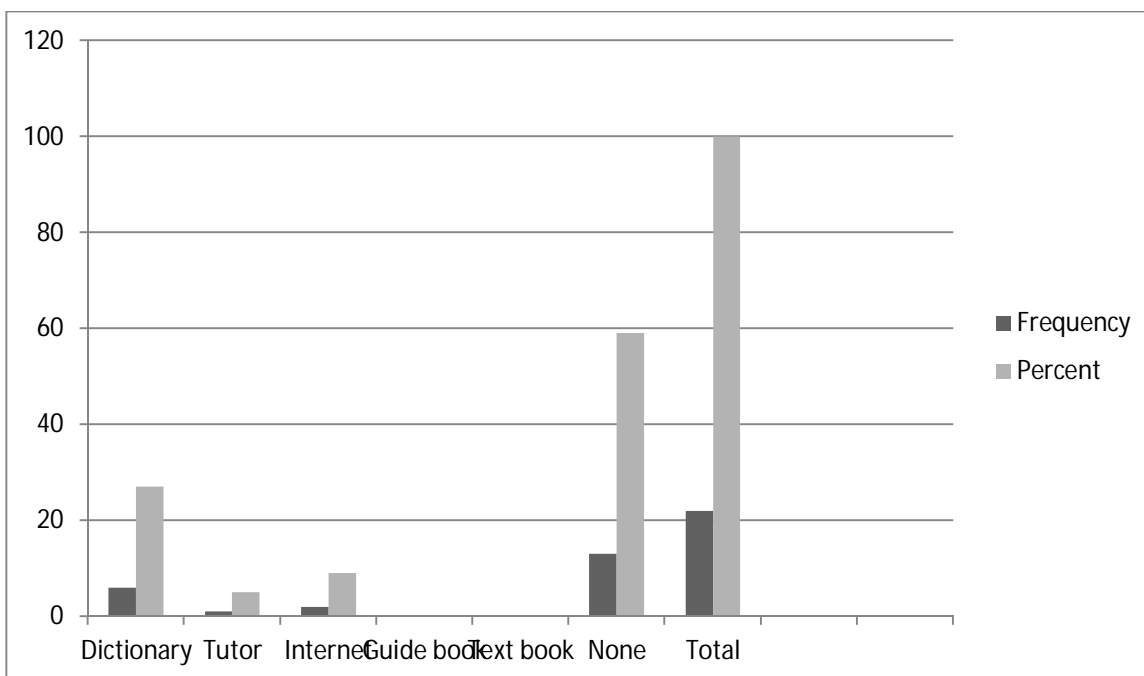


CHART 18

Do the family problems interfere in your performance?

Valid	Frequency	Percent
Always	15	68
Often	3	14
Sometimes	2	9
Seldom	2	9
Never		
Total	22	100

It is logical the family and social problems affecting negatively in the language acquisition and the students pointed out very clearly with 68%. This situation is out of the control, the teacher, school, and others authorities, but the students suffer the consequences, the English teacher said us that in many cases the students arrive to the school with no lunch, and their brain needs energy from the foods to understand the teacher explanations and another cases they are sleepy during the class by lack of energy because they don't eat any food before come to class.

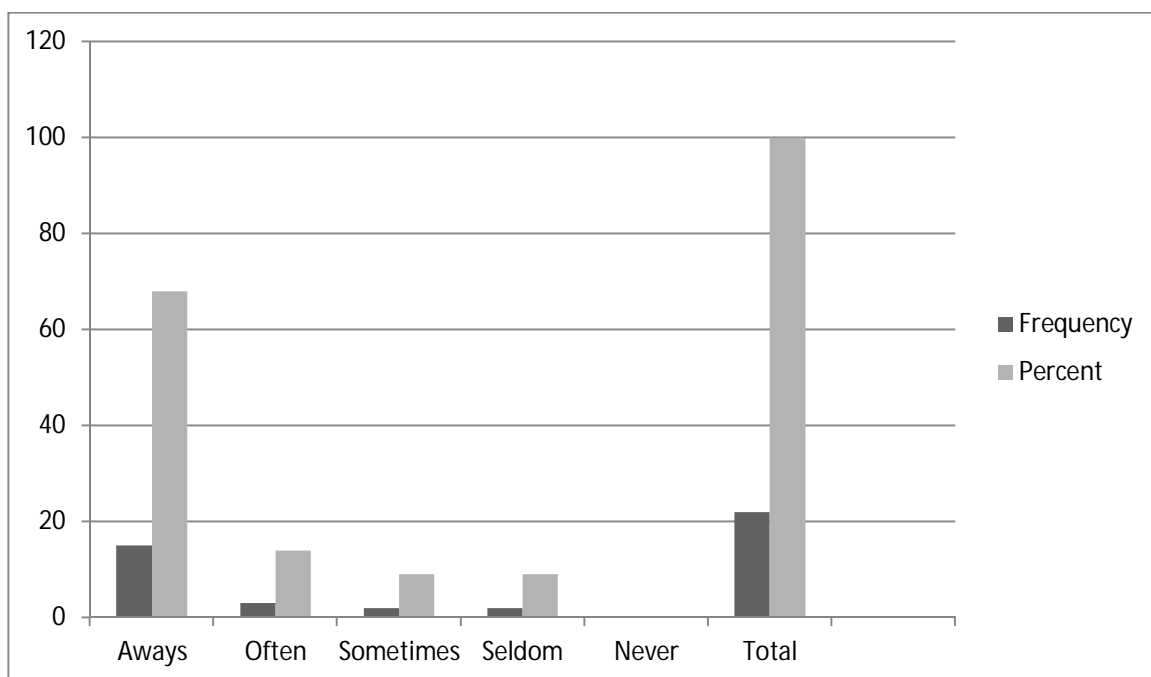


CHART 19

Do your parents have a steady job?

Valid	Frequency	Percent
Always	5	23
Often	4	18
Sometimes	5	23
Seldom	6	27
Never	2	9
Total	22	100

With this chart you can know how is affecting the parents situation of the students, if the parents don't have job how they are going to support their son-daughter, is 27% the first one.

Most of the students' parents don't have steady job. The job is the main way to obtain money to save the family problems. If their parent don't have job, the students cannot have a dictionary, book, and other didactical materials to help themselves to increase their English grades. This situation is strictly for the parents only they can resolve their job situations, and some cases the government can help them and consequently to their students.

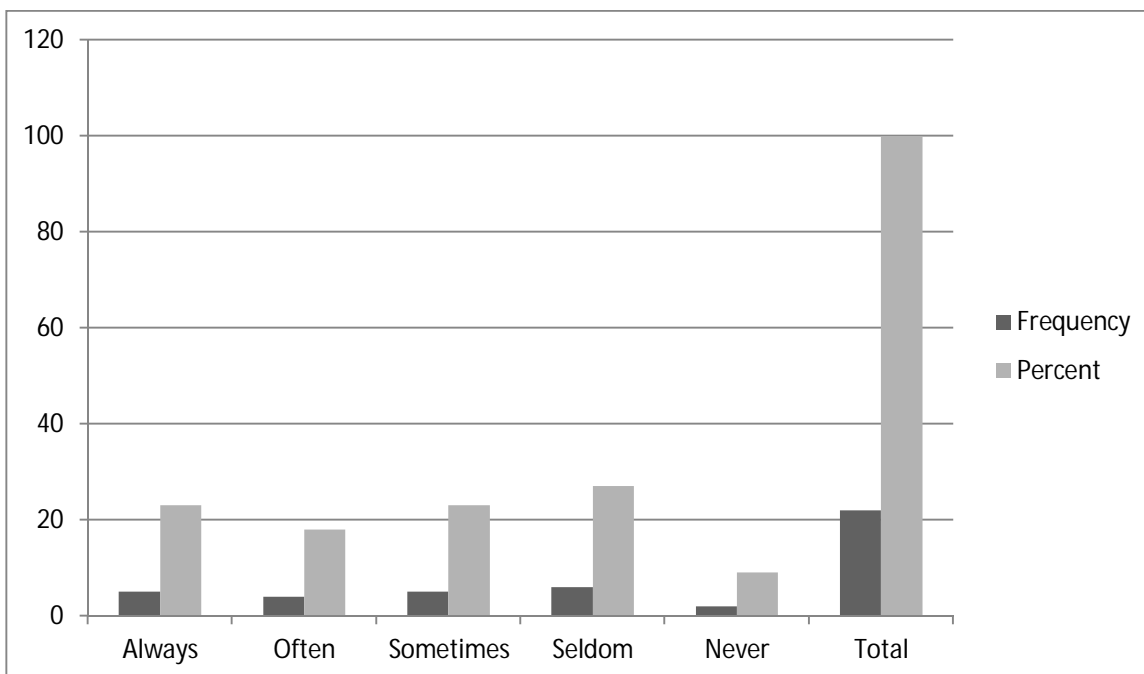
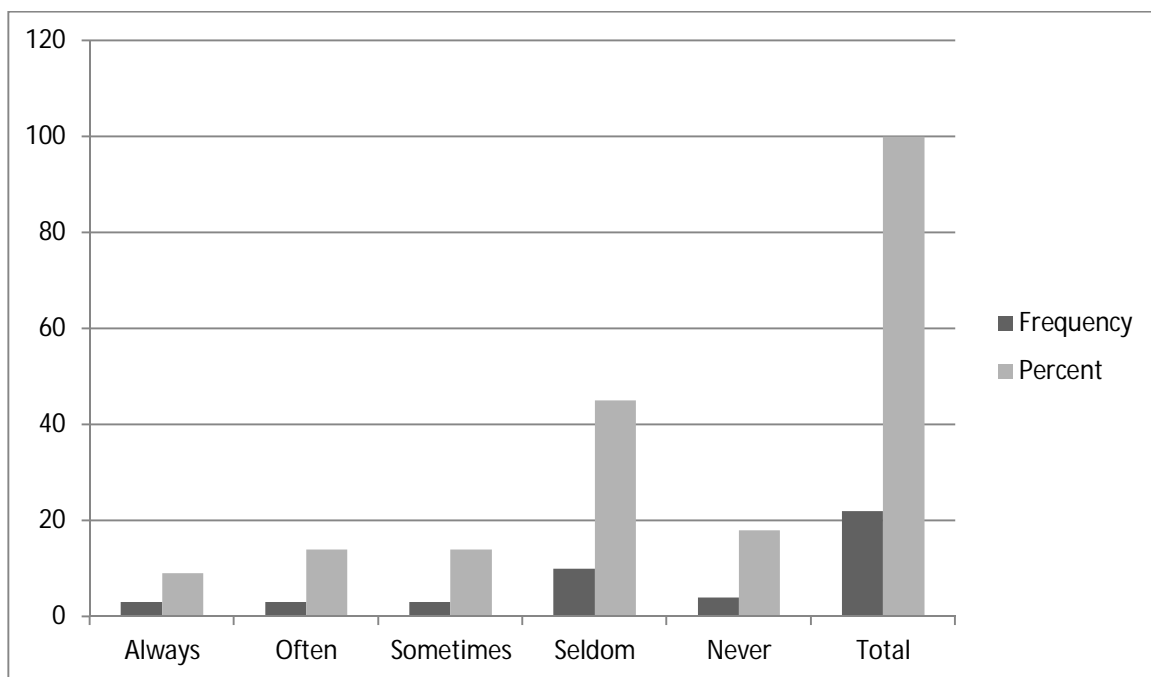


CHART 20

Do you do homework, assignment and handout?

Valid	Frequency	Percent
Always	2	9
Often	3	14
Sometimes	3	14
Seldom	10	45
Never	4	18
Total	22	100

Finally this questions can help us to understand one of the main reason why the student have low grades, if they don't practice with homework, how they are going to increase their performance? The top one is 45%. Their parents have the total responsibility to obligate to their students to do their homework they must pushing hard daily and check every day if the students realize their homework. If the students do the homework it is easy them resolve the English exams and consequently increase their respective English performance.



B. ANALYSIS OF DATA

This survey was applied to students between 13 to 18 years old. It could find that the 77% of them are women (23) and the other 23% are men (5). In which the 36% are between 12 to 14 years old (8), the 41% are between 15 to 16 years old (15) being this the major percent and only 23% are between 17 and 18 years old (5), this means there is a little percentage of students in 7th grade section “B” at “Salvador Mendieta” public high school are overage.

Educational factors

According to the data results the 77% of the students (17) never have been exposed to English language it is an important factor that call the attention because it demonstrates that the majority of the students have a poor English back ground instead the target subject will be very difficult to learn and for the teacher to be understandable, too.

Most of the students don't like completely the English subject,68% (15) like a few,23% (5) indifferent, and just 9% (2) like the Shakespeare language, the students have disadvantage in this point because conscious or unconsciously they reflex this negative point in their grades.

The teacher doesn't use variety of didactical resources most of the students expressed the teacher just uses the board the 45% (10), the 27% (6) said the teacher uses recording, the illustrations was used in 23% (5) and 5% (1) with dictionary it describes that the English could be boring for the students.

The 68% (15) of the students do not prepare before the English test it is logical the grades will be poor here the parents should pushing hard to the students, just the 9% (2) are prepared to solve the test, in this situation the teacher has a few or none interfere.

The teacher explanation is acceptable by the students with 63% (14), the 23% (5) pointed out it is easy, 9% (2) said it is difficult, and just 5% (1) expressed it is difficult. Here the teacher doesn't have problems with the class development.

The methodology applied by the teacher although he doesn't use many didactical resources is liked by most of the students, 40 %, (9) expressed often, 5% (1) said always, 8%, (4) pointed out seldom, and 14% (9) never, in this aspect is positive for the teacher and the students too.

The students don't do their homework just 9% (2) always do their homework 14% (3) sometimes and often, the 45% (10) seldom, finally 18% (4) never, if the students do not practice the theme with homework, assignment, and handout they never will understand the teacher explanation, the same when they are solving the English exam their performance will be poor. The homework is a very important complement in the teaching-learning process, the teacher cannot obligate to the students to do their homework, and their parents are the responsible and the students to be punctual in this situation.

Environmental factors

When the students are in Their English class there are some elements to take into account to evaluate their performance. They expressed that 68% (15) always have factors that interfere in their concentration, 23% (5) often, and 9% (2) seldom, if you are not concentrated in the explanation, exercises, and others activities inside the classroom how can you obtain high performance?

These factor interfere in the students concentration: The higher one is inside the classroom is from their own classmates with 27% (6), buses noises 23% (5), car noises 18% (4), loudspeakers 9% (2) finally odors stinky 9% (2), the factor before mentioned are affecting negatively the normal teaching-learning process.

There are other conditions inside at "Salvador Mendieta" campus that contribute to miss concentration of the students like: warming, poor ventilation, poor lighting they expressed about these conditions are affecting them, always 45% (10), very often 41% (9), 9% (2), and 5% (1) never, it is possible to observe that the students are not attending class into the minimum conditions that is required to do it that, thus, these conditions could create apathy to the English class.

Also the conditions above described make the students miss their English class as they expressed in the survey: always 32% (7), often 27% (6), generally 23% (5), seldom 9% (2), and never 9% (2), you can see that these factor are influencing to the students do not attend regularly their class, consequently they cannot to do their homework neither solve the exams if they are outside of English class. These situations are out of the teacher control.

The students pointed out that the factor above mentioned impulse them to obtain the following grades if they miss classes: poor performance 77% (17), very good 9% (2), good 9% (2), and excellent 5% (1). They are conscious that their absence will affect their own grades, this situation is out the teacher and principal control just their parents can help them to be responsible.

Social-family factors

The answers to the questions Do you have family problems? Were 59% (13) always, 27% (6) often, 5% (1) sometimes just 9% (2) don't have family problems the rest of the students' population have some kind of problems, the majority of them are related with family problems.

Do the family problems interfere in your performance? This question is very important to take in account because the students expressed directly how this element is fundamental in their own performance and the students cannot resolve these problems but finally the family situations interfere in the English learning process. Most of the students pointed out always 68% (15), often 14% (3), sometimes and 9% (2) seldom 9% (2),

The majority of the students don't have somebody that knows English and help them, frequently the students need an extra explanation about the English topics, assignments, and handouts but they don't have somebody to support them, maybe this is a reason why the students fault in the English grades. They answer in this way none 68% (15), brother 14% (3), mother 9% (2), and father 9% (2).

Most of the students' parents do not have a steady job, it could be a cause why they don't have enough money to buy the students didactical materials necessities in the English learning process. They responded like that: always 23% (5), often 18% (4), sometimes 23% (5), seldom 27% (6), and 9% (2).

During the observed class the students were lack of discipline, walking around, talking each others, using their cell phone, they left out the classroom in any moment and they do not obey the teacher commands. Obviously they cannot pay attention if they are in different activities, thus, their performance will be poor.

It to taking into account the kind of activities that the teacher do in the class to motivate her students they were as follow:

- * To order inside the classroom
- * Initial activities
- * Brief review
- * Explain the topic
- * Listen the song "Let it be"
- * Word meanings
- * Students participations

XII. CONCLUSIONS

In the previous stated objective that this research paper has focused, in analysis of the factors that influence the English performance in the students of the 7th grade, section "B" in the afternoon shift at "Salvador Mendieta" public high school in the 2nd semester. It determined some of the findings about issues that are affecting the academic proficiency in these students. According to analysis and interpretation of the results given by the interview, questionnaires, and observed class this research found:

First: Questionnaire for students:

- a) The 77% of students in seventh grade "B" never been exposed formally to English language, it is a disadvantage for the students and the teacher, too, because they have a poor English background, the last year they were in primary where never were in contact with the English language, it is different to the students of the 8th or 9th grade they already studied English formally one or two years (see the chart 1), they are emotionally younger and most of them don't like to pay attention, and their motivation level is very low.
- b) On variable of educational factors we found that:
 - 68% of a sample has revealed that seldom they have enough time to prepare before the English exam (see chart 5), this survey found that they do not have interest in learning English language, only the 2% always do their homework (see the chart 20), the 68% responded that the English tests are easy and then why they do not solve the exams, simple is the answer the lack of self study, adding to this most of the students don't like English subject the 68% like the target subject a few, just the 2% like the English a lot (see chart 2) this last factor is fundamental, because if the students don't like English subject how they can study it.

- 40% of the sample revealed that they are often according with the methodology used by the teacher (see the chart 3) she doesn't have a problems in this aspect. In the light of this research and analysis in chart 4, you can see that the majority of the students pointed out 45% that the teacher just uses the board as a didactical material.

 - We have found that 63% of the sample interviewed considered the topic explained by the teacher is normal (see chart 6) only the 9% said that the topic is difficult, maybe by the low level of confidence in learning the English language. Therefore this paper work can say that this is a serious impediment in the student learning process, the teacher play an important role in the classroom, however the English teacher of seventh has shown that she has a low level of confidence during her session of class because she never stimuli her learners to express in English, and also she always speak more in Spanish than English. This fact will facilitate negatively to her learners often mimic their teacher's actions according with observed class.

 - Another difficulty encountered was the use of teaching materials for the student and the teacher. This research verified that the teacher most of the time uses just board to develop her topics and the students confirm it in the chart 4 with 45% it is the higher, because the school cannot provide them, although they have a library has no bilingual materials for use in class. According to the visit realized to this center.
- c) We were found that the students lack of basic didactical resources to help them in the English class the 59% don't have any of these resources, only the 27% have dictionary (see chart 17). Students need to develop their

English level in easy way but, when they don't possess the minimum of materials is almost impossible increase their English grades.

d) On variable of social-family factors:

- The 23% of the parents of these students always have a steady job (see chart 19) for many reasons, the students need money to buy didactical materials, for transportation, and to satisfy their necessities.
- The 68% of respondents do not have somebody to support in the field of study of English (see chart 16). The students need extra help in the complex subject for them, but just a minority have someone to assistant them in the English subject.
- On variable of social-family factors 59% of the students said that they always have family problems, only the 9% never have the target problems (see chart 15), in addition to this the 68 % pointed out that always interfere in their performance these problems, obviously if the youngsters have social- family problems they don't pay attention in their classes, the lack of interest in pass the English subject and finally the go away the classroom.

Second: Interview to the teacher Reina Icabalceta:

- We were found that the only information given by the teacher was: lack of educational resources by the center and the other aspect was the social aspect where she mentioned the following elements of disturbance such as Interruption from other students, Indiscipline in hour class and Students going out and coming in the classroom.

- The poor English background, size of the groups, environmental conditions out- inside of the classroom, absence of the students to the English class for any reason, the students' parents do not involve in the academic activities they are some of the situation that we have and most of them we have no control, but they interfere negatively in the English performance.

Third: Interview to the principal:

- Lic. Denis Nuñez is the principal the interview was about general aspect about the School, but the particular topics were talked with the English teacher above mentioned.

Fourth: Environmental Factors

During the English class there are many Environmental factors that interfere in the teaching learning process the 68% answered that have factor that interfere in their concentrations, thus they don't pay attention to the teacher explanation and after that they cannot to resolve the exams, some of them go out the classroom and others abandon definitely the school.

The buses noises, classmate distractions, warming, poor ventilation, poor lighting, odors stinky are factors to take into account in the English teaching-learning process, but unfortunately they are out the school authorities.

Guide for class observation:

- This research found through instrument the following weaknesses:
 1. The teacher cannot control to the students.
 2. The students lack of discipline.
 3. A few students participate in the class.
 4. Teacher used traditional methodology because the lacks of didactic resources do not permit her to have fun activities for the development of the class. Most of the classes follow the classical methodology of teaching grammar.
 5. The teacher doesn't have monitor student.
 6. The homework was not orientated on the board, just orally.
 7. Salvador Mendieta public high school needs of economic resources to carry out improvements to its infrastructure to give a better condition for the student in their learning process. Most of the classrooms look inadequate environment because all of them have bad condition.

XIII. RECOMMENDATIONS

The collected data through this research has provided an analysis, which has guided in to these recommendations:

For the English teacher:

- ✓ First, teacher should be aware that mother tongue (Spanish) and the target language (English) have different linguistic origin and system. Therefore, English as a foreign language teacher must provide more tools in English than Spanish during her session of classes, because her learners need to be focused in the skill of this course.

- ✓ Second, Teacher does not start a new English content if you are not sure that your students have acquired the content before that. Effective teaching is not about a method. It is about understanding and implements principles of learning.

- ✓ Third, use a different of teaching strategies in order to improve student learning. Although the size of the groups the teacher must have the classroom control, therefore she can organize the time and coordinate specific strategies according the characteristic the learners.

- ✓ Fourth The good relationship within the teaching learning process give better developments skills and abilities to get better grades in the academic proficiency in the foreign language.

For the students:

- ✓ To choose a good student to be facilitators of teaching resources for them to focus on the English language that they are also important elements in the teaching learning process.
- ✓ Encourage students to overcome fears and obstacles to acquire the English language. the teacher must now focus you that English is a means of communication and also is a necessary tool to get a job, but they do not see the immediate need, when they finish high school will be able to realize that it is very important to get this tool as a means of communication, employment and economic.
- ✓ Invite parents to facilitate teaching resources that contain music, poems, cartoon, issues of their interest or other aspect that facilitates arouse awareness their children in English language so that students will gradually overcoming low confidence in learning the English language.
- ✓ Do daily the homework it will help you to obtain good grade.
- ✓ To attend every day your classes.

To the school:

- ✓ To recommend to the Ministry of Education (MINED) to make some infrastructure improvement, and also lead some access of didactical resources for the teachers as well as the students.

- ✓ Put in order and do not allow students on corridors while there are students receiving classes. These elements of disturbance during the teaching learning have provoked that the indiscipline in class time, and also the same students going out and coming in the classroom.
- ✓ As soon as possible to select an assistant as supervisor of the center that watches the discipline of the students outside classroom and also can help him to supervise the English teacher.
- ✓ Finally, it is recommendable that county authorities pick the garbage up to avoid odors stinky around the school.

CHAPTER XIV BIBLIOGRAPHY

- * Ascencio, Ada.2010." The importance of the teachers' motivation in the Teaching-learning process. San Salvador. Retrived October 6th, 2012 from <http://ri.ves.edu.sv/603/10136883.pdf>.
- * Ali, Luke, 2012" E- book for Dommies" ed, for Dummies, Oxford, UK.
- * Cherril Pavick. 2006." How to teach English". Mc.Grow Hill. N.Y,U.S.A.
- * Curvin and Medler, 1999." Behavior in the classroom". www.disciplineassociates.com.
- * David Nuan. 1999. "Laguage teaching", Cambridge University Press.UK.
- * Diana Lurillant. 1993-1994." Implementation Perspective" ed, Institute of Education, London, GRB.
- * D. Byne.2001. "Interacting Language", Logman, London, UK.
- * Freddman. D.1998. "Doing Teacher Research: from inquirí to understanding". Heine Publisher. Canada.
- * Graves. K. 2006. " Designing Language". Heine & Heine Publisher .Canada.
- * Geoffrey. Broughton. et ,al.2001." Teaching English as a foreign Language".Routledge Publisher. New York. U.S.A.
- * James E. Alatis. 1976." English as a second Language". TESOL publications. VA.
- * Jackson Harding.2007. " Models and strategies for today classroom".Addison pub. Oxford press.
- * Krashen-Terrell.1998." The Natural Approach". Alemany press,Hayward,C.A.
- * Lasser-Freeman,D. 2000."Techniques and principles in Language teaching",2nd ed. Oxford, UK.
- * Rebecca M. Vallete.1999." Classroom Techniques".Waveland Pr. Inc.N.Y, U.S.A.
- * Rusell N.Campbell.1986. " Teaching tecniques in English as a second Language".Oxford. New York.
- * Saul. Mc Leods.2009.Jean Piaget. Published 2009, updated 2012.retrived January 9th, 2013 from <http://www.simplypsychology.org/piaget.html>.

CHAPTER XV APPENDIXES

SURVEYS

Universidad Nacional Autónoma de Nicaragua

U. N. A. N

FACULTAD DE EDUCACIÓN E IDIOMAS

DEPARTAMENTO DE INGLÉS

This survey is applied to students from 7grade,section "B" of public high school "Salvador Mendieta" in the afternoon shift in the II semester. 2013.

Name: ----- Sex-----Age-----

Read attentively the whole survey when you are sure, answer it in the way instructed below. Our search work will be successful depending on your appropriate answer.

Students' Survey: Write an "X" besides the answer that you agree to.

1. Have you ever been exposed formally to an English word before enrolling in 7 grade?

a. Never-----b. sometimes-----c. always-----

2. Do you like the English Subject?

a. A lot----- b. a few-----c. indifferent-----

3. Do you like the methodology used in the English class?

a. Always-----b. often----c. sometimes-----d. seldom---e. never-----

4. What of the following didactic materials does your English teacher use?

a. Flashcards-----b. illustrations-----c. recording-----d. video-games-----
e. dictionary----f. data show----g. just the board-----h. others-----

5. Do you have enough time to prepare before your English test?

a. Always-----b. generally-----c. seldom-----d. never-----

6. Does the topic explain by the teacher is?

a. Difficult----b. incomprehensible---c. normal-----d. easy-----

7. The items on the English test are?

a. Misunderstood-----b. complicated-----c. never heard before-----d. easy---

8. During your English class do you have factors that interfere your concentration in the English class?

a. Always-----b. often----- c. sometimes-----d. seldom---e. never---

9. Do you think whether these factors interfere in your concentration?

a. Cars noises---b. buses noises—c. Cars horns—d. Classmates distractions--
e. loudspeakers—f. odors stinky—g. others---

10. Due to the factors above mentioned do you miss concentration?

a. Always-----b. often-----c. sometimes-----d. seldom -----e. never----

11. Do the warming, poor ventilation, poor lighting interfere in your concentration?

a. Never----b. sometimes-----c. rarely-----d. very often-----e. always-----

12. Do you believe that lack of concentration influences your performance?

a. Always-----b. often-----c. sometimes ----d. seldom ----e. never-----

13. Do you think the factors above mentioned make you miss classes?

a. Always----b. often----c. generally----d. seldom-----e. never-----

14. Which of these ranks you will obtain if you miss class?

a. Excellent---b. very good----c. good----d. poor performance-----

15. Do you have family problems?

a. Never-----b. rarely----c. sometimes----d. often-----e. always-----

16. Does somebody in your home know English and help you?

a. Father----b. mother----c. brother-----c. relatives-----d. none-----

17. Do you have some didactical resource to help you in English class?

a. Dictionary---b. tutor---c. internet---c. guide book---d. text book---

18. Do the family problems interfere in your performance?

a. Always----b. often---- c. sometimes-----d. seldom---- e. never-----

19. Do your parents have a steady job?

a. Always----b. often----c. sometimes-----d. seldom----e. never----

20. Do you do your homework, assignment and hand out?

a. Always----b. often-----c. sometimes----d. seldom-----e. never---

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

U. N. A. N

FACULTAD DE EDUCACIÓN E IDIOMAS

DEPARTAMENTO DE INGLÉS

Parents' survey. This survey is applied to the parents of the students from the "Salvador Mendieta" public high school, 7grade; section "B", in the afternoon shift, 2nd semester.2013.

Name-----Sex-----Age----- Student-----

I. Read carefully the following statements and answer then according your own experience.

1. How can you be sure if your children stay in the English classroom?

2. What actions do you do when your children get low score?

4. How long do you appoint to spend with your childrens' homework?

5. In your personal point of view when is the right time of the day to study English?

II. Write an X beside of the answer that you want to express.

1. Are you capable to provide didactic materials to help your children in the English subject?
Computer-----Internet-----Text books----dictionary----others----

2. Are you willing to provide an English tutor for your children?
Always-----Occasionally-----seldom-----never-----

3. How often do you attend parents' meeting?
Never-----seldom-----frequently----- always----

4. How often do you keep in contact with the English teacher to know about your children' grades?
Always-----most of the time---- rarely-----never----
5. Do you check the English test results with your child?
Never-----sometimes-----generally-----always-----
6. Do you make comparison between the present and the last scores in the English test of your children?
Always-----most of the time-----often-----never-----
7. Do you interchange ideas-commentaries with other parents about the scores of the whole group?
Never----occasionally----sometimes-----always-----
8. Do you apply some psychological test to discover his, her strengths and weakness?
Always---often---seldom—rarely---never---
9. Do you look for educational specialist to help your child?
Never----occasionally----sometimes---often---always----
10. Do you suggest to your children to improve the grades?
Always---very often---generally---seldom---never---

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

U. N. A. N

**FACULTAD DE EDUCACIÓN E IDIOMAS
DEPARTAMENTO DE INGLÉS**

English teacher's interview. It is applied to Reina Icabalceta She is a teacher of 7grade; section "B" of the Salvador Mendieta High School in the afternoon shift, in the II semester.2013.

1 .Why some of your students didn't pass English subject on second semester?

2. Do you think size of groups interfere in the grades of the students?

3. What kind of motivation do you apply to your students?

4.How do you consider students' background have influence in the grades of the students?

5. How do you introduce your topic?

6. Do you consider environmental factors affect the students' performance?

7. In What situations do you involve to the students' parents in the learning process?

8. Do you consider the frequency absent of the student affect their performance?

9. What kind of English exercises do you apply in you class?

10. Do think the family problems interfere in the students' performance?

11. What behavior problems do you detect in your class?

12. Do you think your disciples study enough before the English exam?

GUIDE FOR DIRECT CLASS OBSERVATION

INDICATORS	YES	NO	OBSERVATIONS
1. Lesson plan	X		
1.1 Name of the unit	X		Just the number
1.2 Component	X		
1.3 Values	X		
1.4 Achievement Indicator		X	
1.5 Content	X		
1.6 Activities: initial activities, Guide Stage Culmination Stage.	X		
1.7 Evaluation		X	
1.8 Homework	X		In verbal way
2 .Apply and Stimulate	X		
2.1 Creativity, innovation, active participation of the students	X		
2.2 Feedback		X	
2.3 Show comprehension when the students have some difficulties in the English subject.	X		
2.4 Assign individual activities	X		
2.5 Assign group activities	X		
2.6 Scientific domain of the content		X	
2.7 Use didactic resources	X		Board ,marker, CD
2.8 Use up dated technology in the learning process.		X	
2.9 Motivate the students	X		
2.10 Domain of group		X	
2.11 Monitor the class.		X	

ACTIVITIES SCHEDULE

WEEKS	DATE	ACTIVITIES	ASSESSMENT	OBSERVATION
1	October 15th , 2013	Visit “Salvador Mendieta” public high school	Interview the principal of the center	The Principal Lic. Denis Nuñez was kindly and offered me his cooperation.
2	October 21 st , 2013	Teacher Interview	Problem Sub – problem Objectives Topic Historical background Theories	–
3	October 28th , 2013	Research interview	Teacher	–
4	November, 4th 2013	Direct and indirect observation.	Classroom	–
5	November 11th , 2013	Surveys	Students	–
6	November 16 th , 2013	All the research References- Bibliography	Development the work	–
7	November 23th,2013	Final Paper	–	–
8	December 30th,2013	Analysis of the research	–	–
9	December 14 th , 2013	Bring the research	–	–

Qualitative analysis

Teacher's Interview:

Questions	Teacher's Answer	Analysis
1. Why some of your students didn't pass English subject on second semester?	Poor background, lack of didactical resources, size of group, distracter factors, miss class, and lack interest in learn English.	The answer shows many different causes out teacher control that interfere in the students' performance
2. Do you think size of groups interfere in the grades of the students?	Yes, because t is too difficult keep student control, discipline and draws their attention.	This situation affect to the students and the teacher too.
3. What kind of motivation do you apply to your students?	Teaching topics related with the students' life and doing a participative class.	Teacher must be creative and innovative.
4. How do you consider students' background have influence in the grades of the students?	The majority of the students have difficulty with their mother tongue, Why not in English?	The students come from primary school and most of them have no idea about English language
5. How do you introduce your topic?	Warm up, telling a brief story related with the students' reality, and review of previous contents.	The teacher needs to break the routine and traditional ways.
6. Do you consider environmental factors affect the students' performance?	Of course they have a lot influences in the students grades. But nothing we can do.	Teacher and students have not control about, noises, warming, poor ventilation, lack lighting, stinky odors and others.

7. In what situation do you involve to the students' parents?	I tell to students bring their parents to talk about grades, lack of concentration and why they don't do the homework. Rarely do they come to the school.	If the parents do no support to the teacher there is a big gap against the students' grades.
8. Do you consider the frequency absent of the student affect their performance?	According to my teacher experience, yes, because if the students are not in class, how they know about the English class?	This situation escapes from the teacher command, but has incidence negatively in the English grades.
9. What kind of English exercises do you apply in you class?	Songs, writing exercises, dialogues, reading, always are taking into account the students' background, and the school programming.	Due a student's background these activities could be misunderstood and boring them.
10. Do think the family problems interfere in the students' performance?	Sincerely yes, because the students show lack of motivation and concentration when they are involved in those problems.	The teacher needs to apply psychology to help the students to do these situation do not affect their grades.
11. What behavior problems do you detect in your class?	Most of the time the students are using cell phone, talking each others, and walking around.	The majority of the students do not pay attention. How they are going to solve the homework and the Exams?
12. Do you think your disciples study enough before the English exam?	Negative, because the exams are easy. If they do homework, they solve the exams.	Maybe their ages do not permit them be responsible, and their parents do not pushing hard them.

INDEX

	Page
I. INTRUCTION	1
II. SETTING OF PROBLEM	5
III. PREVIOUS STUDIES	7
IV. JUSTIFICATION	8
V. RESEARCH QUESTIONS	9
VI. OBJECTIVES	10
VII. VARIABLE MATRIX	11
VIII. THEOTERICAL FRAMEWORK	14
IX. HYPOTHESIS	31
X. METHODOLOGY	32
XI. DISCUSSION OF THE ANALYSIS RESULTS	35
XII. CONCLUSIONS	61
XIII. RECOMENDATIONS	66
XIV. BIBLIOGRAPHY	69

XV. APPENDIXES

70