UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

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FACULTAD REGIONAL MULTIDISCIPLINARIA – FAREM MATAGALPA

DEPARTMENT OF EDUCATION AND HUMANITIES

PROGRAMA UNIVERSIDAD EN EL CAMPO – UNICAM - WASLALA

LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN CON MENCIÓN EN INGLÉS

MONOGRAPH

Submitted to the National Autonomous University of Nicaragua, UNAN Managua, as a requirement to obtain the Bachelor Degree in Teaching English as a Foreign Language.

THEME:

Teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022.

AUTHORS:

Snr. Liz Mariel López Pineda

Snr. Domingo Chavarría Reyes

TUTOR:

MSc. David de Jesús Vallejos Rodríguez

December 2022

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DEDICATION

First, **thanks God** for allowing us understand this and giving us health. For he is source of life and gives the things we need to achieve our goals.

To our families for providing us with the necessary foundation to successfully complete this great research project with their words of encouragement to continue our studies. Our parents for their continuous support, advice, and her constant motivation.

To our tutor, MSc. David de Jesús Vallejos Rodríguez, for his support throughout the project. His motivation was crucial to develop this monograph. This research is dedicated to him.

To UNAN Managua, UNICAM Waslala, for the opportunity to professionalize and all of the benefits given to us. Deeply grateful.

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We thank our Creator God for the life and health during these five years of studies and for the wisdom; he has given us to be able to assimilate the studies taught to us by the professors.

To the professors who dedicated their time and shared with us knowledge and experiences that will serve us in our professional life.

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To our classmates who encouraged us in the meetings to continue our studies until the end.

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ENDORSEMENT LETTER

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UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

FAREM-MATAGALPA

2022: "Vamos por mas victorias educativas"

Diciembre 2022

La presente monografía, desarrollada por los estudiantes de la Universidad en el Campo, UNICAM Waslala, como primeros graduados en Inglés de esta modalidad tan especial, bachilleres Liz Mariel López Pineda, carnet #77081321, and Domingo Chavarría Reyes, #18724845; remitido como requisito para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema **"Teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022;** cumple con los requisitos del proceso de de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua – UNAN Managua - FAREM Matagalpa, con la relación adecuada entre objetivos, variables, fundamentos teóricos, diseño metodológico, resultados y conclusiones.

El proceso de análisis y discusión de resultados se llevó a cabo tomando en cuenta las variables de estudio, instrumentos de recolección de información objetivos y referencias bibliográficas confiables.

La presente investigación es el resultado del esfuerzo, la dedicación y el conocimiento adquirido y puesto en práctica por los estudiantes, el cual cumple con todos los requisitos para su defensa.

MSc. David de Jesús Vallejos Rodríguez
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ABSTRACT

Education is the essential aspect of human resource development. School underachievement is defined as the evolution of student learning, this means that academic underachievement can become critical when the student has not developed a number of skills, but the causes should not be placed only in the student body, the teacher has an essential role in academic performance, not only for being the founder of the student/teacher relationship, but also for being the main actor in the evaluation. There are many reasons why children perform less well in school, such as medical problems, below average intelligence, specific learning disabilities, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural family environment and even environmental causes. The purpose of this study was to know the causes of the low academic performance of tenth grade students, regular shift of the Liceo La Posolera, Waslala-Matagalpa, II semester 2022 and to give some methodologies to improve teaching strategies giving some recommendations, the validated instrument were Survey, interview and observation. This research will help to improve the practices used in teaching English as a foreign language. In addition to the possibility of generating more appropriate environments for the teaching-learning processes, since the methodological strategies that will allow a more effective and appropriate development of school activities around the language.

keywords: low academic performance, methodological strategies, development.

INDEX

CHAPTER I

I.   INTRODUCTION

The present study aims to describe the teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022.

In recent school periods a low deficit in academic performance has been observed, however, it is important to mention the causes of this occurrence in the teaching-learning process, which is why we must orient ourselves to a more active and participatory model, opening the doors to new learning strategies based on "meaningful learning".

This research will help rethink and improve practices used in teaching the English foreign language. In addition to the possibility of generating more suitable environments for some teaching-learning processes, since it will have methodological strategies that will allow a more effective and appropriate development of school activities around that language.

For this reason, it is taken into account that academic performance is the way to measure the degree of learning achieved by students; Based on this, education systems give relevance to this indicator. In this sense, academic performance becomes an imaginary table of measurement for learning achieved in the classroom, which constitutes the central objective of education.

1.1. PROBLEM STATEMENT

English class is one of the most difficult subjects to take in Nicaragua. It is especially difficult because it is language that is not spoken as a second language. For high school students, it is just one more subject to take, and its frequency is just three times a week, in periods of 45 minutes, with no further practice than during the class time. This causes some students cannot achieve the necessary competences to obtain good grades.

In Waslala, at Colegio Público La Posolera 3 de Abril, students of tenth grade of the regular shift, present low academic performance year after year. For this reason, it is necessary to do some research in order to answer the following question:

What are the Teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022?

1.2. JUSTIFICATION

Teaching strategies and academic performance is the way to measure the degree of learning achieved by students, which is why educational systems give such relevance to this indicator. In this sense, academic performance becomes an imaginary table of measurement for learning achieved in the classroom, which becomes the central objective of education.

The objectives of the investigation is describe the importance of teaching strategies in education. Explain the factors that influence academic performance in students Based on this reason, this study is carried out in order to know what is the main cause of the low academic performance in the English subject of the eighth-grade students of the Colegio Público La Posolera 3 de Abril, and to propose strategies to improve the low academic performance in the English subject; since this can bring great benefits to the students, colleges and institutions

However, in academic performance, many other variables, external to students participate: the quality of the teacher, the classroom environment, the family, educational programs, etc., as well as psychological or internal variables, such as attitude and disposition towards the subject, intelligence, personality, activities carried out by the student, motivation, among others.

1.3.   RESEARCH OBJECTIVES

General:

Analyze teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022.

Specific:

1   Describe the importance of teaching strategies in education.

2   Explain the factors that influence academic performance in students.

3   Propose teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022.

CHAPTER II

II.   REFERENCE FRAMEWORK

2.1.   Background

Due to the importance and the necessity of English language, in many countries around the world; experts have carried out some studies whose objectives were to improve students´ English abilities. Nicaragua is a country that has in its curriculum, English as a target language in secondary school. However, the foreign language learning process presents many difficulties and one of them is poor performance of students in English classes when they are evaluated using the European Common Framework of Reference for Languages.

Some findings related to this investigation of results to the causes that affect the Low Academic Performance of the English subject and proposed strategies to improve the difficulties. When looking for information on previously carried out studies, we found theses related to the subject.

2.2.   At international level:

University of Tolima Franciscan school Jimenez del Cisneros in the city of Tolima. Cause of the low academic performance in the area of English in the ninth-grade students of the Franciscan school Jimenez de Cisneros in the city of Ibague, this study aims to help students in learning and academic performance in English as a foreign language at the higher education level.

This research in higher education seeks to promote in students the mastery of the English language, which allows them to develop quality research projects, educational mobility and labor insertion in international contexts.

2.3. Latin-American level

National University of Education "Education Enrique Guzmán y Valle" Learning Strategies and Academic Performance In Foreign Language Students. This study is a research based on learning strategies and academic performance in foreign language students in Peru.

This research was conducted to establish learning strategies and academic performance in English learners

According to Quispilaya (2010) when he points out that strategies are mental work procedures that increase academic performance in a student. In effect, they improve "learning to learn" by allowing us to be aware of the way in which knowledge is acquired. The strategies of learning to learn are presented as alternatives to face many of the challenges of the school of the future. It can be said that the strategies are activities that the student must develop in order to improve their learning, facilitate it, and feel more enjoyable the very fact of learning, not only the language, but can be applied to other aspects of daily life. Developing strategies will allow the student to become a more autonomous learner, an important condition for achieving mastery of a foreign language.

This research was developed within the scope of the Academic Department of Foreign Languages of the Enrique Guzmán y Valle National University of Education, to publicize teaching strategies and how to improve academic performance in students, provide pedagogical training and specialty in English language learning. That the strategies that the teacher has to encourage students to develop diverse skills when learning the language so that they identify which strategies are those that promote their learning, allow them to be autonomous and help them solve various problems when they learn the language.

The result obtained by this study was to establish the relationship between learning strategies and academic performance in teachers and students evidenced by their grades in English specialty subjects and to identify learning strategies and academic performance are significantly related in English learners.

Centro American level

Academic performance implies an evaluation process, in which school grades are the most commonly used measurement indicator (Cândido et al., 2009), because they try to reflect the knowledge that the student has acquired about different areas or subjects (Cascón, 2000).

While Chadwick (1979) defines academic performance as the expression of capacities and psychological characteristics of the student developed and updated through the teaching-learning process that enables him to obtain a level of functioning and academic achievements throughout a period, year or semester, which is synthesized in a final qualifier (quantitative in most cases) evaluator of the level reached.

In English class, we seek to develop skills to communicate effectively, during the primary and secondary stages. But in the observation of the academic performance and the attitude of the students in the development of activities in English there is a high difficulty in the acquisition of the Competence in linguistic communication: this competence supposes that the student is able to correctly use the language both in oral and written communication, and likewise know how to interpret and understand it in different contexts.

The purpose of this research will mainly benefit Colegio Cisneros, since it will allow it to rethink and improve its practices used in the teaching of the English foreign language. In addition to the possibility of generating more suitable environments for these teaching-learning processes,

The result obtained from this research is that   students with low academic performance in the area of English show a negative attitude in learning this language, also lack study habits and teachers continue to use a traditional teaching model.

This contribution that is given on low academic performance can be linked to today's students and teacher, opening doors to new learning strategies to achieve better academic performance in today's students,

In Nicaragua

A monograph on Methodological strategies that stimulate the learning of English in students of the first year "a" of the morning shift of the national institute coastal brothers bilwiraan, first semester of the year 2007.

The present research entitled Methodological Strategies that Stimulate the Learning of English in Students of the First Year "A" of the Morning Shift of the National Institute Hermanos Costeños studies as a problem, the limitations that students present in the development of written expression in English that prevents them from communicating with spontaneity, fluency and correctness This research work is carried out because the students of the First Year of the Morning Shift of the Instituto Nacional Hermanos Costeños present a low level of communication in English. It was also done to demonstrate that the application of methodological strategies can improve the levels of learning and communication of English.

The result that was obtained from this research is that the Methodological strategies used by teachers do not favor the achievement of communicative competence in English. Adequate teaching aids that favor the process of teaching and learning the English language in students are not used.

In order to relate these methodological strategies of English language teaching in students and to obtain a good result, it is necessary that teachers apply methodological techniques and strategies that lead to effectively improve the English

language teaching and learning process. Provide students with space so that they can practice the English language in class mainly among themselves

In FAREM-Matagalpa

A monograph on the analysis of the Learning Process in the Subject of English in the First Grade "A" of the "San Luis Gonzaga" School, Matagalpa, year 2017. In the sociocultural context such as the one in which we live in Nicaragua, the mastery of a foreign language has become a necessary component in the training of students, so that it opens new job opportunities, helps them in the approach to new technologies, knowledge of other cultures, as well as the establishment of new sources of training and information

This research will identify the problems presented by the teaching-learning process, findings that will serve to improve this process, which will be addressed through a computer-playful alternative that minimizes these difficulties encountered in research.

During the research process, it was possible to analyze the teaching and learning process of the students' English subject and information was obtained about the difficulties of students when learning English.

This monographic research is related to the academic performance of students, where teaching strategies are used, a high academic level is achieved.

2.4. Theoretical Framework

In this section, it is being presented the different theories and concepts that give basis and support to this study.

2.4.1. Teaching Strategies

2.4.1.1.   Definition

According to (Peralta 2016) "Teaching strategies, or learning strategies, are methods and resources that as a teacher, can be used to help students achieve meaningful learning." Meaningful learning means you can acquire knowledge appropriately. For example, Debate of a topic of interest to students, Karaoke's, Flashcards or learning cards such as vocabulary, word games etc.

These strategies help students obtain a better knowledge in the English learning process. Strategies are actions that start from the student's initiative, applied and coordinated by the teacher for a better participation of the students and a better understanding of the subject. It is necessary to develop practical activities, such as giving prayers in flashcard to the students that they form it, games related to form the theme.

(Ecured 2021) states that "Academic performance refers to the evaluation of the knowledge acquired in the school, tertiary or university in environment. A student with good academic performance is one who obtains positive marks in the exams that must take throughout a course."

In other words, academic performance is a measure of the students' abilities. This expresses what they have learned throughout the training process. It also supposes the students´ ability to respond to educational stimulus. In this sense academic performance is linked to attitude.

Ecured explains that academic performance is a value of students' skills and is achieved in students who obtain positive scores on exams. To achieve these results in students we must apply interactive methods as well as didactic materials for better student participation.

Through the process of teaching given by the teacher, the strategies used to develop the academic performance of tenth grade students at La Posolera high school were identified.

The academic performance is provided by the practical activities carried out by the teacher for a good integration of the students in the classroom so that they can better develop their skills in the learning process.

2.4.1.2. Characteristics

Certain abilities related to speaking, hearing reading writing, reasoning, skills mathematics   and social skill, which allow the invidual to perform in a way that does not incur sanction by the educational system (Caceres 2013) These capacities must be traversal that is, the minimum performance is expected to all areas. They have the characteristic of no compensation, the means that a very good performance in area does not compensate or avoid the penalty in an that another that falls below the preset threshold (Caceres,2013).

Upper indicates that characteristic of being unlimited, that is normal school system performances has limits minimum, under which sanctions are incurred, the school structure does not limits, to those who exceed "normal" requirements, for example through awards (go up two levels in one year) Caceres speaks of some very important characteristics, and if we use these characteristics we will get to make good protagonist in the education. system, to achieve these levels we must make use of the characteristics that speaks to us Caceres,

In order to achieve that the protagonists have a better reach in learning and performance, it is necessary to take into account that it is possible to stimulate the protagonist, through rewards. Giving the student the freedom to express their knowledge and take into account the best way of learning of the student, also making the teaching is without limits in education.

2.4.1.3. Classification

"Strategies are necessary tools for the development of communicative skills." (Oxford 1990, p. 18). Among which we can mention cognitive, metacognitive and socio-affective strategies".

Cognitive strategies are considered as processes through which knowledge is obtained, therefore they relate cognitive strategies to the process of learning a foreign language. Cognitive strategies are very important elements for learning, since they not only seek a simple transfer of knowledge, but also have the objective of creating new possibilities to build knowledge and apply it practically.

Metacognitive strategies are a method for reflecting on knowledge. This means that people are aware of their own learning process.

Socio-affective strategies refer to emotions, attitudes, motivations, values, interaction with other individuals and control over emotions in order to help in the learning process.

- **Cooperative learning**

Cooperative learning According to Johnson et al. (1991), cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning.

Cooperative learning exists when students work together to achieve joint learning goals (Johnson et al.,1992, 1993). Any assignment in any curriculum for any age student can be done cooperatively. There are three ways that cooperative learning may be used.

Formal cooperative learning groups may last for one class period to several weeks to complete any course requirement (such as solving problems, reading complex text material, writing an essay or report, conducting a survey or experiment, learning vocabulary, or answering questions at the end of a chapter). The teacher introduces the lesson, assigns students to groups (two to five members), gives students the materials they need to complete the assignment, and assigns students roles. The teacher explains the task, teaches any concepts or procedures the students need in order to complete the assignment, and structures the cooperation among students.

Students work on the assignment until all group members have successfully understood and completed it. While the students work together the teacher moves

from group to group systematically monitoring their interaction. The teacher intervenes when students do not understand the academic task or when there are problems in working together.

According to Johnson, cooperative learning arises when students work together to achieve joint learning, it is a good way to make students better learn by reading complete text materials, writing an essay or report, learning vocabulary, conducting surveys or experiments.

We can work cooperatively in students of different levels so that they can obtain mutual help, in sharing ideas between both in this way it would be possible to implement a greater idea about those studied.

- **Problem based learning**

Lack of concentration or little attention is one of the main problems when learning English. Especially if you are self-taught. A monotonous study routine or distraction can cause new information to be lost. Writing problem especially beginners suffer from this. Details such as duplicate letters this is because the writing and pronunciation in English are very different.

Another problem that causes problems in learning the English language is time, many only study during class, which has been insufficient by not reaching their goals in this way, many students end up frustrated and abandon their studies, just as long as the student does not awaken interest in English will not be able to get progress. We face many challenges to the way our brain stores information. In fact, it is the cause of the main problems when it comes to learning English.

- **Questioning**

Strategic questioning is the skill of asking the questions that will make a difference. It is a powerful tool for personal and social change. It tool giving service to any issue.

✓   Closed questions.

✓   Open questions.

✓   Probing questions.

✓   Loaded questions

✓   Recall and process questions

✓   Rhetorical questions.

Why questioning is a valuable teaching strategy

✓   It produces immediate feedback on students' understanding and helps track progress. One way to use this in class is as an "exit" ticket, where students are asked a question as they leave class, testing their understanding of the lesson content.

✓   Supports informal and formative assessment. It's a useful way to get a quick indicator of understanding for an individual, a small group, or an entire class.

✓   Capture feedback on the effectiveness of classroom teaching. If students have difficulty answering their questions on a particular topic, this may indicate the need for adjustments in their teaching practice.

Key features of effective interrogation

There are many reasons to use questioning, with specific types of questions more suited to certain activities and learning objectives. For this reason, it is essential to pre-plan your questions, using open-ended options to help spread thinking. Consider the purpose of your questions. Should they encourage reflection, engage students, review content, or challenge opinions??

- **Using ITC**

Information and Communication Technologies (ICT) are all those tools that are used to process, manage and share information through technological supports, such as: computers, tablets or smartphones.

In this article we will analyze the benefits of using ICT in the educational field and we will see some tools that you can incorporate into your classes to make them more interactive.

The use of ICT in schools can mean an increase in motivation in students, since it is a way of learning that is in tune with their customs and hobbies.

What are ICT for?

Its main function is to facilitate access to information easily and quickly in any format, this is possible through immateriality; that is, the digitization of information to store it in large quantities or have access even if it is in distant devices. Secondly, immediacy; Well, information has the ability to be shared instantly. Although the most important feature is that it allows two-way communication between several people, this is used when it comes to forums, instant messaging, video conferencing.

2.4.1.4.   Importance

Researchers Deiro (1996) and Noddings (1992) found that teachers who truly care about their students have a significant impact on students' attitudes, motivation, and behavior. These students work harder and are more successful students. They learn English faster and show stronger skills. Think of a teacher you knew really cared about you as a person. How did this affect your performance in the classroom and the success you had in that class, which in turn affected your future success as an apprentice? The relationship between a student and a teacher is the most important factor difference for ESL students

A teacher who openly welcomes students and accepts cultural differences can help with easier acceptance by the school environment. When a student feels valued, they are more likely to assimilate into the English-speaking culture, make friends, and increase opportunities to use English. Students who engage in more

conversations and activities with native English speakers acquire English skills faster, which helps boost more skills.

In the study they explain that the teacher who welcomes students and accepts cultural differences helps students who feel valued, so they are more likely to assimilate to the culture of English. Students who engage in more conversations and activities with native English speakers acquire English skills faster, which helps boost more skills**.**

This type of study would be a very successful way that each teacher today applies it with their students in this way the student will have more confidence in asking a question of doubt to the teacher in the class, how we can apply these, being a teacher without differences in the culture of the students and that the teacher really cares about his students so that they achieve good learning in the language. ingles.

2.4.2. Academic performance
2.4.2.1.   Definition

According to Ecured (2021), academic performance refers to the evaluation of the knowledge acquired in the school, tertiary or university environment. A student with good academic performance is one who obtains positive marks in the exams that he must take throughout a course. In other words, academic performance is a measure of the student's abilities, which expresses what he has learned throughout the training process. It also supposes the student's ability to respond to educational stimuli. In this sense, academic performance is linked to aptitude.

Today in our present to obtain a good academic performance in the studies we must use interactive methods to use didactic materials for a better participation.

2.4.2.2.   Types of academic performance:

- **High performance**

According to Psicoinforma (2013). It is when the student achieves those objectives that are set and are already established in what is the teaching-learning processes. In other words, this type of study refers to the fulfillment of the goals set in relation to student learning, since it manages to empower the subjects taught in the educational center.

Escobedo (2017), from the National Center for Education Outstanding from New Zealand, states that "high achievers are kids who fit perfectly in the normal school system. They have the ability to complete tasks, and they generally present their work well and take pride in doing it. They are doing well in exams and generally leave school with certificates and prizes that are proof of their achievements."

- **Satisfactory performance:**

"When the student has the capabilities commensurate with the desired level and is within their scope". (Psicoinforma, 2013)

- **Low performance:**

This is when the student does not reach the expected or minimum level in terms of their development of capacities with which they must have.

"It has been proven many times that the human mind is very complex and that our reactions and behaviors should not be superficially analyzed. It is public knowledge that Albert Einstein had a poor school performance and that his intellectual capacity was doubted. But cases like yours are constantly occurring in all parts of the world, at least in terms of misunderstanding by teachers of reprehensible academic behavior" (Gardey, 2021).

- **Individual performance**

Ecured (2021) Says, it is the one that manifests itself in the acquisition of knowledge, experiences, habits, skills, abilities, attitudes, aspirations, etc. The individual performance aspects are supported by the exploration of knowledge and cultural

habits, cognitive or intellectual field. Also, in the performance aspects of the personality that are affective intervene.

General performance: "*It is the one that manifests itself while the student goes to the teaching center, in the learning of the Educational Action Lines and cultural habits and in the student's behavior*". (Ecured, 2021)

Specific performance: It is the one that occurs in the resolution of personal problems, development in professional, family and social life that arise In the future. In this performance, the performance of the evaluation is easier, because if the affective life of the student is evaluated, their behavior must be considered in a fragmentary way: their relationships with the teacher, with things, with themselves, with their way of life and with others (Ecured, 2021).

Social performance: By influencing an individual, the educational institution is not limited to the individual, but through it, it exerts influence on the society in which it develops. The first aspect of social influence is its extension, manifested through the geographical field. In addition, the demographic field constituted by the number of people to whom the educational action extends must be considered. (Psicoinforma, 2013).

2.4.2.3. Academic Performance in English class

Fiszbei (2017) claims that "proficiency in English is increasingly necessary for business and international communication; In this sense, it is linked to prospects of economic competitiveness and growth in the global economy. Interest in learning the language continues to rise throughout Latin America. The region has made considerable efforts to improve English learning by through policies and programs, resulting in more people in the region have access to English language learning."

From this perspective of Fiszbei (2017) points out the following that the mastery of English is increasingly necessary for business activities, he makes known in his

account that in America the tina is, making an effort to increase the mastery of the English language. to reach this level that a good command in the English language should be taken into account the most strategies. We agree with what Fiszbei says. The students should take into account the most effective strategies that will allow them to learn in an effective way to learn this language, we must take into account these strategies in order to reach this level to have a good command of the English language, we must take into account the most important strategies, learn vocabulary, conduct dialogue in English with classmates, dynamics   etc.

English language characteristics:

English is the language of science and technology, which is why it has become the international language (Slideshare, 2019).

- It is known by all that this language presents a lack of correspondence between pronunciation and writing in consonants and vowels and an extreme complexity of the vocalism that consists of twelve sounds that are represented with the five classical signs.
- In the phonetic aspect, the influence of the mass media has been fundamental.
- In terms of dialect varieties, English in North America has at least six dialect varieties of unequal extension.
- The characteristics of North American English are the constant lexical renewal through the adoption of neologisms and the rejection of any purist norm.
- The English alphabet consists of twenty-six letters, of which five are vowels, twenty consonants and one -the and- participates, as in Spanish, in both modalities.
- An important difference between English and other Germanic and Romance languages is the weakening of the subjunctive mood.

Importance of learning the English language

According to Zambano, Vivas y Dueñas (2017), teaching English anywhere in the world, today, is seen as a necessity and an urgency. It doesn't matter what continent you are on or how old you are, the fact is that it is essential for anyone to have the respective knowledge of the English language. "

Higher education is the last step and the last option from the school point of view to achieve a good level in this language. In various universities around the world, whose students do not have English as their mother tongue, structures and mechanisms to teach this language have been strengthened and continue to be developed.

> In higher education, recently graduated students are expected to be able to understand complex texts that are within their area of knowledge and to be able to express themselves with a certain degree of fluency when they communicate with other people in English, for this reason the Institutions of Higher Education must guarantee compliance with a number of basic hours and the quality of the chairs that are taught (Zambano, Vivas y Dueñas 2017).

The real possibilities of employment for future professionals are determined not only by the knowledge, skills, abilities and competencies acquired at the university, but also by the use of various languages, mainly English.

If you know that language, many doors will open to any professional in the world of work and will facilitate the improvement of opportunities. Hence, universities are called to achieve excellence in the training of professionals trained in the specific areas of their profession, with solid knowledge of a foreign language, especially English, as it is considered the universal language (Zambano, Vivas y Dueñas 2017).

2.4.2.4.   Importance of the academic performance
- It is important because it allows to establish the extent to which students have managed to meet the educational objectives, not only in the cognitive aspects,

but in many other aspects, it can allow obtaining information to establish standards.

- Academic performance is the result of the effort and work capacity of the student. Knowing and specifying these variables will lead to a more detailed analysis of academic success or failure.

- The importance of academic performance in which it shows a qualitative and quantitative diagnosis of the capacities and aptitudes of the students who wish to establish whether what was obtained was positive or negative, at the same time it leads to reflect and evaluate whether the study habits have been positive or negative.

- English language is a priority for primary and secondary education in Nicaragua.

Zambano, Vivas y Dueñas (2017). Says. "Perhaps the fundamental reason why studying English? Is so important is because English is essential when it comes to finding work. English will give us access to a better education and therefore the possibility of a better job. Our job opportunities will multiply as soon as we master the language. Both in government areas and in multinational companies, regardless of your field of work, English will always bring you advantages when it comes to promoting or accessing another job, helping you improve your current employment situation. "In this way, the professional will be able to reach a vast culture because they will know the customs and traditions of the Anglo-Saxon world. By knowing their language, they will have the opportunity to interact better with other people and thus delve into unexplored stories and unknown cultural knowledge.

2.4.2.5. Factors that influence academic performance in English classes

- **Family-sociocultural environment of the student:**
  The socio-cultural context from which the student comes, family circumstances or social extraction constitutes one of the main causes of student motivation or demotivation towards language learning. The existence

of a direct relationship between the family's interests and attitudes towards learning the target language and the individual's behavior, which reproduces and imitates their estimates and values: Families highly value this learning and, although it may not seem so, children reflect family attitudes and values (Perez, 2012).

They also refer to the affective environment and good relationships in their family and social environment as generators of motivation. Teachers believe that parents should be involved in the execution of their children's tasks and not limit themselves only to making available the necessary material to achieve the learning goals: Never have houses been so full of everything (books, computers.) and was never studied less. This implication entails, as pointed out by a teacher in the Primary Education field that parents instill in them from an early age the importance of knowing a foreign language.

Likewise, from the family environment, the interest in contact with the country of the foreign language must be encouraged in the student. The teachers' reflections are based on their observations of families who have been concerned that their children benefit from scholarships, exchanges, that they take cultural trips, language classes, trips abroad.

- **Students age**

Some teachers believe that the decision for students to start studying a language at an early age depends solely on family interest and the educational center's offers. Some teachers, from the Primary educational stage, state that motivation is greater in students who begin to study languages at children's ages. In this subcategory we also include teachers who refer to the stage of adolescence of students as a time of pasotism and lack of interest in learning in general (Perez, 2012).

- **Ability to acquire the language:**

Some teachers assure the existence of specific skills for the language learning in certain students. They detail that students who have general learning difficulties do not feel capable of learn a foreign language, they become unmotivated and even lose their study (Perez, 2012).

Student self-esteem: Another issue, related to the previous one, is the safety of the apprentice by achieve the proposed goals:

A student is motivated when he is sure of himself. Therefore, there is a proper process in learning and an increase in self-esteem for work well done. In addition, the successful implementation of the proposed activities enhances the confidence of the apprentice and decreases the rejection to carry out new ones: Confidence in which all can reach the end.

- **Teacher´s attitude in the classroom:**

Several reports allude to the existing affective ties between the teacher-student group of students and relate motivation to the degree of trust, familiarity and companionship - To the relationships you have so much with your teacher, as with his classmates.

If the climate in the context of learning and the relationship established between the group and the teacher are valued positively by the apprentice, circumstances such as making mistakes or Failure to perform tasks will not affect the student's self-esteem or their motivation. To build a motivating classroom climate, it is necessary to use a respectful tone of voice and ways to address students, listen to them and allow them to express themselves freely, always from the perspective of respect towards the teacher and towards his classmates (Perez, 2012).

- **Teacher motivation:**

According to (Perez, 2012). The motivation of the teachers, the interest or disinterest of the teacher in the subject is essential to generate a pleasant atmosphere in the

classroom that motivates the student and the teacher: That the teacher works in a favorable climate. To motivate you must be motivated

Language learning for professional reasons: Four teachers attribute the increased motivation in the student to their positive attitude to the discovery of other forms of life, to their desire to improvement, personal enrichment, curiosity and interest in expanding knowledge towards other fields of knowledge and other cultures (Perez, 2012).

Student physical state: The health of the students is another essential factor that stands out, especially, Primary teachers for whom motivation increases when they rest and feed properly: good health, adequate food and rest (Perez, 2012).

- **Academic causes**

Obtaining a good academic record and college expectations:

According to Perez (2012), Eight teachers associate motivation with obtaining rewards such as the acquisition of a good record that gives them access to any university career. However, some students interpret the rewards as a "payment" for your effort. However, this type of award should not be the cause that motivates the student, but the effect of their motivation.

✓ **Previous experiences in learning:**

Directly or indirectly reference is made to previous experiences in the learning. Some teachers believe that motivation is generated in the first contacts with the language, whether or not the experiences were rewarding. A Secondary teacher states that when the apprentice arrives at the classroom unmotivated the work of the teacher is unsuccessful (Perez, 2012).

✓ **Group size:**

Some respondents point to the structure of the group and conclude that when the number of students is reduced, the motivation is greater. On the contrary, a high

number of learners in the classroom prevents carrying out cooperative activities designed to develop skills communicative: You have to practice English every day to let yourself speak. With so many students it is often impossible (Perez, 2012).

✓ **Homogeneity of knowledge in the group:**

Two teachers directly allude to the homogeneity of knowledge within the group: Motivation increases when the group is homogeneous and there is a Most of the students who are interested in the subject, this strengthens the group (Perez, 2012).

✓ **Provision of material in the classrooms:**

Teachers express that well-equipped classroom, specific for the teaching languages, favor the motivation of students: endowment adequate material, adequate and specific classrooms, such as computer rooms, music, laboratories, gyms, technology (Perez, 2012).

• **Causes generated by the educational center:**

Among the competences of educational centers are the obligation to carry out teaching-learning in the best possible scenery hostile environment in the center can be hell) and to encourage knowledge of foreign languages (From educational centers we value and we insist on the importance of driving an L2).

Those responsible should strive to create the most favorable conditions, such as the establishment of a suitable and convenient schedule, or promote a work climate and cooperation between teachers and departments. Likewise, they reflect on the importance of exchanges abroad, scholarships, etc. The teachers point to the coordination between the components of the faculty to unify criteria concerning the evaluation or the methodologies of teaching (Perez, 2012).

• **Methodological causes:**

✓ **Attractive methodologies:**

Numerous testimonies refer to the communicative approach as well as to the model ideal to generate motivation, away from master classes, in which they have to participate actively, in a group, using the language foreign. A teacher declares that when the student manages to overcome fear to participate in classroom activities, their motivation increases: communicative methodology involves working on the "fear of ridicule" and through participation in class, games and other activities are filing those attitudes and favoring the more mature response.

However, one informant is skeptical of the alleged success of these tasks in which communication skills are developed: However, the result is often not what was expected, because the lack of faith in the tasks of Entrusted communication gives way to dispersion (Perez, 2012).

✓ **Work techniques that facilitate learning:**

We find several allusions to the practice of a teaching in which encourage autonomous learning. This requires the adaptation of materials and methods to the needs of the students: On the methodological level, the eclecticism, the use of varied methods and strategies adapted to each student and situation is another basic element, and in addition that the methodologies are adapt to the interests, to the age of the individuals. For this they claim more support staff within the classroom to help them learn in a way individualized (Perez, 2012).

✓ **Degree of difficulty of the task:**

Perez (2012) Says, one respondent states that if students have to study more than that they are willing to do, a decrease in motivation is generated. The same happens if the degree of difficulty of the task is lower than the level of the student: The level of demand has almost always been very low. There's no need make an effort or study to pass, therefore, why do more?

2.4.3. Teaching strategies to help improve low academic performance in the English subject

The Combined Model: Cognitive Academic Language Learning Approach and Task Based Language Teaching. It is a "proper combination of lls instruction and language teaching methodology is essential to ensuring that effective instruction impact learners' language performance. Furthermore, strategy instruction should be tailored to the students' needs and contexts in order to be effective. Although diverse lls instruction models have been proposed, all of them emphasize a continuous cycle introducing or modelling the strategy, generating contextualized practice, self-monitoring and evaluating the learners' progress, and expanding the strategies to new areas or tasks." (Paz, 2017).

a. Teaching strategies to motivate students:

There are some ways to motivate students to learn and participate in the classroom leading to increase students' success. Let's see some of them.

- **Using games**

Playing games in the classroom increases overall motivation. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their own learning. They can also be a great classroom management tool, helping to motivate a class.

- **Using songs**

They can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable.

- **Task based learning**

It is an approach to language learning, also known as task-based instruction, focuses on the use of authentic language to complete meaningful tasks in the target language.

- **Project based learning**

This teaching model focuses on the use of realistic projects that motivate students and help them develop competencies to solve problems and interact in groups. Through a collaborative approach, PBL seeks that students' experiences can contribute to their education.

- *Flipped classroom*

 This teaching model focuses on the use of realistic projects that motivate students and help them develop competencies to solve problems and interact in groups. Through a collaborative approach, PBL seeks that students' experiences can contribute to their education.

- *Use nonverbal cues*

Facial expressions, hand gestures and other nonverbal cues are a great way to overcome the language barrier e.g. When explaining the concept of short put the hand down.

- *Use visual aids*

Sometimes a picture is worth a thousand words, this is true when teaching English as a second language. Visual aids can be useful to teach everything from vocabulary to prepositions. This will help learners to keep attention to the lesson. If possible, get access to a slide projector for an effective presentation.

- *Group work*

Group work gives students an opportunity to practice the language. It is advisable to form groups of 2 – 5 people.

- *Repeat and rephrase*

Teachers of English as a second language need to repeat everything at least three times. Even if the student does understand a concept upon first explanation, he or she will still benefit from the repetition and variation of language.

- *Do not over correct*

Overcorrection can make students reluctant to use the language. Of course, three are appropriate times to correct language mistakes.

- *Create a safe atmosphere*

Learning English as a second language is not an easy thing emotionally. The job of the teacher of English as second language is to create a safe and supportive environment, in which the students will be comfortable with the language.

Here are many study techniques that young people do not know. But they will help you improve your academic performance. In addition, applying these techniques will allow you to correct study habits. Practice them and find which one best fits your profile.

- *Notes and Summary:* The ideal is to summarize the main thing in your own words, using your notes. This way it will be easier to remember the topics. It is one of the best study techniques.
- *Underline:* Highlight the phrases and keywords of a text, underlining it. It is essential for the construction of schematics and summaries. Develops the capacity for analysis and synthesis. You have to look for the main idea, this can be at the beginning, in the middle or at the end of a paragraph.
- **Graphic organizer** Graphic organizers are a great tool to use when teaching English language learners. Visual illustrations allow to better understand the material while learning important vocabulary. Graphic organizers are most useful to when presented in small group activities.

  :

- **Case studies,** is an instructional method (not a theory) that refers to assigned scenarios based on situations in which students observe, analyze, record, implement, conclude, summarize, or recommend. Case studies are created and used as a tool for analysis and discussion.

- **Brainstorming:** is a method of exchanging ideas in which the participants contribute ideas without order or filter. These ideas are first collected without evaluation or censorship and then evaluated.

- **Mnemotecniques**, are strategies, rules or mental aids that allow us to remember different elements or information using new words, codes or associations with elements of the environment. It is important that when using mnemonics, the best mnemonic rule is sought, whether visual, sound, numerical, or descriptive, depending on the content and preferences of the student.

- **Drawings:** Integrating drawing activities into language learning classes allows greater opportunity for learners to get to grips with language. Makinglearning more personalised, more engaging, and more memorable

2.5. HYPOTHESIS

With the present research, it is aimed to analyze the teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022. Therefore, the following hypothesis is considered:

Teaching strategies can help improve low academic performance in the English students of eighth grade, regular shift, at La Posolera School, Waslala-Matagalpa, II semester 2022.

CHAPTER III

III. METHODOLOGICAL DESIGN

Paradigm:

Ricoy (2006) indicates that the "positivist paradigm is described as quantitative, empirical-analytical, rationalist, managerial systematic and technological scientific". Therefore, the positivist paradigm will support research aimed at testing a hypothesis by statistical means or determining the parameters of a given variable by means of numerical expression.

This research is positivist because it aims to identify, explain and propose strategies to improve the academic performance of the English subject of tenth grade students of La Posolera School.

Type of approach:

Mixed methods represent a set of systematic, empirical and critical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences from all the information collected (meta inferences) and achieve a better understanding of the phenomenon under study (Hernández Sampieri and Mendoza, 2008).

The type of approach is quantitative with a qualitative incidence, because it describes the the performance of students in a certain environment and analyzes the use of strategies, using facts and data, to improve their academic performance.

Type of studio:

This study is descriptive and explanatory and qualitative. Descriptive because it describes the teacher's teaching strategies and methods and the students' academic performance. Explanatory because it reveals strategies to obtain a better learning of

the English language in the students. Qualitative because it refers to the quality of teaching.

Design:

This is non-experimental descriptive research since it analyzes the level of a variable and evaluates its incidence over the sample.

Population and sampling:

In the present study, 14 students of English, tenth grade, regular shift, from La Posolera high school, were taken from a universe of 65 students, where the collection and analysis of data was applied through the application of instruments, in order to obtain objective results for this research.

Techniques and instruments

The techniques and instruments applied in order to collect data to be analyzed are: survey to students, Interview to the teacher and observation guide to a class development.

CHAPTER IV

IV. RESULTS ANALYSIS AND DISCUSSION

In this chapter, the analysis and results discussion are detailed, which permits to describe the information obtained through the instruments applied to students of tenth grade, survey to students, interview to the teacher and teacher and observation to the class.

After this, there is a detailed analyses and contrast of data obtained from every instrument, supporting it on theorical framework created.

4.1. Survey to the students analysis

Concerning to the first indicator, which is to describe the importance of teaching strategies in education, students were asked about the characteristics of the strategies the teacher uses in English class. 29 % answered that the teacher uses dynamics in class, 21 % claimed that the teacher uses communicative strategies, and 50% responded that the teacher use dynamic, interactive, based on writing, and communicative strategies.

They were also queried about the strategies does the teacher uses. 35.7% answered that he uses task based, 57.14% said questioning, and 7.4 % replied that he uses ICT. Furthermore, students were inquired about the strategies they like the most. The 34 % replied that speaking 30% listening, 16% reading, 10% writing, and 10% interactive.

Therefore, the importance of teaching strategies in education is that in order to be successful, they need to be varied, so that they can fit into different kinds of students and learning styles.

Corresponding to the second indicator, which is to explain the factors that influence academic performance in students, they were surveyed about of how present a better performance, 50 % responded individually, and also 50 % replied that in groups.

They were explained about academic performance in English class, 86 % is satisfactory, and 14 % answer that low.
Students were queried how is the dominium affect they perform Students were queried how is the dominium affect they performance in the class, 57 % answer yes, and 43 % replied no affect they performance.

Regarding to the third indicator, which is to propose teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022, students were

requested to say what strategies they would like the teacher used. To this, 30% voted for dynamics, 24% for dictation, 18% for sentences creation, 18% for writing.

Conclusion of what was found in this instrument:

In the research process we had information when interviewing the students 50% say that the teacher uses dynamics, during the development of the class they say that the teacher uses strategies also makes 35% respond that he uses tests, also 57.4% say that the teacher asks questions in class, there are a variety of learning in the students where the teacher must implement the different strategies so that the students can see the importance of the English language. that they can feel motivated   to   participate   in   the   class.

The importance of teaching strategies is to improve learning with students and to let them know that they are capable of being good learners by implementing the most productive   learning   strategies.

4.2.   Interview to the teacher analysis

Concerning to the first indicator, which is to describe the importance of teaching strategies in education, according to the first question the teacher mentions that he applies all teaching strategies, dynamic, interactive, based on writing, and communicative. Teacher were queried, what strategies used with your students, he says that project based.

For the motivation to student's teacher responded that applied all strategies of motivations, speaking, writing, listening, reading and interactive.

Corresponding to the second indicator, which is to explain the factors that influence the academic performance of the students. The teacher claims that the personal causes in the students affect the academic performance, the factor that has been

causing the low academic performance in the students are the disinterest as well as other factors such as family problems and also the teacher's attitudes.

Regarding the third indicator, which is to propose teaching strategies to improve the low academic performance in English students of tenth grade, regular shift, of La Posolera, Waslala-Matagalpa, II semester 2022; the teacher says that the importance of learning strategies where he expresses that in class, he uses different strategies on how to make the students have the ability to listen and interpret songs and write and pronounce the words correctly.

Conclusion of the findings of this instrument:

Students and teachers expressed personal experiences in the interview and survey applied, finding in them weaknesses in academic performance, pointing out the factors that prevent better performance, is the irresponsibility of them in class hours there is no interest in learning.

In summary, the learning strategies used by the teacher where observed. He used strategies so that the students could assimilate the class, the necessary information was collected identifying positive and negative aspects in the classroom, the teacher applies motivational strategies in teaching in a positive way, and on the negative side, not all students are integrated in the classes.

4.3. Analysis of the observation guide

With respect to the first indicator, which is to describe the Importance of teaching strategies in education, during the process of accompaniment in the class taught by the teacher. It was possible to observe the strategies used to develop the content among them the main ones were highlighted, interactive dynamics based on writing, orality, reading, listening to music. It is necessary to apply others that are

constructivist in learning and that help in motivation, such as games that attract attention and that can be integrated in the educational activities.

According to the analysis that was taken from the class developed is that there is a low academic performance in the students due to lack of interest there is no responsibility.

Corresponding to the second indicator, which is to explain the factors that influence academic performance in the student The factors that cause low academic performance in students we fear the disinterest, of the students in the class, Family-socio-cultural environment of the student, also of motivation of the teacher as well as the attitudes of the teacher in the classroom, these factors must be overcome to achieve   good   academic   performance.

Regarding the third indicator, which is to propose teaching strategies to improve the low academic performance in tenth grade English students, regular shift, of Liceo La Posolera, Waslala-Matagalpa, II semester 2022 The purpose of the teacher is to ensure that the teaching strategies applied in the classroom can give solution to the low performance of the students, he expresses that he makes use of them, in listening,   writing,   reading   and   pronunciation   classes.

Conclusion of the findings of this instrument:

Regarding the analysis observed in the classroom, we obtained information about the   academic   aspects   of   the   class.
The main factor is that they do not feel like studying, they have little interest, in addition to other factors such as the teacher's motivation, especially the teacher's attitude   towards   the   students.

The teacher makes use of the teaching strategies to teach the class, finding negative information as positive, negative, there is no interest in the study process by the

students and positive that the teacher expressed the teaching strategies during the class.

4.4. Triangulation of results

According to the analysis, the causes of low academic performance in the area of English: from the results of the research, some factors were identified that predominate in the low academic performance, in the subject of English, in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa.

The results of this research were obtained from the teacher and students who were interviewed and surveyed in accordance with the academic performance of the English language where the students expressed that the teacher performs motivational learning strategies in the classes.

There are different personal factors that come into play in the educational process, it is identified that the students do not see the subject of English as important for their future. Sen appreciates that students do not feel a vital need to study a foreign language.

Since, possibly the external environment and their personal motivations make English not a priority item in their lives (Gardner, 2007), they also show a dissatisfaction in learning new spelling rules, grammar and pronunciation of vocabulary, also the mastery of this second language

During the interview and survey of tenth grade students, 14 students say that they have difficulties in learning English, this is caused by different personal and family problems that also the factor that prevents them from learning is the disinterest of the class and this causes low academic performance.

(This is what Hosenfeld, [1978], called mini-theories of language learning) for several reasons: they can distort their progress in the language (Mantle-Bromley, 1995).

The teacher expresses that teaching strategies are the most effective way to give the students an understanding of the content. He explains that he makes use of the most useful strategies such as writing and analyzing songs to carry out these activities, motivational dynamics are needed as well as didactic materials. Didactic materials not only contribute to making the knowledge learned more durable, but also increase motivation. Teaching aids play a very important role in the educational process and are decisive in maintaining motivation and interest during the teaching-learning   process.

CHAPTER V

V.   Conclusions

In this research, it was possible to observe the educational problems that have been affecting the students of tenth grade. Based on the general objective, to analyze teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022, the following results from the surveys, interviews and classroom observations are drawn:

1. The importance of teaching strategies in education is that they must be used to help students achieve meaningful learning, acquire knowledge appropriately, obtain a better participation in class and then a better understanding of the subject. Therefore, in education, in order to be successful, they need to be varied, so that they can fit into different kinds of students and learning styles.

2. The factors that influence academic performance in students are family-related, sociocultural, environmental, age, ability to acquire knowledge, teachers´ attitude in the classroom, motivation, previous knowledge, group size, material, methodological causes such as strategies, attractive methodologies, degree of difficulty of tasks, as well as disinterest towards the class.

3. The proposed teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022, are: using games, using songs, task based learning, project based learning, f*lipped classroom, use nonverbal cues, use visual aids, group work, repeat and rephrase, do not over correct, create a safe atmosphere, n*otes and summary, underlining, using graphic organizers, case studies, brainstorming, mnemotechniques, and drawings.

VI.   Recommendations

To the teacher:

- Use strategies that motivate the students to participate in class.
- Use varied strategies so that they are appropriated for all students.

- Relate students' experiences to reality and let them know the importance of the English language.

- Make use of teaching materials and create practical activities for students to share the class with the teacher.

To the students:

- Pay more interest in order to get a better academic performance.

- Work with students who have less comprehension difficulties and who can help you reinforce.

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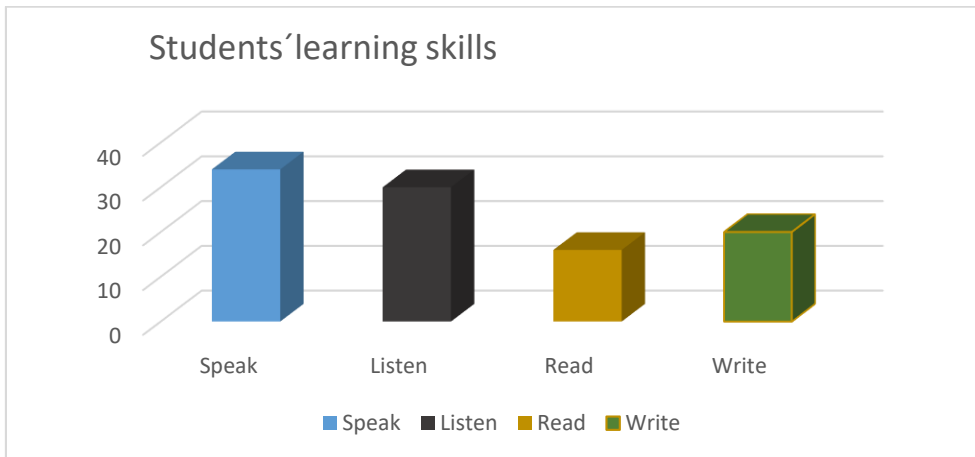MINED, (2009).Programa de estudio de Lengua Extranjera. Managua, Nicaragua.

IX. Appendixes

9.1. Appendix 1.

Graphics

According to the students, 34% of the students explain that they like to talk, 30% explain that they like to listen and 16% like to read, and the rest, 20%, explain that they like to write.

According to the characteristics and strategies used by the teacher, students report that 29% of students say that the teacher uses dynamics, 21% say that the teacher uses cognitive strategies and 50% say that the teacher uses interactive dynamics based on writing and communication strategies.
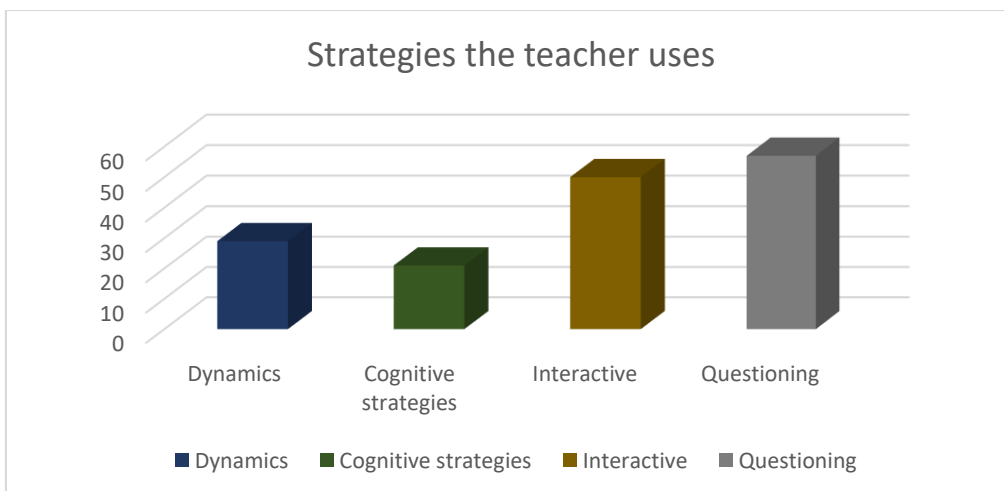
According to the students explain that the factors that influence academic performance, 50% of students responded that the best performance is in individual and 50% responded that in group also explain about academic performance. 86% say that it is satisfactory and 14% respond that it is low.

Academic performance
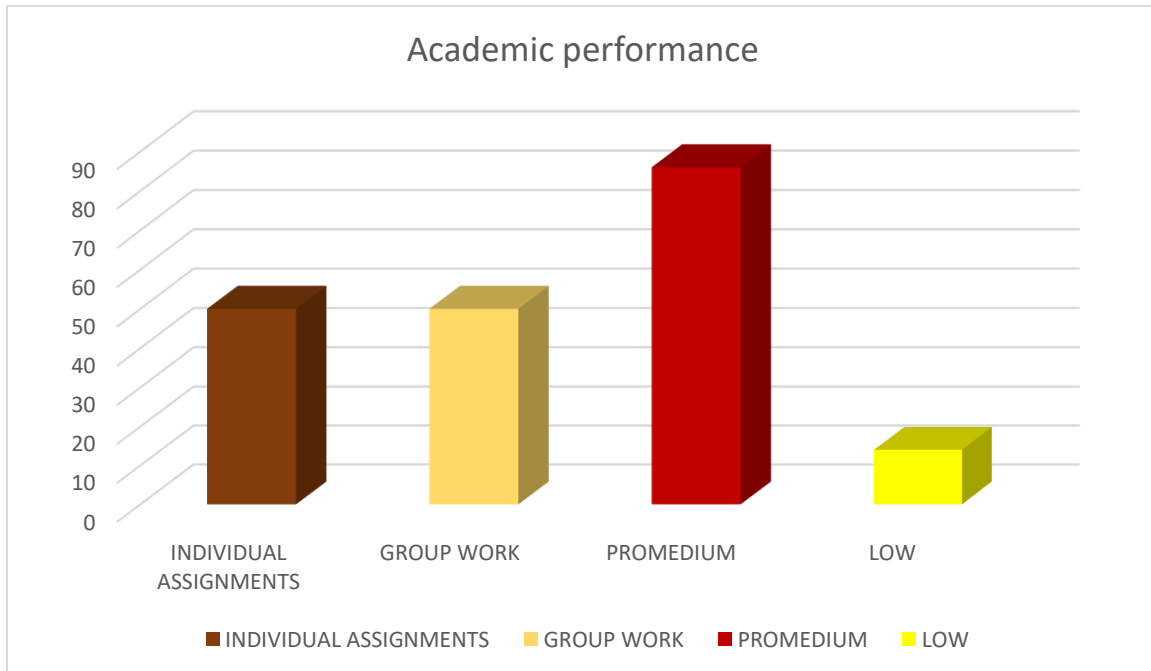
9.2. Appendix 2. Observation Guide

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
UNAN-MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA

FAREM - MATAGALPA

DEPARTMENT OF EDUCATION AND HUMANITIES

I.   General Data:

School: _____ Time: _____ Date: _____
Observant name: _____

II.   **Objective:** Analyze the teaching strategies to improve the low academic performance in the English students of tenth grade, regular shift, at La Posolera High School, Waslala-Matagalpa, II semester 2022.

III.   **Development**

Indicators	Yes	No	Comment
The teacher uses dynamic strategies.			
The teacher uses interactive strategies.			
The teacher uses strategies Based on writing.			
The teacher uses communicative strategies.			
The teacher uses problem-based teaching in English class.			
The teacher uses project-based teaching in English class.			
The teacher uses task-based teaching in English class.			

The teacher uses questioning In English classes.			
The teacher uses ICT teaching in English class.			
Speaking strategies motivate students to participate in class.			
Writing strategies motivate students to participate in class.			
The teacher uses listening strategies to motivate students participate in class.			
The teacher uses reading strategies to motivate students to participate in class.			
Interactive strategies motivate students to participate in class.			
Students have a better performance when working individually.			
Students have a better performance when working in groups.			
Language mastery affect students' performance in the class.			
Students show interest in their academic performance.			
Personal causes are factors that seem to affect students' academic performance.			
Academic factors seem to affect students' academic performance.			
Methodological factors seem to affect students' academic performance.			

9.3. Appendix 3. Survey to students

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
UNAN - MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

UNIVERSIDAD EN EL CAMPO UNICAM – WASLALA

Dear student, we are carrying out a research on teaching strategies to improve the low academic performance in the English learning process, as a requirement for graduating as Bachelors of Arts in English. For this, we need your valuable collaboration. Please answer the following survey. Thank you in advance.

IV. General Data:

Name: _____ Age: _____

Date: _____ Community where you live: _____

Area: Urban / rural

V. Development

Please answer the following questions:

1. What are the characteristic of the strategies the teacher uses in class?
a) Dynamic
b) Interactive
c) Based on writing
d) Communicative
e) All of them

2. What teaching strategies does the teacher use in English class?
a) Problem based
b) Project based
c) Task based
d) Questioning
e) Using ICT
f) All of them

3. What teaching strategies do you like the most from the ones used by the teacher?
a) Speaking
b) Writing
c) Listening
d) Reading
e) Interactive
f) All of them
g) None of them

4. What is the strategy you like the most from the ones the teacher has used?

5. What strategies would you like your teacher applied in the English class?

6. How do you present a better performance?
a) Individually
b) In groups

7. How is your academic performance in English class?
a) High
b) Satisfactory
c) Low

8. Does English language dominium affect your performance in the class?
a) Yes
b) No

9. How much importance do you give to academic performance?
a) Much
b) Little

10. What are factors that influence your academic performance?
a) Personal causes
b) Academic
c) Methodological

Thanks for your time and collaboration!

9.4.   Appendix 4. Interview to the teacher.

FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA
UNIVERSIDAD EN EL CAMPO UNICAM – WASLALA

I.   General Data:

Date: _____ Time: _____

School: _____ Area: _____

Interviewer: _____

Interviewed: _____

Age: _____ Gender: _____

II.   Introduction

Dear teacher, we are doing some research on teaching strategies to improve the low academic performance in the English learning process, as a requirement for graduating as Bachelors of Arts in English. For this, we need your valuable collaboration. Please answer the following survey. Thank you in advance.

III.   Development
1. What are the characteristic of the strategies you use when you teach?
a) Dynamic
b) Interactive
c) Based on writing
d) Communicative
e) All of them

2. What teaching strategies do you use with your students?
a) Problem based

b) Project based

c) Task based

d) Questioning

e) Using ICT

f) All of them

3. What kind of teaching strategies have you noticed are motivating for students?

a) Speaking

b) Writing

c) Listening

d) Reading

e) Interactive

f) All of them

g) None of them

4. What has been the most successful teaching strategy you have used with your students?

5. What determines academic performance in your students?

6. How do your students have a better performance?

a) Working individually

b) Working in groups

7. How is your students` academic performance in English class?

a) High

b) Satisfactory

c) Low

8. Does English language dominium affect students' performance in the class?

a) Yes

b) No

9. How can you improve your students` academic performance?

10. How interested are students in their academic performance in English class?

a) Much

b) Little

11. What percentage of students are interested in their academic performance in English class?

a) 100%

b) 90%

c) 75%

d) 50%

e) Less than 50%

12. What are the factors that influence the most in students` academic performance?

a) Personal causes

b) Academic

c) Methodological

Thanks for your time and collaboration!

9.5. Appendix 5. Variables Operationalization.

Variables operationalization						
Variables	Concept	Indicators	Questions	scale	Instruments	To whom
Teaching Strategies	According to (Peralta 2016) "Teaching strategies, or learning strategies, are methods and resources that as a teacher, can be used to help students achieve meaningful learning." Meaningful learning means you can acquire knowledge appropriately. For example, Debate of a topic of interest to students, Karaokes, Flashcards or learning cards such as vocabulary, word games.					
		Classification	What teaching strategies do you use with your students?	Open	Interview	Teacher
			What teaching strategies does the teacher use in English class?	Close opciones	Survey	Students
			What teaching strategies does the teacher use in English class?	Open	Observation Guide	Students-teacher
		Importance	What kind of teaching strategies have	open	guide	teacher

				you noticed are important for students?			
				What teaching strategies do you like, from the ones used by the teacher	open	survey	students
				Teaching strategies that motivate students	Open	Observation guide	teacher
				What types of teaching strategies would you like your teacher to applied?	open	survey	Students
				Students like the teaching strategy used by the teacher?	close	guide	Students-teacher
			Successful teaching strategies in ESL	What have been the most successful teaching	open	Interview Survey	Teacher Students

				strategies in ESL?		Observation guide	
Academic performance	According to Ecured (2021), academic performance refers to the evaluation of the knowledge acquired in the school, tertiary or university environment. A student with good academic performance is one who obtains positive marks in the exams that he must take throughout a course. In other words, academic performance is a measure of the student's abilities, which expresses what he has learned throughout the training process. It also supposes the student's ability to respond to educational stimuli. In this sense, academic	**Definitions**	What defines academic performance?	open	interview	teacher
			How do you describe academic performance?	close	survey	students
			How do you describe academic performance?	Close	Observation Guide	Teacher students
		Characteristic	What are the characteristics that they present more difficult students ?	open	interview	teacher
			What factors incident in your academic performance?	Open	survey	students
			How was the academic	Open	Observation Guide	Teacher

	performance is linked to aptitude.		performance of the students?			students
		Types of academic performance	Which are the types academic performance in your students?	open	interview	Teacher
			How is your academic performance, why?	Open	survey	Students
			How is the performance of the students?	Close 1 2 3	Observation guide	Teacher students
		Academic performance in English class.	Does language affect academic performance, why?	Open	interview	teacher
			How can improve your academic performance?	Open	survey	Students

			How can students improve their academic performance?	Open	Observation Guide	Teacher students
			How much interest are students have in their performance?	Close	interview	Teacher
			how much importance do you give to academic performance	Close	survey	students
			What interest do students show in academic performance?	Close	Observation Guide	Techer students
		factors that influence	What are the factors that most influence academic	open	interview	Teacher

		academic performance	performance of students? ?			
			What are factors that influence your academic performance?	Open	survey	students
			What are the factors of students' academic performance?	open	Observation Guide	Teacher students