NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN- MANAGUA

ENGLISH DEPARTMENT

Problem:

School achievement in English.

Theme:

Analysis of factors affecting the school achievement in the English subject in the 7th grade B students at Colegio Bautista Masaya in the second semester 2016

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I- ABSTRACT

The present research examined different theories and conception on teaching learning methodologies based on the target group of students´ needs and it also wants to design answers about the factors which are affecting the school achievement at Colegio Bautista Masaya.

In this research some alternatives are proposed to increase the English teacher's performances. However, it focused on external and internal factors that interfere in the teaching- learning process. This research comprises suggested methodologies, and strategies, student's differences, role of the classroom, role of the teacher, students' attitude as well as parents' cooperation.

This research includes data gathered from a survey administrated to the students, as well an interview to the teacher. The data results were processed, analyzed and strongly considered when developing this research. In addition, there is information from class observations on the students' learning such as learning strategies, as an example: It was observed that the teacher uses a text book and students get copies in each lesson. The class session has 45 minutes long term, four times during the week; also external factors are affecting the academic performance, and the parents' interference in the learning process need to be explorer.

All this information was analyzing to infer about the main factors that influence the performance of the 7th grades B students, and also provide a solution on how to overcome those weaknesses.

II- INTRODUCTION

The purpose of the following research is to approach the Academic Performance in the English subject and cover some important aspects concerning in factors that affect the learning process in order to explain the low performance of the students at Colegio Bautista Masaya during the second semester 2016 of Masaya city,.

According to the data collected through questionnaires, survey and observed class on the research it's expect to discover the factors affecting school achievement in English subject. Through the reports of the English class observations and questionnaires applied to students and teacher was obtained valuable information, and then once the data were analyzed it came out with suggestions to people involved and provided those possible solutions.

This research pretends to analyze some of the main factors that influence the 7 grade B students' academic performance. Experts agree that the role of teachers, the relationships with their learners and the role of parents can help 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 a higher academic level.

Within the last years, The Ministry of Education in Nicaragua has insisted on reaching a qualified education but, it is important to focus on the human resources the country has to reach that goal, for example, if they are well prepared professionally, if they possess the sources and tools needed, and also if the institution offers a good environment for teachers and students.

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III- PROBLEM SETTING

Nowadays problems with learning English shouldn't happen, there are a lot of educational centers where it can be learnt, and the importance of English cannot be denied. English has been playing major role in many features, such as economy, technology, politics, and education. Although English is commonly used in the world, in Nicaragua especially, English is rarely used in everyday social interaction on our society.

Students only used English in school while the English subject is being learned; and some of them only achieve the subject with a very low score, so as a result they never used it in their family or their society. That is one of the problems of learning English in Nicaragua, on addition, students experienced a lack confidence and interest to learn.

Therefore when the students score is low and this generate a bad self-esteem in the student, researching what happens inside the classroom is very important.

This research tried to overcome this situation, by exploring the relations among teachers, students and parents. Researching on English learning process in the school, and reviewing the strategies and techniques in the teaching learning, in order find the main factors that are affecting the school achievement is the purpose of this research.

IV-   PREVIOUS STUDIES

Many studies have researched Academic score in English subject in different regions and cultures of the world. To support the present studies it was found the followings two reports, which were of great comparison to guide during the process of the current research, in addition the results of previous researches show a light of what can expect.

This first investigation:

"*Factors Affecting Students' Academic Performance*" By Irfan Mushtaq & Shabana Nawaz Khan Mohammad Ali Jinnah University Islamabad, Pakistan. 2012

This study was conducted to explore the important factors that affect the students' academic, performance. For hypothesis used in the study researched checked the effect of independent variables on dependent variables.

Researched concluded:

"<u>*Communication*</u>, learning facilities and proper guidance shows the positive impact on the student performance and <u>*the family stress*</u> shows the negative impact on the student performance but the significant level is high or low, it is indicated that the communication is more important factor that affect the student performance <u>*and the learning facilities and proper guidance*</u> are also affect the student performance. Family stress also affects the student performance and reduces the performance of the student and affects negatively the student performance".

This Second Investigation:

"The role of Trait Emotional Intelligence and social and emotional skills in students' emotional and behavioral strengths and difficulties" **A study of Greek Adolescents' perceptions Maria S. Poulou1 University of Patras, Greece.**

The concept of Emotional Intelligence (EI) has generated a great deal of interest, but also much controversy in the academic literature. Its roots stem from Thorndike's (1920) concept of "social intelligence" and its ramification in Gardner's (1983) distinction between interpersonal and intrapersonal intelligence.

In this paper, we adopt the construct of Trait Emotional Intelligence, which provides a comprehensive coverage of emotion-related personality facets, and we focus on traits, namely "the individual differences in the tendency to behave, think and feel in certain consistent ways" (Caspi 1998, p. 312).

They conclude on this investigation:

In our study, _gender was found to be a significant factor on emotional difficulties_. With the exception of Slobodskaya et al.'s (2005) study, in which gender was not a significant factor on emotional problems, our findings supported the general tendency in the literature that males are more likely to possess inappropriate assertiveness and overconfidence and display externalizing difficulties, such as conduct and peer, while females are more likely to possess appropriate social skills and display emotional difficulties and pro-social strengths. Similarly, although there was a decrease of social and emotional skills manifestation and an increase of emotional and behavioral difficulties from grade 1 to grade 3, grade turned out to be a significant factor on peer difficulties.

The results of our analyses illustrate the manner in which Trait E.I., social and emotional skills and emotional and behavioral strengths and difficulties are related, and highlight the direction in which these constructs interact with each other. In theoretical terms, the current study begins to describe the way in which both dispositional characteristics and skills' acquisition influence adolescents' behavior and relationships at school, and provides a heuristic model of students' adaptive behavior at school.

Through social intervention programs in school settings, teachers could enhance perceptions of positive qualities towards behavioral adjustment. Researchers, educators and parents are increasingly concerned about children's social adjustment, especially in the critical developmental phase of early adolescence. This study takes a first step to better understand the underlying mechanisms of students' emotional and behavioral strengths and difficulties, with the belief that such an approach would improve the quality of students' lives in schools.

V- JUSTIFICATION

There are a lot of problems related to the low academic performance in the English subject, considering that this research can come up with strategies useful to overcome the student's scores, therefore it´ll be interesting for teachers, parents, principals, and researchers, that are concerns about education's quality and real benefits to the English students.

This Research results will help teachers to identify the factors that really affects student's learning. The main purpose in this study is to analyze the factors that affect 7 grade B students 'academic scores in English at Colegio Bautista Masaya in the second semester 2016.

Throughout this research it wills possible to recognize the weakness and strength that the students and teacher normally face provide recommendation to improve the quality of the teaching and the way that students acquire the language. Additionally, show that including parental financial status and the amount of support and stability offered at home can have a big impact on how students perform in school.

The research may be helpful for both college's policy makers and students´ parents. It helps the college administration to design and implement the policies that will improve the students' performance, and the quality of education by persuades the attitude of students towards learning and improving the teaching procedures. Parents can use the outcomes of the study to solve the students' problems especially financial problems associated with investing on tutoring and non-approved courses, as well to look after them. It may also create awareness among students about their rights and responsibilities to achieve quality education.

The research also wants to provide tools based on teaching-learning strategies, role of teacher and students inside the classroom in order to help teachers, principal, and students overcome the academic scores during learning English.

VI-   RESEARCH QUESTIONS

Base on the general objective and the Specific objectives which are taken from the topic in this research. This Research is oriented to answering these questions about the factors that affect 7th grade B student,' academic scores at Colegio Bautista Masaya in the second semester of 2016.

1- What are the factors that affect the English learning process in 7th grade B

   Colegio Bautista Masaya?

2- What type of strategies and didactic materials does the teacher use in the

   classroom during the lesson?

3- Do the outside conditions of the classroom affect the students´ performance?

4- Does the family economy of the students interfere in the teaching learning

process?

VII-   GENERAL OBJECTIVES

To analyze the factors that affect 7 grade B students' academic scores in English subject at Colegio Bautista Masaya in the second semester of 2016.

Specific objectives:

1. To identify internal factors those are affecting the English Language learning process.

2. To describe didactic materials used by the teacher in the classroom during the lesson.

3. To identify the external factors those interfere in the learning process.

4. To describe the influence of family economic status in academic performance.

VIII- THEORICAL FRAMEWORK

In this section there are theories about students´ performance. Learning is not an independent course of action itself; it is an action of receiving training by learners. Learners cannot do it alone. It involves the teaching system, the teacher, the syllabus, the textbook, the learning system, the methods and strategies used by learners, the learning environment, and the course objective as well. In fact, learning is a very complicated and relative term to define. Therefore, the causes of failure or success of learning, especially learning a second/ foreign language necessarily focuses and depends on the close and appropriate relationship of these factors mentioned.

1. Importance of English language

In nowadays English become a window to the rapid progress in all spheres of life. In this way English is the only language, which prevents our isolation from the world. In the absence of English, the *persons* of one state will not be able to communicate with the *persons* of other state. Now we are very much aware about importance of English language.

School achievement or Academic achievement refers to a student's success in meeting short- or long-term goals in education. The precise definition of academic achievement varies among professionals in the fields of academia, but is generally considered to be a point of reference of academic progress. Academic achievement is sometimes called proficiency and may be quantified in several ways, such as exams and tests.

2. What is Student Achievement?

Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher.

Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards and the students' goal will be to get the to-do list finished in the most efficient and timely way possible.

Successful instruction of standards results in student achievement. However, knowing the 'what' and the 'how' is just the first step to successful student achievement. Understanding the factors that can impact a student's ability to learn is equally important.

Academic achievement can be influenced by a variety of factors, from simple demographic factors, such as age, gender and family socioeconomic status to more variable factors like the quality of the teaching faculty at a student's school and the way that students acquire the language. Additionally, home life, including parental financial status and the amount of support and stability offered at home, can have a big impact on how students perform in school.

3. <u>Factors that Impact Student Achievement</u>

There are many variables that can impact students' achievement, but the most critical are classroom instruction and student's *differences.* It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree; there are no two exactly the same. Just as a leaf have the same color and shape, each student has their own unique learning style. *For this, it is necessary* a variety of teaching methods and understand the background and individual needs of each student.

Classroom instruction is the most important factor that impacts student achievement. As a teacher you influence the quality of instruction, set expectations for learning, and measure the level of understanding. For example, when a standard is not presented in a way that a student can understand, or if it's taught in a way that is boring, it can be very difficult for a student to meet the required level of achievement.

Students' differences

As we already know, teachers can vary from one another according to their personality; students, similarly, can differ from one another. They also possess their own differences according to their age, sex, motivation, attitude, expectation, and socio-economical background. Ellis (1994: 472) presents a lists of factors influencing individual learner differences in language learning in three surveys done by Altman (1980), Skehan (1989) and Larsen-Freeman and Long (1991). He also identifies three sets of interrelated variables related to learners' belief, affective states and other general factors; learners' strategies and language learning outcomes. Ellis (1994) also mentions seven factors of individual differences of the learner: beliefs, affective state, age aptitude, learning style, motivation and personality. Bigge (1976: 303) says, "When a person develops a state of tension resulting from unsatisfied need, we say that he is motivated". He also adds, "Obviously, motivation plays a central role in learning.

Methods and strategies

According to Bigge (1976: 370), "A teacher's program of evaluation not only governs his students' study habits, their manner of interaction in class, and the number and quality of their learning, but it also greatly influences the teaching-learning level upon which their learning efforts proceed." Therefore, a teacher has a greater backwash effect upon the learners. In this regard, Bloom (1963: 392) says, "The point to be emphasized is that type of mental process the students expect to be tested will determinate his method of study and preparation."

Any language course cannot be fully content based; otherwise, the course will fail. We cannot learn a language always metalinguistically. For learning or practicing, we have to bring some tasks and also contents supporting the language items. In such case, the material design and its selection have a great influencing role. Cecco and Crawford (1974: 214) say, "Not only is meaningful material more rapidly learned than meaningless material, but also it is remembered for longer periods of time." In the case of a good language course, a good combination of materials is expected.

However, there is no hard and fast rule that organization of language materials or items will always follow the 'natural order' nor is there any unanimous universal order of those items. In such a case, a good learner, instead of being shocked, would try to learn using his or her own strategies. Chamot (1987: 71) says, "Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and central area of information". Rubin (1987: 19) remarks, "… learner strategies include any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, rhetorical and use of information." Contrasting learning strategies with teaching strategies, Politzer (1965: 82) says, "Learning strategies are the reverse side of the coin of teaching strategies: a successful learning strategy user has in fact become a successful self-teacher." But the crux of the question is more concretely and lucidly answered by Chamot (1987: 81) when she says, "The fact that students identified as good language learners by teachers do use conscious learning strategies not only in ESL classrooms but also in out of classroom acquisition environments is an indication that teachers could profitably direct students to utilize learning strategies for a variety of language learning activities.

Intervention by the teacher could help less able students profit from the strategies used by *abler* students, and even the *abler* students could be provided with opportunities to refine and add to their learning strategies so that they became as efficient as possible". "Chamot and O' Malley (1984: 1) further say, ". . . (Language) learning strategy enables students to take command over their learning and to apply procedures that will assist them in retraining and using important skills. Productive use of learning strategies, though, is an acquired skill." But every learner's acquisition of this skill cannot be alike. Therefore, learner training is also essential. Brown and Palinscar (1982: 1-17) say. ". . . an ideal training package would consist of both practices in the use of task-appropriate strategies, instructions concerning the significance of those activities and instructions concerning the monitoring and control of strategy use". Language learning strategies aim for learner autonomy and for that reason teachers' role is just to guide students'.

Importance of effective strategies

Rubin (1987: 15) says, ". . . there is growing interest in defining how learners can take charge of their own learning and in classifying how teachers can help students become more autonomous. She further adds, "Students who use effective strategies are better able to work outside the classroom by themselves. Once the teacher is not around to direct them or provide them with input." *Hence*, effective learner strategy reduces the teacher-dependence and enables the learner to learn unconscious their own capabilities provided they know how to learn or they have learnt to learn.

Role of the classroom

The classroom is another important factor of language learning Gaies (1980 in Allwright and Bailey 1991) gives a new dimension to classroom, saying, "The classroom is the crucible-the place where teaches and learners come together and language learning, we hope, happens. It happens, when it happens, as a result of the reactions among the elements that go into the crucible—the teachers and the learners." Classroom conception includes classroom interaction, teacher-student relationship, students' seating positions, teacher's lecturing position, communicability, eye contact, etc. Allwright and Bailey (1991: 19) talk about the classroom atmosphere and emphasize it more than syllabus and method. They say, "... most teachers have a good idea of the sort of 'atmosphere' they would like to have in their classrooms, and do their best to plan to set up such an atmosphere (whether they want it to be relaxed and friendly, or brisk and business-like, or whatever". In the classroom, the input by the teacher should be as short as possible, allowing more time for students' interaction. Teaching should be devised around tasks where group work should be used extensively. Students should be encouraged to engage in as much interaction as possible in order to practice what they have learnt. The teacher's role here should be supervisory; overseeing that English is used, providing the appropriate word or structure when necessary.

Main factors affecting academic achievement

a) **Students' attitude towards the language**

Most of our students think that it is not necessary to learn a foreign language and as such they are not motivated to devote their effort to learn. This negative attitude is causing frustration to the teachers and impacting their enthusiasm. A teacher who knows that he or she will have to face a group of disinterested students will lack the zeal to do the optimal and students will be the losers in the final analysis.

b) **Size of the Classroom**

Added to the above mentioned problems, teachers usually have to deal with a large class. The number of students far exceeds what is reasonable so this make it very difficult to handle and these uninterested students are taking advantages of the situation to practice their casual attitudes.

c) **Lack of cooperation from Parents**

The role of parents towards the education of their children cannot be over emphasized. But by misfortunate, most of them are not doing enough to monitor their children's learning progress. This is dealing an adverse effect on the learning process of their children.

Solution

For every problem there must be a solution. Reflection on the above problems leads us to the following solutions:

a) **The Role of the Teacher**

In relation to students' negative attitude towards the target language, the teacher should act to create a classroom situation where students can feel motivated and encouraged to learn the language. The teacher should use inspirational speeches to emphasize the need of learning English in this technological age.

b) The Role of Parents

In order for teachers to be successful, their effort must be supported by parents and guardians. This cooperation will create a sense of discipline and responsibility on the part of the students and consequently enhanced the learning process.

c) Reduction of Classroom size

The number of students in the class should be reasonable to enable the teacher to easily handle them. A class which is relatively small gives the teacher the opportunity to teach well and therefore monitor the progress of the students. So if there is any problem in the learning process it could be solved at the initial stage.

XIII-VARIABLE MATRIX

Specific objectives	Variable	Indicators	Sources	Techniques
To identify Internal factors those are affecting the learning process.	Factors that affects the English learning process.	☐ Students Attitudes, behaviors and ages. ☐ Lessons development ☐ Others	Teacher Students	Teacher and Students interviews. Observation.
To describe strategies and didactic Materials used by the teacher in the Classroom during the lesson.	Teaching strategies and didactic materials used by the teacher.	☐ Pictures ☐ Drawings ☐ Flashcards ☐ Tape recorder ☐ Others	Teacher Students	Interviews Observation.
To identify the external factors that interfere in the learning process.	Environment and conditions outside class.	☐ Family ☐ leisure ☐ Distractors.	Students Family	Interview
To describe the influence of family economic status in academic performance.	the influence of family economy in academic performance	☐ Economic Resources.	Students Teachers	Interviews

IX-METHODOLOGY

The type of research is exploratory, descriptive and quantitative because it explored the teaching learning process at Colegio Bautista Masaya in the second semester of 2016. This study was to gather an in-depth understood of factors affecting the school achievement in the English subject. The discipline investigates the "what" and "how" factors are interference in the academics score. Besides this, the research provides solutions and recommendations from the information recap over observations through statistical analysis. Along with questionnaires given to respondents for a statistical representation of the findings in the research.

The research sampling method that was used in this study was a random sampling to obtain a more scientific result that could be used to represent the entirety of the convenience sample. A group of students of 7th grade B at Colegio Bautista Masaya it is the sample to interview and English Teacher as well.

An observation took effect during a week to verify the way the teacher develops a topic in the class, these observation days were Monday, Tuesday and Thursday, days who the teacher schedule teach in the group, Where every class time was of 45 minutes, and Thursday a period of 90 minutes (2 hour class).

Data collection was conducted throughout period of 2 weeks and discussed with the theory information related to the research, and the information was analyzed and discussed carefully. The respondents (Students and Teacher) were very relevant to the study and also the time frame and resources of the researcher.

The statements that are perceived to of factors affecting the school achievement in the English subject were presented in the research.

A. TYPE OF RESEACH

Due to the type of research the following instruments were used: questionnaires, 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, researchers and Educational Institutions.

The questionnaire students has 27 questions, these question were wrote in Spanish language and there wasn't limited time to respond, each students had an own questionnaire, to express necessities, feelings, and expectative about own opinion of the teaching-learning process.

As well 19 questions were set to obtain the teacher´s feeling, opinion, and criteria about the educational situation of her students.

To support this paper work, it was necessary to compare the feelings and opinions between students and teachers, to validate which factors do affect the students´ English performance.

Another process used was the observation during the class progress. It was observed how the teacher develops the class; the time dedicated to, didactical material, the outside factors that are affecting the normal develop of the English class.

B. POPULATION AND SAMPLE

This paper has been done taking into account the 7th grade B section of Colegio Bautista Masaya in the second semester 2016. This is a Convenience Sample with a population of 52 students and 2 English teachers.

The application of this convenience sample came up due to the school's availability to research; it need to point out that according to the school calendar this research was done a few weeks before the end of the school year, so in order to proceed quick and effectiveness the convenience sample was the best option to find out the results and information required.

C. INSTRUMENTS

The survey for students was made in order to obtain information, they answered 27 questions. The information was obtained using interviews and surveys to students, English teachers, and also the English lesson observed. The survey to the students was applied on Spanish language to guarantee a complete understanding from the student, and truthful answers.

Teachers´ questionnaires gather information about activities and opinions too. It is important point out the participation English area manager in this investigation, because her opinion is strong source of information in the investigation. During the class observations were taken notes about English development class such as objectives, lesson planning stages, teacher's capability to develop the topic, sitting arrangement and classroom management.

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

Once the information was gathered, was organized step by step and carefully classified then compiled and finally processed. Afterwards the result was interpreted in order to find conclusions and recommendations. We prepared 27 multiple choice questions in Spanish which were answered by the students by marking the best choice for them or rarely giving short responses. These questions were answered individually. The questions were responded confidentially inside of the classroom in 35 minutes approximately.

X- RESULT/ANALYSIS

This survey was applied to students between 12-18 years old (table 1). It could find that the total of women and men, results in the educational aspect, information of factors in the learning process and external factor. All these information is real and never was manipulated in benefits of this research.
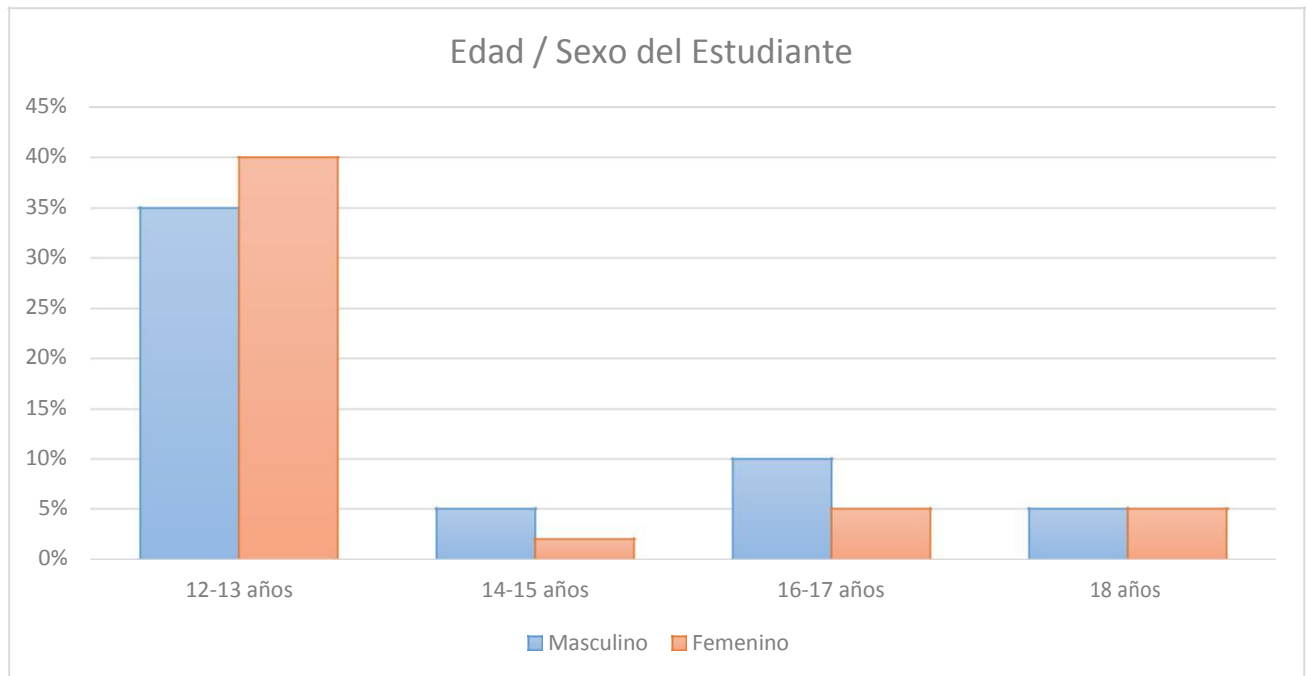

Table 1

A total of 64% of female students, and 54% male students, also in this graphics it's found that 76% of the Students has the age of 12-13, follow by a 14% on age of 16-17, and there are 10% on the age of 18.

It has been observed the girls are the majority in the group, and that is one reason of a good discipline in the class, female student are undisciplined than boys, which create a good environment in the classroom and make easier control the student who are prone to distraction.

Also we need to take in consideration that students are accommodated well in the classroom, there are no space problems. This scholar institution deeply avoids exceed
the numbers of students in the classroom because they are conscious how difficult is

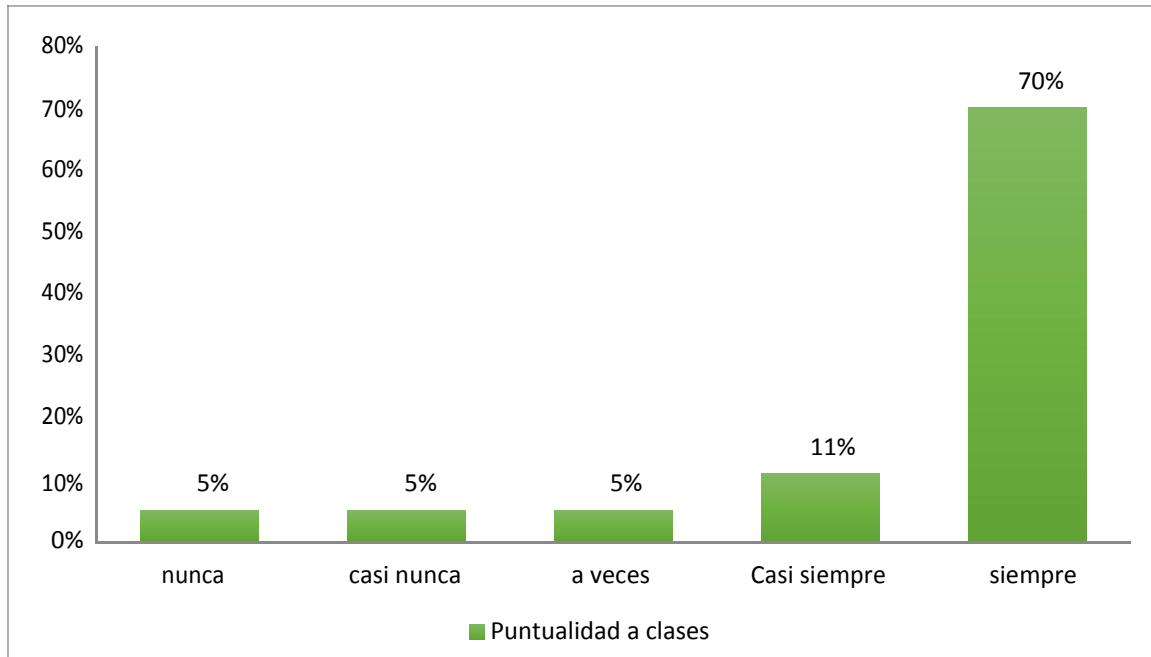handle a big group in a small space.

<u>Students Attendance</u>

Table 2

The attendance of the student is a 78% on each class, (Table 2), a 16% may miss a class and a 6% miss the class. As a result we can say that this is not problem to qualify as negative in the learning process.

In the information recap from the learning difficulties 62% of the students already accept they sometimes have learning issues, a 14% not always and a 12% agree never have difficulties to learn, furthermore another two groups of 6% (12%) says at the beginning is difficulty learn but after ask to the teacher or partner they get the knowledge.(table 3)
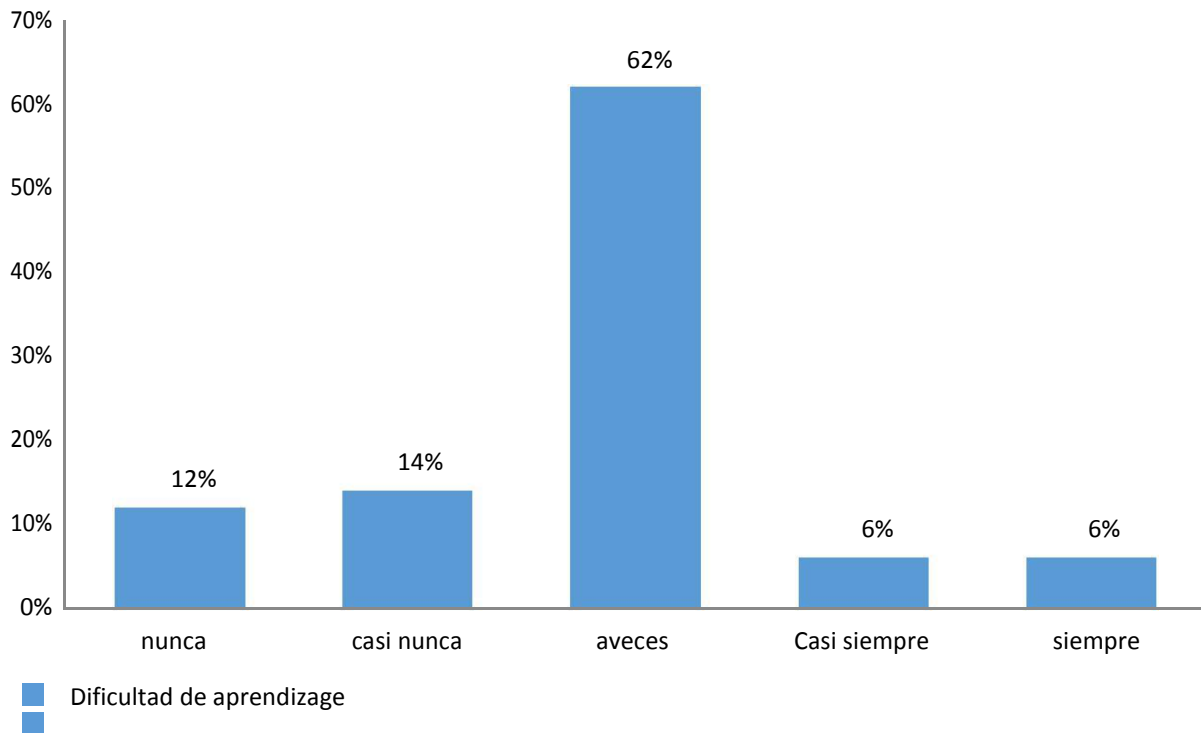

Table 3

Learning Strategy.

According to information obtained from the teacher she presents the lesson in an interactive way, always asking and involving students in the class, she prepares the lesson in home to avoid wasting time, she also included the study book in the class, the white board all the time is providing examples to be sure the information is understood

However during the observation the teacher is using the information in the book to explain and start the topic, she took a time of 15 minutes to explain the topic, during this period, but to do this the teacher fallow a structure (32% of students agree that the teacher develop the lesson with a structure), She presents the topic, she gives definition, and copy the information in the board, randomly she selects a to read and repeat the information in the board.

Then she provides example, ask if there is any question and finally the students copy in the notebook, but during these process she often stay static in the desk, after explaining the lesson, or when the students are copying the lesson, she rarely move around the classroom to check what the student

are doing. Some of the student when finish to copy they start to doing another thing, (speak with a partner, laid in the chair, draw in the notebook), when the time of copy is done, the teacher moves to the students workbooks, and they work.

According to the teacher these is a good behavior that she fallow to achieve all class time, which is a valid point, however she is missing something important, catch the students attention, when introducing a new topic is fundamental to encourage the student into the learning, explain when these knowledge will be useful, or the importance of learn it is missing in the learning the process, the attitude of the student thought the learning English, make them feel that English subject is important not just a science in the curriculum is part of the change the state of mind of the student.
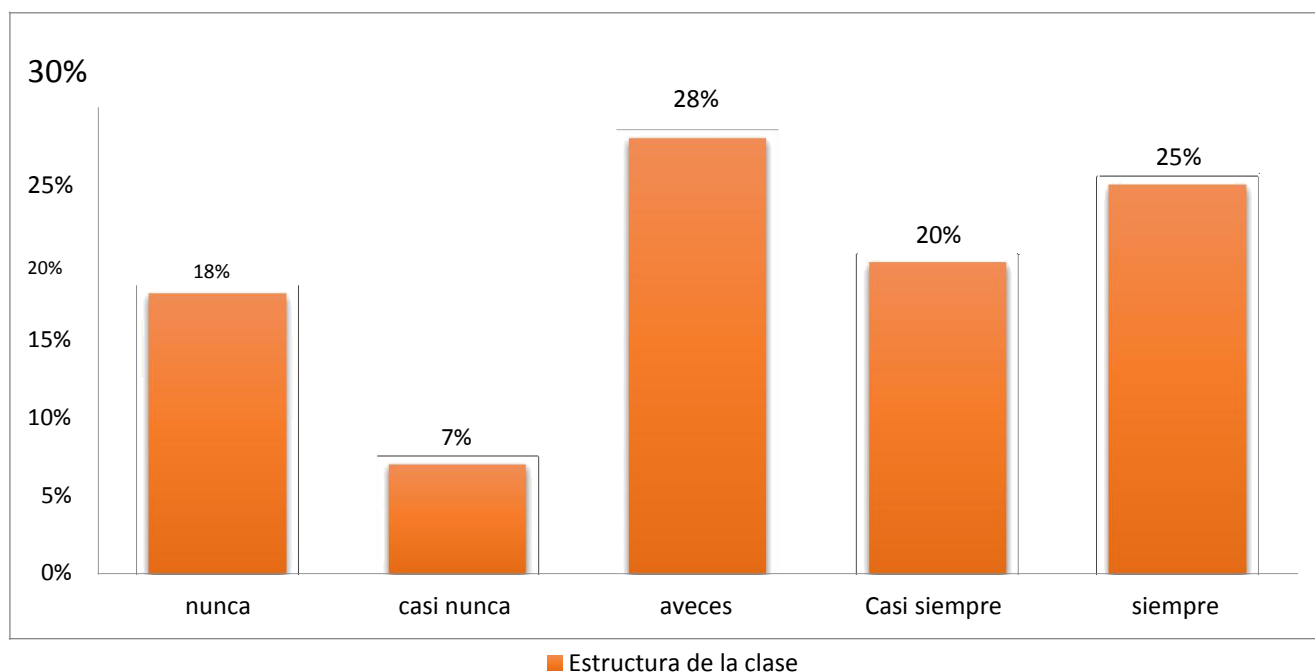
<u>Class Structure</u>.

Table 4

The quality of instruction from the teacher who set expectations for learning, and measure the level of understanding can easy identify when a class is observed, In this Research we observed the way the teacher set the instruction, when the students are working in the workbook, they have help from the teacher, like a dictation the teacher order to go to certain page (according to the unit and level to the topic) every student

should be with the book that days, if some of them forgot the workbook, work with a partner (but was distracted all the time) and the teacher started to work with the student in each exercise, the way was the teacher in front of the classroom, and was dictating the answer, each student it was copy the answers in the book and some of the exercise was complete, underscore or circles the answer. This is not considering a strategy is not a good way to challenge the student to learn, they didn't read the exercise or worried to understand.

During the interview the teacher explain the practice as "An easy way to make the students works", after all fill the workbook is a requirement of score, so according to the teacher she helps the students to get the score, in contrast this is limiting in the student, and we cannot measure the level of understanding, so we don't know if the students are learning.
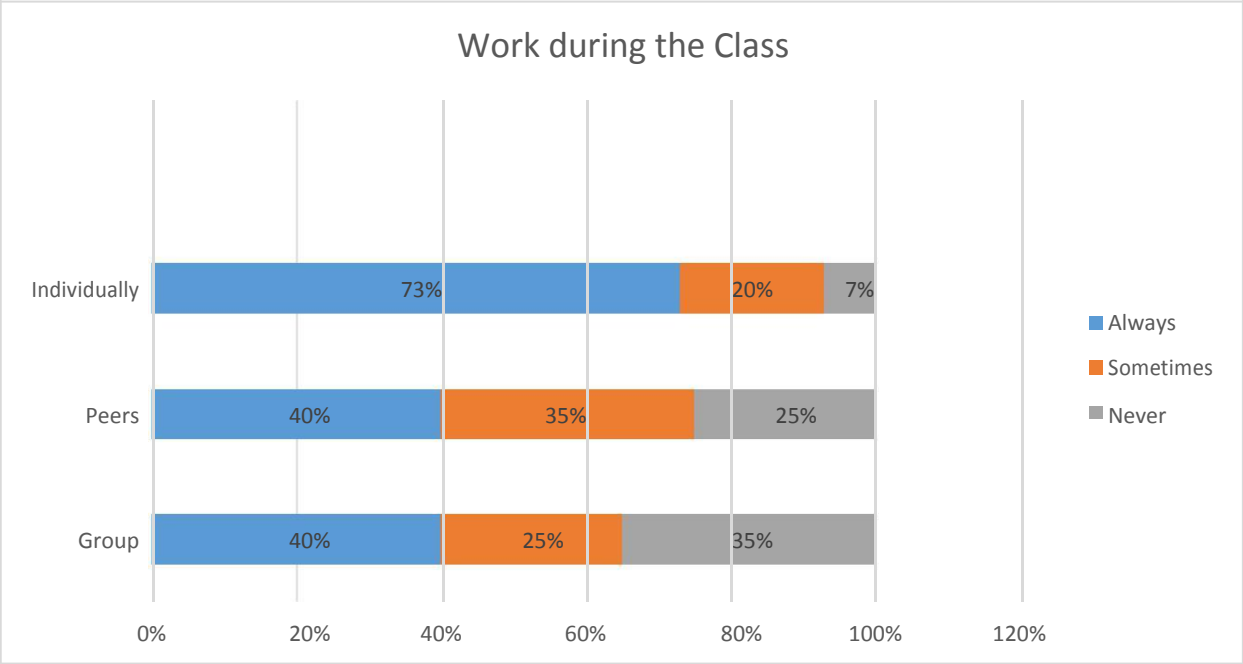
The most common technique used by the English teacher inside the classroom is dynamics, followed by the use of audio records and pictures or drawings. The use of computer and data show are rarely used by the teacher.

Most of the time students work alone during the English class, sometimes by teacher´s instructions they work in peers or in groups.
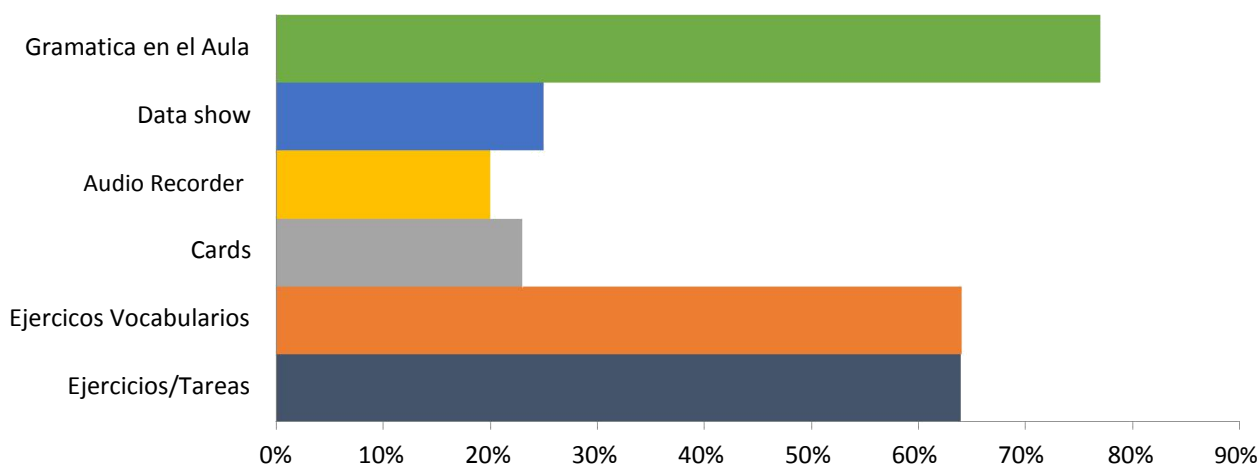
Didactic Material application

Piaget confirmed that children are curious by nature and constantly strive to understand the world around them; we know the population of the sample is students in a majority of 13-14 yeas. Take advantage of this situation should start with motivate this curiosity, showing them the benefits of learn a foreign language. Using videos, movies, stories books, it is necessary use the materials that awaken in the child the interest and desire to learn.

The teachers wasn't generating situations in which curiosity is stimulated, practice presentencing, writing a diary, etc. are not taken effect in the learning process. The teacher express, "there's too many students that won't be interested in this type of activity, so it will be a wasting of time", but is not knowing how the students will react to discovery of new situations, creativity, innovation, experimentation and decision-making.

As teachers it is important create the necessary conditions that provide the student with essential experiences for the formation of concepts. For this, the didactic materials become mediators directed to the accomplishment of this function.
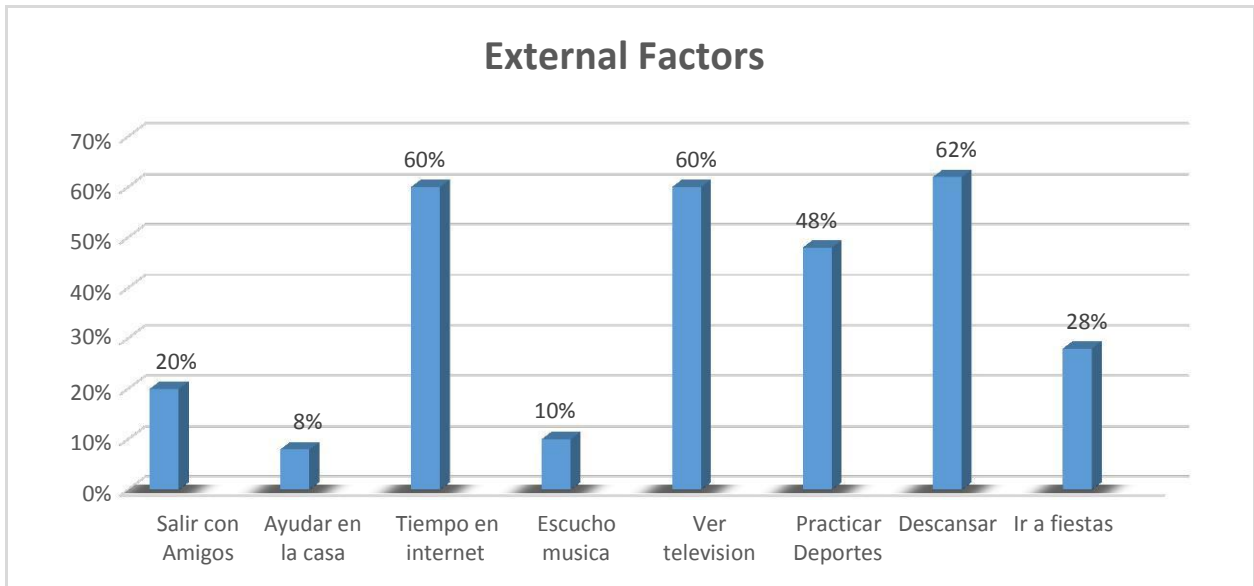
Materiales Didacticos

This graphic describe the strategies and didactic materials used to develop the class, these are the most common according to the interviews and observation, and only take in consideration the percentage of uses on a class, in the case:

- Grammar in a77%
- Vocabulary exercise 64%
- Audio Recorder 75%
- Flash Cards 50%
- Data show 25%
- Homework's 64%

In any case we have evidence of a didactic material on the develop of the lesson, as well both teacher strongly agree on the use of the English book and any lesson and topics will be based from the information in the book, because the book itself includes audio recorder, flash cards and specific vocabulary for each topic.

Nevertheless knowing the 'what' and the 'how' a teacher is going to develop the class, is it enough? The teacher need to be sure that this didactic resources are fallow for the right strategy, not just play a recorder because is the fallowing activity in the book, be sure that the topic on that recorder will be understood for the student, we cannot play an audio about "California the Golden country", instead of that bring something related to our country that will be better for the student.

External Factors

| Activity	Percentage
Salir con Amigos	20%
Ayudar en la casa	8%
Tiempo en internet	60%
Escucho musica	10%
Ver television	60%
Practicar Deportes	48%
Descansar	62%
Ir a fiestas	28%

The consensus remains that distraction is typically bad for learning, the scientists explain. The research show that these are the activities the students make on the free time, a big group spent the time on internet, Watch TV, take a nap and practice a sport.

Unfortunately most of the Parents are not doing enough to monitor their children's behavior or even the way they sons are learning, when we ask about to the teachers about they answer, "Parents must control their sons and their free time".

They also state, on many occasions they called to meet with the parents, but they never came, despite during the week, the teacher has assigned on her schedule 3 hours to meet parents.

During observation, time was taken to verify this situation, but no parent was observed to attend the meetings.

Social / Economy Aspect
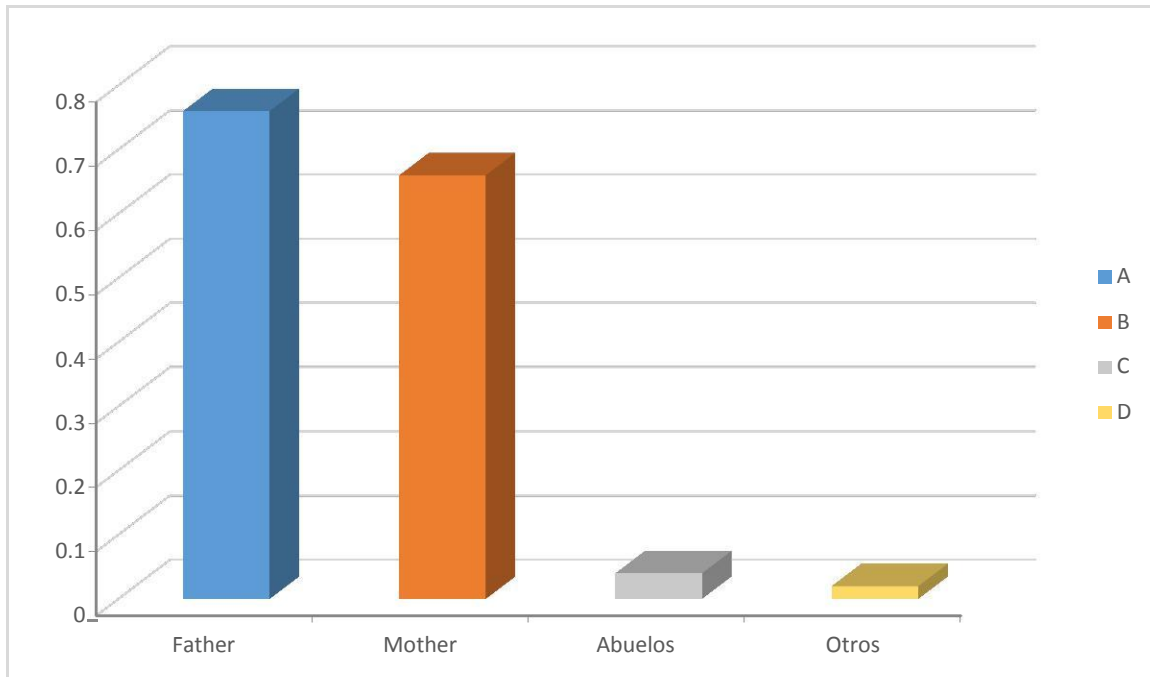
According to the survey, from the 100% of the students that did the survey, 76% have their father providing income to their homes. 33% have their mother with a job and only 2% depend from an Uncle or any other relative. Something important is there are incomes to their houses. This makes us to analyze, in general the students have good economic conditions to live day by day. Now, economic condition has a decisive impact on students' learning process. They need money to pay passages or to buy something for breakfast.

The result show a total parental financial status to support the student stability, they have a home to return after school, sources to do homework, books, workbooks, dictionary, internet to help to the student perform in school.

XI-CONCLUSIONS

At the end of this research it can be concluded that the academic performance in English subject is related or influenced by a variety of factors.

1. The way the teacher delivers the class and adequate the class to catch the students attention also make them feel that English subject is important not just a science in the curriculum.

2. The quality of instruction from the teacher who set expectations for learning, and measure the level of understanding, when a standard is not presented in a way that a student can understand, or if it's taught in a way that is boring, it can be very difficult for a student to meet the required level of achievement.

3. The teacher is not taking advantage of the use of teaching materials as well as their interests and needs since not all students are the same, even if they are of the same degree of there the need to know what types of didactic materials would be used so that the contents can be learned and assimilated

4. Age, gender and family socioeconomic status are some variable factors on the quality of the teaching which may affect academic performance and therefore need to be studied separately from this research.

5. The lack of influence from parents in the learning process is affecting the way that students acquire the language. For a child, it is of great relevance that his parents show an interest in their daily and school activities. By showing it, it will help the students with their self-esteem and school success.

6. Home life, including parental financial status and the amount of support and stability offered at home, can have a big impact on how students perform in school.

XII-   RECOMMEDATIONS

1. To motivate students by recognizing their work in class, sending positive notes to parents, weekly awards in their classroom, organizing academic meetings to recognize the hard work of students. As a teacher always show an enthusiasm on the subject and use appropriate, concrete and understandable examples to help students understand. Recognize work in class, display good work in the classroom and send positive notes home to parents, hold weekly awards in your classroom, As a teacher always show an enthusiasm on the subject and use appropriate, concrete and understandable examples to help students to understand.

2. To adequately use the available instruments (flash cards, book, workbook) to develop the class, bringing to the subjects studies that will show to the students situations or moments where that learning will be useful to him.

3. It is important to include relaxation and exercise between topics for fun or entertainment. When the lessons are fun, students will be excited to learn, making it much easier for teachers to teach. Students who learn English through fun activities will retain the lessons in their memory and they may be inspired to learn more about the topics. Funny activities and games can be effective tools for teachers or Parents.

4. Student must have a schedule (made by parents) that can follow. Every student has a different study plan; there is no correct study plan for everyone. Parents will need to do some evaluation on the current schedule and time management. Find out when the student has fewer staff commitments and when the student can squeeze some study time, some students find that studying for more than thirty minutes, is more realistic than studying a few times a week. Lastly, some students find it helpful to find a study partner. Studying with a classmate allows for collaboration and discussion.

However, if you son tend to socialize more than study when is surrounded by others, use an independent study plan, but If you want your son study with a partner, choose someone with whom you are likely to stay on task a longer period of time.

5. The school itself is the main source of education in the child; however, in order for this happen the family support need to take place because the children's learns through routines and what he/she has to does; children improve in school when parents have frequent communication with teachers and also become involved in school activities.

6. The school activities open a communication between teachers and parents, in many instances parents don't feel as if we welcome them in school, so activities like: Welcome parents as volunteer, Ask parents to share their concerns and opinions about school, Invite families to share hopes for and concerns about children, etc. it will help to succeed academically and teachers will feel less attacked by parents.

XIII-   XII-REFERENCES

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APPENDIXES

Universidad Nacional Autónoma de Nicaragua (UNAN)

UNAN-Managua

Departamento de Educación e Idiomas, Managua Nicaragua 2016.

HOLA

¿Cómo estás? La sección de Ingles del Colegio Bautista de Masaya ha sido seleccionada con el objetivo de hacer aportes que ayudan a mejorar la calidad de enseñanza de dicha asignatura.

Te pedimos que respondas dicha encuesta con la mayor honestidad posible, y tu opinión sincera de lo que piensas y sientes. Agradecemos mucho el tiempo que nos das, te garantizamos que la información brindad es confidencial.

EDAD CUMPLIDA_____   SEXO_____

Favor contestar las siguientes preguntas, marcando con X o un √ las preguntas favor solo elegir una opción.

1. ¿Se te dificulta el aprendizaje del idioma Ingles?

   NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE____

2. ¿Asistes puntualmente a tu clase de Ingles?

   NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE____

3. ¿Consideras son suficientes las horas de clase asignadas semanalmente a la asignatura de Ingles?

   SI___ NO_____

4. ¿Sientes que el desarrollo de la clase de Ingles, tiene una estructura determinada?

   NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE____

5. ¿Qué consideras es más importante:

   Aprender Vocabulario____ Estudiar Gramática ____Ambas____

6. ¿En cada lección se indica y se realiza ejercicios del tema?

   NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE____

7. ¿Se orientan ejercicios de Vocabulario en cada tema?

   NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE____

8. ¿Se orientan ejercicios de gramática en cada en cada tema?

   NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE____

9. ¿Consideras que el desarrollo de la clase depende más:

DEL LIBRO DE CLASE____ DEL PROFESOR____

10. De los contenidos que explica que el profesor, ¿entiendes todo?:

NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE_____

11. ¿Qué haces cuando no entiendes lo que explica tu profesor de inglés?

PREGUNTO INMEDITAMENTE AL PROFESOR_____

PREGUNTO AL PROFESOR DESPUES DE LA CLASE_____

LE PREGUNTO A LOS COMPAÑEROS_____

REVISO EL LIBRO DE TEXTO O DE CONSULTA_____

NO PREGUNTO A NADIE_____

12. ¿Dispone de tiempo suficiente para la realización de las tareas de inglés?

NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE_____

13. ¿Cuántos días a la semana haces tarea de Ingles?

NINGUN DIA _____ 1-2 DIAS_____ 3-4 DIAS_____ 5 O MAS_____

14. ¿Qué materiales utilizas para hacer tus tareas?

_____

_____

15. ¿Consideras que tu profesor de inglés, domina el curso?

SI__ NO__

16. ¿Consideras que el profesor de inglés, hace las clases interesantes?

NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE_____

17. ¿Consideras que el profesor de inglés, explica claramente?

NUNCA_____ CASI NUNCA_____ A VECES_____CASI SIEMPRE_____SIEMPRE_____18.

18. ¿Consideras que la comunicación de tus padres/tutor es buena?

SI___ NO___

19. Señala la razón principal por lo que a veces no haces tus tareas de Ingles

NO ME INTERESO EN HACER LAS TAREAS___

NO LAS ENTIENDO___

PREFIERO HACER OTRAS COSAS___

TENGO QUE AYUDAR A MIS PADRES CON EL TRABAJO___

TENGOO QUE AYUDAR CON LOS QUEACERES DE LA CASA_____

NO ME DEJAN TAREAS_____

20. ¿Quiénes viven en casa contigo?

MAMA____PAPA____HEMANOS____HERMANAS____PRIMOS_____SOBRINOS____

ABUELOS____ NO FAMILIARES____

21. ¿Cuándo regresas del colegio, a quienes encuentras generalmente en casa?

MAMA____PAPA____HEMANOS____HERMANAS____PRIMOS _____SOBRINOS____

ABUELOS____NO FAMILIARES____

22. ¿Con cuantas personas vives en tu casa?

1-2____ 3-4 ____ 5 O MAS____

23. ¿Tienes un lugar específico para realizar tus tareas?

SI___ NO____

24. ¿De quién depende económicamente para mantener tus estudios en el colegio?

MAMA____PAPA____HEMANOS____HERMANAS____PRIMOS_____ SOBRINOS____

ABUELOS____ NO FAMILIARES____

25. ¿Cómo llegas al colegio cada mañana?

CAMINADO____BUS____RECORRIDO____BICICLETA____OTROS____

26. ¿Cuánto tiempo demoras en llegar de tu casa al Colegio?

MENOS DE 30 MIN____1 HORA____MAS DE 1 HORA____

27. Por favor marca las actividades que realizas en tu tiempo libre, (todas las que desees):

HACER TAREAS/COSAS DEL COLEGIO___

CONVERSAR CON MIS AMIGOS___

SALIR A PASEAR___

VER TELEVISION___

VISITAR A MI FAMILIA___

IR A LA IGLESIA___

PRACTICAR DEPORTES___

COVERSAR CON TUS PADRES___

LEER LIBROS ___

ESCUCHAR MUSICA___

DESCANSAR___

IR A FIESTAS/CUMPLEAÑOS___

¡MUCHAS GRACIAS!

Respetable Profesor; El presente cuestionario tiene como finalidad, recolectar datos importantes acerca de las estrategias y el material didáctico que utiliza en el desarrollo de las clases de Inglés, le agradecemos de antemano su colaboración y el tiempo que ha dispuesto para apoyarnos con esta información. Le deseamos éxito.

INSTRUCCIONES:

Favor conteste las siguientes interrogantes con honestidad de acuerdo a las experiencias que ha vivido como docente en este centro de estudio.

1. ¿Cuántos años tiene de ejercer la docencia de Ingles?

2. ¿Recibe capacitación de enseñanza de la asignatura de Ingles?

3. ¿Usted cree que la educación familiar influye mucho en la educación escolar?

4. ¿Dispone de suficientes materiales didáctico para la realización de su plan de clase?

5. ¿Qué formas de enseñanza utiliza con mayor frecuencia?

6. ¿Planifica con anterioridad el desarrollo de un tema?

7. ¿Cuánto tiempo invierte en la elaboración de un plan de clase?

8. ¿Ajusta su plan de clase cuando no se desarrolla como espera?

9. ¿Qué problemas ha enfrentado en el ejercicio de la docencia del inglés?

10. La cantidad de alumnos afecta la forma en la que desarrolla la clase

11. ¿Con que grupos de edades le es más fácil enseñar el idioma de Ingles?

12. ¿Propones actividades de aprendizaje para motivar a los alumnos?

13. Para usted ¿cuál es la diferencia entre castigo y disciplina?

14. ¿Cómo Mantiene la disciplina y el orden de los alumnos en el desarrollo de sus clases?

15. ¿Cómo involucra a los padres en el proceso de aprendizaje de los alumnos?

16. ¿Con que frecuencia desarrolla encuentro con padres de familia y tutores?

17. ¿De qué materiales didácticos dispone para la enseñanza del inglés y con qué frecuencia la usa?

18. ¿Recibe asesoría para el uso de los materiales didácticos?

19. ¿Dispones de suficientes materiales didácticos?

Muchas Gracias.