Introduction

 The education is right of all the Nicaraguan people which is the fundamental in our life. At the beginning of the school year 2009, the minister of education changed the program of study in secondary school. It focused mainly in the foreing language (English) where all the students where able to spea, write, listen, etc. And put in practice the English knowledge in an easy way. So the students can improve the difficulties they have in this subject and avoid that itcan not be an obstacle for studing. The government has good solution to avoid the students abandone their studies. Nowadays, the education is fre.

- In spite of a free education, there are children and younger people out of the education system each year. Like other institutions, the educational system has yet some deficiencies that should be improved as in the public school, there are too many students in each classroom, lack of a good didactic material mainly for the English class.
- On the other hand there are problems in the educational system, as teachers, this is our work, apply new ideas and give possible recommendations. This research is focused on some internal o external factors that are affecting the teaching-learning process causing low average in students of III year. This is an interested study that we have carried out, in this institute.

PROBLEM

SOME FACTORS AFFECT THE TEACHING LEARNING PROCESS OF THE ENGLISH CLASS CAUSING LOW SCORE IN OUR CLASSROOM.

SUB - PROBLEMS

- Students do not have interestin English class.
- Students seen to have not learning grammar or grammatical students of the language.
- Students do not have enough vocabulary.
- Economical problem.
- poor internal and external motivation by the students to dedicate time to study English as a subject

II. Theme

 SOME INTERNAL AND EXTERNAL FACTOR THAT ARE AFFECTING THE TEACHING -LEARNING
 PROCESS CAUSING LOW AVERAGE IN STUDENTS OF III YEAR, MORNING SHIF AT THE NATIONAL INSTITUTE HEROES Y MARTIRES DE LA REFORMA IN MASAYA DURING THE SECOND SEMESTER OF 2011.

III. General Objective

► To identify the factors that affect internal or external the teaching – learning process of English causing low average in students of Illyear at the National Institute Héroes y Mártires de la reforma in Masaya during the second semester of 2011.

Specific Objectives

- To verify the range of vocabulary that students have and how it has been used in the classroom.
- To identify the different thechniques applied by the teacher in the classroom.
- To analyze the different the factor that affects the teaching learning –process of the students at the National Institute Héroes y Mártires de la Reforma in Masaya, city.
- To identify the economical problem that affects the teaching- learning process in this subject.
- To know the factors that cause low motivation by the students in this subject.

Historical Background

 The National Institute Heroes y Martires de la Reforma was founded in 1956. During Arnold Aleman government its name was changed to "National Institute José de la Cruz Mena ". However during Daniel Ortega Saavedra government in 2009, it became into its original name "National Institute Heroes y Martires de la Reforma." It was intended just for a secondary school which is its present function. Nowadays, it has the three shifts working with around 4,600 students. At the beginning this public school had only twenty students by classroom, now there are sixty students.

The foreign language (English) has been taught in this institute since its foundation until present days, but since then, the teachers have faced many difficulties in the process of teaching English, we can mention some of these problems such as lack of didactic materials, tape recorders, an audiovisual lab, students have not interest in English class, economical problem, lack of study and so on.

The majority of the students do not like English class, they have to pass the English class they have a score of sixty points that is the minimum to pass it. It does not mean that they have a good knowledge about it. Sometimes students consider that passing the class is one requirement to continue in the school, so it means they only dominate mechanical structure (grammar) but not the other skills

THEORIES

- Teaching-Learning Process Definitions
- **Teaching:** is an active process in which one person shares information with others to provide them with the information to make behavioral changes.
- Learning is the process of assimilating information with a resultant change in behavior.
- Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

- Definition of learning given by various psychologists
- Definition of teaching given by various psychologists
- MOTIVATION(components)
 - . CLASSROOM ENVIRONMENT

VI. Hypotheses

 The main problem that affects the teaching- learning process of English at the National Institute Heroes y Martires de Reforma is because this institute has not good conditions for developing this subject, besides the lack of good didactic material for the teacher also there are too many students which make difficult the teaching-learning process.

Population

- The population or universe is sixty students of III year in the morning shift and an English teacher of the National Héroes y Mártires de la Reforma.
- Sample

We choose a classroom and fifteen students.

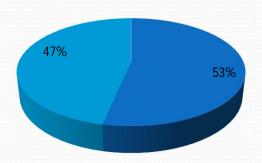
DATA ANALYSIS AND INTERPRETATION

TABLA 1

SEX	FREQUENCY	PERCENT
MALE	8	53,34%
FEMALE	7	46,66%
TOTAL	15	100%

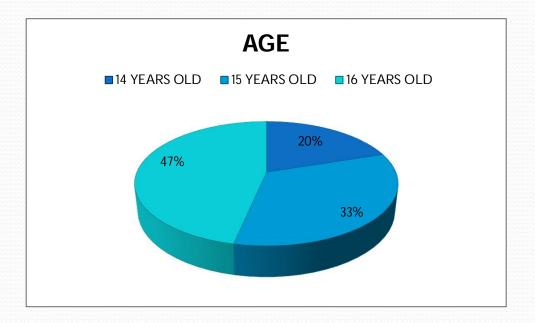
SEX





we took 15 students of 63. so the 53,34% were male and 46,66% female.

AGE	FREQUENCY		PERCENT
14 YEARS OLD		3	20%
15 YEARS OLD		5	33,33%
16 YEARS OLD		7	46,67%
TOTAL		15	100



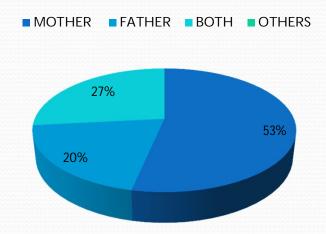
In this graphic you can see that the students have correct age to be in this grade.

TABLA3

1) WHO IS THE PERSON THAT SUPPORTS YOUR FAMILY?

ANSWER	FREQUENCY		PERCENT
MOTHER		8	53,33%
FATHER		3	20%
вотн		4	26,67%
OTHERS			
TOTAL		15	100%

SUPPORT THE FAMILY



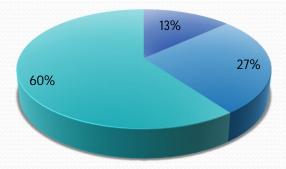
It's obvious that women are support the family.

TABLA 4
2) HOW IS YOUR FAMILY INCOME?

ANSWER	FREQUENCY		PERCENT
HIGH		2	13,33%
MEDIUM		4	26,67%
LOW		9	60%
TOTAL		15	100%

FAMILY INCOME



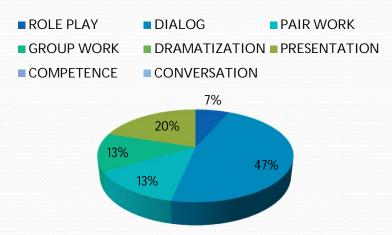


According to this graphic the majority of the families have low income, so the family boss has not help from another person so that she has to mantain her the family.

TABLE 5
3)WHICH ACTIVITIES DO YOU LIKE TO PARTICIPATE MORE IN?

ANSWER	FREQUENCY		PERCENT
ROLE PLAY		1	6,67%
DIALOG		7	46,67%
PAIR WORK		2	13,33%
GROUP WORK		2	13,33%
DRAMATIZATION			
PRESENTATION		3	20%
COMPETENCE			
CONVERSATION			
TOTAL		15	100%

ACTIVITIES

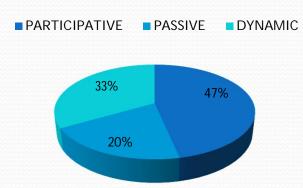


We can see that in this graphic, students like to participate in activities where they not give their opinion about somehing, they like repeat phrases or short dialog, so they feel more comfortable.

TABLE 6
4)HOW DO YOU CONSIDER THE WAY THE TEACHER GIVES THE ENGLISH CLASS?

ANSWER	FREQUENCY		PERCENT
PARTICIPATIVE		7	46,67
PASSIVE		3	20
DYNAMIC		5	33,33
TOTAL		15	100



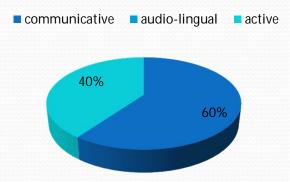


The majority of the students consider that her teacher gives an active class, but the rest of them consider that she is passive.

TABLE 7
5) Which of these methods the teacher used in class?

Answer	Frequency		Percent	
communicative		9		60%
audio-lingual				
active		6		40%
Total		15		100%

METHODS

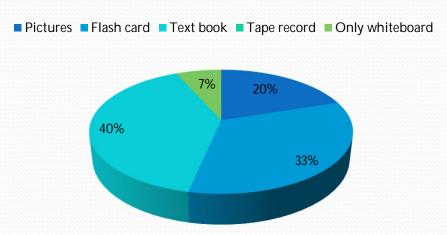


The teacher used communicative and active method, but she should give importance the another method because she could encourage to the students to speak it does not matter if they have not correct pronunciationit could beimproved if they speak all the time.

TABLE 8
6) What kind of didactic material does the teacher use in class?

Answer	Frequency	Percent
Pictures	3	3 20%
Flash card	Ĺ	33.33%
Text book	(40%
Tape record		
Only whiteboard		6.67%
Total	15	100%

DIDACTIC MATERIAL

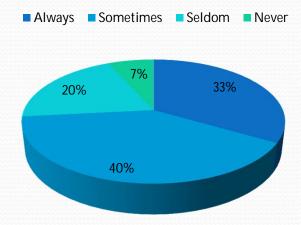


Students answered in 40% that English teacher uses book to develop her class. The teacher has to use different resources to develop the other skill s of the language.

TABLE 9
7)How often do you speak English in class?

Answer	Frequency		Percent
Always		5	33.33%
Sometimes		6	40%
Seldom		3	20%
Never		1	6.67%
Total		15	100%

SPEAK ENGLISH

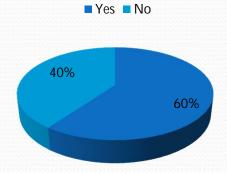


You can see in this graphic the majority of the students sometimes speak English. They speak only when they have oral quiz about a topic they like.

TABLE 10 8)Are you afraid to speak English in class?

Answer	Frequency	Perd	cent
Yes		9	60%
No		6	40%
Total		15	100%

AFRAID TO SPEAK ENGLISH

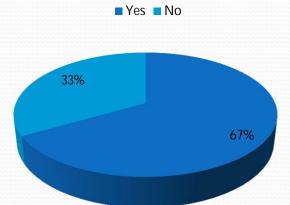


In this graphic you can see that 60% students of ninth grade afraid to speak English, because they do not develop speaking to communicate in the classroom.

TABLE 11
9)Do you feel motivated by the teacher?

Answer	Frequency		Percent
Yes		10	66.67%
No		5	33.33%
Total		15	100%

MOTIVATED

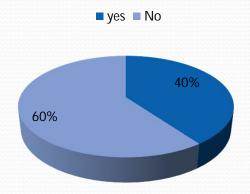


The majority of the students feel motivated by the teacher. She encourage them to Speak but she sometimes has not the correct material to develop activity speaking

TABLE 12
9)Do you have any books or pamphlets to do the homework?

Answer	Frequency		Percent	
yes		6		40%
No		9		60%
Total		15		100%

BOOKS OR PAMPHLET

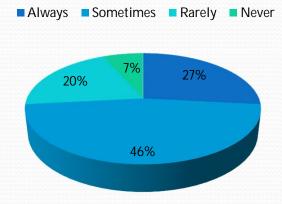


The majority of the students have not the same economic situation. There are other students that have the possibility to buy a book or pamphlet.

TABLE 13
11)Do you feel motivated in English Class?

Answer	Frecuency		Percent
Always		4	26.67%
Sometimes		7	46.67%
Rarely		3	20%
Never		1	6.67%
Total		15	100%

ENGLISH CLASS

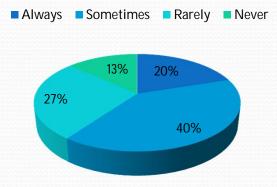


The 46% of the students not feel motivated in English class because they have not the correct material or have not money to buy it.

TABLE 14
12)Do you do English homework?

Answer	Frequency		Percent
Always		3	20%
Sometimes		6	40%
Rarely		4	26.67%
Never		2	20%
Total		15	100%

ENGLISH HOMEWORK



The can see that 33,33% of the students do not their homework, so they have problem in the language.

Conclusions

- According to the data obtained in the survey of the students, interview
 of the teacher and the two class observation at the National Institute
 Heroes y Martires de la Reforma. We concluded that the lack of
 didactic material, low use of the foreign language and also the
 economic situation has influence in the teaching learning process
 causing low average. We can mention that nine of fifteen students their
 income is low, so it is a problem for them because they have not the
 possibility to buy a book or a pamphlet to each topic.
- Besides, there are too many students and few chairs for them, so they cannot pay attention when the teacher explains a topic. The teacher said that there are different kinds of activities that she puts in practice; however the main problem is the lack of interest for the students and the lack of didactic material.
- On the other hand, the majority of English teachers use the pathway in secondary school to teach the second language. This material is old its continued being used in secondary school. This book is only grammar structure and the students get basic knowledge of English language but not the other skill. Apart from that we can include the schedule of English class is short, this is an disadvantage because the teachers need more time to develop the other skill of the English language.