UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA – LEÓN
FACULTAD DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES
SEDE INTERUNIVERSITARIA "RIGOBERTO SAMPSON IN MEMORIAM"
SAN CARLOS – RIO SAN JUAN

Monograph to qualify for the Bachelor degree in Educational Science focused on English Language

Theme:

The impact of the transition from primary School to Secondary School on the English Language learning process, for the seventh grade Students. A study carried out in the Miguel Larreynaga National Institute, at Boca de Sábalo community, El Castillo, Rio San Juan in the first semester 2019

Authors:

- Andi Ariel Castro Lazo
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Tutor: Lic. Jenny Raquel Navarro Rizo, MSc.

San Carlos, Rio San Juan

Diciembre 2019

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SUMMARY

This study deals with the factors that affect the seventh grade students of the Miguel Larreynaga National Institute, Boca de Sábalo community, El Castillo municipality, Rio San Juan department, during the first semester 2019, whose purpose was to analyze the factors that affect in a Negative way the English learning process. It was conducted under a mixed approach and analytical study, the support was taken from 7 students, who currently attend the seventh grade, 7 parents and the English teacher. Surveys, observation and an English class were given to seventh grade students.

The study showed that the factors that affect the students in the transition from primary to secondary school are: number of teachers, puberty (indiscipline), parental support, interest of the teacher; the consequences of these factors resulted in the lack of interest by the students in the class, which results in low academic performance, mainly in the English class.

It is suggested that students, parents and teachers work together, improving communication and lending more interest to the English class, to overcome difficulties that may impede a satisfactory learning.

Keywords: Factors, Transition, Parents, Students, Teacher.

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Introduction

There are many reasons by which we carried out this research, these, will be mentioned and taken into account to bring a solution to the different problems that students have on the learning process of the English Language provoked by the transition from elementary school to middle school. These problems are mostly reflected in: Academic differences, the teacher creativity and ludic environment, and Student's motivation.

On the other hand, this occurs because of the relationship between students and teacher, students are very shy at the beginning, so that, they are not very motivated in the English class due to, this is their first time getting in an English class. To help them, the teacher needs to give special importance to those cases, because the students need approve the academic year, in some cases a factor that avoids the correct transition for the students is the lack of teacher´s training for attending difficulties that the students have in their learning process.

Moreover, students of seventh grade, most of the time, reflect insecurities that affect the learning process regarding to different topics and they do not get involved in the classroom activities, that situation affects their learning and development in the English class, certainly, this usually happen because they are in a stage of changes and that makes them to lower their academic performance.

Before starting this monograph, we have looked for previous research background related to our research topic, not finding any work related to our subject, since

there were only works focused on the transition from primary to secondary, but none focused on the English subject.

This work is divided into five chapters in the following way:

In chapter I it is presented as well as the justification of this work which is related to the importance of the subject being researched, why and for what this work was done, we have three directing questions, for the development of this work.

Concerning to the problem, the factors that affect the students learning process of the English language in the seventh-grade, are mentioned, being our axis of study the transition from primary to secondary. Then, objectives are presented, a general and two specific ones that served as a guide during the development of this study.

The theoretical framework is offered in chapter II with theoretical quotes from different authors, based on problems in the transition, from puberty, academic differences, cultural environment, gender, and motivation.

The methodological design is developed in chapter III, giving details of the work, and aspects of the plan to carry out the analysis. It was worked from the analytical paradigm since it allows a deeper analysis of the problem; from the mixed approach, because it is aimed gathering information through survey and observation techniques.

In the chapter IV, we find the analysis and discussion of the results, in the analysis of the results we present the information gathered in the field work through the application of the instruments and the analysis of them.

Conclusions and recommendations make up the chapter V, that are derived from the main findings obtained during the investigation. Based on the findings some recommendations are given, proposing activities to be carried out on a personal level, in order to improve the English language teaching in general.

Finally, the bibliography and annexes are presented, the bibliography where authors are cited and whose information helped us to support our wok. And, the annexes containing the instruments that were used to collect the information and evidences which were of paramount importance for this work.

Chapter I: Problem Statement

The impact of the transition from primary School to Secondary School, on the English Language learning process for the seventh grade Students.

Contextualization

The students coming from primary School, get compulsory English Classes at first time up to seventh grade in high school, and students form the Miguel Larreynaga National institute are not excepted of enrolment on the English language learning, since they are obligated to take this type of courses through all their secondary studies.

The Miguel Larreynaga National institute is located in the Boca de Sábalo Community, El Castillo municipality, Rio San Juan department, it is at 226km from Managua the capital of the country. The institute Miguel Larreynaga has 226 students divided in two modalities, daily with 119 students, 53 men and 66 women, and Saturday with 107 students, 47 men and 60 women. The main economic activity is related to salary people who works for state institutions, another activity is the work in the Palmares de El Castillo S.A (PALCASA), this factory is dedicated to the production of palm, vegetal oil, the types of works are palm maintenance, harvest and crude oil production.

In 1992 The Miguel Larreynaga National institute started as an annex of the Inmaculada Concepcion institute. Inmaculada Concepcion of El Castillo, as night

secondary shift. In 1994 as Saturday secondary in the Sabalos Dinamarca school, and in the 2011 the institute Miguel Larreynaga, was founded. Nowadays it has distance secondary with 5 teachers and regular secondary with 6 teachers.
The building has five classrooms and the principal´s office, one restroom for girls and one for boys, it also has green areas for the student's recreation. The principal of this state institute is Helen del Socorro Castro Lazo.
Some students use to travel everyday 2km from Laureano Mairena community to Miguel Larreynaga Institute.

As we know, human beings go through a series of transitions since their infancy and on, for example, they leave home for first time when they go to kindergarten during three years, then, they pass from kindergarten to pre-school, after that they get into elementary or primary school and then from primary school to Secondary school. At this stage student face a lot of problems because of they are experiencing changes in their lives such as passing from their childhood to their adolescence, and these affect the students learning in general, specially learning a foreign language. Thus, this study will address the major problem that affects the English Learning process due to the students' adaptation during the transition process from primary school to secondary school, since they reflect having little interest in the English class or frustration because they find it so difficult. The transition from elementary school to middle School has been a problem for years in the English Language learning process for seventh grade students in the "Instituto Nacional Miguel Larreynaga". Therefore, based on what have been said before, this paper looks for an answer to the following question.

What is the impact of the transition from primary School to Secondary School, on the English Language learning process for the seventh grade Students?

The following questions will guide us to find the answer to this important question

1. What are the main causes that affect the learning process of the English language in students of seventh grade?
2. How does the transition affect the student's academic performance in the English language subject of seventh-grade students of the Miguel Larreynaga Institute?
3. What must teachers do to help students to overcome the impact that they feel when experiencing such changes?

Objectives

General Objective

Analyze the impact produced by the transition from primary School to Secondary School, on the English Language learning process for the seventh grade Students of the Miguel Larreynaga Institute in the first semester 2019.

Specific Objectives

1. Identify the main causes that affect the student's academic performance in the English learning process during the transition from primary School to Secondary School in the seventh grade students of Miguel Larreynaga Institute.

2. Describe the main causes that affect the students' English learning process, in seventh grade of Miguel Larreynaga Institute.
3. Classify and implement activities that help students to have a much easier way of acquiring the English Language through this process

Justification

Some experts consider that the passage from early age to adolescence is composed of a series of changes or transitions that develop progressively, and these, influence at the same time, the individual's behavior, development and relationship. "These transitions are biological, cognitive, social, and emotional." (Steinberg, L).

Empirically, it is known that for teenagers the transition from elementary school to Secondary school represents a stressing stage, in both physical and emotional, due to they are experiencing changes from their childhood to puberty.

Generally, teachers face this type of situation and have to deal with students' temper and behavioral changes. As these aspects affect, as is said before, their emotions and so that their relationships.

This research aims to understand the impact produced by the transition from primary school to secondary school on adolescent students, and how it affects their academic performance in the English language learning process. Three key contributions are expected as a result of conducting this research: 1. A better understanding of the adolescent students changes as well as their attitude toward

the English language learning. 2. A more comprehension and commitment from teachers to help students to increase their academic performance in the English language subject. And 3. Creating, adopting or adapting, and implementing activities that help and motivate students to learn the English language, in an easier way, that benefit this transition, without affecting their English language learning performance.

There exist little studies related to this topic in Latin America; some have been done in the United States. In Nicaragua there is not any research background focuses on this type of situation.

Chapter II: Theoretical Framework

Problems in the transition from elementary school to high school

"Education is the most powerful weapon which you can use to change the world" Nelson Mandela

The transition from primary to secondary school, represents for students a stage of changes in their lives, for that reason it is very important to give special attention to this change and help them to achieve a correct and good transition, so that, parents and teachers can help those children to avoid that, this transition becomes traumatic.

In this chapter some concepts are introduced, such as: Puberty, academic differences, cultural environment, gender and motivation,, as well as responses to some questions in order to understand the situation studied in this work.

Puberty

Puberty is a dynamic period of physical growth, sexual maturation, and psychosocial achievement that generally begins between age 8 and 14 years. The age of onset varies as a function of gender, ethnicity, health status, genetics, nutrition, and activity level. Puberty is initiated by hormonal changes activated by the hypothalamus. Children with variants of normal pubertal development both early and late puberty are common in pediatric practice. Recognizing when variations are normal and when referral for further evaluation is indicated is an important skill. (Greiner & Children, 2016)

Many times, the students present different attitudes during the transition process, in some cases that process can be easy, but on the other hand that situation represents a challenge.

Problematic aspects of transition can be classified as academic or social, most of which result from the dramatic changes that occur as students move from primary to secondary school. (Mackenzie, McMaugh, & O'Sullivan, 2012)

When talking about changes it is referred to many situations in the transition from primary to secondary, because in this stage the students are aged 11 or 12, that means that the students face a series of changes as emotional as physical aspects, and this makes them more susceptible to the different social situation that are presented during the transition. Therefore, it is of paramount importance to understand that one of the principal situations that cause problems in the teenagers, are the emotional problems, some of them are on hand into the family nucleus, for example, lack of communication between parents and children, the couple problems, these affect the emotional health in teenagers. Thus they cannot get well concentrated in the classroom.

Academic Differences

Considerable academic differences exist between the primary school environment and the secondary school environment, such as greater emphasis being placed on evaluation of students (Benner & Graham, 2009; Anderson, Jacobs, Schramm & Splittgerber, 2000; Wigfield et al., 1991, quoted by Mackenzie, 2012*), the school*

being larger and more competitive (Demetriou, Goalen&Rudduck, 2000, quoted by Mackenzie, 2012*) and ability being more highly valued than effort.*

The primary school environment is more playful than secondary, because the students learn through dynamic, songs, games, and others. On the other hand, secondary school environment is heavier than primary, due to the teachers do not apply strategies like games and challenge activities that make the students gain knowledge in a funny way.

A difficulty in the transition from primary to secondary is the change in the academic perspective, repeatedly; the teachers do not analyze the pre-test that they apply to students at the beginning of the scholar course in order to know the previous abilities that the students have gotten in their daily life; so when the teacher does not pay attention to this situation he/she can cause a trauma, affecting in this way, the student's English learning process.

Cultural environment and gender

In her study of 340 students in the final year of primary school (in this study, Year 6) and their first year of secondary school (in this study, Year 7), Marston (2008) found that the majority of students moving to secondary school looked forward to more freedom, new challenges, other subjects, different teachers and the opportunity to make new friends. Those students not looking forward to secondary schools were all male. Overall, female students made the transition more easily than males and seemed more settled after transition. 'The age at which students

make the transition matters, as does their gender and cultural background'.

(*Marston (2008),* quoted by Hanewald, 2013)

Agreeing with the previous quote, it is understood that the transition is very different for males as well as for females, since males reflect other expectative about the future in the high school, in our community the transition problems frequently in males have to do mostly with shyness and the lack of communication. In contrast, females are different as they are more secure, focus on what they want and matured, so for females the transition is more easily than for males. Furthermore, it is easier for females, because, they are friendlier than males, males meet new friends through the games, like football, baseball, and volleyball and others, for that reason is more difficult for them, because it is more delayed.

How to achieve a good transition?

The transition to secondary school is not a simple step in a child's growth because it happens with numerous changes in both the school environment and social context; they have to adapt to larger buildings, different teachers and a bigger number of partners. Related to this aspect Chung et al. (1998) as Waters et al. (2012) cited in Rens et al. (2018) state that *"They also have to adapt to the ways of thinking and the way you have to behave in secondary school. These changes can have positive or negative effects on children's well-being. It has been shown that poorer school and peer transitions can have negative long- term consequences on mental health."* Agreeing with these authors, children have to learn new ways to learn and study as well as discovering and developing abilities they have. Hence,

for students to achieve a good transition, there must be a good connection between parents, students and teachers. Having the teachers the responsibility to do their best in the classroom in order to create a good classroom environment that let students to engage and challenge themselves to face such changes.

Relationships

The research recognized that one significant sign of a successful transition was the extent that children have more and new friendships and higher self-esteem and report greater confidence after their transition to secondary school. The research suggests there is a need to help children develop their social and personal skills (friendships, self-esteem and confidence). (Evangelou et al., 2008)

For teenagers is of great importance developing friendships during their adolescence stage, because when they have a good relationship with their classmates, the transition is much easier, since teenagers are more susceptible to changes on that stage, when teenagers have good relationship that situation provokes a different reaction, in special the security, when students join in groups they are more confidents, and more braves.

As O'Neil (2013) mentions "*As professional educators we all know that learning occurs in relationships and that, if the relationships are not right, the learning is impeded*". It is very important that teachers encourage students to work in groups, because in this way they have more opportunity to know their classmates, and that, can help them to achieve a good transition.

Motivation

Motivation is important because it is what causes us to actively look for resource to guarantee our success. While some motivation requires a conscious effort, others, like looking for food, eating, and finding a sexual partner are ***innate motives*** *that we are born with and allow us to stay alive.* ***Secondary motives*** *keep us motivated to do activities and learn, which depend on each person's culture.* (Cerdan, 2017)

Motivation is a very important aspect that must be taken into account when teaching a foreign language since this is the foundation or the reason that makes students to actively look for sources to meet their needs and assure their success.

Research has shown that the interaction between her and student is more important than structural factors like educational materials or class size. This relationship between student and teacher begins when they start school and is just as important as the student advances and the academic challenges become more difficult. (Cerdan, 2017)

Regarding to the aforementioned, the student-teacher relationship should be a link that is formed in such a way that there can be a trust that allows the student to express themselves freely, and the teacher to advise and teach effectively. Therefore, this relationship cannot be overlooked, but must be worked throughout the school year.

The teacher

It is critical that primary and secondary teachers are actively involved in exchanging information about where students are at with their learning so the expectations that secondary teachers have of their students are sufficiently high to challenge students to take the next step in their learning. Secondary staff need to establish the right balance between support and challenge for students to achieve at their best. (O'Neil, 2013)

In the aforesaid citation we can find the importance of the communication that must exist between the teachers of the primary and secondary modalities, this in order to they can have a broad knowledge about the behavior, habits, temperament among other aspects of the students that help to make the student experience a positive transition that will help them to take secondary school as a new stage full of remains and new experiences to live.

In our experience as sixth grade teachers we have observed that our students have great expectations for the seventh grade or first year of secondary school; however, when they have enrolled in middle school, students who did not participate in the transition process find it more difficult to get used to the pace of learning that the middle school has, in contrast, the students who participated in the transition process take the high school one way simpler because they already know what the system is like and they take it as a challenge to overcome and they have great desires to learn English.

Chapter III: Methodological Framework

Introduction

A Research is always based on some philosophical theories, which help us to decide on an appropriate research method for developing a given study. With the aim of conducting and evaluating any research, it is very important to learn what these theories are. Therefore, this chapter discusses some theories as well as the design strategies supporting this study. Some theories are reviewed and presented.

The research methodology is a whole plan for gathering data in an experimental (empirical) research project. It is an “outline” for empirical research aimed at answering specific research questions or testing specific hypotheses, and must specify at least three processes: (1) the data collection process, (2) the instrument development process, and (3) the sampling process. The instrument development and sampling processes are described in next chapter, and the data collection process (also known as “research design”) is introduced in this chapter.

The research design for this study is descriptive. A descriptive design helps provide answers to the questions of who, what, when, where, and how connected with a particular research problem; a descriptive study cannot categorically determine answers to why. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation.

With descriptive research the subject is being observed in a totally natural and unchanged natural atmosphere. True experiments, whereas giving analyzable data, often unfavorably influence the normal behavior of the subject. It also can produce rich information that lead to important recommendations.

This chapter includes the research methodology developed. In more details, this part considers aspects of the plans or strategies to carry out this work, the research method and approach, methods of data collection, sample selection, research process, type of data analysis, ethical considerations and the research limitations. This work is made from the analytical paradigm since it allows a deeper analysis of the problem; from the qualitative approach, because it is aimed at gathering information through methods such as survey, a class attendance and observation.

Research Strategy

The research held with respect to this dissertation was an applied one, but not new. Rather, numerous pieces of previous academic research exist regarding the transition from primary to middle school, but no one is focused in the difficulties that students have in the English class. As such, this research took the form of a new study but on an existing investigation matter.

Research method: Qualitative approach

In order to achieve the objectives of the research, we focus on a qualitative investigation, according to this approach, the aim is a complete detailed description and classify features, construct statistical models in an attempt to explain what is

observed, this help us to organize and analyze the information better, which allows us to have a broader development of the subject and we can take different perspectives, which will allow us to reach to the objectives conclusion.

Data collection method and tools

Survey

A survey is a method of collecting information from a sample of a group of people, usually with the purpose of taking a broad view of the results to a larger population. Survey research has a number of intrinsic strengths related to other research methods. These methods are an excellent vehicle for measuring a wide variety of unobservable data, such as people's preferences. According to Gallup World Poll (nd), qualified questioners ask questions of people who has been chosen randomly from the population being measured. Answers are provided, and interpretations are made based on the results. Therefore, it is essential in a random sample that every person in the population being studied has the same opportunity of taking part. If not, the results could be subjective and, consequently, not representative of the population.

Representative samples are chosen in order to generalize about a particular population being studied.

What is observation?

- Observation is a method of data collection in which researchers observe within a specific research field. It is sometimes referred to as an unobtrusive method

- Participant observation involves the observer being a member of the setting in which they are collecting data –there are quite a few variations of this definition

Observation is normally associated with an ethnographic methodology (more later) but can be used as part of other research designs

Universe, population and Sample

Universe: refers to the total of the items or units in any field of inquiry**.**

Population: refers to the total of items about which information is desired.

Sample: It refers to the technique or the procedure the researcher adopt in selecting some sampling units from which inferences about the population is drawn

The Miguel Larreynaga Institute has a universe of 226 students, in our study the population studied is from the seventh grade who are 39 students, from this population a sample of 7 students was chosen randomly.

In the case of the parents, we count with a universe of 60, from this there is a population of 15 and it was taken a sample of 7 parents, randomly

About the teachers there 6 teachers In the school but there is just 1 teacher of English, who was the only one that a survey was applied

Research process

In order to begin with the data collection process, on March 11 we took the first step, which was to speak with the director of the Miguel Larreynaga Institute in order to obtain authorization to conduct our research in this study center.

The surveys were applied within the period from March 16 to 18, 2019, to the seventh grade students and their parents. A survey was applied on March 20, 2019 to the English teacher of the Miguel Larreynaga Institute, during the teacher's free time, it lasted from 15 to 20 minutes. An English class was observed on March 21, 2019 to gather information that is more reliable, the observation lasted 45 minutes. Finally, we taught a face-to-face class on June 19, 2019 in a session class of 90 minutes (it is worth mentioning that before applying the surveys, the observation and the case, participants were explained, previously, the end of the investigation).

Ethical considerations

For the application of the surveys to participants, these were piloted, first, with them, the participant were explained about purpose of the survey, pointing out that the information they would provide would be for academic use, only.

Research Limitations

- The size of the sample was relatively small – 7 participants. A bigger sample would probably enhance the reliability of the research.
- Short time due to limitations such as work and distance.

Variables

A variable represents an assessable characteristic or quality that changes or varies through the research whether associating results between several groups, multiple people or even when using a single person in an experiment conducted over time. Altogether, there are six basic variable types: dependent (it changes in direct response to the independent variable), independent (it does not

change), intervening (it links the independent and dependent variables; are not directly observable during the experiment), moderator (influence the relationship between the independent and dependent variables), controlled (certain characteristics of the objects under scrutiny are deliberately left unchanged), and extraneous variables (also known as unforeseen factors, can affect the interpretation of experimental results).

In our study the following variables were taken into account: environment influence, teacher's techniques, student's attitude and motivation.

Variable 1

Variable	**Conceptual Definition**	**Operational Condition**	**Dimensions**	**Indicators**	**Informants**	**Instrument**
The environment influence	Environment in the school must have humans, social and cultural condition.	The students have problem with their classmates because their customs are different. This will be measured through observation.	Humans, Social, Cultural	Expression of displeasure with the begin to learn a new language	Teacher, Student	Poll, Observation

Variable 2

Variable	Conceptual Definition	Operational Condition	Dimensions	Indicators	Informants	Instrument
The teacher techniques to teach English Language	The teachers need to develop materials and exercise with authentic texts with the purpose of constructing communicative strategies that the students need.	Many times we can detect that the teachers don't work with learning corners to facilitate the learning of English language.	Pedagogical	Negative evaluation of the Pedagogical work	Teacher, Students	Poll, Observation

Variable 3

Variable	Conceptual Definition	Operational Condition	Dimensions	Indicators	Informants	Instrument
The Student's attitude	Attitude is the way a person has to face certain situations, that is, externalization of emotion when facing different situations.	As teenagers, the student attitude is unstable, because the student are in Puberty develop. To get this information we will apply an interview.	Psychological	The different student´s temperament	Teacher, Students and Parents	Poll, Observation and Practical class
Motivation	Motivation defined as a planned managerial process, which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs.	Teenagers need to work on their motivation, since at this stage the interest in things is very easily lost, for this we will apply a practical class.	Psychological	Individual works		

Chapter IV: Data Analysis

Students' Survey

After having applied a survey to 7 students of the seventh grade of the Miguel Larreynaga National Institute, which corresponds to the sample that was chosen to work with our information collection instruments, the following results were obtained:

It should be noted that our survey is made up of 8 statements, aimed at knowing the situation of the students regarding their experience in the English class in the seventh grade and their feelings about the relationship they have with their English teacher and their classmates.

In the first statement, regarding to if they like going to school every day, 29% of the respondents expressed "Muy de acuerdo" and 71% responded "Totalmente de acuerdo". Here we can see that the experience of the first months in secondary and in the seventh grade was a good experience for the students, since at no time they showed signs of rejection or apathy for the school, on the contrary they were excited and happy.

In the second statement, concerning to if they love and enjoy their English classes, the respondents were a bit apathetic, since the answers were more balanced, 43% responded "Totalmente de acuerdo", 14% responded "Muy de acuerdo", 29% chose "Deacuerdo" and 14% responded "Endesacuerdo". They said they disagreed, and in this part where there is a direct reference to the English class, the students, as it was expected, have different attitudes regarding the English class although most of them showed having a positive preference, even some students showed themselves in disagreement.

In the third statement, which is related to students attention in the English class, 14% of the respondents answered that they are “En desacuerdo” with the proposed ones, hence 29% responded Deacuerdo”, 29% replied “Muy deacuerdo”, and 29% said “Totalmente de acuerdo”, in this part it is observed that the reaction of the students is more distributed in the response options, as can be seen there is a great difficulty in the students, that has to do with the lack of attention to the English class and this is a quite generalized attitude to the whole class.

In the fourth statement, which is related to the behavior among students, the students responded in the following way: 43% said they are “Totalmente deacuerdo”, 29%, responded “Muy deacuerdo”, 14% responded “Deacuerdo” and 14% said “En desacuerdo”, when we referred to the student-student relationships, we see that behavior can be very varied, as we know students are of adolescent age, which makes interpersonal relationships a little more complicated, this is something that can be noticed in their answers.

In the fifth statement, regarding to the relationship between students with their teacher, the students responded as follows: 57% of the students said they are “Muy deacuerdo” and 43% responded “Totalmente deacuerdo”, in general the students are willing to approach the teacher to ask questions about the class.

In the sixth statement, concerning to the safety that students have in English class, the students responded in the following way: 43% said “Totalmente deacuerdo”, 14% responded “Muy deacuerdo”, 14% responded “Deacuerdo” and 29% expressed they are “En desacuerdo”, here most of students expressed feeling nervous in the English class, but some showed to feel a bit of confidence in this class.

In the seventh sentence, which is related to the participation in the English class, the students responded in the following way: 43% said they are “Totalmente deacuerdo”, 14% responded “Muy deacuerdo”, 14% said they are “Deacuerdo” and 29% responded “En desacuerdo”, in terms of participation in the classroom, the students in their answers are mostly active in terms of participation, but there are also students who disagreed, which gives us a negative indicator in this aspect.

In the eighth sentence, regarding to the fulfillment of the assigned tasks, the students responded in the following way: 14% said they are “Totalmente deacuerdo”, 14% said they are “Muy deacuerdo”, 43% responded “Deacuerdo” and 29% responded “En desacuerdo”, although most expressed their agreement with the tasks another part was in disagreement, some of which justified that he does not understand the explanations of the teacher and as we see in the statement 5 there are students who do not approach the teacher to consult about something they did not understand.

According to the graphics resulting from the data analysis parents of the seventh grade students answered the following:

In the first sentence, which is related to the participation in school meeting, the 29% of parents answered “En desacuerdo”, and the others 71% answered “Totalmente de acuerdo” that means that the majority of parents like participate in meetings.

In second sentence, concerning to participation in Escuelas de Padres, the 44% of the parents answered in “Totalmente de acuerdo” this means that they take the Escuelas de padres as an important, 28% of the parents answered in “En desacuerdo”, they take the Escuelas de padres as

an obligation, and the last 28% answered in “Muy de acuerdo”, they does not take it as an important in the acquisition of knowledge process.

In the third sentence the, regarding to parental responsibility at home about school homework, 29% of parents answered in “Totalmente de acuerdo”, this means that they check if their teenager’s homework daily, the 43% of parents answered in “Muy de acuerdo”, they check their teenager’s homework twice in a week, the 14% of the parents answered in “De acuerdo”, they check their teenager’s homework once in a week and the last 14% answered in “Desacuerdo”, did not check their teenager’s homework.

In the fourth sentence, about the commitment to your child's learning, from 7 parents 2 answered in “Totalmente de acuerdo” and the others 5 parents in “En desacuerdo”; this mind that only the 29% of the parents visit the school to see the how is academic performance and the discipline of their teenagers and the 71% parents do not visit the school.

In the fifth sentence, concerning to ability to help your children, 29% parents answered in “Totalmente de acuerdo”, they like help their teenager in their homework all the time, the other 29% answered in “Muy de acuerdo”, these parents help their teenagers some times and the last 43% answered in “De acuerdo”, these parents help their teenagers when they have time.

In the sixth sentence, about the importance of English classes for students, the 71% parents answered in “Totalmente de acuerdo”, seen the learning of English as the most important foreign language to learn in our country and the 29% answered in “Muy de acuerdo”, seen the English language as a very important language to learn in our country.

In the seventh sentence, about whether the parents see interest in his son in learning English, the 71% of the parents comment that their teenagers have the wish to learn English language and the

29% answered “En desacuerdo” these parents seen that their teenager do not wish to learn the English language.

In the eights sentence, regarding to the parent sees the interest of the teacher, 14% of the parents answered in “En desacuerdo”, 57% of the parents answered in “De acuerdo” and 29% of the parents answered in “Muy de acuerdo”. When the parents read this sentence, they comment that they do not see much effort of the teacher to make their teenager learn the English language.

Report of the poll to the teacher of the seventh grade of the secondary school of the Miguel Larreynaga institute, Boca de Sábalo, El Castillo

First, in question one regarding to academic performance, the teacher selects the answer “Bueno” that minds the students understand the teacher well.

In question two, about language acquisition, the teacher selects the answer “Muy Bueno” that minds the teacher does not see the acquisition of the English language as an excellent.

In question three, concerning to impediments language acquisition, the teacher comment that in seventh grade group are too much students and they are too noisy and this makes the English learning process, difficult.

In question four, about the teacher responsibility, the teacher answers positively because she is clear with her responsibility, but she did not refer to the question raised.

In question five, concerning to the teacher said that is important, because the students learn new vocabulary through pictures, phrases, and mural.

Observation

On March 21, we applied an observation guide, during the development of the English class in the seventh grade of the Miguel Larreynaga Institute, from which we obtained the following results:

Regarding the mastery of the discipline, a good perception of this aspect was not achieved, since, the teacher did not develop the class fluently, and the English class time was used to organize work groups and review of pending tasks.

It was observed that there is no mastery of the students in regards to order, as well as the cleanliness in the classroom

Evaluating a very important point such as the setting of the classroom, we could see that there is no material such as: posters, murals, signs, neither the realization of recreational activities to motivate students during the development of the class.

Practical Class Report

On Wednesday, June 19th, we presented to the national institute Miguel Larreynaga, to teach a practical practice of English to the seventh grade, as part of our research work, where we work with students on pronunciation and writing with the topic: “daily routine” (see box 00).

As it was expressed in the report of the observation, the students are quite restless, which in the first instance makes the teaching process difficult, also another difficulty encountered is the number of students, which in total are 36 students between men and women, which represents a challenge for any teacher in terms of maintaining order within the classroom.

Regarding to the development of the activities, the students are not very participative, in the same way the number of students makes it difficult to develop the activities quickly and efficiently.

Concerning to the knowledge of some words and terms in English, the students mostly expressed that they did not know the personal pronouns, which is considered as a difficulty since the students did not know such pronouns, for this reason the students are not able to formulate simple sentences independently.

Chapter V. Conclusions and Recommendations

Conclusions

As we have learnt through this work, every human has a process of changes in different stages of life. Some of those changes are easy to assimilate but others are difficult as well as some people assimilate them in an easy way, contrary to others that find it too hard to accept or adapt to changes. Transition from primary school to Secondary School, could be less traumatic for students if the teachers and parents work together in order to help their children to find this stage of their life as a very interesting and important experience they ever lived. So that they could get a better performance in their English learning process and find that English is a very funny and interesting subject to learn.

From this study we can draw the following conclusions:

- ✓ The factors that affect the transition from primary to secondary are: Students feel weigh down by the number of teachers who teach them. There is no constant support from parents to help the teacher and the integration of students into their new school environment. Students are in a stage of both physical and emotional changes, which affects the discipline inside and outside the school. Another factor that influences is the lack of communication between parents and teachers, which makes it difficult to treat situations directly and quickly.

- ✓ Seventh grade students present problems of indiscipline, which is mainly shown in the lack of attention and order in class this is due to: lack of motivation of parents from home, little interest of the teacher at the time of teaching English class.
- ✓ There is a difficulty at the municipal level, which is the lack of pedagogical advice for teachers who teach the subject of English.

Recommendations

The above conclusions lead us to the following recommendations:

To the teacher:

- Promote discipline, order and cleanliness in the classroom and mainly.
- Teaching the English language by using flashcards, pictures, signs written in English, etc.
- Create an English corner in the classroom: murals, posters, reading space, etc.
- Apply activities that help students with vocabulary learning and pronunciation such as: saying easy tongue twisters, singing, reading aloud and so on.

To the students:

- Work on the promotion of values and conscious discipline both inside and outside the classroom.
- Pay more attention to the English class to get a better education.

To parents:

• Support their children in school work from home, and support the teacher in strengthening values in adolescents.

To the Ministry of Education (MINED)

• Implement pedagogical advice to the teachers who teach the English class, to achieve better results in the contents taught.

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Appendixes

Universe, Population and Sample

UNIVERSE

F	M	T
126	100	226

POPULATION

F	M	T
17	22	39

SAMPLE

F	M	T
4	3	7

PARENTS POPULATION

F	M	T
36	24	60

PARENTS SAMPLE

F	M	T
5	2	7

TEACHERS' POPULATION

F	M	T
5	1	6

TEACHERS`SAMPLE

F	M	T
1	0	1

Instrument Poll

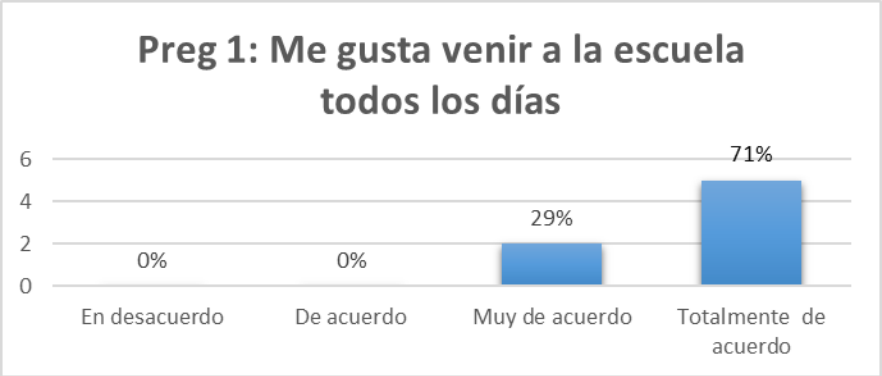
To Students
Marca con una X la opción que mejor responda a tu percepción

	En desacuerdo	De acuerdo	Muy de acuerdo	Totalmente deacuerdo
Me gusta venir a la escuela todos los días				
Me encantan las clases de inglés y disfruto ese momento con mis compañeros				
Mis compañeros y yo prestamos atención en nuestras clases de ingles				
Mis compañeros y yo somos muy amigables en clase				
Por lo general acostumbro a pedir ayuda a mi maestro cuando lo necesito				
Las clases de inglés me ponen nervioso (a)				
Me gusta participar activamente en mis clases de inglés en el aula				
Cumplo con todas las tareas asignadas por el maestro de inglés				

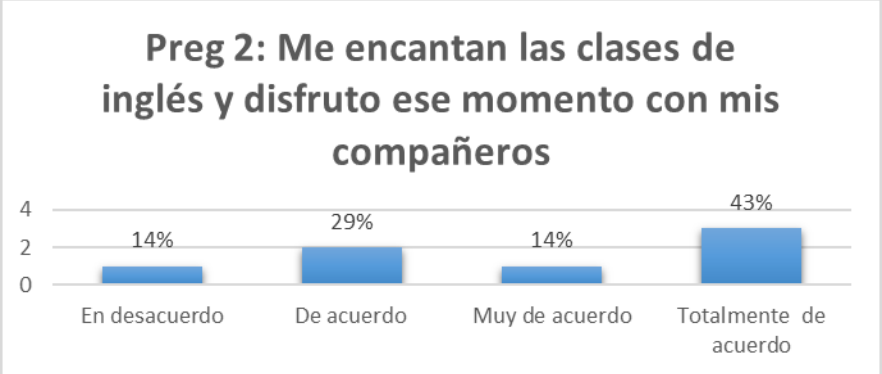
(Box 1)

Graphic Results of the students Poll (percentage)

Graphic 1.a



Graphic 2.a



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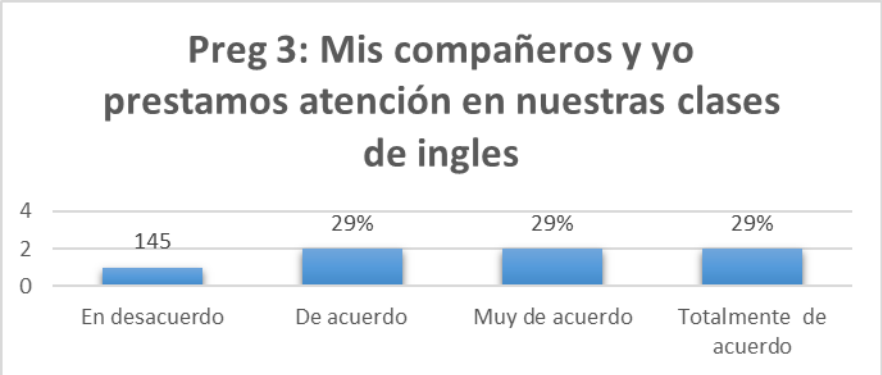
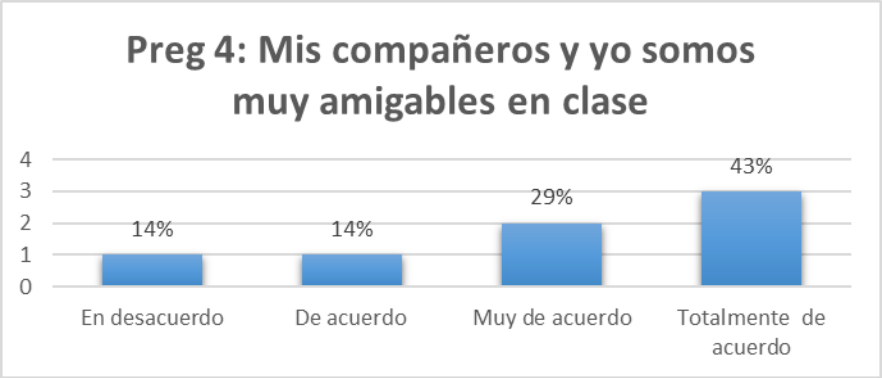
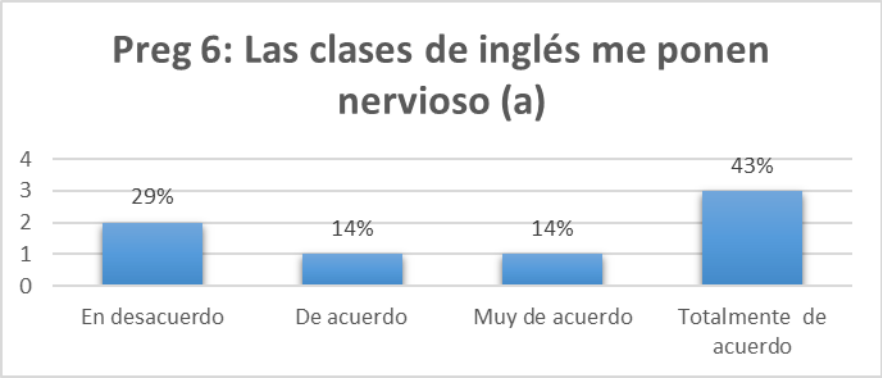


Graphic 4.a

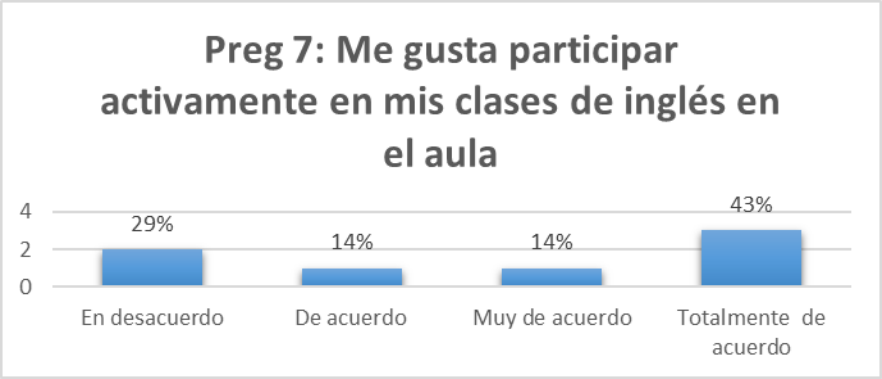


Graphic 5.a

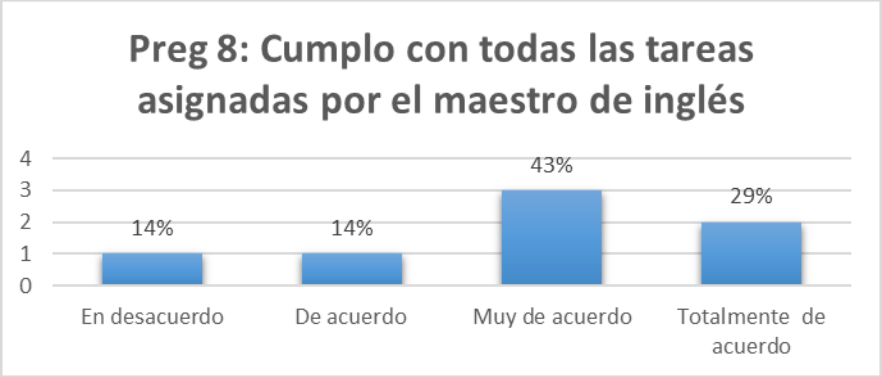
Graphic 6.a



Graphic 7.a



Graphic 8.a



For the family parents

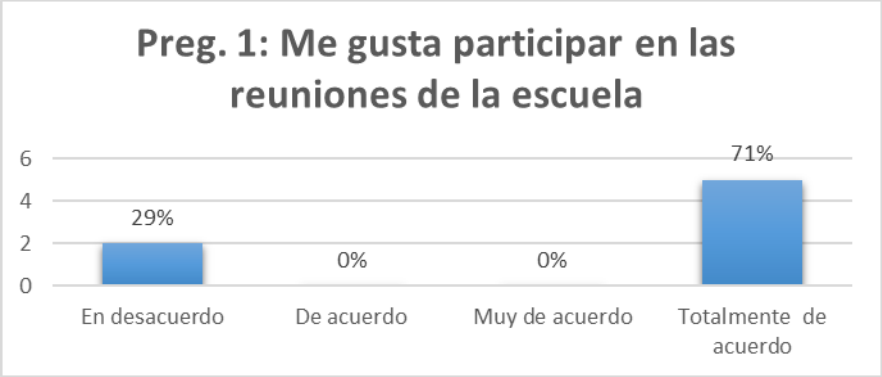
We the students of the English major, accord our investigation topic, we apply the interview to the parents, with the purpose to know the main difficulties that affect in the transition of primary to secondary school, and achieve to develop strategies for helping students and bringing accompaniment to improve that situation.

	En desacuerdo	De acuerdo	Muy de acuerdo	Totalmente de acuerdo
Me gusta participar en las reuniones de la escuela				
Me gusta participar en las escuelas de padres				
Reviso si mi hijo (a) hace sus tareas escolares				
Visito el instituto para ver los avances académicos y de conducta de mi hijo (a)				
Ayudo a mi hijo (a) con sus tareas escolares				
Considero las clases de inglés importantes para la educación de mi hijo (a)				
Considero que mi hijo tiene deseo de aprender ingles				
El docente se preocupa por el aprendizaje de mi hijo				

(Box 2)

Graphic Results of the parents Poll (percentage)

Graphic 1.b



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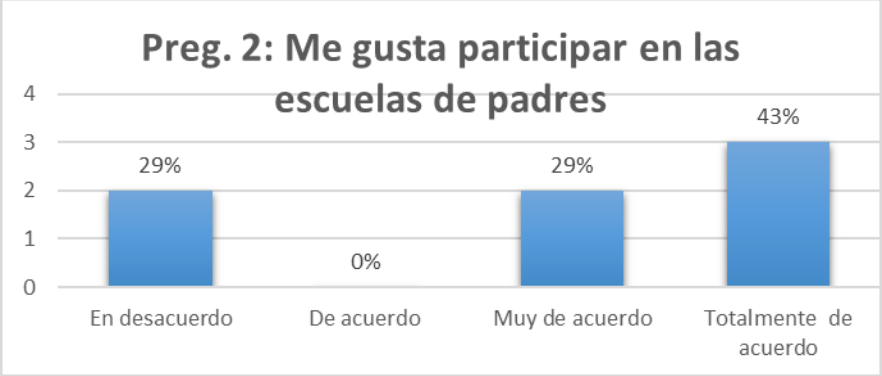

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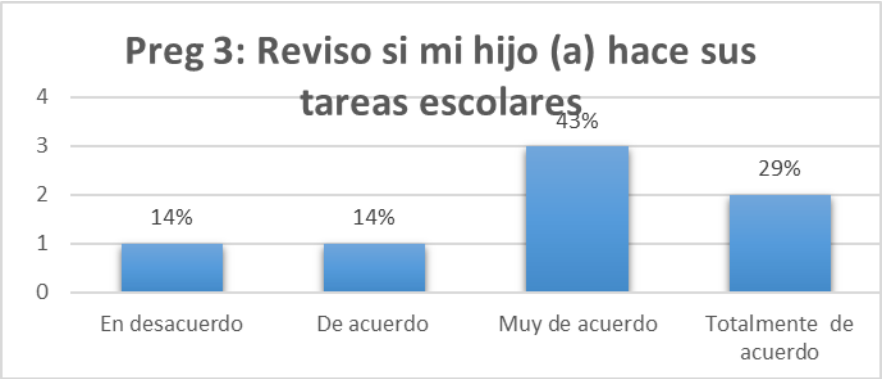

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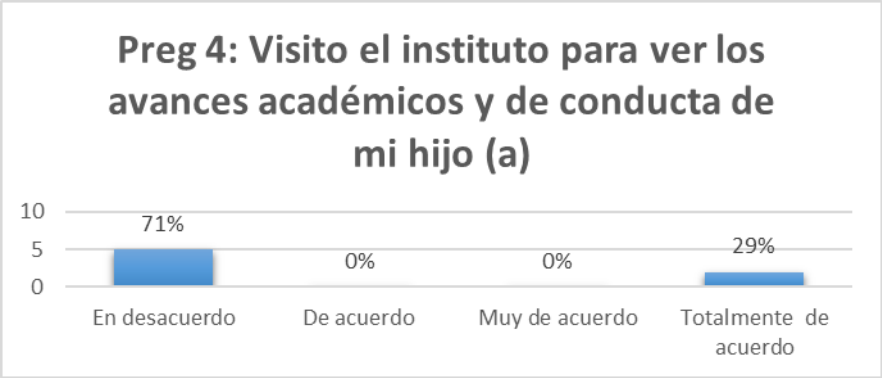
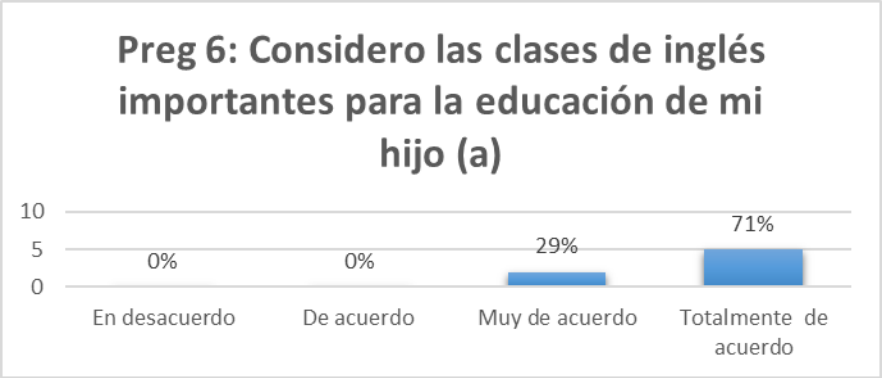


Graphic 5.b

Graphic 6.b



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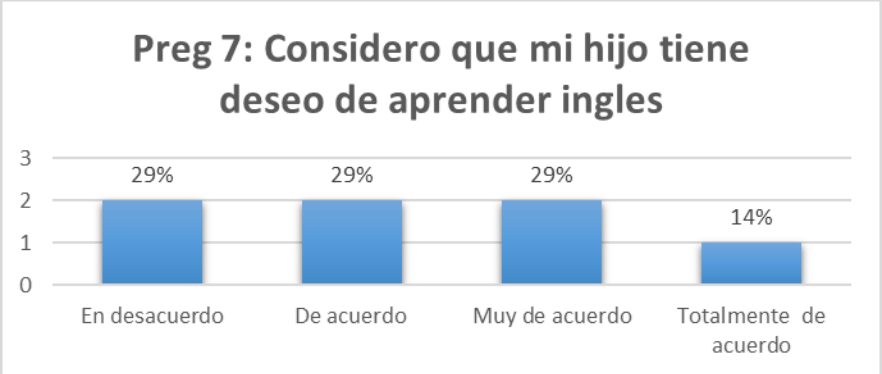

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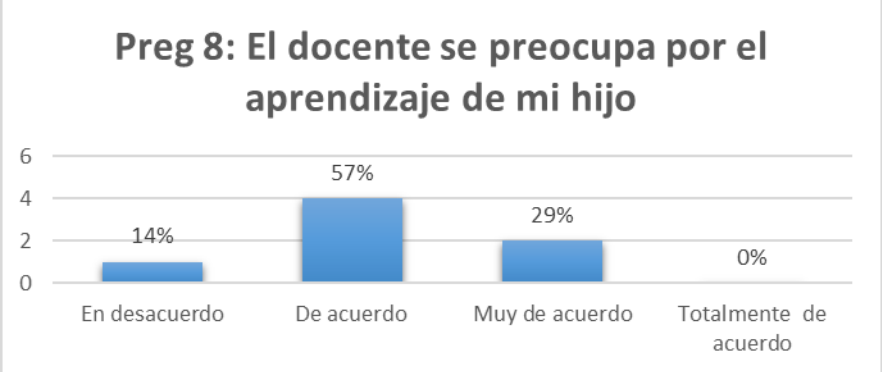

The teacher

We the students of English major University UNAN-LEON interuniversity seat "Dr. Rigoberto Samson in Memoriam", San Carlos, Rio San Juan, chord to our investigation topic, we apply the interview to the teacher to improve our investigation and the acquisition of the speaking of the English language in the seventh grade students of the Miguel Larreynaga institute, El Castillo, Rio San Juan. (We decide to apply the interview in Spanish in order to the teacher could respond clearly)

- **General data**

Name:_____

Age:_____Years of experience:_____Position: _____Subject:_____

University degrees: _____

Lea detenida mente cada una de las interrogantes y responda a conciencia. Sus aportes serán de mucha utilidad para nuestra investigación.

¿Cómo ve el nivel de aprendizaje de la asignatura de inglés en este centro educativo?

Bueno Muy bueno Excelente Malo

¿Qué tan importante ve la adquisición de la lengua extranjera (ingles)?

Bueno Muy bueno Excelente Malo

¿Qué factores ha encontrado en sus estudiantes de séptimo grado que les impida adquirir este nuevo lenguaje? (comente)

¿Creé usted que desde su desempeño como laboral, usted ha promovido el buen uso del habla de la lengua extranjera en sus estudiantes? Sí, no ¿Por qué?

- ¿Creé importante mantener la sección decorada con afiches, dibujos o frases en el lenguaje extranjero (ingles)? Sí, no ¿Por qué?

Observation

We the students of English major University UNAN-LEON interuniversity seat "Dr. Rigoberto Samson in Memoriam", San Carlos, Rio San Juan, chord to our investigation topic, we apply the observation to the english class and the teacher to improve our investigation and the acquisition of the speaking of the English language in the seventh grade students of the Miguel Larreynaga institute, El Castillo, Rio San Juan.

A EVALUAR	**VALORACION**			
DOMINIO DE LA DISCIPLINA	**REGULAR**	**BUENO**	**MUY BUENO**	**EXCELENTE**
Explica de manera clara				
Responde las interrogantes de los estudiantes				
Propone ejemplos a la hora de dar la clase				
AMBIENTE DE TRABAJO				
Orden en la sección				
Aseo				
ESTRATEGIAS METODOS Y TECNICAS				
Murales, afiches o rotulaciones en inglés, actividades				

(Box 3)

Lesson Plan					
Year	**7**	**Unit**	**IV Every day activities**	**Date**	**Tuesdas y19**
General data					
Objectives	**To introduce the daily routine**				
Vocabulary	**Wake up, Brush, shower, breakfast, lunch, dinner, sleep, go to, bed, school, home**				
Anticipated difficulties	**Lose the time in the organizations of the activities.**				
Materials	**Pictures, Markers, Whiteboard, Colors sheets**				
Stage	**Time**	**Content**			**Interaction**
Topic		Every day activities			**T-SS**
Warm up	**10**	Through the activity "the hot potato", the students will present themselves and say their daily routine.			**T-SS**
Presentation	**10**	The teacher will present the topic by asking questions like: Do you know any word in English about your daily routine? The teacher will say what is a daily routine.			**T-SS**
Practice	**10**	Through pictures the students will order in their notebooks a daily routine. The students will repeat the phrases after the teacher.			**T-SS**
Production	**10**	In groups of four, the students will write 5 simple sentences in a sheet of paper.			**SS**
Homework	**5**	With the help of your parents write a short paragraph about your daily routine. (Individual)			**SS**

(Box 4)

Evidence

(Own source)

(Own source)

(Own source)

(Own source)

(Own source)

(Own source)