

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

Regional university center of Matagalpa

UNAN-CURM



Graduating Seminar to obtain the title in Sciences of Education with mention in English.

THEME

The difficulties in the English Teaching Learning Process as a foreign language in High School of six different towns of Matagalpa department, during the second semester 2007

SUB-THEME

Difficulties in the evaluative system in the English Teaching Learning Process in IV and V level at San Ramon's High School, during the second semester 2007.

AUTHORS

- *Bayardo José Zamora Blandón.*
- *Leonel Ramos.*

TUTOR

Lic. Marisela Coronado

Matagalpa, November 03rd, 2007.

THEME

Difficulties in the English Teaching Learning process in secondary schools as a foreign language in six different town of Matagalpa Department, during the second semester 2007.

SUB-THEME

Difficulties in the evaluative system in the English Teaching Learning Process in IV and V level at san Ramón High School, during the second semester 2007

DEDICATION

We want to dedicate this work to our families because they were always there for us and they help us to solve every problem that we had since we began to make this research.

Because they helped us without waiting for anything just love and our quietness, they were always worried about if our needs and gave us those words of cheering that made us feel like if we can do almost everything.

This research is dedicated to them because they had the patient to endure us in our hard times and helped us to get the success in this wonder, but difficult work.

ACKNOWLEDGMENT

This research has been made with efforts of each one of the authors, first of all, our special gratitude to God, our lord, for giving us time, life and knowledge in order to finish this work.

To our parents for giving us the life, helping us, understanding us and because they were always there for us.

To our teachers for giving us knowledge for making this research, patience for teaching us how to do everything well, and to every one who permit that this research was completed, to the National Autonomous University of Nicaragua, teachers, students and partners.

Thanks everyone

Teacher's Valuation

In this work we can find a study about the difficulties in the evaluative system in the English Teaching Learning Process in fourth and fifth levels at San Ramón High School, during the second semester, 2007.

The difficulties in the application of the evaluative techniques and strategies are faced for the most of the English teachers in High School; this is the most important reason for which Leonel Ramos and Bayardo Zamora have Developed this investigation.

They offer useful information about this Topic, and suggest a series of techniques and strategies in order to improve the evaluative process, which allow getting the meaningful data about the advances or deficiencies of our students in the English Teaching Learning Process.

Congratulations to Leonel and Bayardo.

**LIC. Marisela Coronado G.
Tutor of Seminary of Graduation
English - 2007**

SUMMARY

The difficulties in the English Teaching Learning Process in six different towns of Matagalpa department are the main topic in this research. It is very important because it will analyze the difficulties in the ETLP in the places before mentioned in High School, in the second semester of 2007.

The topics which this research is concerned with are about everything related to the English syllabus like the lesson plan, methods and techniques used by teachers and about the structure of the evaluative system such as its application and the mastery of the teacher.

All the difficulties that are in the evaluative system are evident and the most important ones that are affecting the evaluative system is the mastery of the teacher in evaluation and the lack of preparation, all this information was worked applying different instruments like interviews and surveys for teachers and students getting information that helped us to understand the principal difficulties in the evaluative system and at the same time we give suggestions for improving them.

This research has been made with the purpose of determine the difficulties in the evaluation system and after determine and analyze them, compare and give recommendation for solving the difficulties found.

INDEX

Theme and Sub-theme	i
Dedication	ii
Acknowledgment	iii
Summary	IV
Introduction	1
Justification	2
Objectives	3
Development	4-51
Conclusion	52
Bibliography	53
Annexes	54

I INTRODUCTION

This research is mainly concerned with the difficulties in the English Teaching Learning Process with the purpose of analyze all the difficulties that can be found in this one.

It was tried to get all this information from books, magazines and personal references of different teachers with a big experience in this area and for comparing the information extracted from the last reference mentioned before, it was applied survey and interviews for the students and teachers.

This research was with eighty nine students from the National High School in San Ramón which represent sixty seven percent (67%) and one English teacher, in IV and V level, also, methods and techniques with the teacher work during the class, but it also referred to the evaluative system and the evaluative methodology where talked about the normative of the evaluative system, the level of knowledge about the evaluative system that the teacher has, the application of the evaluation by the teacher and the perception by student and also like and important aspect de empirical and scientifically method about evaluative system such as its application. This topic in general is very important because, first of all, the High School like the institution and the teacher like professional can get better in the different aspect that are affecting in a wrong way the evaluative system and at the same time obtain better results that help to the students to have better results and have a correct meaningful learning of this class.

In this research so many difficulties were found because, first of all, there is not so much information about the different aspects that talk about the evaluative system and the lack of enough bibliography that can be used at home, the time was a very important aspect that affects the development of this research because the authors as workers did not have enough time for interviewing and applying surveys to the teacher and the students, finally, it was finished successfully.

II JUSTIFICATION

This research has been made with the intention of determine the difficulties in the evaluative system in the ETLP.

As every teacher knows there are many troubles with the evaluation of the English class, not just for the teacher, when they want to know how the level of knowledge is with the students, they evaluate so quickly, so, the results are presented to the institution in time but the students are affected with the evaluation (or kind of evaluation) because they can not demonstrate the real knowledge that they have.

As it was mentioned before, this research can be used for teachers and students that want to improve the work and the results of the study ,but we have to consider that not just teachers and students are interested in the evaluation generally, they are the first that are interested, but there are other persons who can be interested in this, like the parents of the students or the bosses of the teachers and all the community in general, because if the school has good students and good teachers the community will have good citizens.

This research can be useful to ETLP giving some solutions to improve the Evaluative system and get better results for teachers and students at the same time.

The difficulties in the evaluative system have been studied applying some polls and interviews to teachers and students for knowing real information from school, after that, it is going to be compared with scientific information and after a deep analysis, give the concrete difficulties and give suggestions for improving the evaluative system.

III GENERAL OBJECTIVE

To analyze the difficulties in the ETLP as a foreign language in high school of six different towns of Matagalpa Department, during the second semester 2007.

SPECIFIC OBJECTIVES

1. To identify the difficulties in the evaluative system in the English Teaching-Learning Process in IV and V level at san Ramón High School, during the second semester 2007.
2. To compare the empirical and scientifically application of the English evaluation in the Teaching Learning Process in IV and V level at san Ramón High School during the second semester 2007.
3. To determine the difficulties in the evaluative system in the English Teaching Learning Process in IV and V level at san Ramón High School during the second semester 2007.
4. To suggest some alternatives of solution in order to improve the evaluative system in the English Teaching Learning Process in IV and V level at san Ramón High School during the second semester 2007.

IV DEVELOPMENT

English as a foreign language has been seen like a class that does not matter, a class that is not so important for students, this is because the people are not interested in the development of this subject, one good example about this can be seen when teachers or headmasters give grades to students without thinking if these students know or learn in a good way, what teacher want or wait from the student.

It is very indispensable that teacher and superior authorities think in the learning and the knowledge of the student, not to be interested in finishing one syllabus or have all the grades that the minister gruels to High Schools in Nicaragua country. When the scholar year is beginning, every teacher must think what parents put in their hands, perhaps the future of their children not just to think that teacher's labor is just a way for earning money and improve their lives. It is very important to know that teachers are working to form the people that are going to be their substitute in the future.

As it is said, teachers, students, parents and community in general must know or consider that if Nicaragua has good children, good students, good teachers, Nicaragua has good citizens and at the same time progress talking about economical situation an social progress, because schools are forming citizens that love the country and its people. "The mission of the education minister is to make students able to apply their knowledge in real life and to form citizens with values and able to do different jobs in the country" (Plan Nacional de Educacion, Page: 35)

It is very important that teachers and all the scholar community take into account that the mission, as it was said before is to make good citizens for Nicaragua and it is not to pass the most of the students, as it is possible .

In Nicaraguan high schools there are difficulties in the correct application of this aspect because; as it is said before the superior authorities are very concerned with just quantitative aspect not in qualitative one.

Some people think that education does not work and that it is not so important in life, because parents think this: If I live, without have received any education, why my children can not do it, here is when High Schools and teachers must act, and try to get good conscience about the importance to get education for having a good future about development of their lives, studies are very important for life, mostly in this time, if people do not know about English computers or do not have a title, people can not apply for a good job in which have best opportunities for growing up not just professional including personal aspect, too.

"Instruction is the result of the assimilation of knowledge, habits and skills, and it is characterized by the level of the intellectual development and the capacity to create that women and men have" (Debese M y G Miralet, Page: 12).

First of all, It is very important to know how the teacher is, every High School in Nicaragua must consider first, not just if the teacher can speak English, talking about English teaching, High Schools have to consider if this teacher is able to create other skills not just in language, teachers have to include values of lives, habits, good habits and the most important aspect, the development of personality.

Men are educated during all life, and government can not accept teachers that are not prepared for teaching, it is very important for teachers study or been studying, this is known how the training of the teacher, a good comparison is made with doctors. How can a doctor do a surgery if he or she has not studied or how can a dentist make a heart surgery if he did not study this kind of medicine?

These comparisons are made because in this institution the teacher has never studied this language for teaching, there is a very big difference between a teacher that can speak English and other one that have studied for teaching English, the pedagogy, the techniques that have been learned in institution of high- learning are very important and have a very important role in the consolidation and acquisition of this language or another subject.

Another case that affect the teaching of English as a foreign language and the ETLP in general is that teacher are covering other subject that they are not or they have not been trained for teaching, just for completing the total of hours that the government ask for paying to the teacher.

But, not just teachers, High Schools and the system in general are causing the difficulties in the ETLP, parents as everybody know have a very important role in the education of the student, recent surveys made by the Minister of Education say that parents are not interested in the education of their children.

Some experienced in teaching, teachers consider that some parents, perhaps the 70% of them, consider the school life a nursery, when boys and girls spend time without affect the life of the parents and students, boys and girls, make decisions without consulting or asking for their parents opinions, a good example is in the desertion, when a teacher ask why the student is not coming to school the parents just said that they do not want to come and that is all.

Parents must be the most interested person in the education of their children, but in our culture, some of them are worried just for the economical aspect not in the kind of life that they are going to have in a future.

In Nicaragua the education is not seen like an inversion, it is seen like a waste of money and time, actually when young boy or girl is between thirteen and twenty year olds he or she is considered like a considerable worker, that must be use before he or she leaves the house and make a family.

The compromise as parents is very important, the transition of experience and create the notion of the importance of education is part of the role of parents.

To talk about economical problems is so common in our country not just the parents are guilty in contracting of young people for jobs, some time these jobs are after school but the student is thinking about what he or she is going to do tomorrow at school or work and can not be concentrated in his or her studies.

At home there can be difficulties that affect directly the work at school, for example if the student does not have anything for breakfast and all the day of School was hungry; the student does not want to receive the class or is not interested in this.

Nicaragua has problems with economy and it is a very important difficulty in the acquisition of English as a foreign language, because these students do not have money for a good course that they can pay after classes.

It is talked about courses after classes, because it is important that students reinforce their knowledge after the period of class, but in our country, for example, the student do not have money for paying one hour of computer and surfing by internet or do not have money for buying a good course that help him or her to get a best knowledge about this language even in the high school, teachers and students do not have enough material to work, in this High school libraries must be supplied with good dictionaries, books and in some cases with computers and internet.

“The negative or the bad attitudes can be connected with the relationship with other partners but, there are some strategies that the teacher can use with their students for example:

Ask to another student about the kind of life that the student has or about one topic that the student may be interested or like it, for example what do you do when you are angry? These ideas create a pleasant atmosphere in which begin working together”. (Forum, volume 43, Page 16). Teachers can interpret this bad part of the

education like quietness that interfere with the ETLP and must find strategies to develop this and start to talk in confidence with their students, but what is the reality.

When the students have a problem they need somebody to trust and talk and when they are bad in tests results can not talk or say what is the exactly problem because, student not always say the reality why they are bad in this one, maybe for problems in their families. The students in this kind of question feel no good because they are scary about what the teacher is going to say, well, we can say that this is a kind of relation because teacher is not helping to the students, it shows that the boys and girls feel afraid not confidences, but not just talking he can help them in other forms.

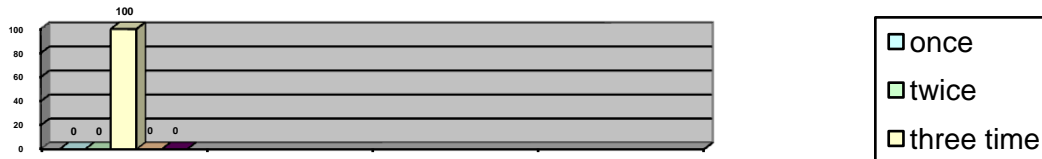
Bad attitudes can be attacked in different ways as it says before teachers have a very big important role for getting better and one of the most important aspects that the teacher has or must take into account in teaching English is the lesson plan, but first of all teachers have to know what exactly a lesson plan is.

The following information is or shows the most important aspects that a teacher has to know before writing a lesson plan it is not just the essential aspect or the only aspect effect that he or she need for making very good teaching or learning process but it is a very important one.

“The term lesson is popularly considered to be a unified set of activities that cover a period of classroom time, usually from forty or forty five minutes sometimes ninety minutes. This classroom time units are administrable significant for teachers because they represent steps along a curriculum before which and after which you have a period of a day or more in which to evaluate and prepare for the next lesson” (Doff Adrian, Teaching by principals, Page: 149) The teachers use the guide for getting better results or goals in the guide lesson plan teachers follow some structures that can help organize the activities and the time for the classroom

class, in our country the period of a class is about 45 minutes but, is it enough time? This graphic show; how many days the student have English class in a week:

HOW MANY DAYS AT WEEK DO YOU HAVE ENGLISH CLASS?



Actually, teachers do not have enough time for his or her class as it is showed in this graphic in all the week in this high school as in every high school in our country teachers just have three times at the week English class and it is not enough time thinking about that every period is about 45 minutes and at this adding the quality of plans that the teacher does.

It is very popular to find some teachers that does not do the correct number of activities for the correct time of the class, that according to the education minister is of forty five minutes perhaps or a consequence that they do not have organized the lesson plan in the correct way is very popular find teachers that did not do the lesson plan before giving the class. Teachers must know that the lesson plan has to be according to the needs of the students; the teachers have to include all the aspects making a functional plan. It is very important to state explicitly what you want or what you do not want the students to gain from the lesson plan the recommendation for solving this problem is following this important aspect of the structure of a lesson plan:

.Be sure to know what the teacher wants to accomplish. Preserve the unity of a lesson plan predetermine whiter or not, the teachers are trying to accomplish too

much and evaluate student's success at the end or after the lesson the plan. The lesson plan has to be clear and specific and must be according to the skills that the teacher wants to develop in the students and the time that the teacher has. Sometimes the teacher is out of the first goal and helps to the teaching-learning process be unsuccessful and the student can feel confused because the teacher combine too many aspects in just one lesson plan. This exactly means that if the teacher is going to teach or evaluate speaking, teacher must evaluate or teach this skill not evaluate another skill, if the teacher is evaluating speaking he or she has to see about rhythm, connections of Word or application of the vocabulary not if the students know about grammar or if the students know in deep way the topic that he or she is exposing.

Teachers have to solve some problems that perhaps are going to be into the class, aspects that the teacher does not wait happen. Some teachers get this

touch for solving problems that they can be in the class as it is said before. May be the teacher thinks that the lesson plan is good for the students but, at this time of the class the students show many problems the teacher has to change it as fast as the teacher can and find the best way to make it functional and without going out of the specific goal of the topic or what the teacher wants.

"It may seem a trivial matter to list materials need but, good planning includes knowing what your needs to take with you or to arrange to have in your classroom" (Doff Adrian, teaching by principals, Page:151) It is not necessary just the plan of class. Teachers need material for supporting it and know how to work it.

The professor must have the ability of knowing how and when to use the material, It is not necessary to use expensive or sophisticated material; the teacher can make material of support for the class. It is important that the teacher make the material because it helps to do an interesting class at the same time the students can be interested in the class.

A lesson plan helps you to be more specific in your planning and can often prevent classroom pitfalls when you get all tangled up in explaining something or students take you off the target. The lesson plan as it is said before is the guide for following the steps that the teacher is going to make for getting better results. The lesson plan is one of the most important parts in the ETLP. There is not a perfect plan, but there are some suggestions or recommendations for making a good plan and the structure is begin with the General data, after that teachers need to write the goals, then objectives, material and equipment and procedures followed by the evaluation and the extra class Works.

“In Goals teacher should be able to identify an overall purpose or goal that you will attempt to accomplish by the end of the class period. This goal is may be quite generalized but, it serves as unifying theme for you” (Doff Adrian, Teaching by principals, Page: 149) Goals are generalized and the teacher can find it just Reading the topic in the objective must be cleared and captured in

Terms of stating what students will do, however many language objectives are not quietly observable and therefore the teacher may need depart from the strictly behavior terms for some objectives. The objectives are very important for the teacher because they will tell what the teacher is going to teach for getting better them, sometimes the teacher use objectives that are not according to the lesson plan or vice versa.

When it is talked about the material for teaching a class is important to know how to use it and how to use the material as Work books, posters, handouts, and another kind of material that the teacher continue with the procedures that are clearly a tremendous variation, but also as a very general set of guidelines for planning. the teacher might think in terms of making sure in why include a set of activities in which the teacher has considered appropriate proportion of time in this part of the lesson plan the teacher has to take into account about pedagogy and techniques , the cognitive level teacher talk, student talk, small group or pair work.

In evaluation the teacher determines if the objectives are accomplished, the evaluation can take place in the course of regular classroom activity. Some forms of activities of evaluation can take place in the course of regular classroom activity. Some forms of evaluation may have to wait one day or two until certain abilities have had a chance to build but the teacher must not be so stressed for students. The teacher has to keep the ball rolling but before making the student feel a heavy weight for them at the end of the lesson plan. Teachers have to assign works and this part of the lesson plan is called Extra class works.

The students do not necessarily do enough effort in extra class work only at home. The teacher can make an extra class work at the moment of the activities, for example, teacher can find application or extensions for classroom activity, extra class work is used to reinforce student's knowledge. Now it is going to talk about what techniques teachers use in the class, but first we have to know what a technique is.

“A technique is a super ordinate term which refers to various activities that either teachers or learners perform in the classroom.”(Compilation Msc. Montenegro, Page: 6) teachers must remember to use the activities all the time or period of class, they are the product of a choice made by the teacher and they can, for its purpose as a language been comfortable, comfortable: refer to the pedagogical units, components of a classroom session. You can think of a lesson as consisting of a number of techniques, some teachers are centered, some learners centered some production oriented, some comprehension oriented, some clustering together to form a task in and of the selves. Teachers now turn to examine this classroom component of focus or activities. Over the years several rubrics have been used to classify techniques, for example from manipulation to communication; at the end of the manipulative side a technique is totally controlled, by the teacher and requires predicted responses from student.

In this case of techniques the teacher controls the activity but the students have to answer in choral repetition. Substitution drills is example of oral technique at this extreme.

Other examples are dictation and reading aloud, it is very important for developing speaking skills in the students, teachers must not use these kind of techniques in students that are beginning to learn English or "beginners learners" in a high value, teachers have to choice smalls chunks of a language and building in some repetition of pattern for establishing fluency on one of the very fast day of class teachers can start with easy questions like: What is your name? How old are you? They are not difficult question for them.

Like number two, mechanical meaningful and communicate drill. A drill may be defined as a technique that focuses as a minimal number usually one or two of a language form grammatical or phonological structures through some types of repetition.

"In contrast with the first category of technique this evolve the feat of overworking their short-terms memories, they certainly have gained non communicative ability they gain abilities for building structures that can help them to establish a conversation after learn it in referring to structural pattern drill" (Paulson and Bruder, Page:121) used three category mechanical, meaningful, and communicative.

Mechanical drills have only one correct response from the student and have no implied connection with reality. In this kind of technique the student repeat a word or phrase, whether the student understands it or not.

These techniques are helping the students and teachers in different ways, because it is possible that teachers are not applying techniques and at the same time

working in a bad way, making the student does not acquire a good language acquisition.

As it has said before there are many difficulties in English Teaching Learning Process, but teachers have to consider other aspects that affect the acquisition of the English as a foreign language like family problems, economical problems, and so on.

“According to the law a boy and a girl, less than eighteen years old, is a child when his or her health of mind physic health is in danger not just for parents even other people” (MECD, Page: 24) In this case are not concentrated in the class because they are interested in other aspects of life not exactly in the class.

Teachers are always talking about the students that never pay attention in class, but they are never researching what is happening in their houses or in their lives with their parents, friends and sometimes the teacher too. About this, there are so many histories about students that were very bad at schools but after a research about their lives, teachers and authorities work in treatment in students to improve grades or relationship with teachers and parents and partners too. The abuse can be from teachers and it is called Emotional abuse and it is when students are or have been ridiculized, insulted, scolded or despised.

This is one of the most essential aspects about the difficulties in the ETLP in the acquisition of English as a foreign language, the students have to present or speak or write in class and sometimes teachers and students feels confuse about what the student did and they start to comment bad things about it, every one as human must know that this is an offense and students feel bad and at the right moment think that it is not working and does not deserve the spent of time, actually sometimes teachers make some mistakes and that have many bad consequences in the feelings of the students maybe, because teachers confuse the friendship,

teachers have to take into account that the relationship between a teacher and one student has to be based in respect and try to teach this to others one.

The government has an important role in the effective application of English as a foreign language, as example of this is the appointments that teachers have for doing not anything for helping teachers in pedagogical advisory.. When teachers receive the visit of a headmaster and people that work for the Ministry of Education, start to criticize the work of the teachers in the classroom but they do not know about teaching English.

English as a foreign language is very important because it can open you many doors and you can communicate with many people from other cities, and because the people who can speak English get a Job very fast in our country this is one student thinks when he or she is starting to learn English or before taking a course of English, it is very important for teachers to create in student this feeling of importance for this language.

“Motivation is a regarded component of model language learning” (Spools, Page:15) the motivation is one of the most important aspects in the acquisition of the English as a second language. If one student is not motivated for learning, it does not matter in what subject the learning it is not going to be so successful and he or she is not going to learn what the teacher want, or wait, from the student.

However, as Brown said attitude form a part of one perception of self, of others and the culture of each one is living.

The attitudes are a very important part of the learning and teachers must be very carefully when they are teaching and as it is said before create a new perception with what people think about English. The culture of the Nicaraguan people is sometimes strange and do not understand the real importance about the acquisition of English and student from High Schools think that they do not need English because they never talk with anybody that can speak English but students

do not understand that the situation that students have at the moment is not going to be the same in the future.

The bad attitudes in the students affect the acquisition of knowledge, every teacher knows that if they do not want to do something they do not do it, it is almost impossible to think that a teacher can help a student in this case but, this is the job of the teacher, to try to create more interest in the learning of the English. In other words, teachers must try to rescue this student with bad attitudes and give and create new good attitudes.

This kind of behaviour can be interpreted like a bad habit, but this one can be caused for different things maybe in personal life of the student and this one can be taken like one of the most common aspects or difficulties into the English Teaching Learning Process. After talking about the difficulties in the English Teaching Learning Process, it is very important to talk about the evaluative system and its difficulties, so it is going to talk in the following information of this research.

“The pedagogy is an evaluation exigency, obligatory, continuous, interesting, and feasible of realizing during all process” (compilation by Miriam Montenegro, Page:8) it is true that the evaluation is a pedagogy exigency, because in evaluation is important to apply knowledge about pedagogy. It is necessary to know how to treat students during all the evaluative process and during all the process. When a teacher has knowledge about pedagogy and evaluation it is easier and convenient that the students have a better result in his/her studies.

Evaluation is obligatory, because it is necessary to know and determine if a student have gotten knowledge before taught. The ministry of education and the professor has the objective to value the students, because in this way the teacher and the Ministry can check the advance of each one. In Nicaragua teachers have to apply kinds of evaluations that are very good to students, but to the teacher is

much work, because they are series of techniques where the professor has to work very hard.

And finally, it is the same result. All the teachers have that responsibility about what the Ministry of Education demands. But in Nicaragua it is very important to apply a different evaluation system from other countries. A very big important aspect about a good evaluation is when the students have evaluations, in this graphic extracted for the information that the students gave by them selves, show that they are evaluated every day, a good aspect that is solving problems with evaluation, let us see:

WHEN ARE YOU EVALUATED?



Graphic 11

The evaluation is continuous, because the student is evaluated during all his or her evaluative process. In this graphic students say that they are evaluated daily and it is a very important aspect in what all the teachers have to work to improve it. This is a very good opportunity to the teacher, because can make quizzes when he/she wants, that is when the teacher thinks that this is convenient. But the professor should be very careful when applying a test, because it is not simply applying an evaluation like that kind, but to know rules about how to evaluate to the students.

When, it is said that the evaluation is integrated, we want to say that the teacher could apply different knowledge in the same evaluation, because in the education the teacher talk about several areas. When the professor applies an evaluation he

Or she should integrate the most important knowledge it is very important to the teacher, because permit to have a developed in his/her knowledge as the students. "Evaluation can take place in the course of regular classroom activity" (Doff, Page: 154). When the teachers are making an evaluation they must take into account that it is very important that this one be in the class or while the student is making exercises in the classroom.

Every one asks why do not stop with to take the homework like a way of evaluation, this is because as teacher knows students look for help and almost, the most of time they do not anything of their assignment work by themselves because somebody else did it for them.

It is very common to find students with excellent grades in works that they have done as homework, but what happened when they have to do it by themselves? They can not do it and they always have bad grades or low grades.

Other English teachers make that this problem has gone grow up with the time, why? Because they are the people that help to these laziest students, even when they specially know that the problem will be seen in the student in not a long future. As teachers know, they must identify when the students are asking for help and when are asking that the teacher make their work and they just wait for a good grade. It is very important as teachers know how to help to this student in this kind of cases, because teachers must know that in that way they are not helping to other teacher and student, they are worsening the work that they are doing with students in the classroom.

Knowledge is evident when a student answering a test alone in the classroom, in this case it is not necessary that test be written this one can be oral or about listening or how the teacher prefers.

When students do not do the homework teachers can see it for example, when in High Schools of all Nicaragua, like it is done in San Ramon's High Schools, Teachers assign homework like preparing a little speech of fifty lines of the

notebook, these students immediately run to look for other teachers of English or guys that are studying this carrier and in this way solve the problem

Problem is the word used by homework. The students ask teachers to help them to do the homework and at the same time if they can copy the reading in the way that they must read it or in other words the pronunciation of each word, it is very funny to see to this kind of students read this work in classroom, They do it very well, but when the teacher ask them just a simple question they do not know what to say or when the teacher ask them to say about what is said in the reading they also do not know, as it was said before in sample questions, for example a kid was talking about health and the World Health Organization, and teacher ask, what was your topic? And what is WHO? And the student start talking about other things that does not have relation with this topic is like if the teacher asks what time it is? And the student answers. My name is John, it is something unbelievable, but that happened.

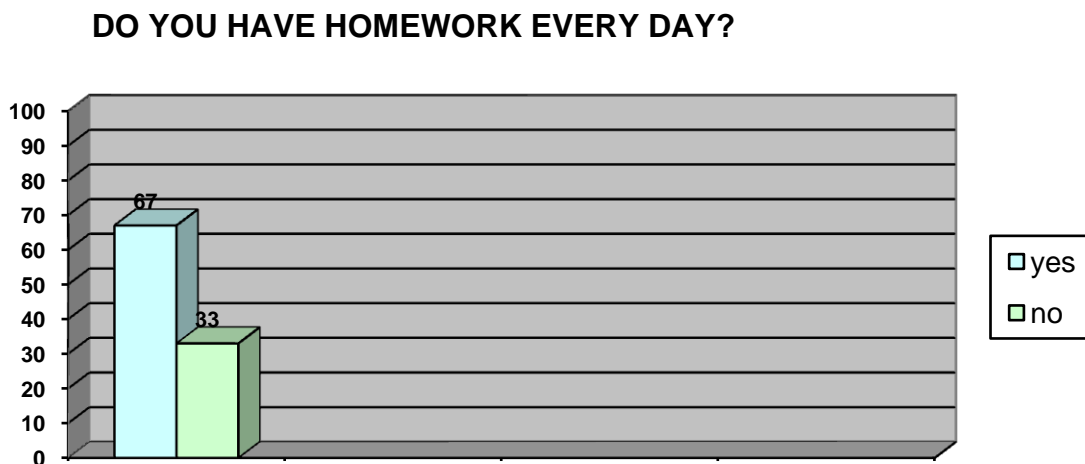
Actually before the teacher uses homework like quizzes he or she must be carefully about what kind of them are or if the students are able to solve it.

There are some difficulties when the teacher evaluates the students, but as teachers they know that they have to have some habits to take into account for getting a better learning and at the same time better results in testing.

The first habit and one of the most important is about the lesson plan, teachers must know and as it was mentioned at the beginning of this research the lesson plan is very important, Teacher must prepare or plan lessons several days in advance and try to use different kind of material and technologies that help the comprehension and understanding of English Language.

Some times teachers have problems with the time and homework assignment is not oriented in a good way, so it is recommended to write the homework five or ten minutes before finishing the class

But, having home works every day can stress to the students, including the difficulties for finding material to work at home, in the following graphic it can see that the teacher assign homework every day and he is not omniscient about the reality of the students.



The last graphic show that the teacher assigns home work every day and this does not have good results in the ETLP because the factors mentioned before and the followings: Never giving homework over a holiday is very important because teachers sometimes exploit students with too much homework and it is also important to remember not give homework to students that will be tested, the next day (in another subject).

When teachers are beginning the class he or she spend a lot of time in this, so it is recommendable that this spent as few minutes as possible, and it is also important that teachers give 30 second written quizzes everyday with five items only and they have to write on the board because they can check them, later like a little class.

It is very important that teacher ask good students go to the board to ask questions such as what is the answer to questions number 1 or any other form that teacher prefers, and to write the answer because other students can feel motivated and go ahead.

When the teacher returns the test paper to student, let them enter their grades in the paper so that they can average their grades before the report cards are prepared.

It is very common to find teachers that never give grades to students in notebooks it is because that, which is so difficult for them (students) to know about their exact grades, teachers, must remember that students have the right to know their grades.

The teacher must understand and practice the dynamics and techniques of grouping and paired practicing to ensure communication and interaction among students. It is also common to find teachers that almost are sleeping with their student and the success of the ETLP depends on the results in evaluation.

In the last years a lot of people have written on evaluation and teacher have taken importance of this activity and the necessity of getting better these problems around the world, but there is too much distance between what theoretical understand and accepted and what teachers do in the practice.

“Some studies about the Quality of the evaluation show that the most common mistakes are that the quizzes do not have all the objectives presented by teachers, the content goes to the trivial and the questions that teachers made are ambiguous” (compiled by Msc. Silvia Villagra, UNAN-Managua, Page:2). Those mistakes show a real problem by teachers, because the objectives for the evaluation are presented for them but some times the idea for what teachers want is lost, as we said before teachers evaluate things that are not into the objectives or what they want the students know.

When it says “the content goes to the trivial” it means that the teacher lost essential aspects, frequently the teacher works exploring insignificant contest, forgetting the important ones, and the ambiguous questions are other important fail, teachers make their quizzes sometimes, with uncompleted questions or bad direction and students are confused about it, those fails by general are consequence of a bad preparation or bad planning.

Teachers have to take into account that not just the memorization of the information must be evaluated, teachers have to evaluate the skills for solving problems, Judge, interpret, apply, etc.

English teachers try to evaluate so much vocabulary, but without taking into account the ability of the student for establishing conversations that help for solving not just his problems, for solving problems from other ones.

“In fact, there is no best test or best technique” (Spolsky, Page: 36). It is important to know that we could never make a best test, nevertheless each teacher do the possible to do a good work. When the teacher wants to elaborate a test it is necessary to take into account aspects like: objectives, activities and level of the students. The teachers must be as clearly as possible to avoid confusion in the moment of the test. Considerably this benefit students and teachers, because the teacher will obtain a best academic performance in his class and the students a best score in the English Class and it will help student to have a better interest to pass the class and to learn a little more. Sometimes the teacher must be very careful when he or she makes a test for the students because if students do not understand some directions they could never to answer those exercises.

“Evaluation is an assessment formal or informal, that you make after students have sufficient opportunities for learning, and without this component you have no mean for (a) assessing the success of your students or (b) making adjustments in your lesson plan for the next day” (Doff Adrian, Page:154). In this part the teacher has the opportunity to know how students are about at the teaching learning process, because he can determine with a little quiz if the students assimilated each topic developed. It’s necessary to know that the teachers do not need to apply a quiz to and a topic for knowing the advance of the students; even if in the evaluative system of Nicaragua it is necessary to do it. Nevertheless students prefer to be evaluated with participations, homework, activities in classroom and so on.

It is important to recognize that in the structure of the lesson plan, the evaluation is necessary and the teacher should carry it out.

According to Doff, the evaluation can be formal or informal. Informal is when the professor does not plan the activities in his lesson plan for assessing students in some topic developed in the classroom; unlike formal evaluation has more objectivity because it has been elaborated previously for the teacher. The evaluation does not need to be a separate element of the lesson plan, because the professor can assess the activities during the classroom every day.

When the teacher does not get important results in an evaluation, it is necessary to investigate where or which have been the main difficulties for the students, because in this way the professor can do a stop and think what she or he can do for improving the weakness that the students have, although in the real life that did not do, because the teachers prefer to continue with the other topic and do not improve the learning of the student.

Moreover, in secondary school, there many students and the professor sometimes can not give individual attention to the difficulties presented by the students. Certainly that is a responsibility of a teacher, but truly he does not do it and the problem is for the students, because they have more difficulties in other level.

In the evaluation the teacher should be very carefully, because the fact is that a decision can harm emotionally to students with the qualification that he or she gives. Another way is when the professor do self-evaluation with the students, he should take decision subsequently because sometimes they are jokers between them and people can be joking with the evaluation of other partner and it is there where the teacher should be careful and it is necessary his or her opinion through the kinds of evaluation, because it is permitted to do it like teacher.

“Co-evaluation kind of evaluation characterized according the agents that take to effect. Imply an assessment situation which exchange alternative the role of evaluators an evaluated” (Plan Nacional de Education, Page: 38).

In this kind of evaluation the students or the teachers are the factors that express opinions about making in the classroom. The students value the work made by the teacher and the teacher value the things that the students made. This kind of

evaluation is important, because it permits to have the best communication between teachers and students. Furthermore, each one of the evaluated has the opportunity of improving his/her things, in this case the teacher or the students.

When the teacher is evaluated by the students, he looks for the way to improve the problem, but in real life sometimes it is not true, because the teacher only measures the knowledge of the students and do not consider what the evaluation means. The fact is that, there is a moment where the circumstances do not permit this kind of evaluation, but it is important for developing the evaluative process. Nevertheless the teacher can do it when finish his class, in fact the students will want do it too.

Sometimes the teacher should make the difference between objective and subjective testing. But also it is necessary to know when it is an objective and subjective testing.

An objective testing is when the teacher elaborates the items with only an option and the students can not develop his/her skills in other area or aspect of the subject that he or she has. It is necessary to know that an objective testing should be most carefully possible because there can be ambiguous questions where the students can confuse them self.

Another difficulty can be when the students carefully answer and may be the teacher does not know that has an error in the development of quizzes, but he/she considers that the answer of the students is bad.

A subjective testing is the most ambiguous because the students have more opportunity to develop his or her skills in the writing and his/her knowledge about the presented, in this case the (teacher should know much more in grammar, because many times the students have serious problems in writing and if the teachers do not know structure, the problem can be for them. In this way the judgement is required, that is that the professor should use more insistence in the analysis of the answer of the students, because this form put in practise the judgment of the teacher in each question answered. It is also important also to

know that this kind of testing is most effective and it does not confuse the students because there is only an answer or idea or a specific answer.

It is also necessary to know the technique of direct and indirect testing, because sometimes the teacher practices this form and many times it is unknown. The testing direct is when the teachers want to measure a specific skill. Direct testing is easier to carry up when the intention is to measure the productive ability that students have in speaking, writing, listening or reading. An example in indirect testing can be when the students write compositions. Some activities the teacher can measure the pronunciations of the language in the ability of the reading.

Indirect testing is when the teacher wants to measure the abilities of the students. In fact, the skills in what the professor is interested. In this case is when the teachers have the purpose to measure just one of the four abilities but in the same activity get another. Nevertheless, in this activity the teacher was not interested but got information about that. He is not clearly about something. In the direct testing the professor has the possibility of measure without any problem what he wants. The main idea in the direct testing is that the teacher can obtain various activities in one. For example: In the writing composition, the teacher can measure vocabulary, grammar, discourse marker, punctuation and so forth. Many times in the topic there is an opportunity of measure this form.

It is necessary that the teacher knows different things when he/she is going to evaluate the students, for example; the teacher should apply the objectives that he/she planted in his/her lesson plan. In the real life there is not something like that because many teachers do not consider that. They prefer to make the exam according to the activities realized in the classroom. Another thing is to be sure what he/she wants to measure. Therefore, it is important that the teacher be graduated, because he or she could about how to evaluate the students.

Teachers sometimes unknown many things, because they do not have the opportunity to study. Nevertheless they have some knowledge about English language, but not how teaching since that way it is possible to see that the

teachers are failing in that point or view. When a teacher make the exam should be reviewed for the people that have more knowledge about how to evaluate. What evaluate and what for evaluate, because all have an intention and the evaluative system have an intention.

“There are some classifications for quizzes proficiency test, achievement test, diagnostic test and prognostic test” (Dosicha, ET AL, Page: 106) A proficiency test is one that measures a candidates overall ability in a language, is not related to a specific course, this kind of test is for knowing the knowledge or the ability that one student have without have took an specific course, it is important because it serves like a support for knowing how to teach to an specific student.

An achievement test, on the other hand, tests the student’s knowledge of the material that has been taught on a course.

This is one of the most common kinds of tests make in Nicaraguan High Schools, for making this the teacher has to follow a program or curriculum that is given by the Ministry of Education or the institution that the teacher is working for.

The Diagnostic test highlights the strong and weak points that a learner may have in a particular area, this is the second most common kind of test in Nicaraguan High Schools, it is based on know what is the real knowledge that a student has before been taught and after taught, this kind of test is generally used orally for Nicaraguan teachers.

A placement test attempt to predict how a student will perform on a course, this test help to the institution to locate the student in the level that he/she deserves for his/her knowledge, it is not very common in the classroom of Nicaraguan High Schools, the students have to follow the sequence of every class for going advance the level.

A teacher has to know and consider how long has to be the quiz or the evaluation, how much time spent in the quiz or evaluation and what it is going to be evaluated, according to the skills developed in the student, one of the most important things is

the teacher must not be ambiguous and always remember that he has to evaluate the four skills of the language, but how do teachers make a good test?. According to Kathleen Kitao Dosisha from Women's College of Kyoto, Japan a good test must have some specific characteristics as it will be showed at next.

"The goal is the first characteristic, in a writing test you must always keep in mind the objective of the test. The goal of the test is what you want to measure". (Dosisha Etal, Page: 84). For measuring, we have to know what teachers have taught. How have been taught, and it has to be clear in what is going to evaluate if the teacher is evaluating concepts it is going to evaluate the ideas is not so important in this case the grammar structures or the writing of a word, just the idea for the Topic, it is a Frequently error in teachers who wants to evaluate some aspects that were not in the goals.

When the teacher thinks in some aspects that are not seen before make the quiz he or she is missing the real aspect of the evaluation.

When teachers think about their goals they just think about one aspect that they have to do for their bosses but it is also important not just for keeping the job that is not too important as the acquisition of learning for the students. Goals are one of the most important characteristic because of them depend what the teacher wants the student to do and at this time determine if they are learning or if what the teacher is doing with them is o.k., if the techniques that teacher is applying are working and if it does not have to change it, because the difficulties in the evaluative or even in all the process can not be just for the student the teacher has a very important role in the correct understanding of the lesson.

As Dosisha said in her book the goal is what you want to measure but teachers must take into account that not only the quantitative aspect is important to obtain from the student, but the qualitative one is very important too.

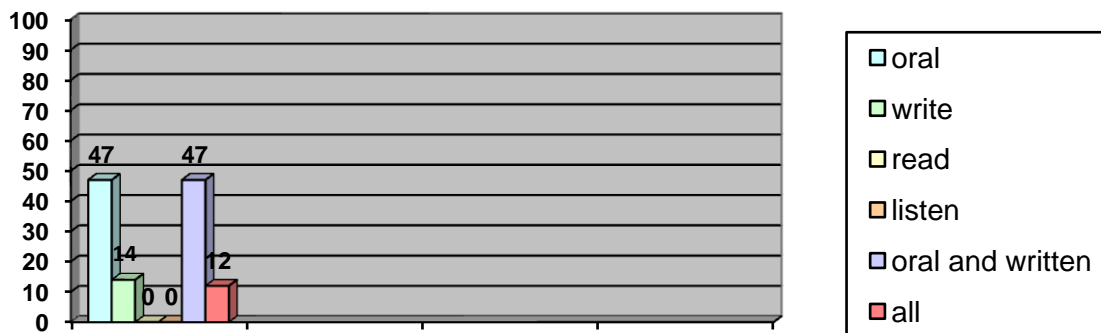
Audience: It is needed to consider the audience carefully if teacher have a homogenous group, he or she needs a test that is the right level for that group. It means a need to classify students according their abilities in the best way for

getting better results if the group is homogenous. It is needed a standard test and the teacher need to make easy questions and difficult ones in the same test. If the group is heterogeneous each student can answer his/her test without making feel burned to the students that have more abilities in some skills.

The production of the different skills in the students is very big and different. As Nicaraguan people say every head is a big world, so teachers can use this little fragment and apply it to the classrooms and their students.

Teachers must consider if one student does not know how to write or can speak or is a good listener, audience must not be interpreted as how many students the teacher has in the classroom, actually is the variety of skills that each student has about different topics not just in the acquisition of the English as a second language it can be useful in every subject of the educative system, but it does not mean that just two or three of the skills must be evaluated as the following graphic show.

WHAT KIND OF TEST IS APPLIED BY THE TEACHER?



The four basic skills of the English language are very important in the acquisition of the language and it is not understandable how the teacher can get information about what the student have leaned about the English like a foreign language if he just evaluates only two skills.

What will happen if the teacher just wants to evaluate speaking skill and all the students do not have this skill, as teachers they have to know what the skills that

their students understand and can do and what are in which the students present different problems.

Weighting: When the teacher write a test they have to consider how much weight each item, each section, each skill. It is very important to know that the size of the test must be according to the topics that the teachers have had developed before the test. The teacher has to evaluate just the most important thing in a topic.

As it was said before, it does not matter how many topics the teacher has developed in their classes or how many Items the students do in the class it is very important to consider that teachers must evaluate just what they expect of their students or what they want or what it is called goals the size of the test is very important some teachers agree that the larger test are better than the shorter one, because students have more opportunities for having a better grade, but if the test is too big students feel so stressed and at this time is when the results are affected. This characteristic must be considered like the audience because the teacher must take into account that just the most important aspect of every topic must be evaluated, as teacher they can not say that some topics are not important, because all the topics are, but may be there are some aspects that must not take into account because are not in the correct context for the students.

Clarity in order to get a true idea of the students' ability is necessary to make sure that the students understand what is expected on the text. If the student understands what he is going to do the teacher can judge and evaluate it but if the student does not understand, teachers can not judge or evaluate and it is important for getting better results.

Clarity is the other characteristic to take into account because it speaks about the direction of the test. For example, a student that does not understand what to do in the test obviously he or she will have the results waited.

How a teacher can interpret the correct characteristic like the correct way to do the direction of every test for the good understanding of the student. If the student

Makes a sentence and what the teacher wants it was to order it, teacher can not judge, as it is said before, if they do not understand what they had to do.

In some institutes for adult education, the new orientation is to write the direction in Spanish for helping students to solve the test in the best possible way and with this technique try not get bad results in the English area.

Length: It means that in theory it means that the more items a test has the more reliable it is and the student has more opportunities to get a good result, but when a test is so long teacher has to divide the test in different kind of tasks, so the variety of tasks will help teacher to maintain the concentration in students.

It is so important to take into account that a long test is also important because the student has the opportunity to develop the skills in a good way but it is also difficult because with this one when the student see the test at this time he or she feels bad and thinks that they can not do it.

But the real situation in making a good test is that the teachers must take into account the skills that the student can do it very well and what do not and understand that a long test does not mean that is a very difficult test.

Simplicity is important to keep the method of testing as simple as possible. Teachers have to take into account that they have to write simple exercises and clear directions. It is necessary to give some complex exercises, because teachers are not trying to let the students failed in the class, teachers just want to measure and control students 'skills.

Teachers must take into account that the test must be as simple as possible, because the principal objective of the education it does not matter in what subject is to get the best results and try to students do not get bad grades and in that way do not pass to the other level. The real objective of the education is to have very good professionals that help to the society to have a better future, but they can not get this if they never pass a level just because tests are so difficult.

The understanding of each topic in each student is not the same, so the teacher must take this like an important point because it refers with what kind of test must be applied to the students, if the students do not understand about grammar they can not answer the test in the correct way or what was expected from them.

Objective test should be as concrete as possible, that is, teachers should use the same standard to measure all students.

This does not mean that teachers use only objective test in which professors have questions with an exactly answer, but it does mean that when teachers use subjective tests, the teacher needs to establish objectives ways to grade, and have to decrease the difference of standards as much as possible.

As teachers know the subjective tests are the ones in which the students can give their opinions about the questions, but first of all teachers have to have an idea of what the students want to answer, but in an accurate way...

Practicality it is similar to simplicity teachers have to make tests which teachers can administer. Teachers evaluate the topic development and the activities that had been studied by the students yet, it happens, now a days, some teachers give a guides for the exam and at the end include the less important things studied and has the highest punctuation.

Considering that every teacher must know that they have to evaluate just what they gave in the classroom and what they taught before, it is not recommendable that a teacher tries the student make a new activity that they have never done before. This is very difficult.

If the teacher has taught about one topic and make some activities in the classroom and the student does this activity without any problem, but when the test time come. Teacher tries to prove different Items to what they do in the class and the results are what they do not want, because they do not understand what to do.

Economy: Teachers have to make and administer test with certain cost. Teachers can prepare good material and sheets for administer soundly special in a big group

of students. It is not necessary that teachers spend a lot of money preparing material with a little money teachers can prepare excellent material for evaluating students in the best possible way, with the students, teachers can use newspaper, magazines, discernable materials (advertisement), etc. Remembering that in Nicaraguan High School teachers can not charge any money for anything and this material should be free, talking about used material.

As it was said before it is not so important to make the students to spend money that it is not necessary for the acquisition of the learning, parents are the most interested people about saving money, considering that the education is not a waste of money and time, it is a way of saving money, so teachers can use not expensive material for evaluating to the students but simple and available material.

Scorability: It is necessary to consider the best way to score a test, to find a balance between a scoring system that is fair to the students and objective and one that is reasonably easy to administer. Teachers must distribute the marks according to the size of each item and the exam. Some teachers give more marks to some exercises that were studied in a few minutes, as teachers should be as considerable as possible.

In the evaluation teachers talk about methods, but what is a method? According to Edward Anthony (1963) "Method was described as an overall plan for systematic presentation of language based upon a selected approach "It can be said that a method is a generalized set of classroom specifications where the teachers search objectives for accomplish. In a method the teacher and the students obtain different roles and behaviours."

When people apply a method he or she is looking for a better result of the things that he or she does. It is important to know that a method tend to be substituted by another, when this is not very reliable or does not have good effects in what he/she wants to obtain in the proposal objectives.

Many teachers in Nicaragua unknown some methods that they can use in the classroom, sometimes because they are empiric teachers, and sometimes

because they like to apply the same method in this case they are named traditionalist teachers. In education a teacher should be conscient to different changes that are getting in education.

In a method the teacher should propose general and specific objectives of the method, what he or she can say? Well, in every objective the person wish to get everything, then write that thing that he wants to obtain with the method that he/she want to use. Another thing that the teacher should consider is a syllabus model that is to say he/she can select and organize linguistic, subject-matter content give criterion in his work that he/she wants.

Teachers should search types of learning and teaching activities, because the success will depend on the different practice activities that the professor use in the classroom also it is necessary that the teacher use different kinds of materials in the class. Nevertheless in Nicaragua nowadays teachers do not count with those possibilities also, because the governments that are elected assigned money in education but it is not enough.

Moreover, Nicaragua is a very poor country and because of that reason teachers have difficulties in making a better work.

In the application of a method there are roles for the teachers and roles for the students. For example a teacher's roll can be: To determine the content of learning, to have an interaction between teachers and students, this part is very important, when there is a very good communication the students have better results in class, but the teacher should have a balance between his students sometimes the teacher need to give a chance to students who do not have participation in the classroom. Another thing is that the teacher should fulfil functions that are necessary in the teaching learning process. Furthermore, the professor has a degree of influence over learning and it is a great responsibility for him or her. All these are accomplished by the teacher, because many times they solve the exercises without helping of other people. All these roles help teachers to

have more knowledge about his functions that should introduce to the teacher like an important person in the society.

Students also have roles like: a less influence of the learning, because they are the principal person in the learning process, another is that they are having a degree of control over the content of learning. That means that it should take account his age, capacity and abilities when taking decisions for improving or making change in the curriculum.

Another role for the student is that he/she is a processor, performer, initiator, problem solver. In this case, it can say that the students are an important factor for acquiring a purpose like to educate people that need to see this world different and to live different, in another condition for them and their family. Why is a processor? Because it processes of the information that the teacher gives it in the classroom, also he or she is a performer, because he or she performs different things when the teacher teaches in classroom. Students do it different roll play that are in different places and the students should make similar actions that the people do it in their work or business.

When a person applies a method, it is important to know the role of instructional materials, for example, he should know the function of materials, when should be used, how should be used and should be used. Many times the teacher does not want to make materials, because he has not support of the ministry with sufficient materials necessary for the development the teaching in the students.

In Nicaragua, teachers many times do not know how to use material like the computer and that is a difficulty in the way of the teaching. It is important that the teacher search the manners how to be up date with technology and improve his/her knowledge and he/she can share with the students and in that way the teaching is more effective.

Sometimes some materials have relation with other input and that help to do easier the teaching. In the classroom teachers can prepare material for the specific area, but sometimes that material can be used in another area that the teacher teaches

and in that way save time and money. Those materials should be quickly and interesting for the students.

It is important to know that there are two classes of method: Empirical method and scientific method. The last method is more effective, because they are based in the experience of the people.

In the scientific method there are kinds of method like: the grammar translation method, this method has been called the classical method and is focus on grammatical rules, the students can memorize the vocabulary, translations of texts and written exercises. This method, in every High Schools of Nicaragua is used by the teacher. Nevertheless the teacher unknown that this method is called so, because many times they are empiric teacher, that is that he/she only have knowledge according his/her experience. That is, this method has been so popular in teaching of Nicaragua, because students do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises.

School libraries are supplied with good dictionaries, books and in some cases with computers and internet, but there is a luxury for the most of High School in our country, even, a tape recorder is very difficult to get for teachers, so we can see that the economical problems are not just in students in the institution is a big difficulty, too.

Another method is the "direct", this method has a lot of oral interaction. The teacher uses the spontaneous language. In this method there is no translation like the first method. This is not very important to develop the speaking skill, also this method in the student do not apply organized questions and the students answer, here the teacher and the students exchange ideas about a topic in discussion.

In the direct method is important that the student's good pronunciation and grammar are emphasized. In this case the students are evaluated with topics that they already know or have been taught before and he/she only need to practice, this is to demonstrate the knowledge acquired previously. Moreover this method

helps to the students to have the best communication with the teacher. Nevertheless teachers should give individual attention in class, because sometimes need the opinion of each one of the students in any vocabulary and forms of the English language. If in Nicaragua teachers will teach direct method students know more about speaking skill, but in public schools sometimes the teacher has many students in the classroom. However would be efficient in the teaching-learning process.

Teachers can also use the audio-lingual method. It consists in the use different materials that permit the teacher teach several ways in the classroom. For example, there is much use of tapes, computer and visual aids. It was mentioned before in the role of instructional materials. In Nicaragua there is no capacity to teach with this necessary material in the classroom. This material helps to develop the listening skill. The audio lingual method is very important, because students train his listening. In condition students acquired the abilities to answer speedy when he/she is talking with another people. With the audio lingual method the students can use the different materials to develop the language. Furthermore, the students create a habit in his/her formation and in that way avoid error in a conversation.

Another method is "suggestopedia" according to this method people are capable of learning much more, because give themselves credit for what they did. In this method the student presents vocabulary, readings, dialogs, role plays, drama and another variety of classroom activities. This method is used a lot in High Schools in Nicaragua; the teachers apply all these activities that are necessary in the teaching of English. Something important is when students do role play , a very good activity and interesting for the students, in the activity students assume roles that the people don't in his/her work and many times are enjoyed by the students. The teacher only gives the instructions that students going to in the role plays. Students have the opportunity of exchange knowledge. This method is compound by: The silent way, total physical Response and methods of the spirited.

But not only could the teacher use the scientific method, according to his /her experience he/she could teach to the students. In Nicaragua it is common to meet one or more teachers who are not professionals. For this reason they use the empirical method with which one they have worked during all his/her life.

Many people sometimes make a good work, because of his/her knowledge in real life and do not receive theoretical knowledge. But it is important that teachers apply the scientific method because in that way the education will be very good. According to the ministry of education, Page:54 “ Empirics was about the 15.5 percent, but it is going decreasing considerably “ It is good to know that in Nicaragua the empiric teachers are decreasing, because that manner Nicaragua will have a better preparation in the education system, the students will have a better education.

When the teachers are empirics, the first time when they are going to school they do not know what to do in the classroom because unknown about it. But at the past the times they are going to do a better work thanks to the experience in their jobs. Sometimes there is a good teacher that has never they have gone to the university to improve his/her teaching but they make a good work.

In High Schools of Nicaragua in urban areas the majority of the teachers are graduated, therefore sometimes the education is better in the rural areas, but it is important to reorganize that the ministry of education demand that the teacher should be graduated, then the teachers have to study the area that they have going to work. On the other hand it is necessary that the teachers have a good training, because his/her teaching will be very good, that also permit that the education system going to improve, the national curriculum, because the education is a process where the invocate is going to develop her/his capacity. It is necessary that in Nicaragua teachers of High School have a better preparation in his/her job because in that way Nicaragua advance and his/her life and also, the family have a better vision in the education.

When a country as Nicaragua has a good percent empiric teachers, the education do not advance, because that permit that students do not receive an education that satisfy his/her needs in the same way the people have a better opportunity to get a better job.

Empiric teachers develop his/her abilities when He/She has a significant year of experience, since that moment the professors could talk about empirical method it is a form where the empirical method is applied and taught. Sometimes the graduated teachers discriminate the empirical teachers, because he or she believes that they have more knowledge in education than them, but it is also important to say that a teacher in the classroom is good if the student feels good with him or her and he or her (students) are learning of the teacher, because sometimes a teacher can study enough, but unknown to work with a group of students. Therefore, sometimes there are good teachers, because they know how to work with the students.

It is important that every empiric teacher search the better way to improve in his/her education labor, because in that way the teaching will be good, but not only teacher should be better in the education, the students too.

Many students sometimes demand that the teacher be good, but they do not do anything to improve the educational system also involve to the students so there is necessary that the students be good too.

Students could do the same way if they want to improve the educations because it, they are good students now, they are going to be better citizens in the future an also have a better kind of life and at the same time to their families and also to their country.

After known how to elaborate a good quiz or how the teacher design the quiz, teacher must know the best way about what themes apply in their tests and what the teacher can use, for example; teacher most of the time do not even know how the themes are called.

First of all, when the teacher elaborates themes must take into account that they promote reflexion, creativity and critic in a way that they show things that the students have lived in concordance with the objectives that are in the lesson plan or curriculum and with the daily life of the students. (MECD, Page: 38), It is very important that the teacher establish a good objective in every theme that not just measure also important that the knowledge that he is trying to measure the student can apply in the real life.

A good example about what it is said before, can be seen in when the teacher is showing for example Addresses, It does not work if the teacher want to evaluate or what the teacher thinks that the student learn and can apply in his life as it is said before if the teacher is teaching addresses and show students a picture and then ask; where is the bank, a hotel or a company? If in the town there are not anything like this. After evaluate the teacher is going to know if the students learn the lesson, but what is happened with the students are going to apply what they learn in little houses and a river and there are not airports, hotel and modern structures? What means before is that when the teacher makes a theme require of a carefully selection of goals and contents and severity about structure and writing.

Items must to be independent between them with the purpose of helping the elaboration of themselves.

Items can be classified in two parts objectives and subjective (MECD, Page:24) As it was said before there are two kinds of themes that a teacher can use in their quizzes, the objective has to see about when the students just have one answer in the questions, for this kind teacher must take into account the next steps, to examine if the topics that they studied before in the class are in the English syllabus this is an important one, another one is to take into account the levels of knowledge that are indicated, objectives for example, knowledge, comprehension and the expert's opinion, when the teacher is making this kind of item that give clear instructions, that's mentioned before in this research in how to make a good quiz, and try to avoid ambiguous quizzes and the subjective interpretation.

Continue with the step is very important to mention that the teacher must take into account the age and the capacity of the students, that means that the teacher must try to use vocabulary that the students can understand and try to use good syntax or make sentences in a correct way.

It is very important to avoid themes with more than one correct answer and the negative items, teacher must take information account that as teacher know that an item must never be based in the last one, never try to get items from books, pamphlets or others documents.

Items must be for teachers because they know what they want that the students learn and they have already an objective and it is not the same with one the students can get knowledge that they can apply in the future for solving their own trouble.

One example about an objective item is the multiple choice, this kind of item is compounded by a base, a direction, a headline with options where the students choose the correct answer, the best or the most complete because the instructions, it is very good to know that in this kind of item the teacher never has to use options that seems to the last one, none because they do not discriminate.

The use of multiple choice items is very important because it has the most pedagogical value, in its application is practiced the recognition and the reason, it is very easy and fast for checking, it can be used in all subjects to a big quantity of students.

But this kind of item has some difficulties too for example; it is very difficult to find different options without falling in trivial questions and the opportunity or temptations that the student has in answering like guessing.

“There is another good item and it is called fill in the blanks, this item is compound by all sentence or phrase where there is a lack of ideas, words or symbols that express important concepts that are not with the purpose of the students complete the answer in a correct way”(MECD, Page: 14). This one is very important

because show what the students learn, it is useful for the teacher because avoid guessing and obligate to students to use most the mental skills.

Multiple choices have some difficulties, too and one of them is that the students can fall in the memorization of exercise and measure learns of knowledge about specific facts and it is too specific.

Another good item that a teacher can use is linking. It consist of the presentation of two columns of facts that correspond with the elements of another one, it is recommended that the instructions must describe the content of each column in a short way, and of course the directions of what the teacher wants must be clear, as difficulty can be said that if they are not prepared in a good way help the memorization of unspecific place for linking.

With interrogative items, teachers must do directs, concretes questions that make the students give just one answer, it is very important to begin with one of the following key words, in English they are called Wh questions, for example, what, who, when, which and where.

It is very popular to find teachers that give questions to their students with other example or that means that the students can answer what they want, and teacher must remember what wants and teacher must remember that in this case just have to be one answer that has been expected before by the teacher, for example, what's your name? Or where do you live?

When the teacher want to give some marks to this kind of items, teacher has to take into account that is just one point for each one that is just have been answered in a good way or correct way, in this case of item the chance of guessing is reduce at least.

The last one of the objective items recommended is about identifications where teacher must give students pictures or texts for identifying elements or parts that he ask for construction. (MECD, Page: 36) It is very useful and easy to build, they

Show easily to build, because they show strongly about a topic and are adequate for diagnostic to the students.

When the teacher use the other classification of item must take into account that: they, (Subjective Items) ask for an extended answer, creative and free of construction, this one give value to capacity of producing organizing and expressing ideas. (MECD, Page: 42) In this kind of item the students is free to give their own ideas and express what they want or what they think about one topic, the subjective theme require that the students plan his answer before and express with his own words, symbols, number, graphics and others one.

There are two kinds of subjective items, one about long responses that permit to the students act freely without has a limit to student to answer just the quantity of aspects to talk. (MECDE, Page: 42) It is also important for teachers to take into account this classification because it permits the formations and quantitative evaluation. The first one is recommended for the formative evaluation and the second one is recommended for classroom quizzes.

This kind of quizzes are made with this items for the relax of the student and because the teacher wants that he or she feels that this questions is a rest for them and give points according to the level of difficulty.

“In every High School teachers have another help for working different aspects this is called English Syllabus or curriculum, A curriculum is a design for carried out a particular language program” (Marc’kwardt Albert, Page:44)

As it was said before a curriculum or a syllabus is the part of the educations systems that have all the topics that you need as a teacher for teaching a language.

Every program needs to be close to needs of the students because as every teacher knows the language learning is for developing communication among different people not just from the own country even other countries.

Every curriculum has the principal objectives and they must be according to the topic that they have, in this research, teachers answer and give some irregularities, for example, about the English syllabus, but there are some irregularities, the English syllabus, teacher says; that is not according to needs of the students and the principal objective says that is the learning to grow up the knowledge and interpret the reality, if this objective is applied, teachers need to teach about all the world events if they do not know but the San Ramón High School's teacher says that their students need to know about their community about their own country.

Like the second objective is practice all the habits and skills for handle functions of the language in different situations of communication (English syllabus, San Ramón High School).

In this objective, teacher understands that they are listening, speaking, reading and writing but, this is what the English syllabus proposes. In the interview made to students, these said that the teacher and the class are just working in one skill and this is speaking.

As every one can see in the interview made to the teacher there is a questions that said that what skill the teacher evaluate mostly? And the teacher answers that speaking skill, but, what happen with other skills may be he is interested just in this one or these skills but not in adequate way or enough.

The experience of the teacher or the teacher's experience is considered like all the year that a teacher has worked in education, in teaching, because in all this years teachers have accumulated knowledge and skills for teaching but not just by teaching the minister of education must trying teaching in different aspects of educations.

In the interview made for teacher, it shows that this teacher have never received a training in evaluation, but even, this teacher is not an English teacher must to know how teach it, now the minister of education consider very important before teaching in this way that the teacher acquire all the scientific knowledge and teacher can applied in a better way this in the classroom

When teachers are teaching English they do not have material that help the understanding of the class and this is a very important aspect that affect the results in English evaluations, but, now talking about evaluative system is very important the mastery of the teacher have a very important role if the teacher even know what an Evaluative system is, How can he or she evaluate in a good way to student?

In this research teachers accept that they have never been trying in this aspect as it was mentioned before, but they know about the National Evaluative System and it is" according to needs" the teacher said.

Every classroom activity must be evaluated and teacher must consider some aspects before doing this. According to Adrian Doff students must be evaluated during all the class and the teacher said in the interview that evaluate to students is just from 15 to 20 minute during a class of forty five minute of period.

There are many aspects in evaluating that the teacher must consider as the long of the quiz, the clear that it is, the score and so many points that this research concerned before, but the San Ramón High School just deal with that he called the there essential points: 1-Work with topic that you already have given. 2-Assimilation. 3- To show Knowledge. These are essentials topic for the teacher before prepare a quiz for the students. But, according to Dosisha the most important aspects before writing a quiz area: Goals, Practicality, Economy, Scorability, length, objectivity, Audience and weight, as it is shows what teacher propose for the elaboration of quiz is not according to the scientific information there are so many aspects that teachers omit and that show that he never plan the quiz apply before it.

According to the teacher the most important ability that a teacher must teach in High School is speaking skill because it is the way that the student make the best use of English class is the developing of the four basis skills speaking, reading, writing and listening so the teacher is not fulfilling with the first goals that the program and the ministry of educations expected at the beginning of everything.

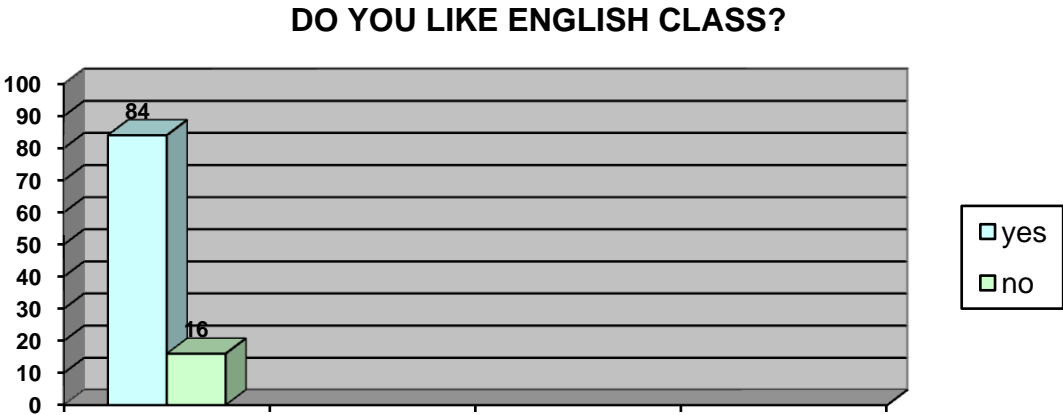
Some factors affect in the bad results of the evaluative system and what teacher said and the information that books reflects are the same, for example, the lesson plan, the factors that affect the evaluative system in High School, but there is another one like the low level of technologies and the training of teachers and interest for students.

There is something important for each member of the scholar community and it is that National Evaluative system takes into account just the quantitative aspect and the qualitative is for taking into account too, both are very important for evaluating a student.

But not just teachers and the Minister of Education have the most important role in the bad results in the evaluative system, as it mentioned before there are so many difficulties beginning with the lesson plan, these difficulties must check carefully for improving it.

Students are the other principal factor in the bad results in Evaluative system and in this research are some good results that can take like a starting point to improve these bad results, for example:.

For students, as every one can see in the next graphic, the eighty four percent of them like the English class.



This graphic represents that the most of the students like English class this is an

important point and has positive effect in the English teaching learning process and at the same time it works good for evaluating to the students, but there are a sixteen percent (16%) that does not like the English class and here is where teachers must act for changing this aspect.

For getting better this negative aspect teacher must take about it just the best with the students with the problem and their parents and at the same time try to make news strategies that help or make that these students enjoy the class.

The interest of the students in the English class do not depend just if he or she likes the class, it depends on if the student like how the teacher gives the class.

This research reflects that there are almost half of the students that do not like how the teacher teach, may be because he does not use the correct techniques or correct word in which the students feel good and enjoy the class.

The good aspect that the graphic reflect is that fifty three percent of the student like the way the teacher is giving the class and which helps the understanding and as it has said before at the same in good results in evaluate system.

But this fifty three percent reflects that is not enough quantity of student that enjoys the English class. This one indicates that in the classroom is probably can be unbehaviour and the forty seven percent, that represent that this student disturb the attention of the other ones.

Homework is very important for evaluating a student and it depends the knowledge that student acquired.

In graphic number three is evident that the teacher is assigning home works every day the sixty seven percent (63%) of the students said that the teacher give home works for reforming the knowledge, but every day means that is too much work for student considering the kind of life that students have in Nicaragua country and they do not have enough materials or the need in their houses or communities, so it is so difficult for them to do all the homework assigned.

Teacher must not do too much homework as experience of surveys made to students they say that every day they have to help to their parents in different jobs in the afternoon; teacher can not give fifteen or twenty marks for homework because he has to consider economical and social problems that students could have.

Teacher must consider that the students live in a community from San Ramón city they do not have a library where to investigate or look for somebody that can help them so students are not able to solve the homework and they are going to have bad results in the evaluation of this homework.

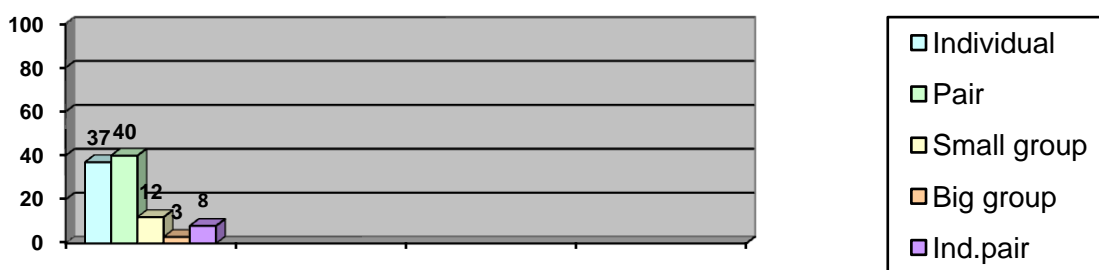
The time that this Ministry gives for English class in High School is very important too, the time that the High Schools' student have with the teacher is very important. English class in High Schools is received just three times every week is a little, considering that the period of time every High School is from forty five to fifty minute this is not enough time for teaching and learning English process when teacher has sixty or seventy students in every classroom them in the correct way and al the same time is almost impossible have a good ETLP

A bad report from surveys can be seen in the graphic number 5 (annex 3): It reflects the null use of material of teacher in class none student that answer the survey said that teacher use material in class, it is very important to use material in class, it is very important to use different kinds of material for getting more attention from the student and the class and get that the students do not feel boring or stress and get better results, the use of material is considered like creativity in teacher, but also reflect the economical situation that High Schools have, that actually affect the ETLP.

When teachers have too many students in a classroom is very important how he or she is going to organize them.

This one reflects and shows that the organization in the classroom is going to have an special function in the ETLP and at the same time in the ES, It has been considered that in Nicaragua High Schools there are more than 50 students for each classroom, it is very important that teacher organize the classroom in small groups as he can for a good control and a good evaluation, because a teacher can not evaluate the skills of each one evaluating in groups of ten or twelve, Let us see the following graphic

HOW IS YOUR ORGANIZATION IN CLASS?



The teacher in this High School rather to work in pair the forty percents or individual the thirty se vent percent, with students in this classroom organization with so many students.

In Nicaragua there is a very good habit that some students have and it is called the self-study, before a test or survey day after class boys and girls meet in a house and study for one hour or more.

This was a question for students in the survey applied an in the graphic number seven shows that more than fifty percent of students do not practice this habit and it has negative influence in the ETLP and students must consider that they have to practice this language, they won't get better the results in the English class.

English class is considered like a class as computing It means that if you do not practice it, you can forget it or do not practice it; you can forget It or you are not learning it; but the positive aspect in this questions is that the forty three percent of the students study at least once a week, so maybe the other students can follow this example.

There is a contract between how the teacher says he evaluates to the students and what the students say.

The quality in education is what the minister of education is looking for, so in this way we can interpret that in high school is very important the work in groups because they can learn with others what they are going to apply in a future.

For example; when a student is doing in English class, a reading, that in didactic is called a roll play, one student can interpret one person and the other student, other one. So, they can, with out any problem, establish conversation and develop at the same time, the mistakes that they could have.

It is very difficult work with so many students, almost is very difficult to have 50 or 60 student in the classroom, doing groups of 10 or 12 and it is not recommendable because teacher can not evaluate each one the teacher evaluates to the group not to the guy.

In these cases the teacher can feel stress and affect the results of the evaluation, that as it is mentioned before, it is not just say that the student have 60 or 100 marks, it means; measure the quality of this, talking about the personal and sociologist aspect.

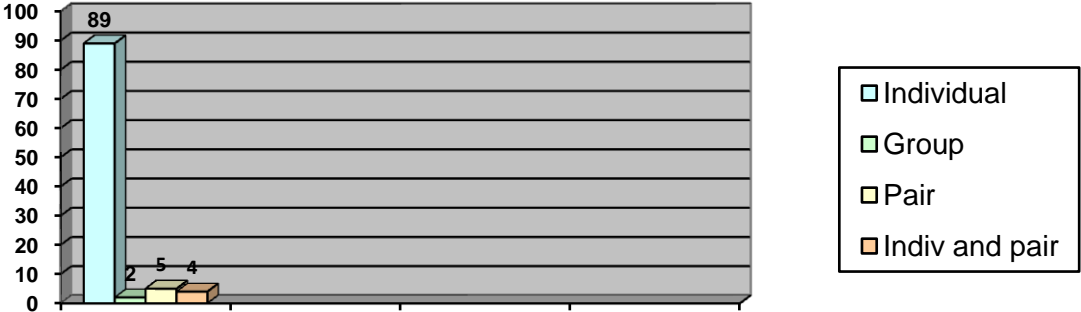
Individual attention is what the teacher has to take into account but, without forgetting that groups are good for life and let that they know that the work of group is very important for the country because alone we can not improve the situation of our country.

But, teachers have to check that in the group every one have a work to do, the teacher can divide or organize groups where every one have a roll.

for example, one guy of the group can be the controller and the person who is going to respond about what the group is doing meanwhile they are working, other person can be the secretary, who is going to pass all the works that the teacher asks, other one can be the responsible of the material and so on, giving every one responsibilities and in this way check correctly the advance of every boy, it can serve for evaluation but, for the formation of a good citizen, too.

In this graphic everyone can see that more than eighty four percent says that they are evaluated just individual.

HOW YOUR TEACHER TEST YOU?



This shows that the students are being evaluated in a correct way, talking about this aspect of the evaluation, because the teacher is worry about evaluating one by one of the students and this is the best way to know if the teacher’s class is getting on the student.

As it was mentioned before teacher must evaluate all the skills that they have taught before.

Mostly, teachers applied oral and written tests, forty six percent of the student said that the teacher just apply writing test and speaking and never include neither listening nor reading,

The evaluation according to the Minister of Education must be daily with that can not pass from ten marks each one, but the good aspect that in this research we found is that in San Ramón’s High School students have being evaluated in a good way, talking about this aspect.

It is interesting to know that in High Schools students are evaluated in different skill and this is a good aspect, for example one student can be good in speaking but he needs training in writing or may be there is another that is good in reading, but he needs to watch listening so the teacher must be careful with what is going to evaluate in each student because has to remember that even every one is different.

The communication between students and teacher has a very big important role in the acquisition of the English as a foreign language and at the same time in the evaluation for the teacher, because if there is confidence between them, it is easier for the teacher investigate why the student has problems on his or her grades.

Teacher must be a friend of the students, of course with a limit of confidence, but when the students feel bad and have bad results in High School the teacher needs to know and try to help them as much as he can and it is known like the self confident, a self confident in somebody who the students trust and look for help, and who else better than the teacher?

V CONCLUSION

1. The lack of material for solving homework.
2. Too much homework assigned.
3. The preparation of the teacher in evaluation.
4. The lack of self-study by the students.
5. Four skills are not evaluated.
6. There are too many students in every classroom.
7. Teacher does not plan tests, just when the institution asks for it.
8. Teacher does not work with the same objectives from the syllabus in the quizzes.

VII BIBLIOGRAPHY

- 1) Compiled by Msc Silvis Villagra, Psychology, UNAN-Managua, 2001
- 2) Debese M. y G. Miarale, Historia de la Pedagogía I edicion, Barcelona.
- 3) Doff Adrian, Teaching by principals, 2000.
- 4) Dosicha etal, English evaluation, 2002.
- 5) Forum Magazine, English-Teaching Number One, Volume 45, 2006.
- 6) Forum Magazine, English-Teaching Number Two, Volume 45, 2007.
- 7) Mackwardt Albert, English skills, 2000.
- 8) Minister of Education, Nicaragua, 1996.
- 9) Ministerio de Educación, Nicaragua, Plan Nacional de educación, 1999.
- 10) Paulston and Bruder, English Methods, 1995.
- 11) Spolky, Teaching by Testing, 1981.

ANNEXES

ANNEX 1

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA SURVEY FOR STUDENTS

Age: _____
Level: _____

Shift: _____
School: _____

Dear student, the National Autonomous University of Nicaragua (UNAN) is carrying out research about the evaluative system, and wanting to take into account your opinions thanks for your help.

I. Answer the following question (yes or No)

1. Do you like English class?
2. Do you like how is taught English class by the teacher?
3. Do you have homework every day?
4. Do you have support material for solving your homework?

II. Choose and mark your answer with an x.

1. How many days at week do you have English class?

1 day 3 day

2 day 4 day

2. What material do you use in your class?

T.V White board

Tape recorder Dictionaries

3. How is the organization in your class?

Individual Small Group

Pair Big Group

4. How often do you study with your partners after class in the week?

Never
Once Twice
Three time or more

5. How your teacher evaluate you?

Individual Small Group
Pair Big group

6. How often your teacher evaluate you?

Once a week Three time a week
Twice a week I don't know

7. What kind of quiz your teacher gives you?

Oral Homework
Writes Participation

8. What skill is the most evaluated?

Speaking Listening
Writing Reading

9. How is the communication with your teacher?

Good Excellent
Bad

10. How do you consider your learning?

Excellent Fair
Good Bad

III. Give your opinion about:

1. What kind of evaluation would like?

2. What do you think is the principal element that affects your result in the quizzes? Why?

ANNEX 2
NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
INTERVIEW FOR THE TEACHER

NAME: _____

LEVEL ATTENDED: _____ **SCHOOL:** _____

The National Autonomous University of Nicaragua wants to know about the evaluative system in the San Ramon's High School. It is because that we want your help having information for this research.

I.ANSWER THE FOLLOWING QUESTION.

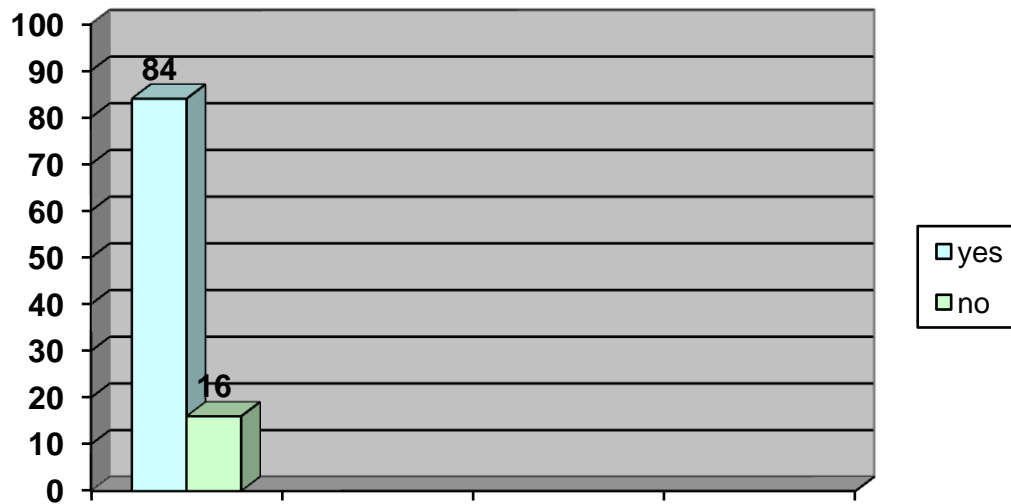
1. How long have you been teaching English?
2. How long have you been teaching English in this High School?
3. MINED gives to you enough material for solving the needs of teaching?
4. Are you English bachelor?
5. Have you had training in evaluative system?
6. What do you know about evaluative system?
7. Is your evaluation similar or the same with the oriented by the MINED?
8. What kind of evaluation do you apply mostly?
9. How much time do you use in your class for your quizzes?
10. How long are your quizzes?
11. What items are used in your quizzes mostly?
12. What score do you give for each quiz?
13. What do you think about the national evaluative system?
14. What skill do you evaluate mostly? Why?

15. How is your relationship with your students?
16. What do you think is the principal aspects that affect the evaluative system?
17. What is the most important aspect for making a quiz?

ANNEX 3

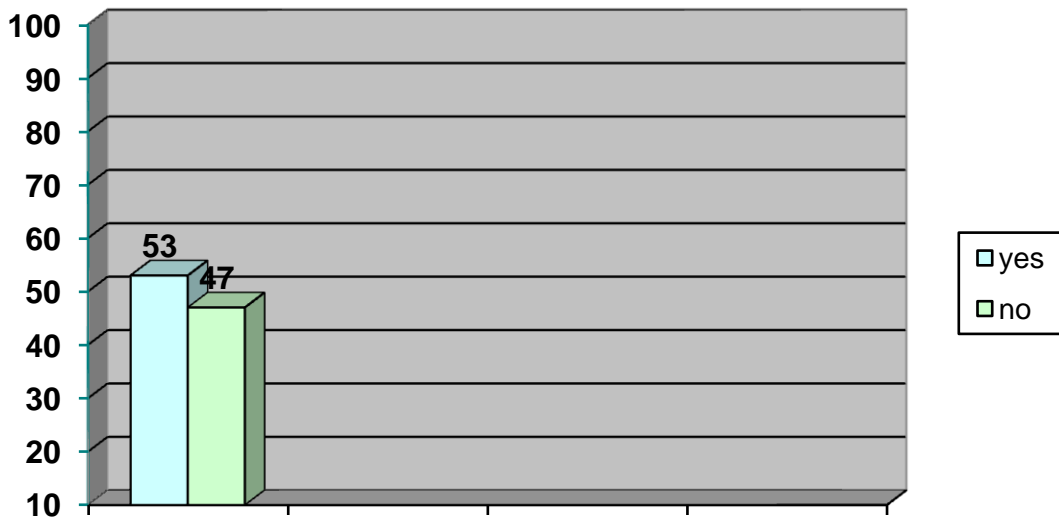
At next are present graphics about the result of the students' surveyed in which are reflecting the following information about the Evaluative System at San Ramon's High School.

DO YOU LIKE ENGLISH CLASS?



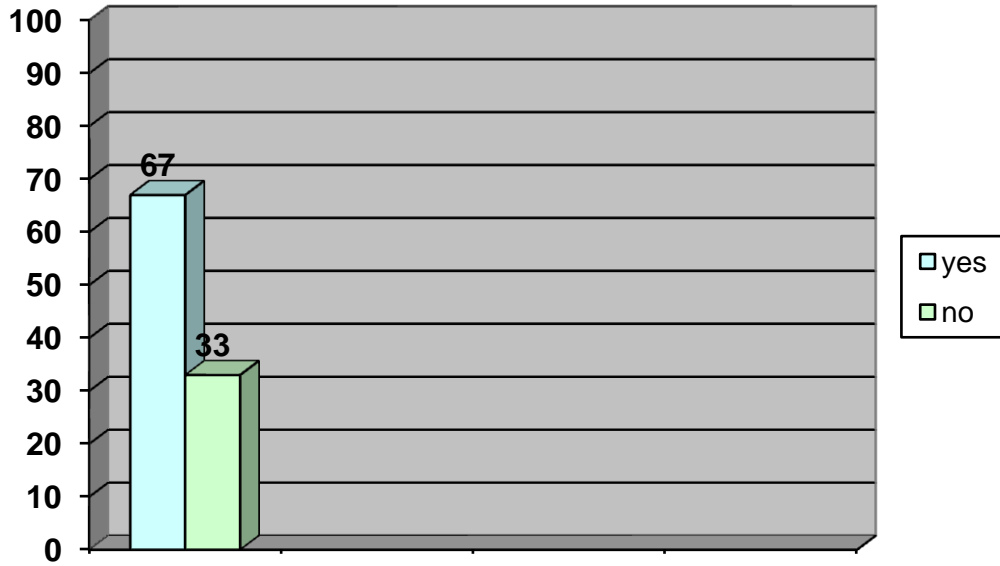
Graphic 1

DO YOU LIKE HOW IS TAUGHT ENGLISH CLASS BY THE TEACHER?



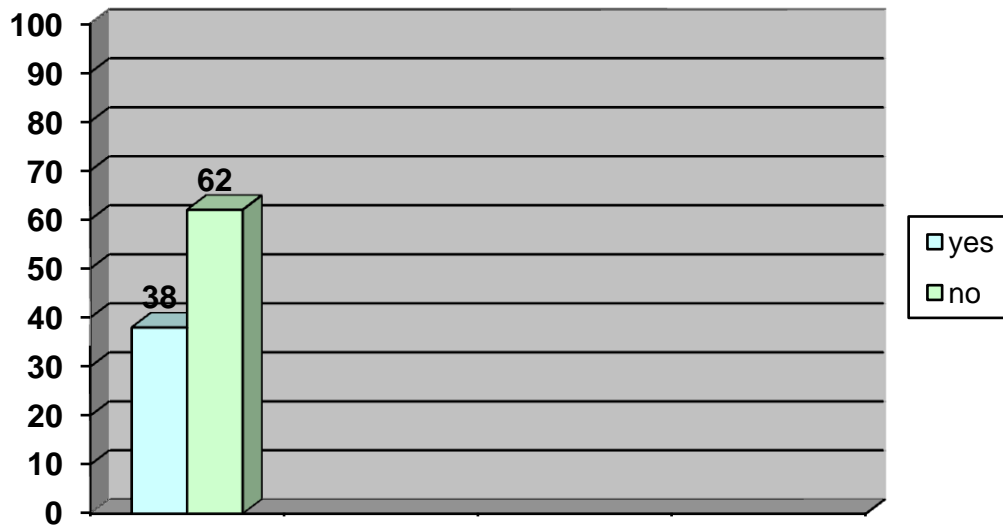
Graphic 2

DO YOU HAVE HOMEWORK EVERY DAY?

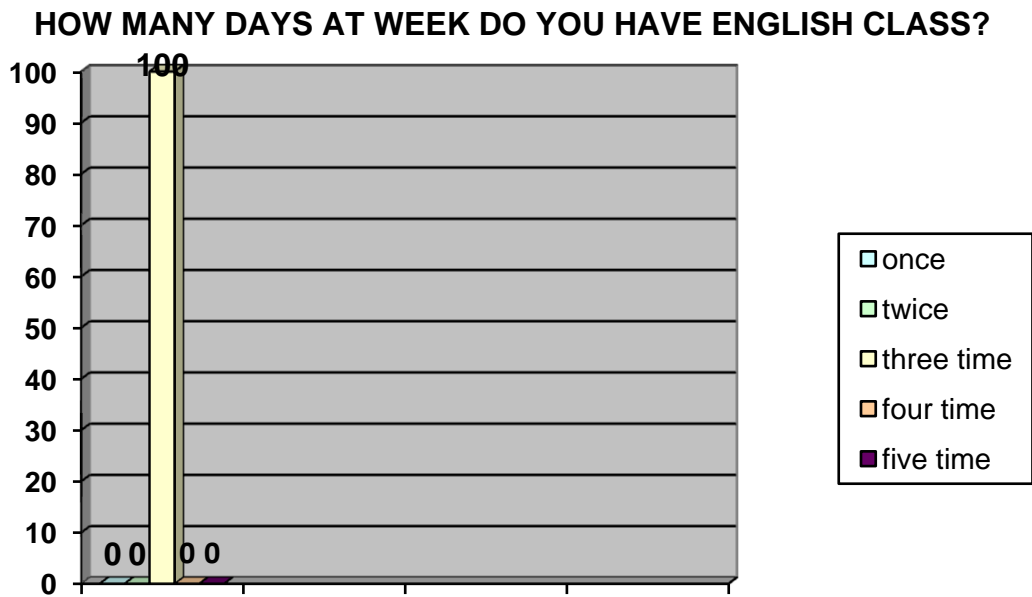


Graphic 3

DO YOU HAVE SOPPORT MATERIAL FOR SOLVING YOUR HOMEWORK?

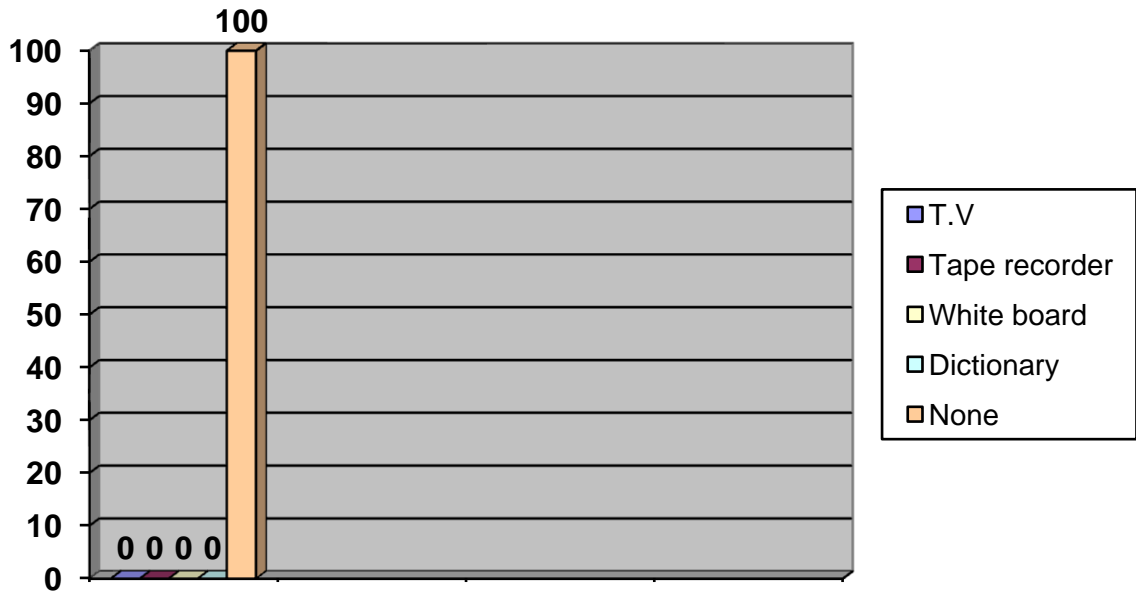


Graphic 4



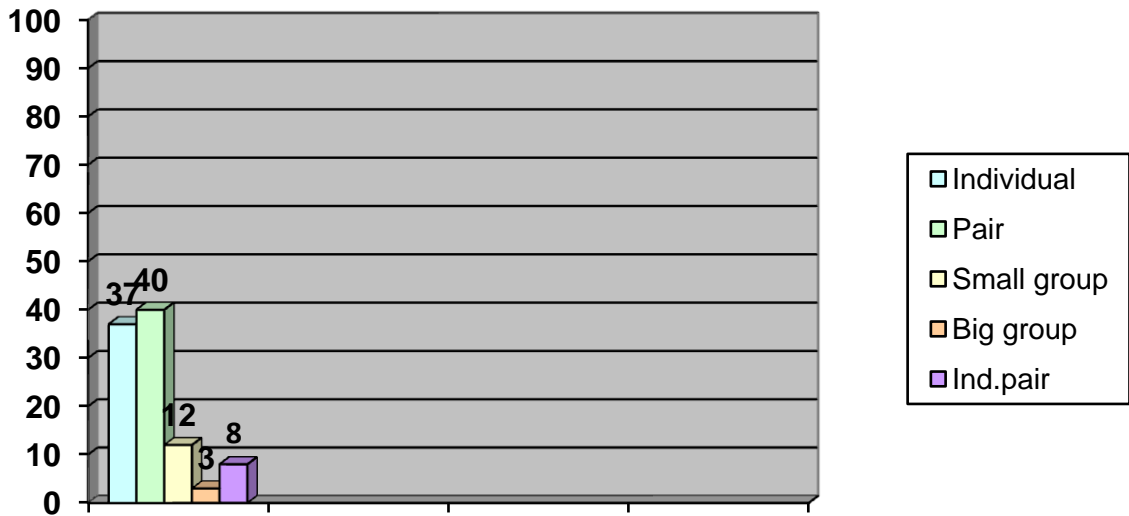
Graphic 5

WHAT MATERIAL USES THE TEACHER IN ENGLISH CLASS?



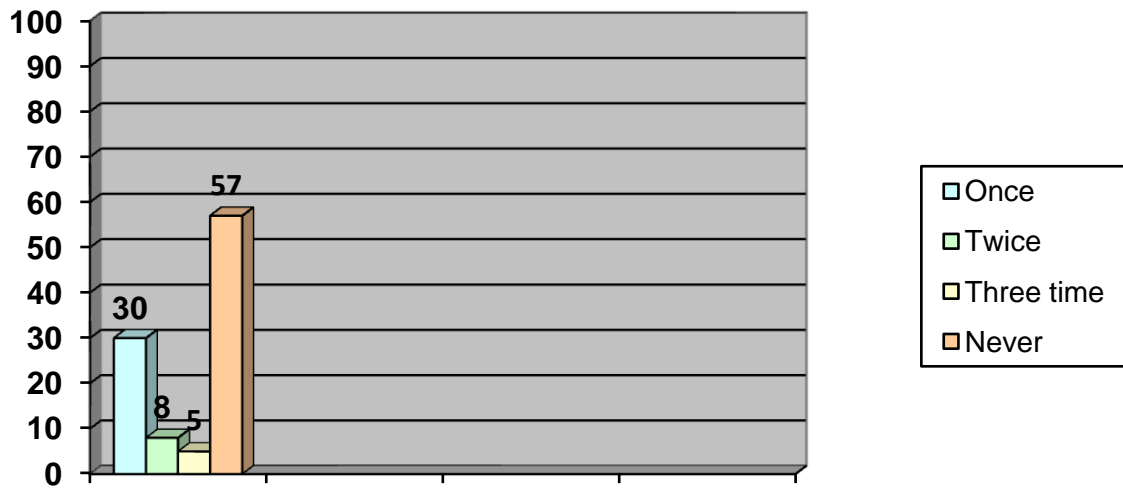
Graphic 6

HOW IS YOUR ORGANIZATION IN CLASS?

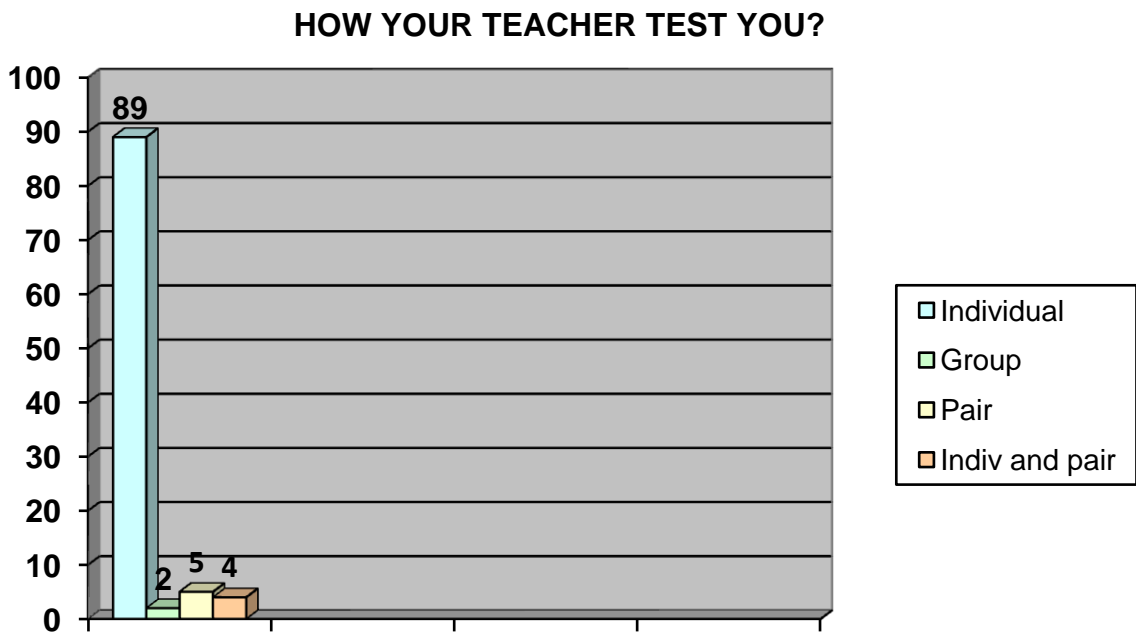


Graphic 7

HOW OFTEN DO YOU STUDY WITH YOUR PARTNER AFTER CLASS IN THE WEEK?

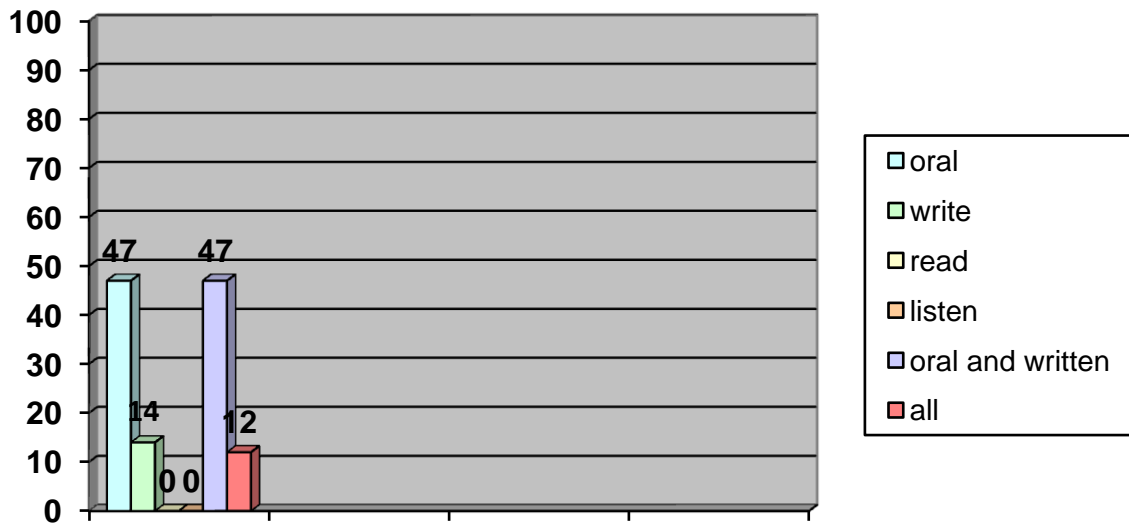


Graphic 8



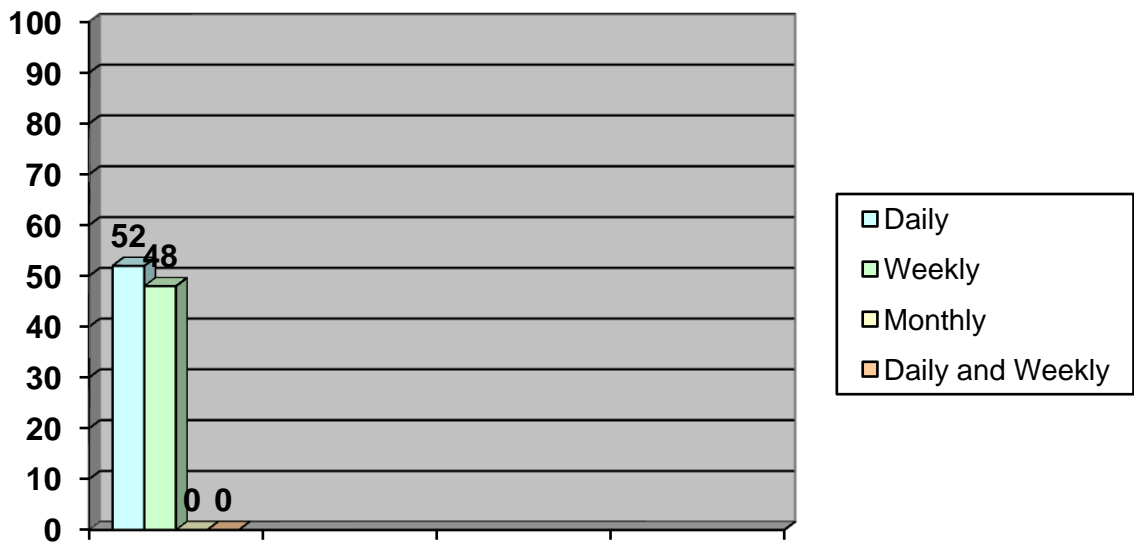
Graphic 9

WHAT KIND OF TEST IS APPLIED BY THE TEACHER?



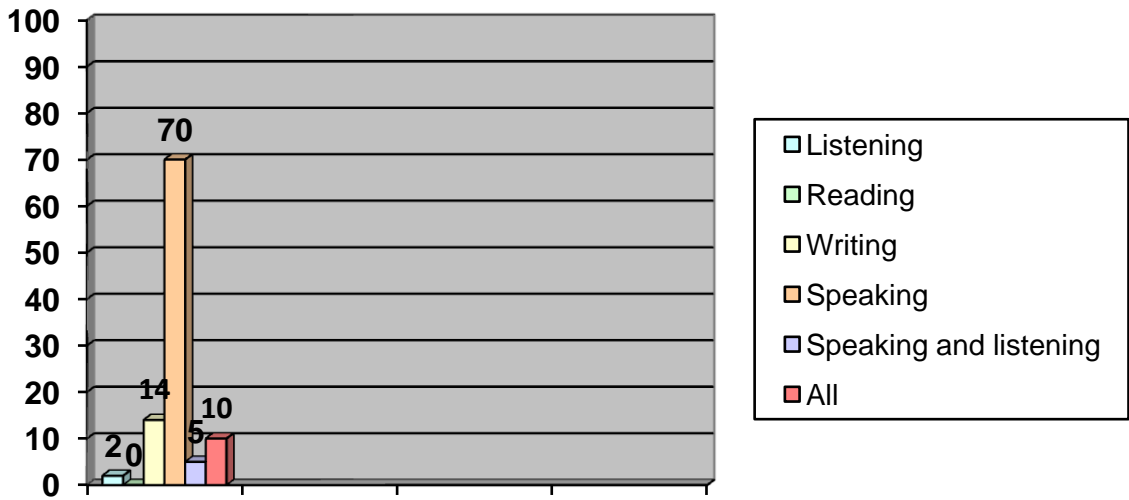
Graphic 10

WHEN ARE YOU EVALUATED?



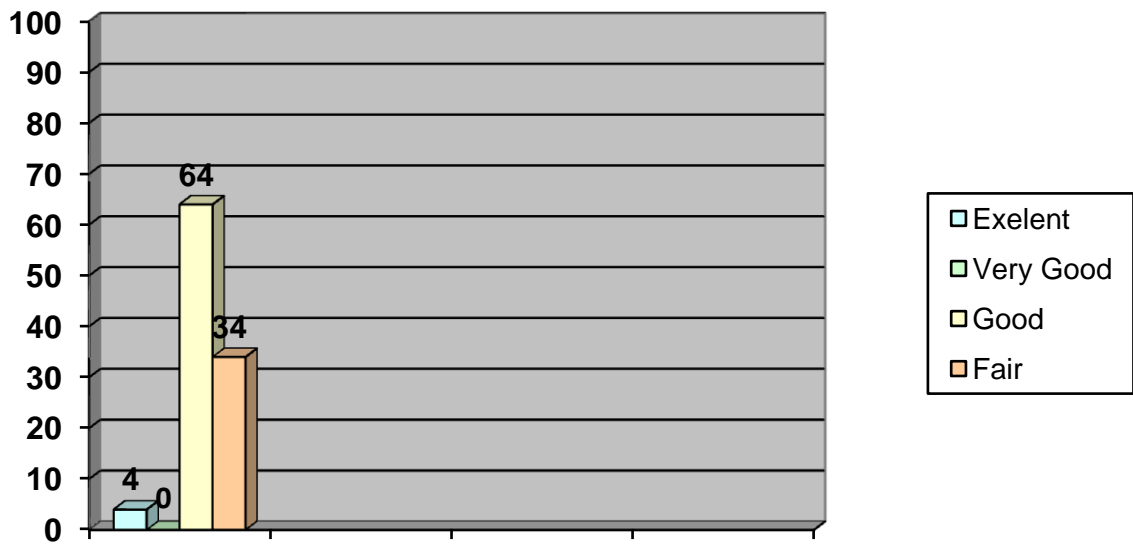
Graphic 11

WHAT SKILLS ARE MORE EVALUATED?



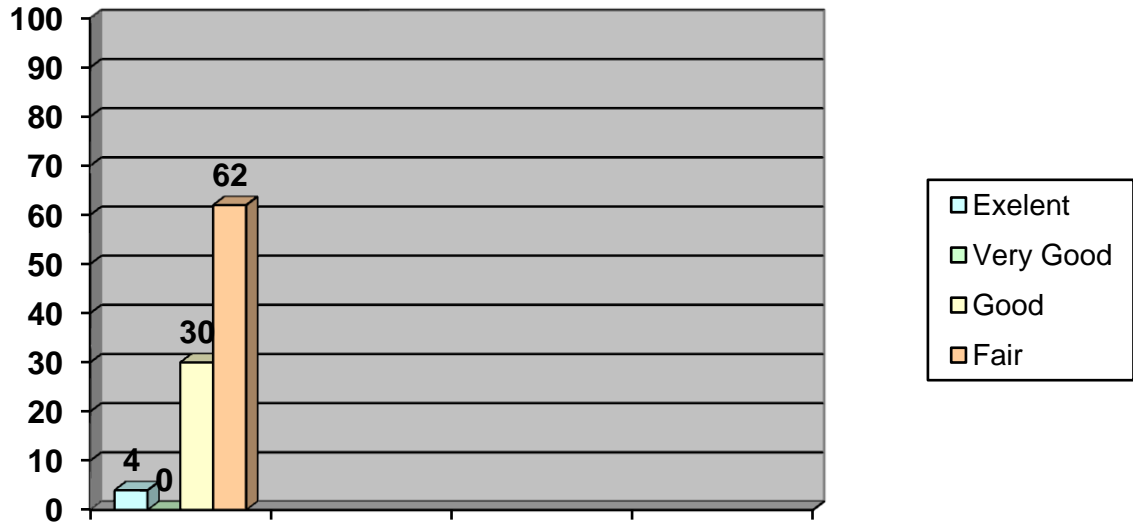
Graphic 12

HOW DO YOU CONSIDER YOUR LEARNING?



Graphic 13

HOW IS THE COMUNICATION WITH YOUR TEACHER?



Graphic 14