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Facultad de Educación e Idiomas

THEME:
PSYCHOLOGICAL, EDUCATIONAL, SOCIAL, AND ECONOMICAL
FACTORS THAT INFLUENCE ON THE TEACHING LEARNING
PROCESS OF ENGLISH.

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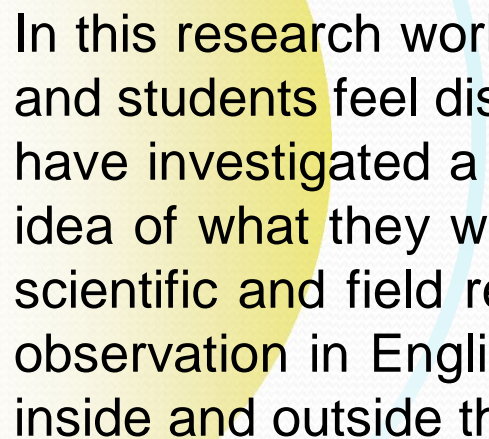
Lic. George Neil Crisanto




Introducción

In the present research monograph attempts to show the incidence those psychological, economical, educational, social factors and other barriers that are directly involved in the teaching-learning process at school Philemon Rivera located in a suburban area of the city of Managua, the fourth year of high school that is our goal.

In this research work we try to recognize and demonstrate that teachers and students feel discouraged with the English class, for this purpose we have investigated a number of theories regarding the subject to form an idea of what they want to show and get to the bottom of our study with scientific and field research that we do through surveys, interviews and observation in English class to form a judgment of what really happens inside and outside the classroom.





All our research study revolves around the assumption that we have raised and is based on the theoretical framework that we use to externalize our discretion, make recommendations, give suggestions and important contributions in order to remedy these problems not only in this school have an impact but in all secondary schools in Public Education all over the country.

Be very useful statistics that reveal the measuring instruments were applied because we will evaluate in depth and awareness to the problems we face in the future and this study serves the educational and academic authorities of our country to improve process of teaching and learning English.

We believe that the incidence of these negative factors that are affecting the teaching-learning process can be overcome if heeded in time. We need most of our students graduating from secondary handle very well the English language to aspire to a source of work in order to continue his studies with satisfaction.



Problem

Low academic proficiency in student of the IV year English class at Filemon Rivera Quintero during the second semester of 2012.

Sub-Problem

- ❖ Psychological factors that influence in the low proficiency in student of the IV year of English class at Filemon Rivera Quintero.
- ❖ Educational factors that influence in the low proficiency in student of the IV year of English class at Filemon Rivera Quintero.
- ❖ Social and Economical factors that influence in the low proficiency in student of the IV year of English class at Filemon Rivera Quintero.

General objective

- To determine the psychological, educational, social and economical factors that affect the teaching-learning process in English causing a low academic proficiency in student of the IV year of English class at Filemon Rivera Quintero Institute in Managua during the second semester of 2012.

Specifics objectives

- To specify the psychological factors such as student behavior in class, shyness that are influencing negatively on the teaching – learning process of the English class causing low proficiency on the student of IV year at Filemón Rivera Quintero Institute.
- To identify the social and economical factors such as family problems, friends, style of life, only one parent work, low salary, student without books affect negatively on the teaching- learning process of the of English class causing low proficiency in the student of IV year at Filemón Rivera Quintero Institute.
- To analyze the educational factors such as poor source for teaching, no didactic equipment, inadequate techniques, internal and external motivation influence negatively on the teaching–learning process of the class of English causing low proficiency in the student of IV year at Filemón Rivera Quintero Institute.

THEORETICAL FRAMEWORK

1

Ethnographic study of the
Filemon Rivera Quintero Institute

2

Historical background

3

Theories

THEORIES

In our research we found different theories about teaching learning process into a second language and some factor that affect this process.

According to Ernest Hilgard define learning as a product of thought ... We learn thinking, and the quality of learning outcome is determined by the quality of our thinking. It has relative with the teaching-learning process. For example a student centered approach which actively engages the young person in the learning process is critical if skills which result in healthy behaviors are to be fostered and developed. Therefore some learning strategies could be incorporated in a comprehensive approach include self-directed learning, cooperative learning, role playing, behavioral rehearsal, peer education and parent involvement.



CONSTRUCTION OF TEACHING

Teaching modes are not directly derived from any theory or model of learning. The way of teaching is not clear from the way how to learn, although each of the learning theories have some implications for the process of teaching.

Thus, within the behavioral model, the teaching scheduled, and, with reference to cognitive theory, the theory of the development proposed by Reigeluth and Merrill.



WHAT ARE THE FACTORS AFFECTING LEARNING?

In the learning process involves many factors, some of which are intrapersonal and other social and environmental. In the teaching-learning process involves all globally, with a dynamic interface.

Intrapersonal factors.

First, we consider the evolutionary changes that occur during learning. These changes can be cognitive (produced by biological maturation and intellectual training and the ability to formulate hypotheses, infer, draw conclusions, etc.), emotional (affective balance disorders determined by hormonal changes and the conflicts and tensions that produce social relations), and body (physiological changes such as size, body shape, voice, etc.).



WHAT ARE THE FACTORS AFFECTING LEARNING?

Another factor is relevant instrumental competence (for a cycle, course or area), understood as a body of knowledge that the subject has to be "key" to tackle new tasks (comprehension and expression sufficient of oral and written command of other languages: graphic, iconic, symbolic ... mathematical calculation, etc..). Also, specific prior knowledge required, namely that the learner can appropriate explications from certain phenomena and to relate these explanations with the new content.



VARIABLES AND KEY FACTORS AFFECTING THE SCHOOL LEARNING

A first point to address is the nature of the variables that, according to current studies, are associated with school achievement.

There is consensus among scholars of school effectiveness about the nature of these variables associated with school performance.

The affiliative impulse is the most prominent during childhood. The child usually works to meet their parents and teachers.

The absence of such agreement, the guy replaced this motivation by the impulse of self-improvement.

The desire to be accepted by their peers, however, can decrease performance when it is negatively valued by them.



VARIABLES AND KEY FACTORS AFFECTING THE SCHOOL LEARNING

An emotional motivation type, such as the award given to a student, may have social characteristics if it comes from a person who identifies with the boy and he needs your approval. According to Fernández Huerta, discoveries motivators can produce or to evoke particular attitudes that are classified into three groups: Intellectual b) emotional and c) social.

It is essential to the role of teacher as facilitator or guide, for, teaching-aid-considered to be characterized by the adjustment of the aid to the construction process of the student to be effective. For aid to be effective it is essential that fits the student, for it must be adjusted to the individual characteristics, considering its initial outlines of knowledge and motivation, to encourage changing their schemes in the right direction.



COGNITIVE DEVELOPMENT AND DISPOSITION

1. Willingness to learn: a theory of instruction may be interested in the experiences and contexts that tend to make the child is willing and able to learn when they enter school.
2. Knowledge structure: specify how a body of knowledge should be structured so that learning the more easily understood.
3. Sequence: you must specify the most effective sequences to present the material.
4. Reinforcement: will have to determine the nature and spread of the reward, moving from extrinsic rewards to intrinsic.

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COGNITIVE DEVELOPMENT AND DISPOSITION

Furthermore Bruner is centered in the development that is the unfolding cognitive and he emphasizes three methods of representation such as: enactive, Iconic, and Symbolic.

Enactive: learning is through a specific action is performed without words, such as learning to jump rope.

Iconic: the representation by means perceptible as an image such as a mind map that allows us to follow a route.

Symbolic is given through an abstract schema that can be language or other structured symbolic system. It is the translation of experience into words that allow other more complex transformations.



MOTIVATION AND SELF-CONCEPT

According to Chavero (1999:63-64):

The learning process presupposes an interest generated by the need to know, motivation is developed through intermediate variables such as concentration, persistence in carrying out the task and greater tolerance against possible negative outcomes, but the effect that motivation exerts on the student's cognitive structure upon completion of the training sessions and trained cognitive interaction products.

The reasons that may lead a student to learn (achievement motivation) are several: cognitive, improvement of self and affiliative. Normally in achievement motivation are represented in different proportions the three classes, varying factors such as sex, age, culture, social class membership, personality, etc..



MOTIVATION AND SELF-CONCEPT

The cognitive impulse, the desire to know and learn in itself, is the most important of the three in the development of meaningful learning, since it is its own reward. It is likely that its origin is in the curiosity, the desire to explore and understand the environment, strengthening it-especially-on learning experience which in turn depends.

The motivation of self-improvement refers to student need to achieve social status or recognition for their expertise in the development of a task. One of his sources is generated anxiety fearing loss account resulting from failing.

Encourage student self-esteem based on what you know and enhance their contributions through appropriate verbalizations encourages their interest and willingness to learn, and enables you trust your possibilities, gaining autonomy to tackle new tasks.



PROFESSOR

More important than the degree of knowledge of the subject (which currently remains the decisive factor for the selection of teachers) may be the ability to carry out its task in real situations in the classroom and the teacher thinking of the system as a mediating variable classroom.

Professional teacher thinking is the most influential variable. This teacher thinking is organized around guiding knowledge schemes, although not consciously, their performance and which includes beliefs, personal theories, strategies, intervention and evaluation processes of teaching.

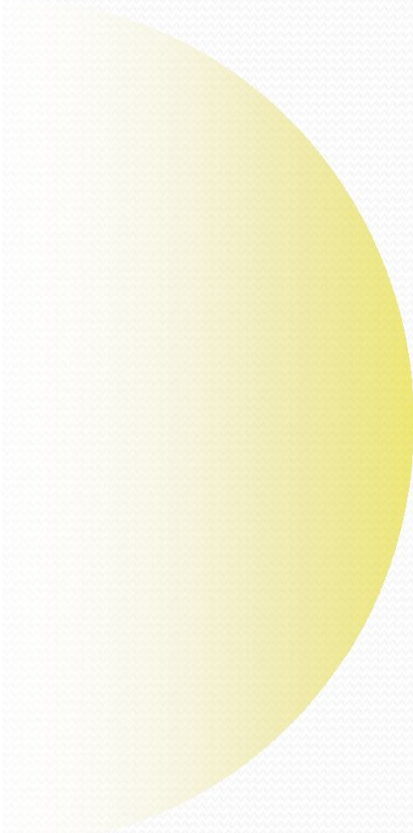
- Learning Process
- Types of learning

METHODOLOGICAL DESIGN

- ✓ Hypothesis
- ✓ Population and samples
- ✓ System of variables and indicators
- ✓ Procedure and techniques



HYPOTHESIS



The students of IV year at Filemón Rivera Quintero Institute are unmotivated because some educational, economical, social, psychological factors are affecting the development and the quality of the teaching- learning process.

POPULATION AND SAMPLES

❖Population:

50 students from Filemon Rivera Quintero institute among the ages of 16 to 19 years old were the total of students at iv year and for this amount were taken 15 students to answer the survey.

❖Sample:

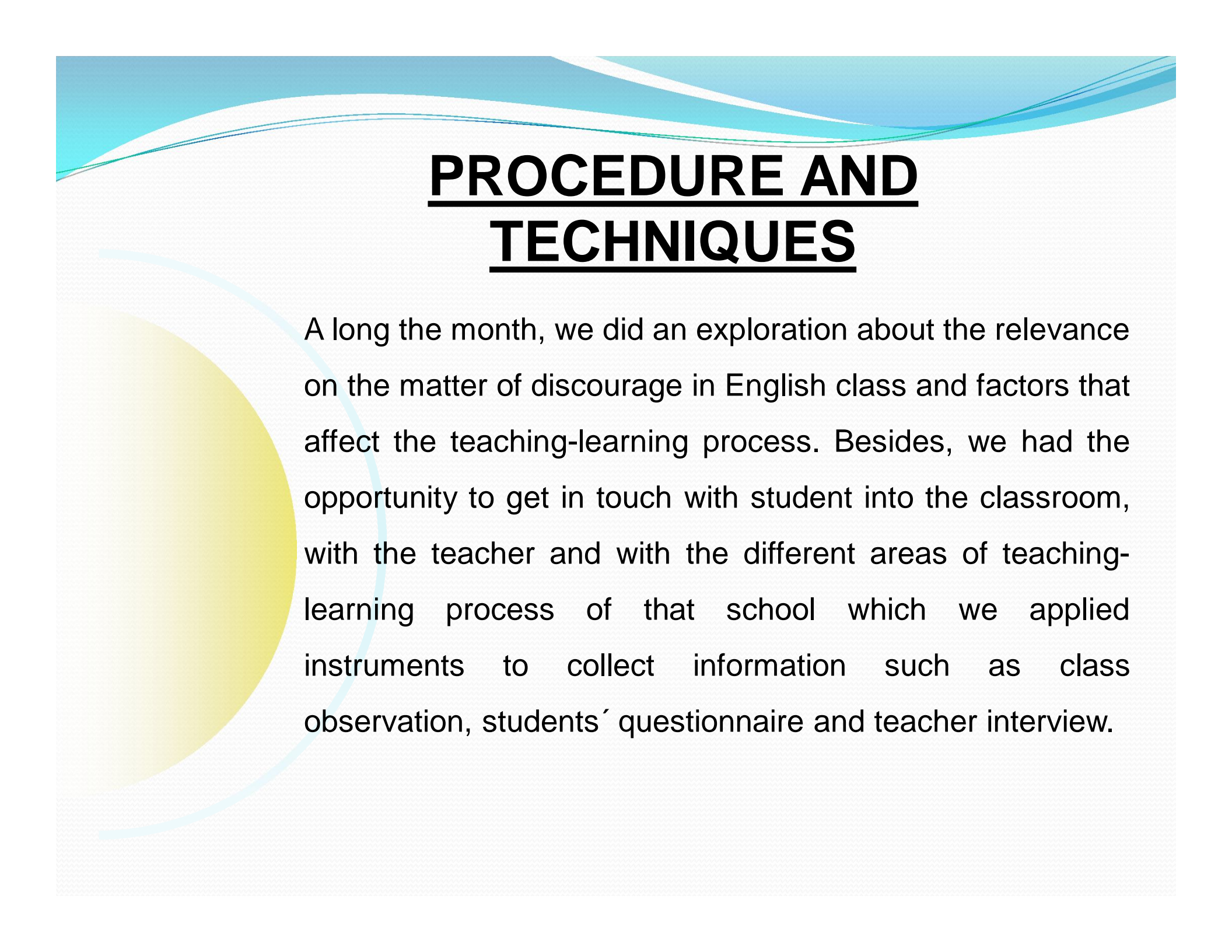
15 students were surveyed they were chosen random for our investigation. They belong to iv year of high school in the afternoon shift that this institute offers

SYSTEM OF VARIABLES AND INDICATORS

SYSTEM OF VARIABLES		
VARIABLE	SUB-VARIABLE	INDICADORES
General Information	Sex	a. Male b. Female
	Age	
	School name	Filemon Rivera Quintero Institute
Psychological Factors	Student behavior in class	a. Shyness b. Lack of vocabulary c. Bad pronunciation
	Learning Process	a. Low proficiency b. High proficiency
	Internal and external motivation	a. Interesting b. Bored c. an necessary
Social Factors	Family problem	a. Regular family income b. Low family income
	Friends	a. Cooperative partner b. Friendship
	Style of life	a. Excellent b. Regular c. Bad
	Students without book	a. Yes b. No

SYSTEM OF VARIABLES AND INDICATORS

Economical Factors	Only one parent work	a. Yes b. No
	Salary	a. High b. Low
	Students work at presents	a. Always b. Spontaneous c. Never
	Food	a. Good b. Regular c. Bad
	Live with	a. Parents b. Mother c. Relatives
Educational Factors	Poor sources for teaching	a. Wallchart b. Flashcard c. Books
	No didactic equipment	a. Tape record b. T.V. c. Computer d. None
	Inadequate Techniques in teaching – learning process	a. Audio-visual equipment b. Define vocabulary c. Cooperative learning d. Brainstorming e. Character maps f. Critical / explanation homework



PROCEDURE AND TECHNIQUES

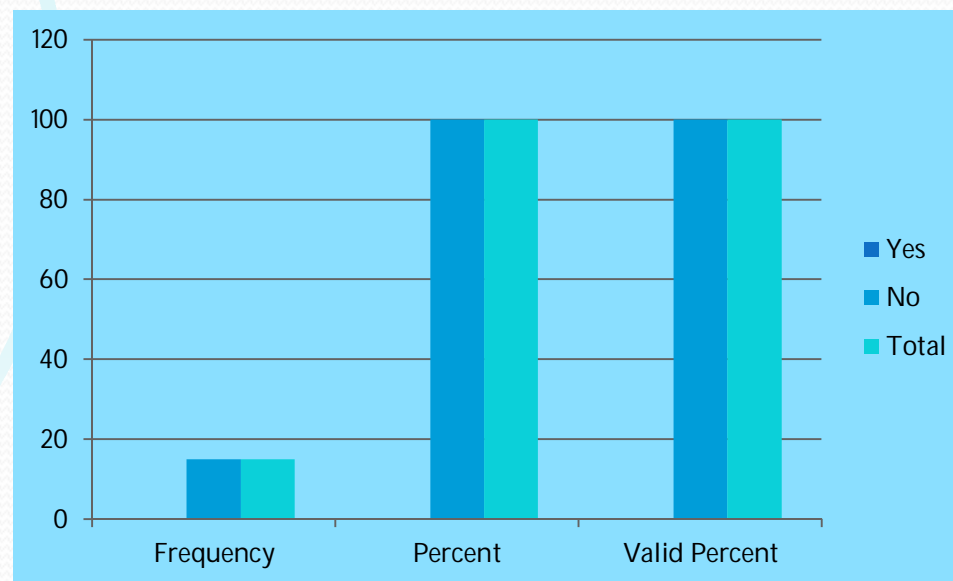
A long the month, we did an exploration about the relevance on the matter of discourage in English class and factors that affect the teaching-learning process. Besides, we had the opportunity to get in touch with student into the classroom, with the teacher and with the different areas of teaching-learning process of that school which we applied instruments to collect information such as class observation, students' questionnaire and teacher interview.

DEVELOPMENT

Statistic table

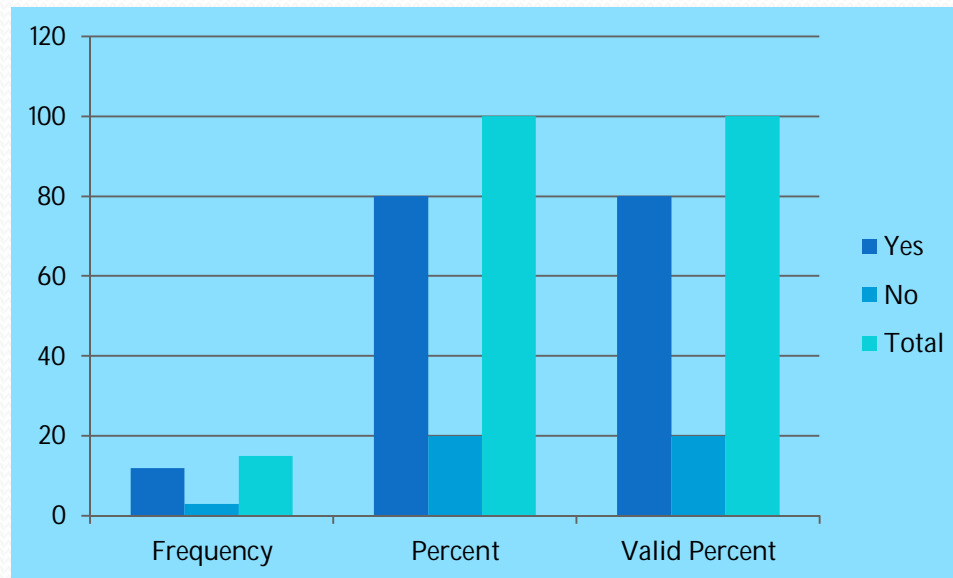
Students Without Book

	Frequency	Percent	Valid Percent
Yes	0	0	0
No	15	100	100
Total	15	100	100



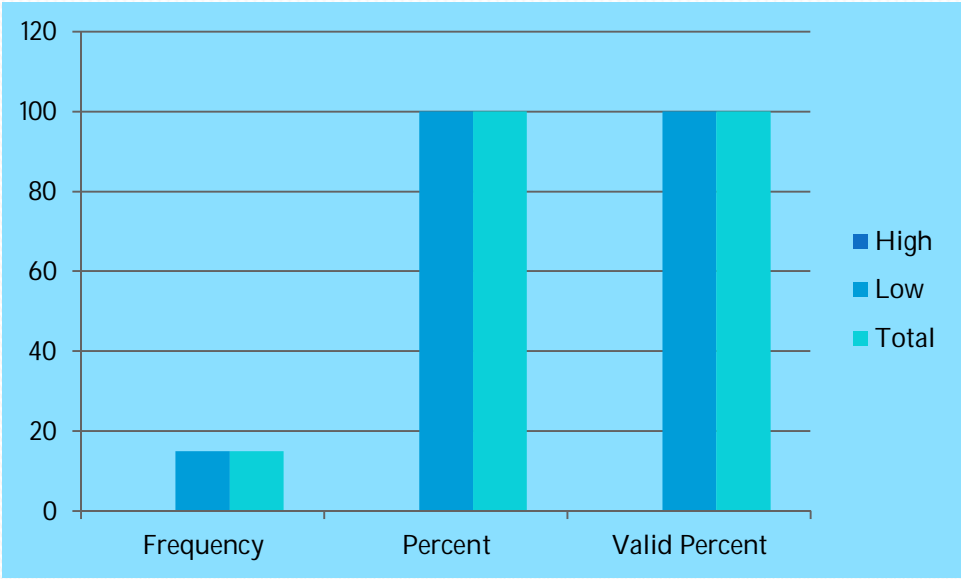
Only one parent work

	Frequency	Percent	Valid Percent
Yes	12	80	80
No	3	20	20
Total	15	100	100



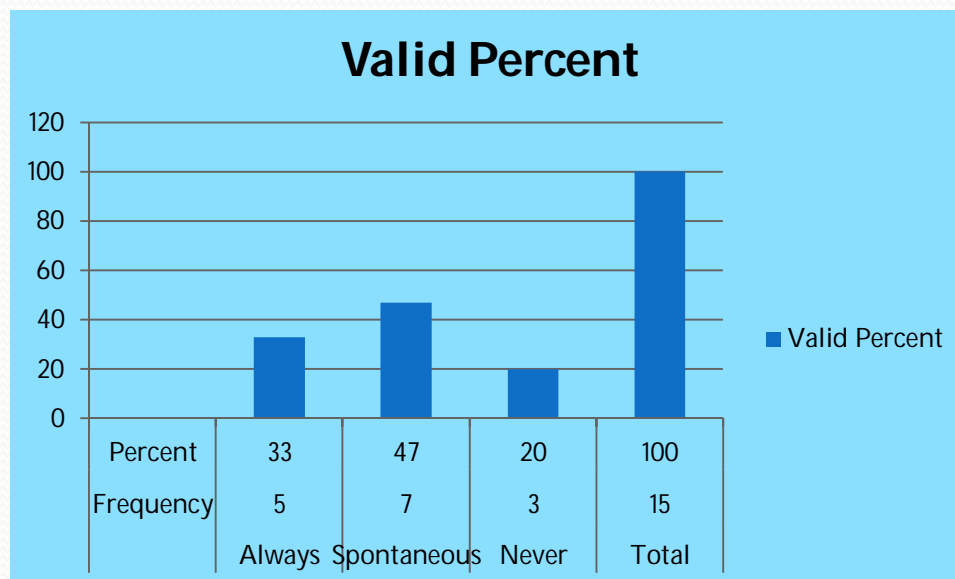
Salary

	Frequency	Percent	Valid Percent
High	0	0	0
Low	15	100	100
Total	15	100	100



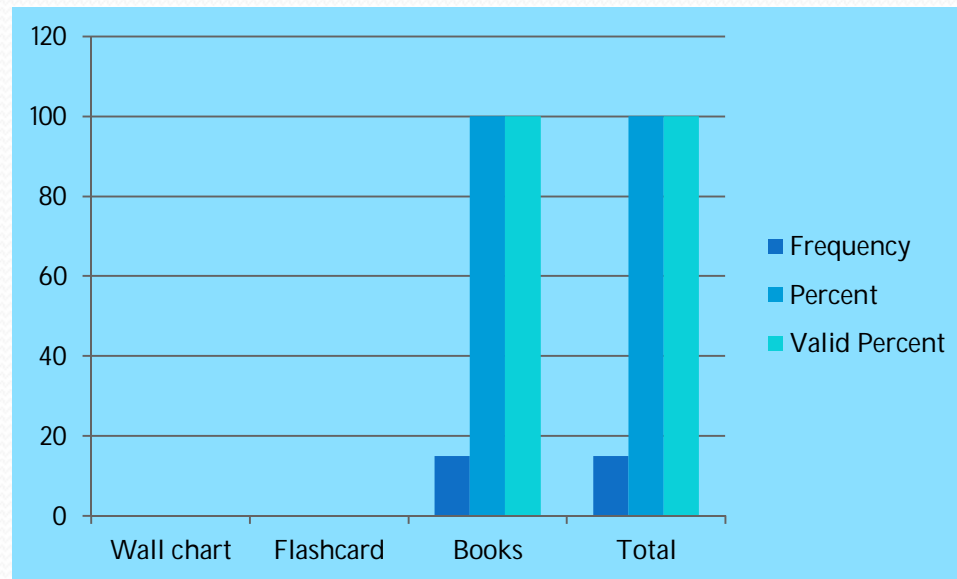
Students work at present

	Frequency	Percent	Valid Percent
Always	5	33	33
Spontaneous	7	47	47
Never	3	20	20
Total	15	100	100



Poor resources

	Frequency	Percent	Valid Percent
Wall chart	0	0	0
Flashcard	0	0	0
Books	15	100	100
Total	15	100	100





Processing information

The % 86 of the students were afraid to express themselves in English although they want to learn English , teacher do not help them to develop their English because all the time he only talk in Spanish , but not in English , we can see it brought educational factors that affect the teaching – learning process.

Besides student told us that they were interested for learning English ,but they did not have an excellent learning process because they were bored about current way that teacher teach the class. we can observe that %93 of students expressed they have a low proficiency in understanding English and only %6 of them showed a high proficiency in English class.



Processing information

Even though one of the parent of the student work, students told us that %80 of their parent work and %13 do not work, these situations cause on them preoccupation because some of them have work time and do not have the sufficient attention on their learning . Therefore the salary of their parents is low reasons that they work at present. In other word the %100 of the salary of their parent were low.

As we can see student presented problems on their teaching – learning process due to the different factors that they are involved and some of them do not live with their parent , only live with one of them or relatives although the majority of them live with their mother.

Discussion of results

In addition to the lack of resources and equipment teacher presented and the unselfishness that both showed parents and principal , we could catch that students were unmotivated because they have social factors problems. Some of them do not support on their education for this reason they have to work to maintain their family and themselves and other case they live with one of their parent, or relatives which they do not have an good food for themselves due to the families income were very low which would brings consequences on their studies because they do have retention in the teaching- learning process on English subject. Nevertheless they try to put interest on that subject but their proficiency was low.

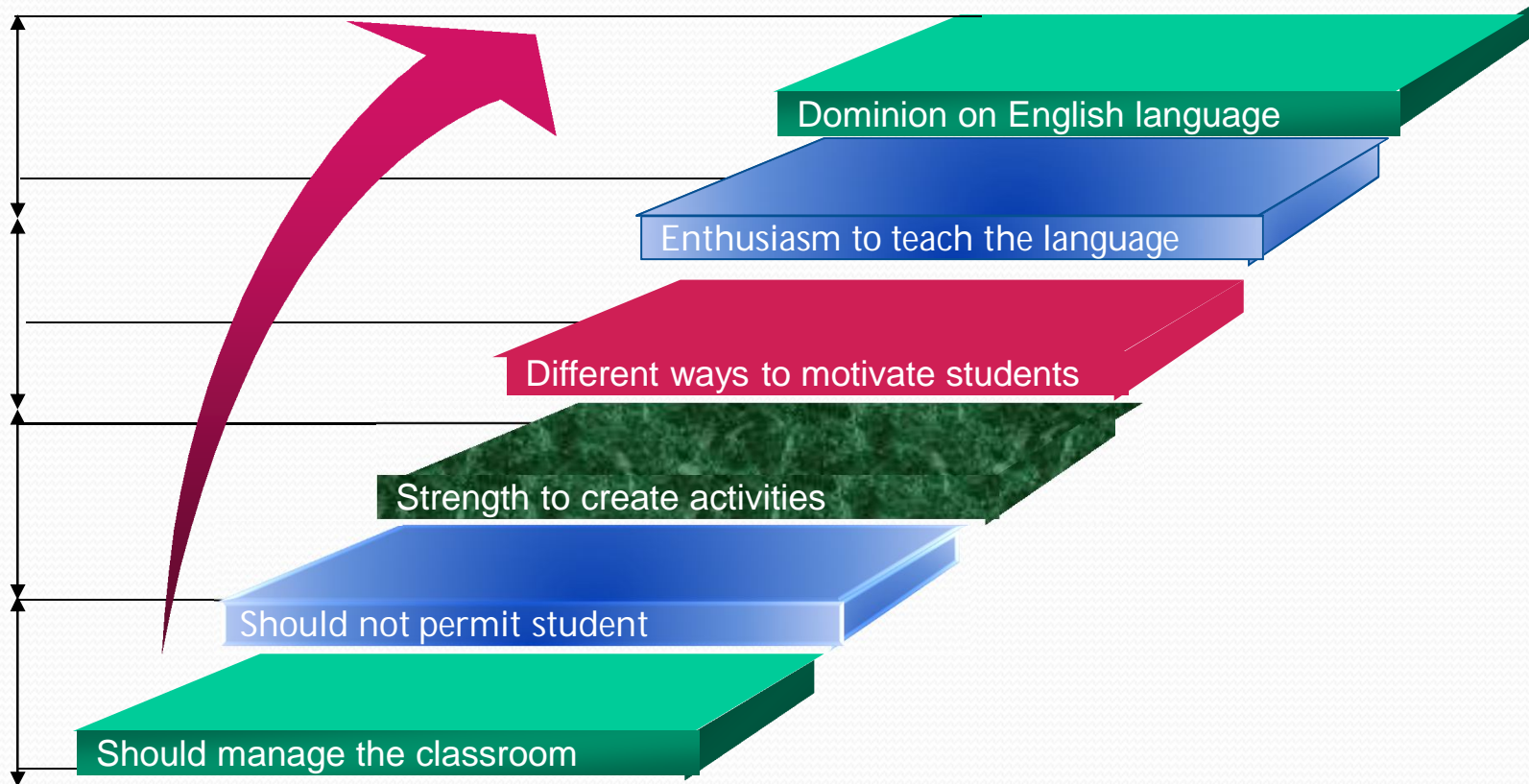
CONCLUSION

Even though students have psychological, educational, social and economical factors that affect it, teacher does not use the complete resources to explain in a current way for developing mind of his students. Although students have interesting on it , they do not have the possibility to support their class with sources required to understand the language because they do not help for their parents, then they have to work for themselves.

Also we can see that the environmental inside and outside the classroom cause students distraction on the English class in fact we can say that truly students feel apathy an disinteresting on this language because they do not teach with a dynamic way where teacher pay an important role, at the contrary he does not use different strategies as role play, cooperative learner, active learner, control of the classroom among other to motivate his students on learning English language.

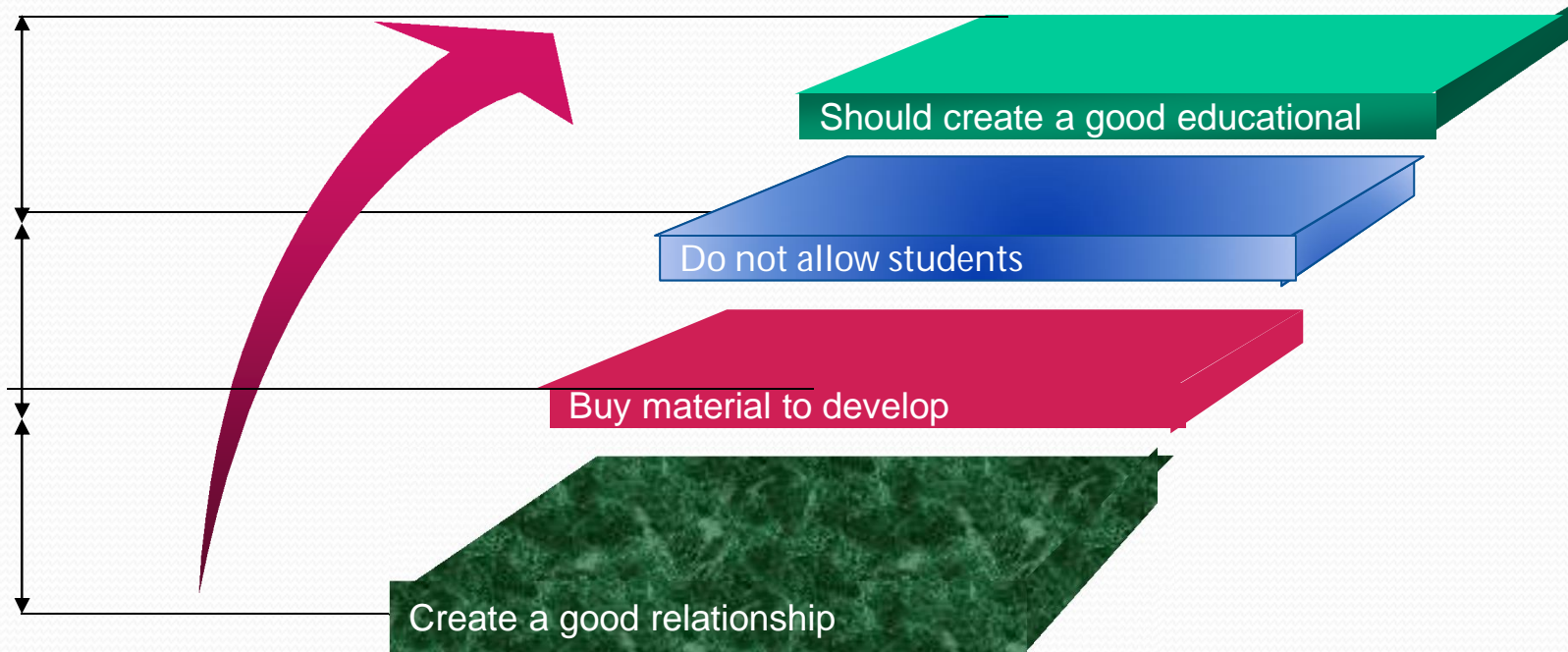
RECOMMENDATIONS

To English teacher



RECOMMENDATIONS

To School





**THANKYOU VERY
MUCH**