

Universidad Nacional Autónoma de Nicaragua.
(UNAN – Managua)

Facultad de Educación e Idiomas.
Graduating Seminar



Theme:

Educational, social, and economical factors that influenced negatively in the students difficulting them in speaking the target language during the five years of secondary school at Camilo Zapata Institute.

Research submitted in partial fulfillment of the requirements for a B. A. degree in teaching English as foreign Language.

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Dedicatory

We dedicate this work especially to God who gave us health, wisdom, faith and the strength to finish our work.

To our parents who had the confidence in us, besides the support that they had given us to complete this career.

To our teacher George Crisanto his affect, patient, and the time that he gave during our research.

To all of you, this work is for you.

Acknowledgements

First of all we want to give thanks to our “Father in heaven and his son Jesus Christ” they were with us all the time, giving us wisdom, intelligence, and patience.

We want to give thanks to our dear teacher George Crisanto St. Clair because he gave us guide, from the beginning to the end of this work; he collaborated with our professional formation during this process of education in this University (UNAN – Managua).

We also want to give thanks to our families for giving us the opportunity to have a formal education, and for their economical support that they gave us to do this Seminar Graduating work.

I. Introduction

Our research is based on the factors that influenced negatively in speaking the target language (English) at students of Camilo Zapata institute.

Sometimes we don't know which are the causes that influenced negatively the speaking in students during the five years of secondary school; this situation has motivated us to look for the answer to this problem: the lack of speaking the target language.

To do this research we focus on the Camilo Zapata institute that is located in Barrio Venezuela in the department of Managua.

This is supported by survey answered by students from first to fifth year or secondary school at Camilo Zapata Institute and of course for the teachers of the same school.

We appreciate your decision to read this project that we have made with effort, dedication, sacrifice, and love.

Justification

We decided to research about the factors that influenced negatively in speaking the target language of students from one to five year at Camilo Zapata institute because we wanted to know why those students don't speak English at the end of the five years that they received the English class.

It is interesting to know that there are three factors that influence negatively the speaking the target language:

- Educational factors
- Social factors
- Economical factors

We hope this research will be useful to help students and teachers to be better each day and try to take the risk to speak the target language.

ABSTRACT

The aim of our research paper is to find out the main factors that influenced negatively in speaking the target language (English) during the five years of secondary school to the students of Camilo Zapata institute.

To carry out our purpose we used some materials to get the information that we needed; at the same time we received the orientation, and help of our tutor George Crisanto to lead our investigation.

In addition this research is to gather the main factors that are affecting speaking of the target language.

To gather all the information we decided to visit Camilo Zapata institute and we interviewed twenty students and the teacher to know their opinion in order to give us useful information.

Finally, we hope that this research will help the students and the teacher to overcome the difficulties that those students have and could improve the teaching materials and the activities especially in the speaking skill.

Outlines

I. Problem

There are educational, social and economical factors that interfere in the teaching – learning process avoiding the students of the institute Camilo Zapata from developing and using the target language (English) satisfactorily during their five years of secondary study.

II. Sub Problems:

1. Education

- Lack of methodology of creativity to encourage students participation.
- Lack of activities to promote the use of speaking skill.
- Limited numbers of didactical materials.

2. Social

- The students live in crowded houses
- The students don't have someone to help them with the English homework.

1. Economical

- The income of their parents is too low.

III. Theme:

Educational, social, and economical factors that influenced negatively in the students difficulting them in speaking the target language during the five years of secondary school at Camilo Zapata Institute.

IV. General Objective:

To determinate the factors that influenced negatively on the students during the five years of secondary school that avoid their use of the target language.

V. Specific Objectives:

- 1) To learn about the economical factors that influenced negatively on the students in speaking the target language. (English)

- 2) To identify the social factors that influenced negatively on the students in speaking the target language. (English)

- 3) To analyze the educational factors that influenced negatively on the students in speaking the target language. (English)

THEORETICAL FRAMEWORK

Historical Background

The institute Camilo Zapata is located at Barrio Venezuela at the municipality of Managua, department of Managua. This institute was founded in 1970 with the name of Leonor Garcia in 1979, it was of Martin Guerrero, in 1995 this was changed to Doctor Humberto Belli, but nowadays it's named Camilo Zapata.

The land and the school building were donated by the mayoralty of the district of Managua; also the official land paper and house paper were given to the school board as a donation of the mayoralty.

The institute Camilo Zapata began as a primary school but now it works as a secondary school in the shift of morning, afternoon and night with 881 students.

In this institute the classes are given by 23 teachers which the 50% are University graduated, the 28% have post grade and the 22% are studying at UNAN – Managua on Saturday.

In Camilo Zapata institute there are three English teachers, one for the morning shift, other for the afternoon shift and the other for the night shift; each English teacher gives classes from first year to fifth year.

In this research we focused only in the afternoon shift.

We have observed that in the afternoon shift there are 28 students in first year, 21 students in second year, 25 students in third year, 11 students in fourth year, and 15 students in fifth year.

This situation is easy for the teacher because he has few students in each year; so it helps the teaching – learning process. With students the teacher has the opportunity to do many activities to motivate students to speak the target language.

We also have observed that all the students come from poor families.

Although there are few students in each classroom they don't feel comfortable in speaking the target language (English). In all the activities that the teacher did the students participated in 100% and

the teacher spoke all the times in English and the students understood everything when the teacher ask for the meaning of a word the students answered without any problem, but they never spoke in English, they only did it in Spanish.

The teacher had good activities, and motivated them a lot, but it would be better if the teacher use all those activities and motivation to increase the speaking of the target language.

THEORIES

English is one of the three core subjects in upper secondary school and it is essential that students receive a good education in this subject. Since writing and speaking are such prominent part of English language, the teacher is obliged improve to process knowledge of how to improve students' proficiencies in an efficient way.

The question in how to use this knowledge when the teacher is supposed to use different methods for lessons, evaluate the exercise and proper feedback to the students.

There are just some of the factors that teacher face when teaching speaking activities in the classroom and those factors interfere negatively in the teaching learning process.

Factors that influence negatively in speaking the target language (English):

1. Educational factors
2. Social factors
3. Economical factors

1. Educational factors:

Many students being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language or as Nunan (1991) wrote: "Success is measured in terms of the ability to carry out a conversation in the target language. Therefore if the students do not learn how to speak in the target language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be, but for teachers this could be too hard because maybe they have the motivation to do it, but don't have the right materials, a good environment in the classroom. Having all the necessary materials such as textbook, workbook, cassette and the most important source as an English lab for motivating students and also they can acquire the piece of language little by little.

2. Social factors

Nicaraguan people culture is poor, and not all of them like English language, so they are not interested in learning the language for this reason they do not pay attention to the English class during the five years of secondary school.

Another social factor is that the students live in crowded homes; they don't have a good place to study, they also don't have anyone to help them in doing the homework, books, and internet consulting if they have any doubt and don't have TV cable for

distraction and learn about some educational program that TV cable has.

3. Economical factors

One of the main factors that are affecting the teaching learning process is the educational factor.

Parents don't have enough money to buy a textbook. The authorities of school don't worry to buy good didactic materials and do effective the learning in our community.

The educative institution doesn't buy a tapes recorder so teachers could carry out speaking activities with their students, another problem is that there's no electric light in three classrooms.

A great responsibility of educative institution is to facilitate the essential and necessary materials to the teachers, so they can give a better learning inside the classroom.

In Camilo Zapata institute where English is taught there's not an English lab for practicing the language thus teacher and students can fee a better environment.

The bad economic situations that are crossing our community have been the main factor that is provocation the limitations in students for their children, sometimes they can not do it because they do not earn enough money, their salary is very low.

Definitions:**Methodology**

System of broad principles or rules from which specific methods or procedures may be derived to understand different situations (or solve different problems) within the scope of a particular discipline.

Method:

A way of doing something modern methods of teaching languages

Interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems:

Casual examples of interaction outside of science include:

- communication of any sort, for example two or more people talking to each other, or communication among groups, organizations nations or states: trade, migration, foreign relations, transportation, communication among students and teachers.
- a mutual or reciprocal action; interacting

Motivation,

The psychological feature that arouses an organism to action toward a desired goal; the reason for the action; that which gives purpose and direction to behavior; "we did not understand his motivation"; "he acted with the best of motives". The condition of being motivated; "his motivation was at a high level" Motive, need.

Intrinsic motivation comes from rewards inherent to a task or activity itself - the enjoyment of a puzzle or the love of playing. This form of motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Students are likely to be intrinsically motivated if they

- Attribute their educational results to internal factors that they can control
- Believe they can be effective agents in reaching desired goals
- Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Extrinsic motivation comes from outside of the performer. Money is the most obvious example, but coercion and threat of punishment are also common extrinsic motivations.

Behavior

Manner of acting or conducting yourself

Discipline

Training to improve strength or self-control. A system of rules of conduct or method of practice; "for such a plan to work requires discipline";

Factor

Anything that contributes causally to a result; "a number of factors determined the outcome".

Factor is an independent variable in statistics.

Economical

of or relating to an economy, the system of production and management of

material wealth; "economic growth"; "aspects of social, political, and economical life"

Social,

Relating to human society and its members; "social institutions"; "societal evolution"; "societal forces"; "social legislation"

Educational

Relating to the process of education; "educational psychology".
Providing knowledge "an educational film".

METHODOLOGICAL DESIGN

HYPOTHESIS

There are some reasons such as Social, Economical, and Educational factors that influenced negatively in speaking the target language (English during the five years of secondary school, in students of Camilo Zapata institute.

Population and Sample

A. Population:

The population is formed by students from first year to fifth year of secondary school at Camilo Zapata institute.

B. Sample:

Our samples were 20 afternoon shift students of the Camilo Zapata institute.

SYSTEM OF VARIABLES

Variables	Sub variables	Indicators
General Information	Sex	Masculine Feminine
	Age	1) 12 – 14 2) 15 -17 3) 18 – 20 4) 21 - 23
	Social Situation	Single Married Divorced
	Live with	Parents Alone Grandparents Other
Economical Situation	Work	Yes No
	Income	High Médium Low
Educational Situation	Speaking skill	Fluency Speaking abilities(bad, regular, good, very good, excellent) Oral Practice inside and outside of the classroom
Psychological Situation	Type of Personality	Self-confident Afraid Shy, Bad oral expression

Methodology

This investigation is Descriptive. We used different kind of instruments to gather all the information that we needed.

We analyzed the different factors that influence the teaching learning process of English. So all those information that we got from the survey were organized, classified and analyzed by using statistical tables and graph. In order to find and interpret the results of our investigation.

DEVELOPMENT

INSTRUMENTS

To carry out our investigation we used different kind of instruments to develop our work.

Survey: this was used with teachers and students. It was divided in two parts:

Teacher's questionnaires: in which we try to gather information about different activities and opinions used and gives by teachers.

Interview:

Student's questionnaires: which were applied to 20 students to know the different difficulties that they have had to acquire a second language?

Class observation: in which we had to be in the classroom to observe development of the class and see how the teacher encourage the students to learn a target language.

We think that all those tools used were important and useful to get to the different problems that students face with this subject.

SURVEY QUESTIONNAIRE

This questionnaire is to gather information about the students of Camilo Zapata, and difficulties that they present in the learning process the target language (English). The result of this will be of great help to better the teaching – learning process.

Questionnaire for Students

Answering the following questionnaire you will help us to complete our research, so we thank in advance for your cooperation.

I. General information

Age: _____

Sex: _____

Social Situation

Single: _____

Married: _____

Divorced: _____

Who do you live with?

Parents _____

Alone _____

Grandparents _____

Others _____

II. Answer the following questions:

1. Do you work?

Yes: _____

No: _____

2. How do you classify your income?

High: _____

Medium: _____

Low: _____

3. At present can you speak English fluently?

Yes: _____

No: _____

4. How do you consider your English Speaking abilities?

Bad: _____ Very Good: _____
Regular: _____ Excellent: _____
Good: _____

5. Do you practice English inside the classroom?

Yes: _____
No: _____

6. How do you feel yourself in front of your classmates?

- a) Self – confident: _____
- b) Afraid of your classmates: _____
- c) Shy: _____
- d) You think your oral expression is not good: _____

7. Do you practice English outside the classroom?

Yes: _____
No: _____

8. Do you have a good place to study and do your homework?

Yes _____
No _____

9. Do you have somebody helps with your homework?

Yes _____
No _____

10. What does your teacher do in class to improve your oral expression?

Dialogs: _____ Oral presentations: _____
Reading: _____ Conversation: _____

11. How do you consider the methodology that your teacher uses to develop your oral communication?

Bad: _____
Regular: _____
Good: _____
Very good: _____
Excellent: _____

Teacher's Survey

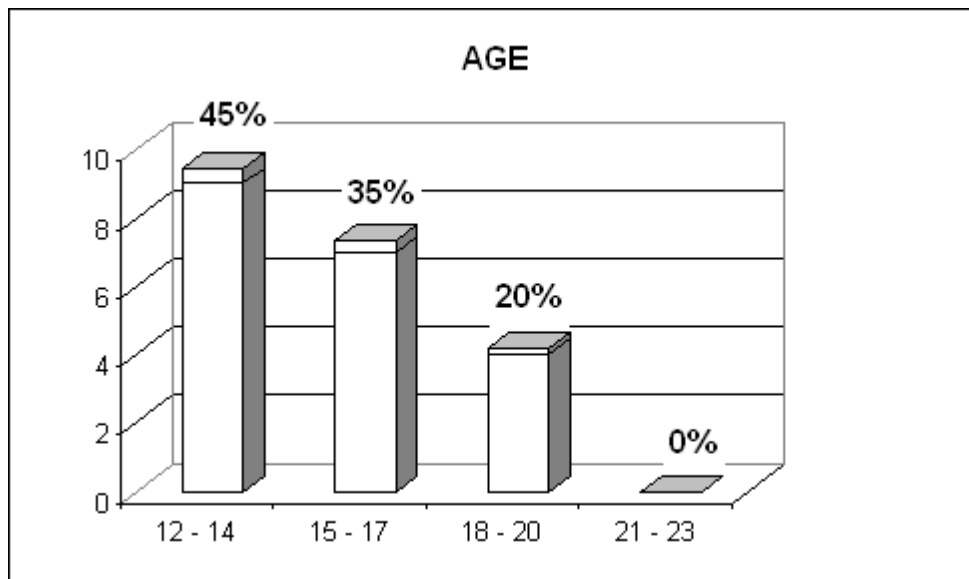
1. Do you consider that your students speak with fluency?
2. What kind of techniques do you use to get the students to speak?
3. What do you think should be done in order to get the students to speak fluently?
4. What kind of help do you give to the students to develop their speaking skill?
5. Which abilities do you use in English class?
6. What kind of resource do you use?
7. Do you consider that the time is enough?
8. What are the reasons why the students do not learn the speaking skill in secondary School?

Analysis and Intrepretation of the Results

After gather and process the information acquired trough the survey applied to students of high school at Camilo Zapata institute, we found out the following facts. In the following table we pretend to show the facts founded out about the students general information.

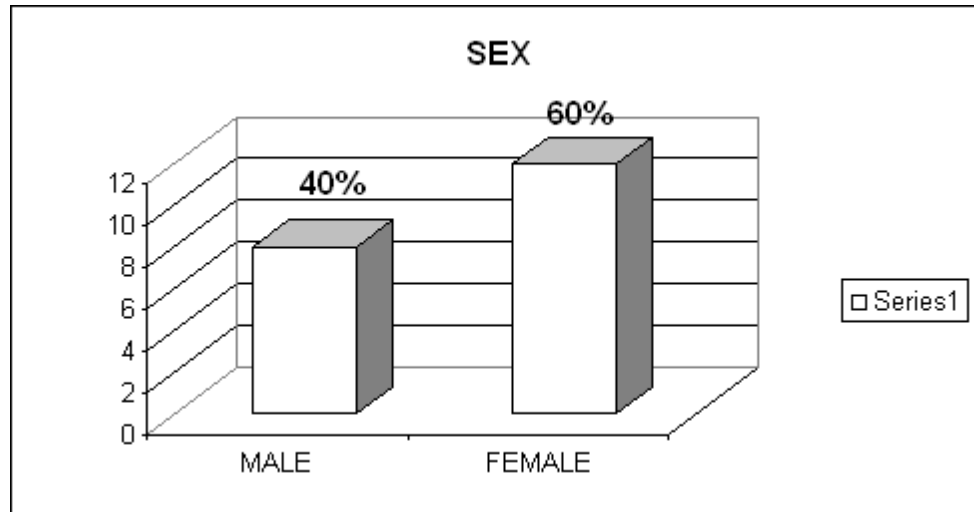
Table of General Information

AGE			
			%
1	12 - 14	9	45%
2	15 - 17	7	35%
3	18 - 20	4	20%
4	21 - 23	0	0%
Total		20	100%



In this table we can appreciate the sample of the twenty students of their different age.

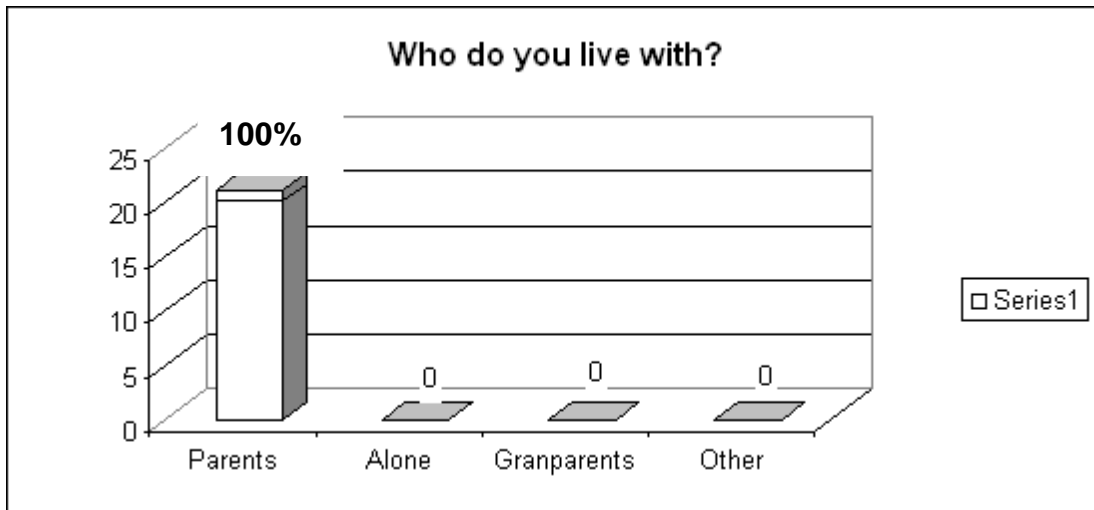
	SEX	
		%
MALE	8	40%
FEMALE	12	60%
Total	20	100%



In this graph we can see that the 60% of the students are female, and the 40% of the students are male

Who do you live with?

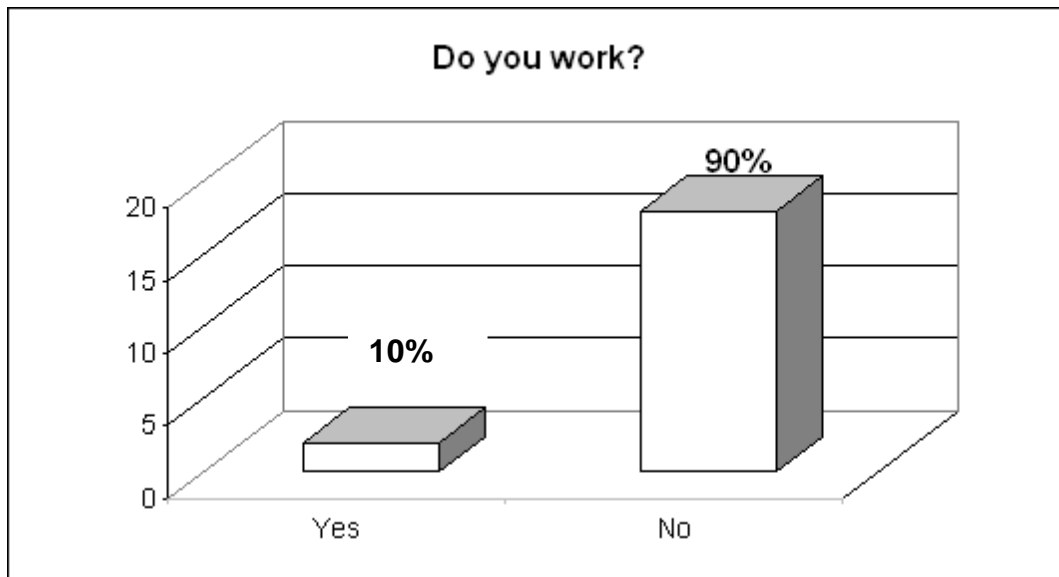
		%
Parents	20	100%
Alone	0	0%
Grandparents	0	0%
Other	0	0%
Total	20	100%



We can see that all of the students(100%) live with their parents,

Table of Economical Situation

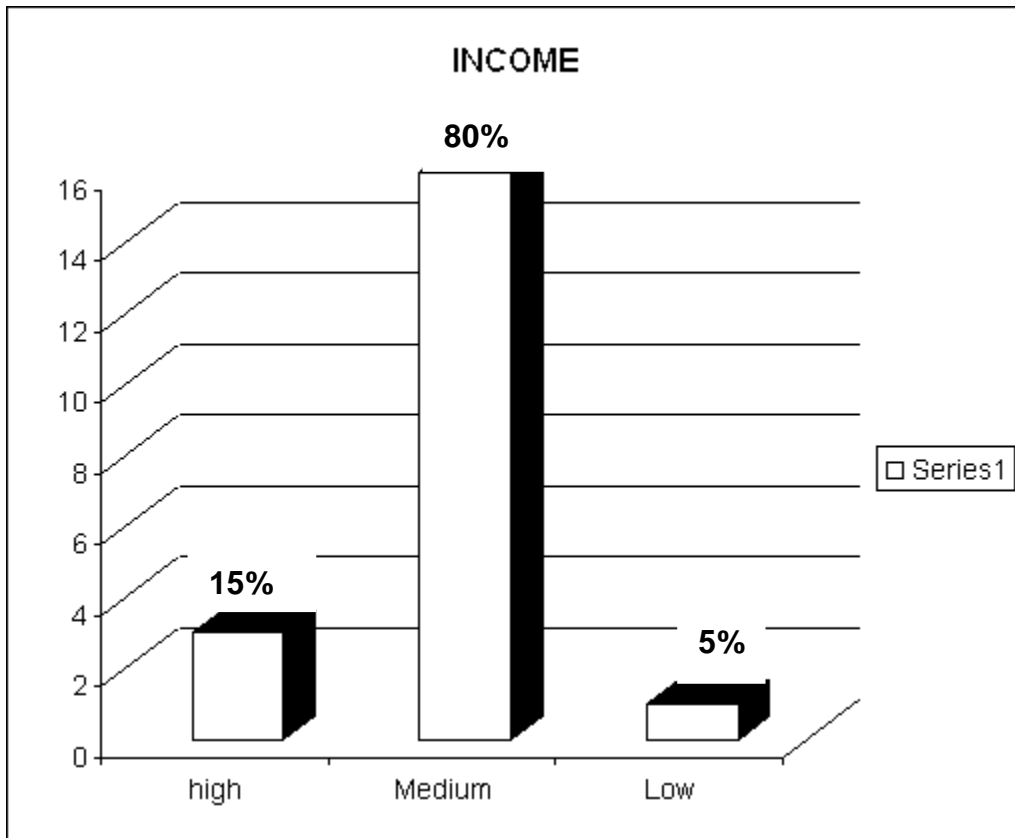
Economical Situation		
Do you work?		%
Yes	2	10%
No	18	90%
Total	20	100%



In this table we can appreciate that 90% of the students don't work, and the 10% of the students work.

How do you classify your income?

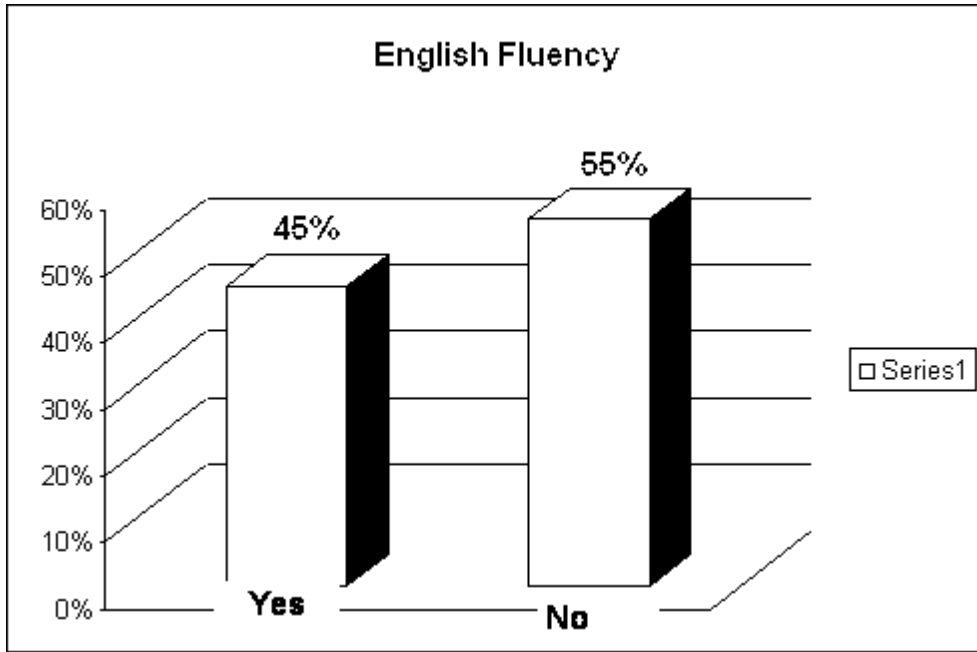
Table of Income		
Income		%
high	3	15%
Medium	16	80%
Low	1	5%
Total	20	100%



The majority of the students consider that their incomes are medium (80%), three of the students consider that their incomes are high(15%), and two of the students consider that their incomes are low (5%)

At present can you Speak English fluently?
Table of English Fluency

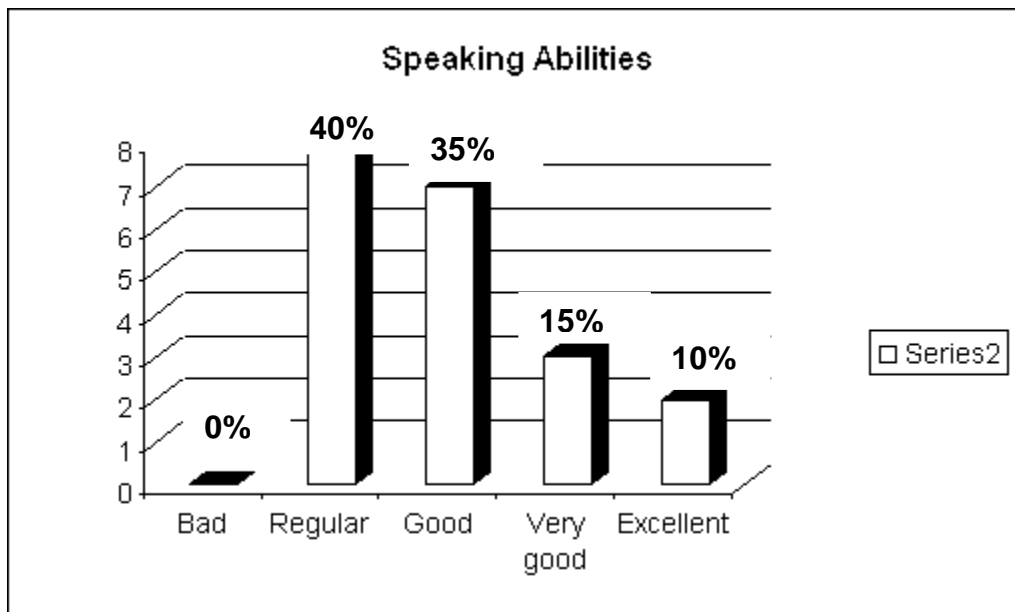
ENGLISH FLUENCY		
		%
Yes	9	45%
No	11	55%
Total	20	100%



In this table we can see that the majority(55%) of students don't speak the target language (English) with fluency, and the (45%) of the students speak with fluency

SPEAKING ABILITIES

		%
Bad	0	0%
Regular	8	40%
Good	7	35%
Very good	3	15%
Excellent	2	10%
Total	20	100%

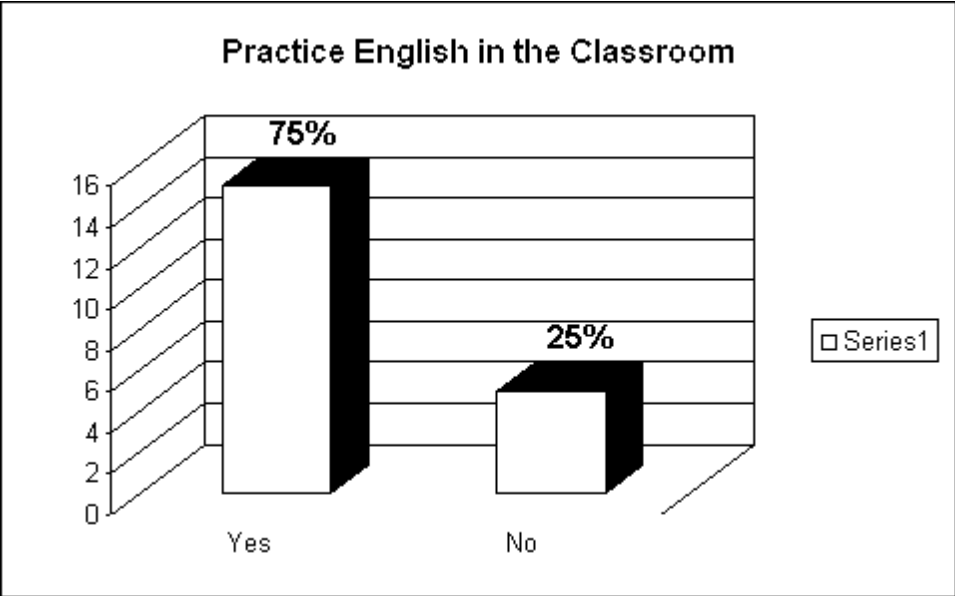


In this table we can appreciate that the majority of students consider that their speaking is regular.

Do you practice English inside the classroom?

Practice English in the classroom

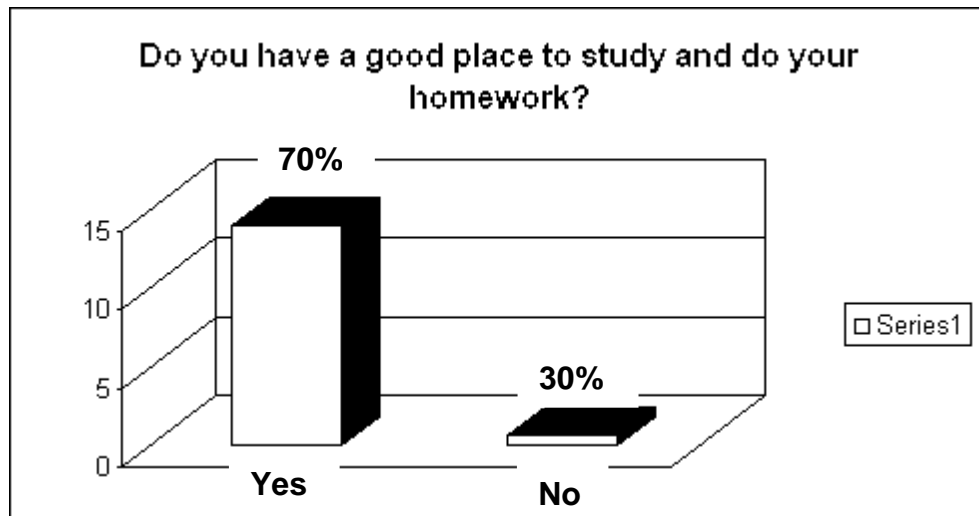
		%
Yes	15	75%
No	5	25%
Total	20	100%



We can appreciate that the majority of students said that they practice English inside of the classroom.

Do you have a good place to study and do your homework?

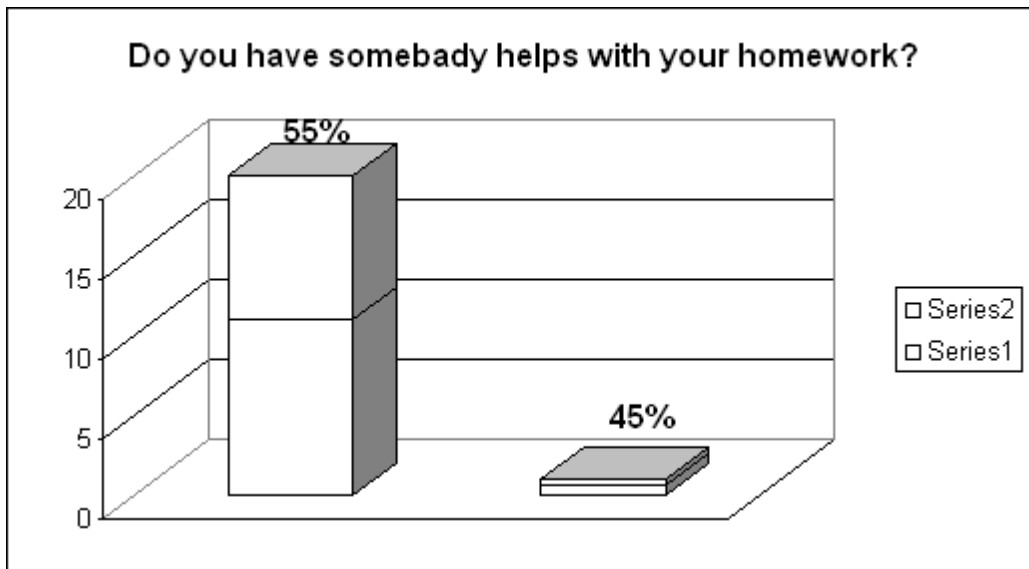
		%
Yes	14	70%
No	6	30%
Total	20	100%



The majority of the students(70%) said that they have a good place to study and do their homework, and the30 % said that they don't have a good place to study and do their homework.

Do you have somebody helps with your homework?

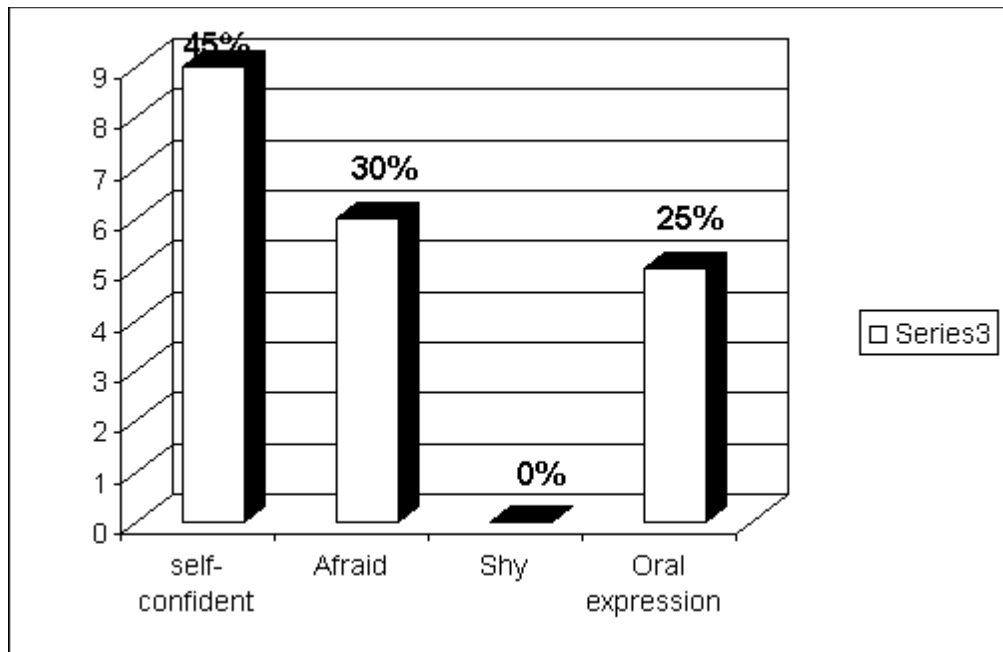
		%
Yes	11	55%
No	9	45%
Total	20	100%



The 55% of the students said that they have help with their homework, and the 45% of the students don't have anybody that help them with their homework.

How do you feel yourself in front of your classmates?

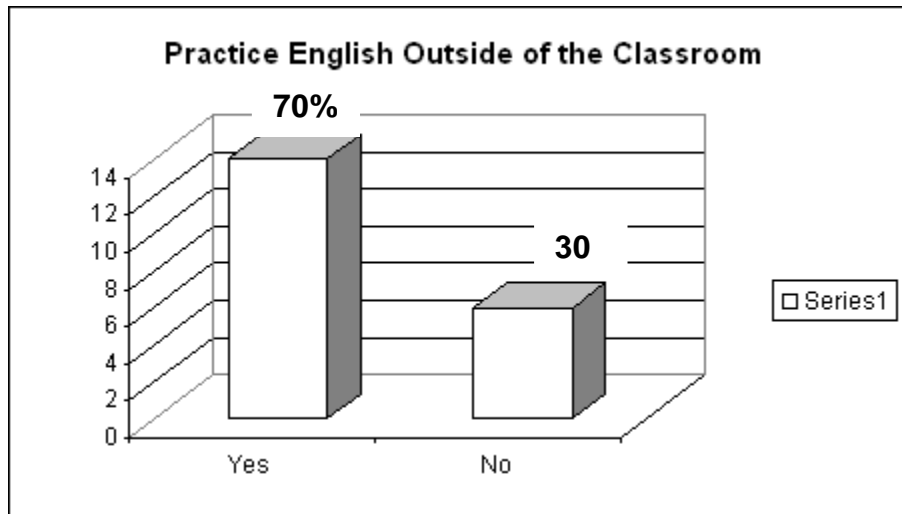
		%
self-confident	9	45%
Afraid	6	30%
Shy	0	0%
Bad Oral expression	5	25%
Total	20	100%



In this table we can see that the majority of the students consider that they felt self - confident in front of their classmates when they use the target language, 45% of the students felt afraid, and 25% consider that their oral expression is bad.

Do you practice English outside the classroom?

		%
Yes	14	70%
No	6	30%
Total	20	100%

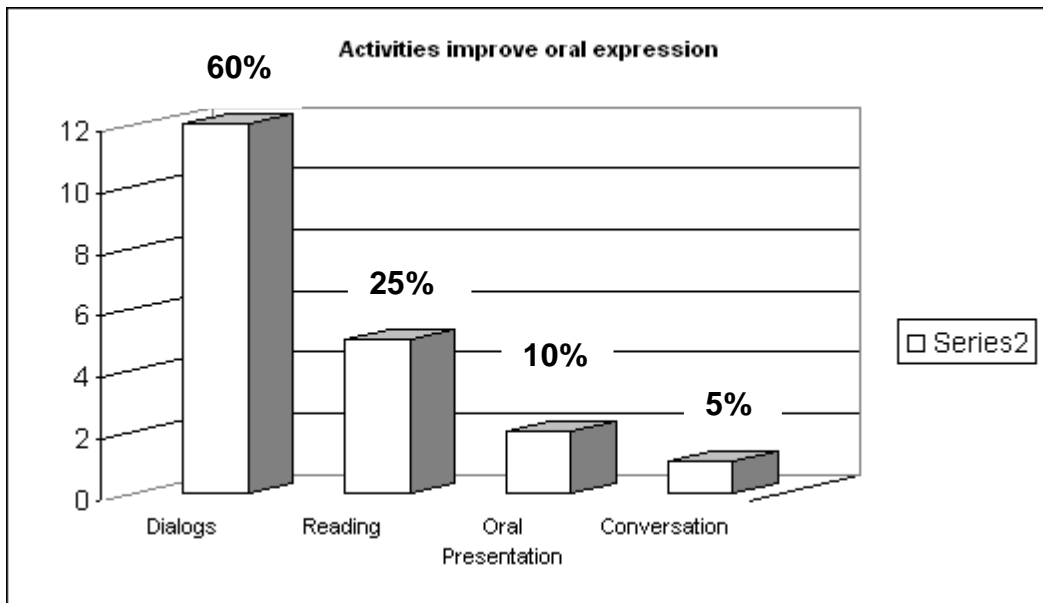


In this table we can see that the 70% of the students practice English outside of the classroom.

What does your teacher do in class to improve your oral expression?

Activities Improve your oral Expression

		%
Dialogs	12	60%
Reading	5	25%
Oral Presentation	2	10%
Conversation	1	5%
Total	20	100%

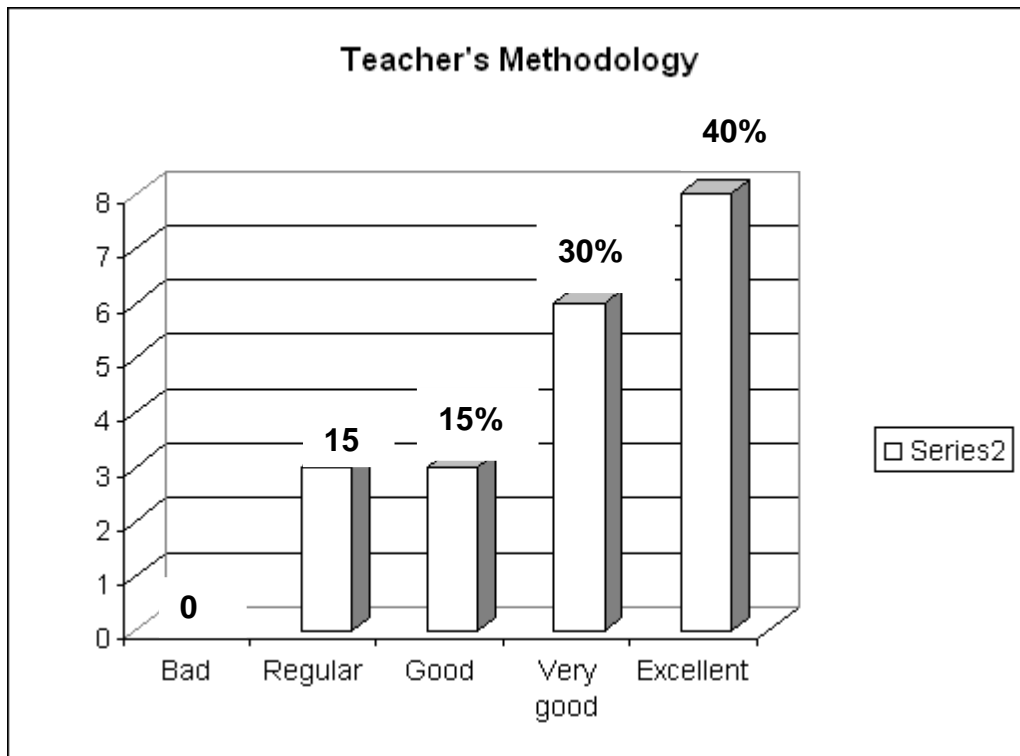


In this table we can appreciate that the teacher use dialogs for students to learn and improve their speaking.

How do you consider the methodology that your teacher uses to develop your oral communication?

Teacher's Methodology

		%
Bad	0	0%
Regular	3	15%
Good	3	15%
Very good	6	30%
Excellent	8	40%
Total	20	100%



In this table we can see that students consider than the teacher's methodology is excellent

FINDINGS

According to the gathered information from the survey we found the following:

From 20 students 12 are female and 8 are male, and their age are from 12 - 20, all of them live with parents, and they have the economical support that their parents have according to their real economical situation, only two of them work to support their studies.

In the economical situation 3 of 20 students consider their income high; 16 consider their income medium, and 1 considers his/her income low.

In the Educational situation none of the students said that the methodology of the English teacher is bad. They said that it is regular, good, very good, and excellent.

CONCLUSION

According to the findings of our research work the problems that the students of Camilo Zapata institute have social, educational, and economical factors which influenced negatively on speaking the target language during the five years of secondary school.

We learnt that the economical and social factors affect negatively the learning – teaching process, because students of Camilo Zapata come from poor families, the parents don't have the facilities to support their children in buying the didactics material and teacher can't demand students to have the materials that they need to develop the English class.

We analyze the educational factor is another of the main problem that the students and the teacher face in the speaking the target language English). For example the lack of motivation from students to the English class, the lack of good didactics materials, lack of an English class and a good condition in the classroom.

Recommendations

As students of English career we want to give some recommendations to make the learning – teaching process more effective in speaking (in a 100%) the target language:

1. To create a good condition in the classroom so students could feel comfortable in receiving the English class, for example: decorate the classroom with pictures, some English Phrases, the A, B, C, numbers, the colors, food etc.
2. To ask for government help to buy good didactical materials and ask them for and English lab, tape recorders, books with their CDS, visual rooms and a good English library.
3. To make good and funny activities in order to catch the attention of the students and they could feel motivated in learning the target language.
4. To give to the students psychological support to help them to understand the importance of the English language.

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ANNEXES:

