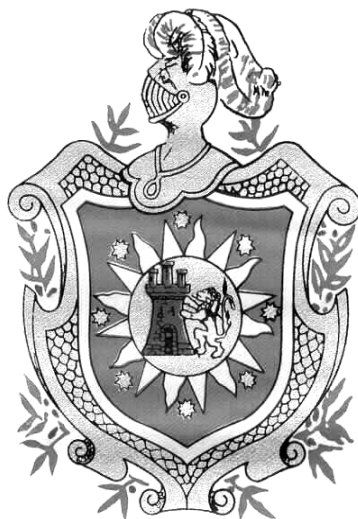


Universidad Nacional Autónoma de Nicaragua
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English Language Department



Economical, Social and Educative factors that influence the students drop out in the English degree at UNAN – Managua

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"SUCCESS COMES IN CANS

NOT CANTS""

DEDICATORY

We dedicate this research work to all teachers of the English department at UNAN-MANAGUA because they shared with us their knowledge, their patience, but over all those things they prepared us to be humanist teachers.

We address this work to students of English department, because they have been our inspiration, they have cooperated with us enormously with the realization of this who

Finally, we dedicate this work to our parents who had the confidence in us, besides the support that they had given to finish career, we dedicate it because we know they did a great effort for we could be in this moment. All members of our family: this work is for you.

ACKNOWLEDGEMENTS

First of all we want to thank our lord and saviour Jesus Christ, he has been awesome with us, he has given us patience, intelligence, capacity, and all of the sources we needed to complete our work.

We are also grateful to our families for giving us the opportunity to have a formal education. They provided us of the hope of being a better person, the kind of person who serve to the society and is able to transform our education in a positive way.

Of course, we cannot omit our teachers who have taught us with great effort and patience, most of the knowledge we have got until now.

ABSTRACT

After having analyzed the results, we have found some factors which are affecting the school desertion in English degree; we can mention some of them, such as: economical, social, schooling situation, etc.

According to our questionnaire to the students of English from first to second year of morning shift at UNAN-Managua who are out of the university said that they had left their studies because they need to work so hard to support home, other said that they like English but don't understand as a they like, three students said that when they were in class they were bored, and most of them tell us that English was not their first option.

All of the surveys reflect that methodology used by teacher is not very good, activities they do are traditional. It is important to notice that the majority of students feel uncomfortable learning the target language, because they do not have the money to buy the study material.

All of the teachers said that emotional, cognitive but overall economic factors influence in the students drop out. They emphasize the economical and emotional factors because they said students have to work and study at the same time, so they and feel difficult the class so they decide abandon the degree.

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INTRODUCTION

Actually, in Nicaragua the English language has a very great importance to the limit that it is part of the national educative program.

Through our years as students at this university we have observed that there are some students, who every year comes to university to take their first year as English learners, with the hope of four years later be an English teacher, but many of these students just take the first semester of second year and do not continue.

In the acquisition of foreign language as a degree, students usually face a kind of problems which influences in the development of this language proficiency. We do not know which are the factors that interfere in the scholar desertion of this university in the English department ; this situation has motivated us to look for reasonable answer to his common problem. We pretend to encourage you to think about this.

What we think is that some of the factors that cause the students drop out of English degree are the following: social, economic, and educational ones.

In order to verify our thinking, we decided to talk about students drop out, in the English degree at UNAN-Managua. In this work we will try to show why students leave English degree and make the teachers and students solve the problem.

The aspects that we will analyze are:

- Teachers methodology
- Students economical situation
- Students educational situation
- Students social environment
- Students previous knowledge about the language when they come to university

Problem: Economical, social and educative factors that influence the students drop out in the English degree at UNAN-Managua.

HYPHOTESIS

There are some factors such as: economical, social and educational ones that cause the student drop out in the English degree at UNAN-Managua.

HISTORICAL BACKGROUND

The Universidad Nacional Autónoma de Nicaragua UNAN-Managua, has experimented some changes in these last fifteen years, this university has changed not just the physical structure, if not many aspects that seemed to be immutable actually, if functions with four faculties:

- Medical sciences
- Education and language sciences
- Economic sciences and science.

The English department is part of the education and idioms faculty. It was created by the necessity and demand of our society and to the relation of our country with other countries.

The mission of this university is expressed in politics documents regulation and methodology to the curricular planification 1999 which content that:

The Universidad Nacional Autónoma de Nicaragua, UNAN-Managua has a mission to form professionals. With humanistic attitude and a scientific conception about the World, to investigate natural and social phenomena as soon as the interaction in their environment through the permanent teaching social Project and cultural extension in an equal, solidarity, social justice, all this with the objective of contribute in a decisive way to the national development .

English department of humanities faculty (now faculty of sciences of education and humanities) was founded in 1965, with Lic .Alfonso Bonilla as headmaster. The classroom was placed near to the Margot theatre in Managua city. On 1969, all the degrees were dies

tributed in several places of the capital, were moved to the new place" Rubén Darío" campus is nowadays.

The first academic year began on 1967 with the help of Mr. Francisco Betancourt (who helped about the curricular transformation) and Mr Edgerton Blake Campbell (who talked to Ramiro Sacasa about the necessity for graduation to all empiric teachers of the country) teacher of the Centro Cultural Nicaragüense Americano. The first year offered the two first courses of English as a foreign language.

Mr. BONILLA PROPOUNDED to the directive staff that the career would be of four years. This proposed was accepted in 1968. at that same year, the summer courses were opened.

Through the years, it was considered that the Saturday courses might be opened to make rapidly the students ending.

By the 80`s there were two English department. The speciality which offered the English degree and the Service Department that taught technique English to many careers from other schools .Both departments had not good communication, there were professional envy.

REVIEW OF LITERATURE

JUSTIFICATION

The proposal of this work is to find out the main reasons why English students drop out English degree, some of them even after they finish the first semester of the course.

We are also interested in helping our English department to overcome the difficulties that students have, because during the time they studied, we noticed they left it.

We also want to give some recommendations in order to improve the different techniques used by the teacher in the classroom.

We hope that our results will be used by the university to prepare strategies to avoid this problem according to their possibilities.

OBJECTIVES

Specific objectives:

General objective: To identify educational, social and economical factors that influence or cause the students drop out in English degree

- A) To analyze the educational teaching resources such as: methodology, creativity, student's participation, interaction between teachers and students, students learning material and language background that cause students drop out.

- B) To find out about the social situation that students have: necessities at home, relation with parents and the environment they live in.

- C) To identify the economical situation that students have : books , transportation, studies support and pocket money

SOME ASPECTS

In order to understand better why students drop out their studies specially (English degree) we will analyze some events that have shaped the life of Nicaraguan people. These events might be studied separately in factors such as economic, social and educational factors.

Economic Factor: Continuous struggle in to Nicaragua has destroyed its economy. The country is in ruins. Agriculture remained the country's primary economic resource, but production of the two main crops, coffee and cotton had dropped during the 1980s the transportation and Telecommunications networks, were damaged by nearly two decades of fighting, blackouts were frequent because the electric power system was often the target of sabotage during the contra war and because the country frequently was unable to pay for petroleum, all of which bankrupt and more than half the labour force was unemployed or underemployed. A per capita gross domestic product of less than US \$ 500 grave, Nicaragua the dubious distraction of being one of the poorest nation in the western hemisphere.

Social Factors: Social conditions largely paralleled the poor state of the economy. Although in their early years in power, the Sandinista put great effort into the improving the health and education systems and more than half primary – school age children attended school. Most rural inhabitants and many urban dwellers lacked access to health care.

Educational Factor: Education in the widest sense includes the sum of all the experiences acting upon the human being. Motivation for studying might be found in all these forces acting everyday upon people. Therefore, environment seems to play an important role in the development of attitudes, values, morals, and believes

better all which could be considered important factors at the moment when decisions about education are made.

Current Situation

Nicaragua is still far from enjoying the social and political peace necessary to attract foreign investment and achieve economic growth. Political parties are caught between their respective ideals. Popular dissatisfaction with poverty and education system. It is possible to deduct that (in a complex general environment shaped by social institutions) social, economic and educative aspects play an important role in people's motivation to study.

THEORIES

1. Mary 1995. Learner Autonomy and Cooperative Learning English Teaching Forum, 33

In order to give adult learners the change to make choices and decisions in learning a new language we must give them the opportunity to reason and reflect on their performance in the classroom. pp. 43. Jo Rendon

2. Instead of being the dominating authority in the classroom, Teacher facilitates the communicative process among all the learners and between the students and the various tasks giving guidance and advice when necessary.

Modern 45Traditional RaozHenHui. English Teaching Forum 37,3 pp 29.

3. Teacher must conduct efficiently and meaningful drills, presenting lexical items and grammar points, introducing and practicing communicative structures, body language, etc.

pp 35. David Cross. Learner English Teaching forum, 33,4.

4. Art 125Universities and Superior Techniques Educations´ Center enjoy of academic autonomy, financial and organic and administrative according to the law. Universities and education centres that

Art. 118.

The state promotes the participation of the family, the community and the society in the education and guarantees the help of the social mass media at the same cause.

Art. 117.

Education is a unique process, democratic, creative and participative that unifies the theory with the practice, the manual work the intellectual and promotes the scientific investigation.

Participation consists in sharing the responsibility in educational work .The capacity of parents, teachers and students in making decision to evaluate school programs in the well function of the education, according to the regulation of MECD.

LEGAL BASE OF SCHOLAR AUTONOMY

According to our political constitution Art 118: It establishes that government have to promote the participation of the family, community and all the people in the education.

It was published on March 21st 2003 in “La Gaceta” the official newspaper of the government and its main purpose is to regulate the participation of the society withing the educational system, specially the participation of according to the law must be financed by the state will receive an annual budget of 6% from the general budget of the republic budget, which will be distributed according to the law state will give additional amounts to extraordinary spends of those universities and Superior Techniques educations centre.

parents, educators and students.

“Principles of this law”

1. Participation: It consists on sharing the responsibility in the educational work. The capacity of parents, teachers and students in making decisions to evaluate school programs in the well function of the institution.
2. Educational community: Integrated by parents, teachers and students whose activities, have to agree to carry out all the goals to improve the education in their institution.

“Regulations of the Educational participation law”

Art. 73: The financement of school under The Educational participation law is responsibility of the government. According to Art. 16 the government will guarantee an amount of money estimate to cover the expenses operation of the school (student’s scholarship).

The economical resources will be calculated on the basis of the numbers of students, the effective attendance of students, the classification of the institution, programs and modalities of study and social economical situation of the students that comes to it.

LANGUAGE BACKGROUND

There are many students who every year comes to the University to learn English as a degree but the majority of those students have never received an English course or taken English at secondary school. There are cases in which they

received English but it was not meaningful, not good, they just learn some structures.

A previous knowledge about what is going to be learned is also valuable for a number of reasons, it enhances learning keeps goal – directed behaviour on second language, increases motivation to set higher goals, increases students abilities to detect errors on their own, increases the amount of power and control students feel, and positive, heightens students sense of achievement and internal motivation. It contributes to self awareness and willingness to engage in self – assessment.

The benefits of previous knowledge about the language is a prerequisite for motivator and for a growth and improvement.

LEARNING ORIENTATION

Learning orientation affects the nature of learning goals and stems from people's beliefs about their abilities are fixed or changeable. People who believe that their abilities are fixed are likely to set performance goals that lead others to value their competence, while those who believe that their abilities can be changed over time are likely to set learning goals that will increase their competence rather than impress others. People who have strong learning orientation pursue learning and self development, keep up – to date on professional and technical developments, and stay informed about the world and new developments.

Learning attitudes, perception of developmental needs, and understanding the benefits of training affect participation in developmental activities. Learning attitudes include the motivation to learn and the motivation to use the knowledge and skill learning.

Learning motivation is higher for students who are aware of their developmental needs. It is also higher for those who have experienced the positive effects of training in the past.

MOTIVATION IN LEARNING ENGLISH

Most of teachers have asked themselves what to do with those pupils who are only in the classroom because they have to be? In the end, it is a question of motivation.

When teachers of modern languages consider a pupils motivation to learn any language, it is not only the complexity of motivation they have to grapple with, but also the complexity of modern languages.

Dorneyei describes a language as a communication coding system, an integral part of an individuals identify and as the most important channel of social organization embedded in the culture of the community where is used. In order to understand better all these things about motivation in the language we are going to talk about what motivation is and the influence it has in the learning teaching process.

WHAT MOTIVATION IS?

Is it far from easy to come up with a satisfactory definition because any definition is likely to be contested and used in an inconsistent manner where its meaning differs to suit different contexts, but after all, motivation is only the driving force that makes us do the things we do.

According to Dorneyei and Ottó theory get closest to a definition which acknowledges most appropriately the multidimensional and ever changing nature of motivation.

The dynamically changing cumulate arousal in a person that initiates, direct, coordinates, amplifies, terminates and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully acted out.

HOW MOTIVATION INFLUENCE IN LEARNING A LANGUAGE?

Language learning begins when the individual has the intent to communicate: Depending on the intent ; knowledge and context, the individual responds, if the response achieves the desired goal ,it is reinforced ;this may result in response being repeated in similar contexts and the acquisition of.

Gardner's socio – educational model focuses on four classes of variables.

1. Social Milieu: The influence of the cultural context in which the second language acquisition takes place. If the cultural belief is that to learn a foreign language is difficult, then the general level of achievement is likely to be low.
2. Individual differences: Focus on four types of individual differences which influence achievement directly:
 - a. Intelligence (speed of learning).

- b. Language aptitude (cognitive and verbal abilities).
- c. Motivation (effort and desire).
- d. Situational anxiety (inhibitions).

3. Language acquisition contexts:

- a. Formal contexts – language classroom or any situation in which the individual training explanations or drills.
- b. Informal contexts – situations where instructions, is not the primary aim; e.g. Listen the radio, watching T.V, conversation.

4. Learning Outcomes:

- a. Linguistic outcomes – proficiency in the language / grammar / vocabulary / pronunciation / fluency, etc.
- b. Non – linguistic outcomes – The attitudes and values which derive from the experience.

Learners may be given opportunities to engage with learning, by encouraging them both to see themselves as learners and to be actively involved in the learning process. We need to think less about ways of motivating learners and more about ways of helping learners to motivate themselves (intrinsic motivation).

Intrinsic motivation is the desire to learn for its own sake and not because they lead to an extrinsic reward ... intrinsically motivated behaviours are aimed at bringing feeling of competence and self – determination.

STUDENTS ENVIRONMENT

The student's environment for learning English is very important because it contribute to the learning process. Because of their cognitive abilities, they can at

least occasionally deal with language that isn't embedded in a "here and now" context.

The use of the language in real context or real situations helps in the learning of that new language. Language needs to be firmly context embedded story lines, familiar situations and characters, real life conversations, meaningful purpose in using language.

Teacher responsibility goes beyond the language classroom. Indeed, their task is to provide the students without them . Teachers need to provide enough input so that they can gain the linguistic competence necessary to begin to take advantage of the informal environment . the outside world.

TEACHING METHODOLOGY

Methodology have a very great important role into the teaching learning process .Depends on the development of reached achievements , the acquisition of habits and variety of skills and capacities.

It is necessary that students stop being simple receptors , teachers must propitiate in students the necessity to go far away than what is given to them

.Nowadays ,students feel the necessity to participate and discover the importance of what is learnt everyday, they do not want just to memorize something said or wrote , they ask , analyze, criticize and interpret about what is presented .

If education is a development or a learner growth, the first thing must be attended is the promotion of that development that has a principal cause ,the energy , the curiosity , the interest ,and the necessity of expansion of all individual ...it is not just to give knowledge ,if not to facilitate the data ,attitudes and values ,mental exercises ,responsibility and interpersonal communication. (Raul Gutierrez, 1997.)

The world is hanging gigantic steps ,new generations are prove of that ,mine and man capacity are in evolution rapidly , that is the reason why methodology cannot be there, in the past with obsolete focus that limit creativity ,emotions ,students expressiveness , students have very different interests from that ones that had before .They wait new answers from the educative system , answers that answer to their necessities , aspirations ,restlessness and comprehension .

When methodology is not active ,it affects student's motivation which has the consequences in academic performance.

ACTIVE METHODOLOGY

In the active methodology , the students are the main executors of the situation in which he is: Teachers must help them to be aware of that ,if that do not happen there will not be activity ,if there are not actors ,there are just expectators .It is the

teachers task to transform the room and professor-student ,so that the awareness of this make real what is happening ,then ,little by little ,students are going to discover their environment and the complexity of the teaching –learning process ,it produces them more security and confidence, begin to risk answers without being scare of errors.

In this process about learning, mistakes that students make are considered necessary steps ,teaching begins with individual interest ,so the subject in study do not constitute a goal itself ,if not instruments which the students make a good use of to satisfy their necessities and carry out their goals.

“According to these new ways of teaching , students must learn to know, to do and to be. Teachers must propitiate situations that make them act, interpret analyze, reflex and to be creative”. (Alvarez1997)

Through this teacher, teacher would see that students:

- Participate actively on the teaching and learning process.
- Acquire skills and capacities in the use of the language.
- They prepare themselves to construct a better society through a good teaching in the future.
- Experience , enthusiasm and joy by learning.
- Share and learn from themselves and from other people.

As a result of this ,there is a diminution of desertion ,minor percentage of repetition, high percentage of approved students and more participation of professors in the educative labour.

THE ROLE OF THE TEACHER

Beginning students are highly dependent on the teacher for models of language, and so a teacher – centered or teacher – fronted classroom is appropriate for some of the classroom time. Students are able to initiate few questions and comments, so it is the teacher responsibility to “keep the ball rolling”. “Instead of being the dominating authority in the classroom, teacher facilitates the communicative process among all the learners and between the students and various tasks giving guidance and advice when necessary (Modern vs. traditional RaozHenHul. English teaching forum, 37,3 pp 29)”.

The beginning level classes need not be devoid of a modium of student – centered work, pair work and group work are effective techniques for taking students´ focus off teacher as the center of attention and for getting them into an interactive frame of mind even at the most beginning level.

It follows that the degree of control of classroom time also leans strongly in the direction of the teacher at the beginning levels. In a second language context where instruction is carried out in the target language (reaching by principle p 28 virtually all of the class time will be teacher – controlled. Since students have no means in the second language anyway, of controlling the class period, the onus is on the teacher to plan topics, activity types, and time – on task, etc. As students gain in their proficiency, they will be able to initiate questions and comments of their own that may then occasionally shift the locus of control. In a foreign language situation, where the students speak the same native language, some negotiation might be possible in the native language, allowing for a small of student control.

“Teacher must conduct efficiently and meaningfully presenting lexical items and grammar points, introducing and practicing communicative structure, body language, etc. (pp 35 David Cross; learner Autonomy and cooperative learning English teaching forum”, 33

TEACHER – SPECIFIC MOTIVATIONAL COMPONENTS:

This relates to the teacher – pupil relationship, the teacher’s approach to behaviour management, the promotion of sharing of ideas and views between pupils as well as teacher and pupils, the provision of motivating feedback.

The importance of the teachers as a motivating force became very apparent in pupils. Teacher’s who led the class supportively, presented tasks clearly and enthusiastically and gave feedback constructively, inspired the greatest level of participation among pupils. The teacher doesn’t shout at you if you get on answer wrong. The class is relaxed but gets work done.

Teachers have a key role to play in motivation. They are more important than the methodology, working environment or equipment. Their support, enthusiasm, positive approach in improving a learning experience which has practical application, vocational value and is enjoyable and fulfilling are key motivational components. It is important that teachers access their pupils views on their learning experience in order to provide for their varying needs. If these needs are to be met, teacher must be provided with the necessary in service training, the necessary sources, time classroom assistants and syllabus which takes them away from purely transactional language into greater linguistic variety.

“Motivation is the key which unlocks the door to the solutions to most foreign language – teaching and learning specific concerns”.

TEACHER TALK

Your input in the class is crucial. Every ear and eye indeed focus on the teacher.

The English of the teacher needs to be clearly articulated. It is appropriate to slow his / her speech somewhat for easier student comprehension, but he / she must not slow it so much that loses its naturalness.

And remember, teachers do not need to talk any louder to beginner than to advanced students if your articulation is clear. Teacher must use simple vocabulary and structures that are at or just slightly beyond .

OVERVIEW OF SECOND LANGUAGE ACQUISITION THEORY

An understanding of second language acquisition can improve the ability of mainstream teachers to serve the culturally and linguistically diverse students in their classrooms (Fuller & Snow, 2002; Hamayan 1990)

While significant professional development is necessary to gain a full understanding of second language acquisition theory, some key concepts can be quickly understood and applied in the classroom.

Current theories of second language acquisition are based on years of research in wide variety of fields, including linguistics, psychology, anthropology, and neurolinguistics. (Freeman & freeman. 2001)

One concept endorsed by most current theories is that of a continuum of learning that is, predictable and sequential stages of language development, in which the learner progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker. These theories have resulted in the identification of several distinct stages of second language development. These stages are most often identified as:

- 1.- The silent / Receptive or production stage: This can last from 120 hours to six months. Students often have up to 500 “receptive” words (words they can understand; but may be comfortable using) and can understand new words that are made comprehensible to them. This stages also involves a “silent period” during students may not speak, but can respond using a variety of strategies including pointing to an object, picture, or person; performing an act. Teachers should not force students to speak until they are ready to do so.
- 2.- The early production stage: The early production stage can last an additional six months after the initial stage. During this stage students can usually speak in one-or two word phrases, and can demonstrate comprehension of new material by giving short answer to simple yes/no, either /or, or who / what / where questions.

- 3.- The speech emerges stage: This stage can last up to another year. Students begin to use dialogue and can ask simple questions, such as "can you go tomorrow?" Students may produce longer sentences, but often with grammatical errors that can interfere with their communication.

- 4.- The intermediate language proficiency stage: Students have typically developed close to 6,000 words and are beginning to make complex statements, state opinions, ask for classification, and speak at greater length.

METHODOLOGICAL DESIGN

PROCEDURE AND TECHNIQUES:

Based on our research theme we made use of survey according to the system of variables.

We collected the data information from teachers and students from first to second year morning shift, UNAN-Managua.

First we collect the information with the authorization from teachers. After that we visited the teachers to ask them some questions about our research theme.

When we finished collecting the information, we received the answers obtained and made the table of data collection.

We made the charts and graphics to display more clearly the result.

The data collected from interview guide of teachers was unified into the table also.

DESCRIPTION OF TECHNIQUES USED

INTREWIEWS: with the interviews information is obtained .It consist in the realization of questions about a defined topic to people during a meeting previously concerted. We

made use of interview to obtain information about the possible causes of students drop out and methodology used by teachers.

QUESTIONARIES: It consists in a variety of questions to collect data .We used it when apply the survey to students.

DIALOGUE FACE TO FACE: We did it when talked with students who drop out English degree and with some teachers .

READING SELECTION: To lay the foundations and enrich our work we selected the texts that were related to our topic.

POPULATION AND SAMPLE

The Universidad Nacional Autónoma de Nicaragua has students in regular shift and Saturday shift. We took as population the morning shift from first and second year which has 115.

Our research was pointing out to know the causes and consequences of students drop out in first year and second year of morning shift.

At the beginning of the first semester-2006 in these two levels, the number of students was of 115.

- 60 students of first year
- 55 students of second year

Today the number of students in these levels is

- 18 students of first year
- 15 students of second year

*We are going to work with fifteen students from thirty-three students who had left English career

.

SOURCES DESCRIPTION:

TUTOR: to the development of this work, we have been fortunate because God gave us the lucky to have the guide and direction of our tutor in the realization of this work.

STUDENTS :we had the generosity of students who ere disposed to give us information and cooperate with us making possible the realization of this work.

PROFESSORS :We had a group of professors who gave us their cooperation ,we found in them an available and open attitude.

FINANCIAL SOURCES: to carry out this work ,we were in the obligation to cut our expenses , and at that way ear the money that made possible the realization of this desire and leave written our contribution.

DISCUSSION OF RESULTS

ANALYSIS AND INTERPRETATION OF RESULTS.

According to the survey used with students 67% are female and 33% male. The age of these students is 73% between 17 to 21 27% between 22 to 26 years old (see tables 1 and 2)

33.3% of them live with their parents, 20% with grand-parents, 33% with mother and 13% with father. (See table 3).

When we asked them for information about their parents work and income, we knew that 73 % of their parents were working and the 27% said their parents were not working. The income of those parents who were working is: 0% high salary, 20% middle, 33% low and 20% poor salary. (See table 4 and 5)

Moreover, there are students who were working at the same time they were studying, a 53% were working, and they did not want to go to the university, other ones had to work until very late and had not time to go to class. The 47% of the total of students were not working.

The ones who were working had an income calificated by themselves at the following way: 25% middle, income, 75% and low income.

Another finding is about scholarship. 60% of them had scholarship but 40% had not scholarship.

100% percent of the students said they received English before coming to the university and they calificate it as: bad 33%, regular 27%, good 27% and very good 13%.

We asked them about the teacher's methodology and 60% considered it was bad, 33% good, and 7% very good.

A very important aspect that we asked them was about if English was their first option. The 67% said yes and the 33% said no.

At last but not less important we asked them about the motivation they received from parents to continue studying in spite of those problems they had and the 73% said their parents motivated them enough to continue but the bad economy at home did not permitted it. The 27% said their parents did not motivate them at all to continue.

Among the information gathered from teachers we found that they considered as main reasons for the scholar desertion English degree at UNAN-Managua, the bad economical situation the students and their families face which is the reason why many of the students must go to work.

Another important reason they mentioned was that in many cases English was not the first students option as a degree and when they course the first year decided to emigrate to the career they wanted.

Moreover, they think that there are students who drop out English degree because of lack of intrinsic motivation, when they feel English was not so easy as they though they decide to left it one of the reasons why they feel it so difficult is because they do not have a good level of English when come to university, so teachers need to teach them beginning from cero.

When we asked them about the kind of material they used in class, the majority of them said that: tape recorder, books, pictures, magazines, flash cards. They said that never used a T.V. or that kind of visual aids. But they practice activities such us: role play pair works, dynamics .etc

To explain in an easy way the results we are going to present some graphics.

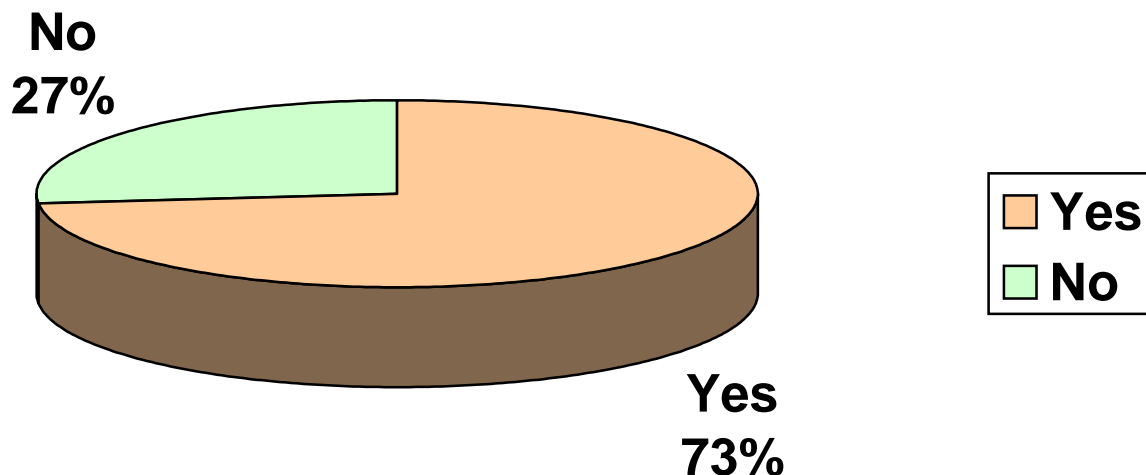
Graphic 1

PARENTS WORKING

Answer	Number	Percentage
Yes	11	73
No	4	27
Total	15	100

Reference: survey

PARENTS WORKING



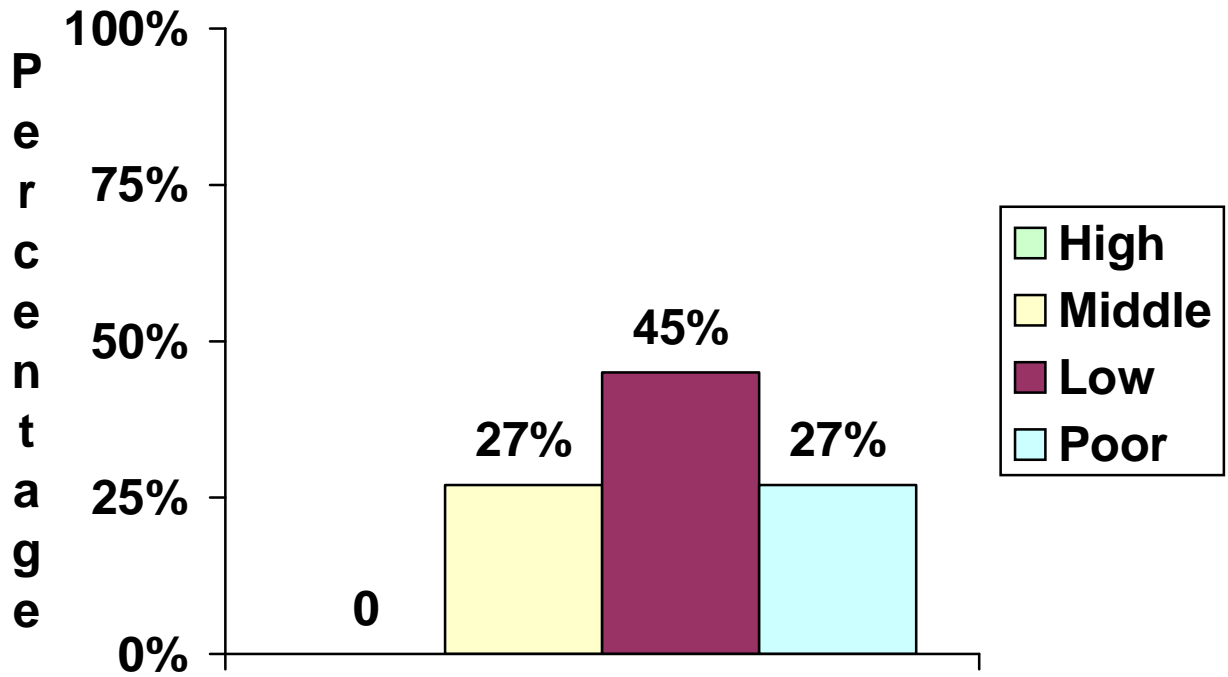
Graphic 2

PARENTS INCOME

Answer	Number	Percentage
High	0	0
Middle	3	27
Low	5	45
Poor	3	27
Total	11	100

Reference: survey

PARENTS INCOME



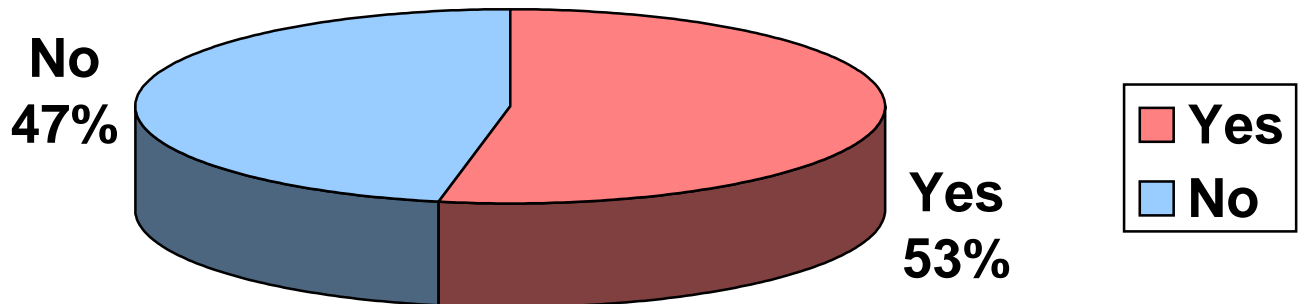
Graphic 3

STUDENTS WORKING

Answer	Number	Percentage
Yes	8	53
No	7	47
Total	15	100

Reference: survey

STUDENTS WORKING



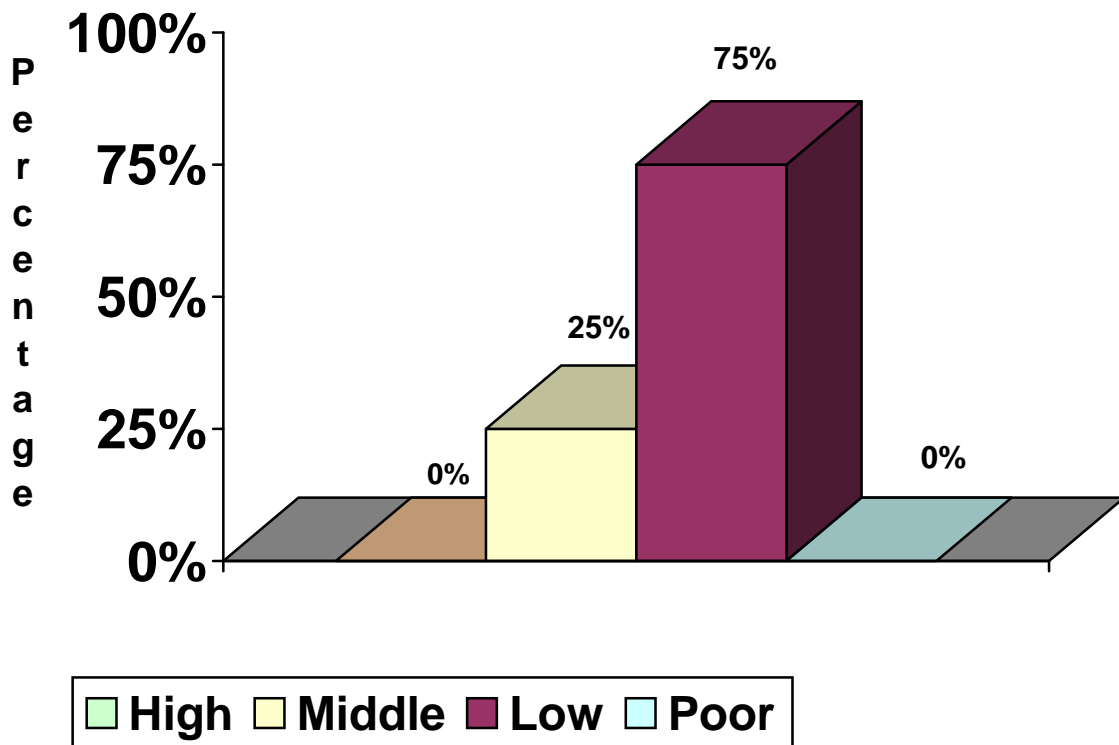
Graphic 4

STUDENTS INCOME

Answer	Number	Percentage
High	0	0
Middle	2	25
Low	6	75
Poor	0	0
Total	8	100

Reference: survey

STUDENTS INCOME



Graphic 5

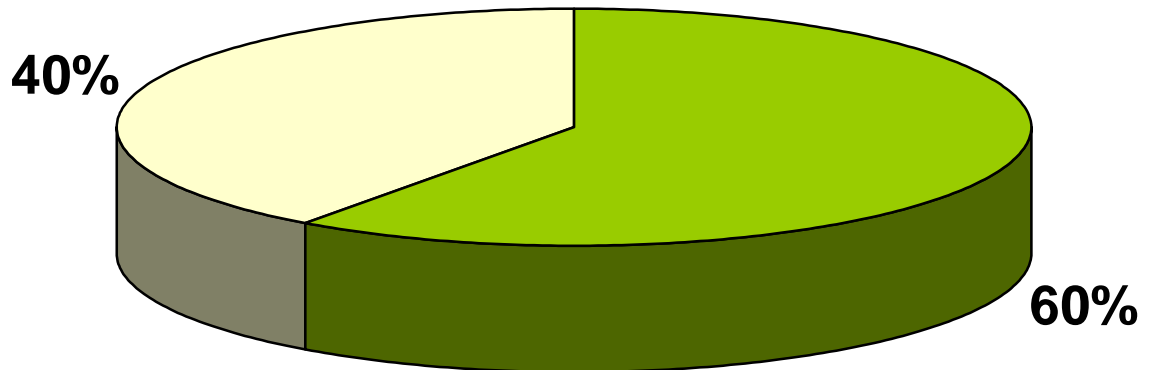
GENERAL INFORMATION

Age	Frequency	Percentage
17 – 21	9	60
22 – 26	6	40
Total	15	100

Reference: survey

GENERAL INFORMATION

■ 17 - 21 años ■ 22 - 26 años



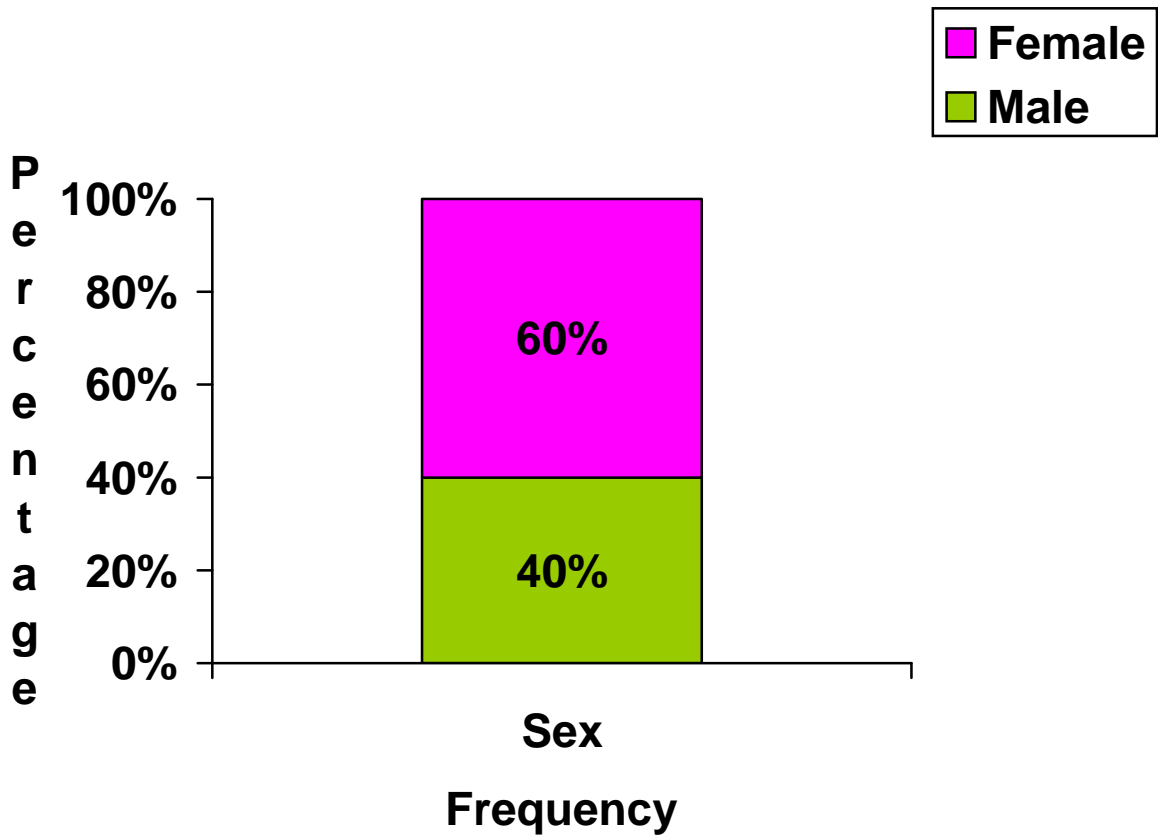
Graphic 6

SEX

Answer	Frequency	Percentage
Male	6	40
Female	9	60
Total	15	100

Reference: survey

SEX

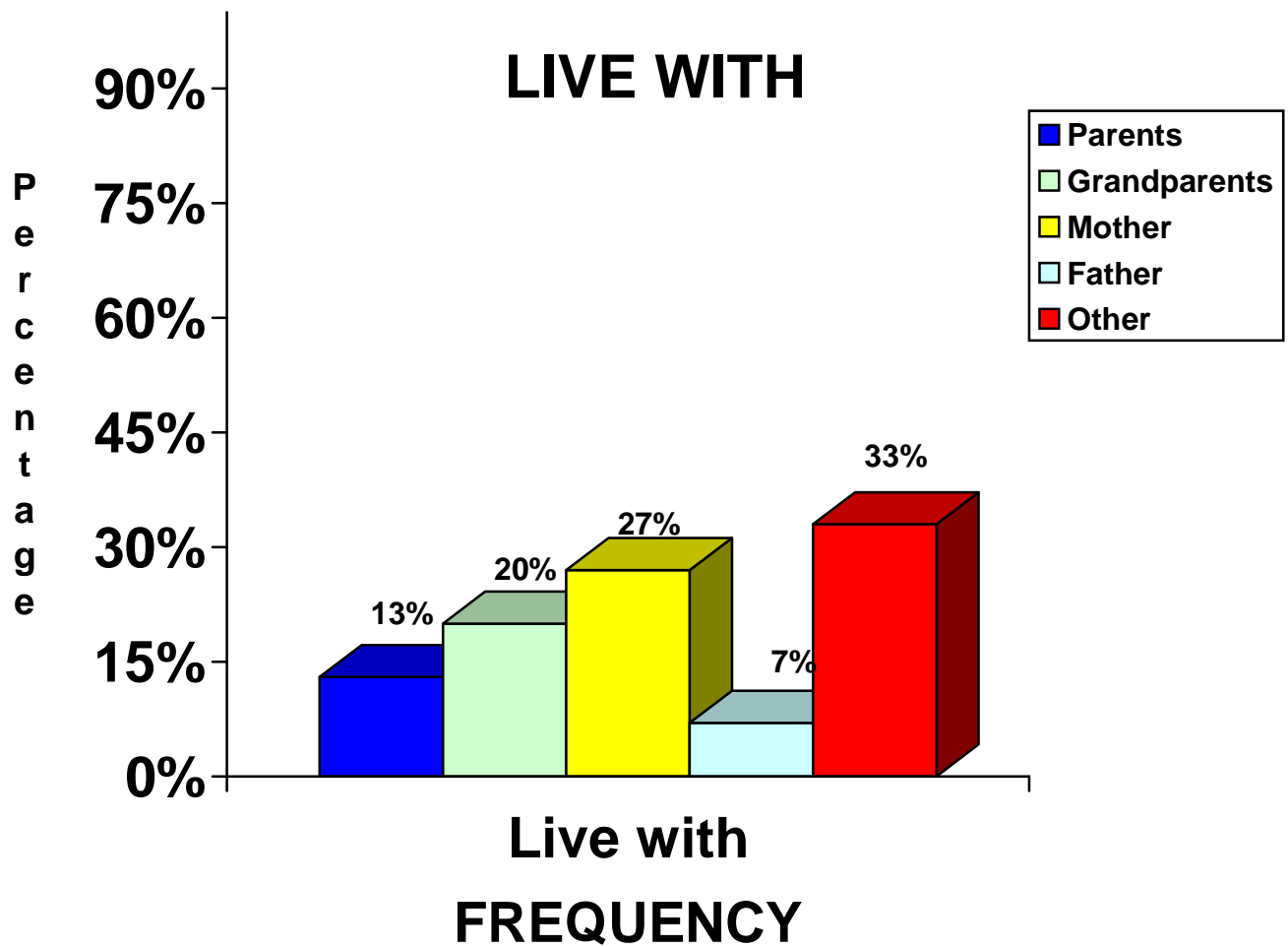


Graphic 7

LIVE WITH

Live with	Frequency	Percentage
Parents	2	13
Grandparents	3	20
Mother	4	27
Father	1	7
Other	5	33
Total	15	100

Reference: survey



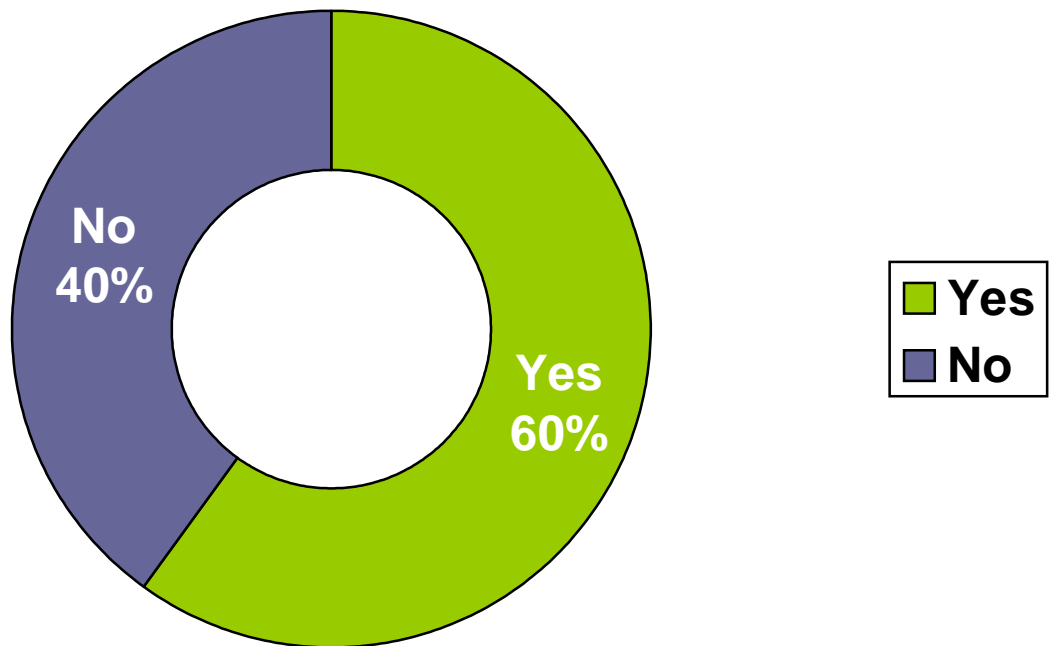
Graphic 8

SCHOLARSHIP

Answer	frequency	Percentage
Yes	9	60
No	6	40
Total	15	100

Reference: survey

SCHOLARSHIP



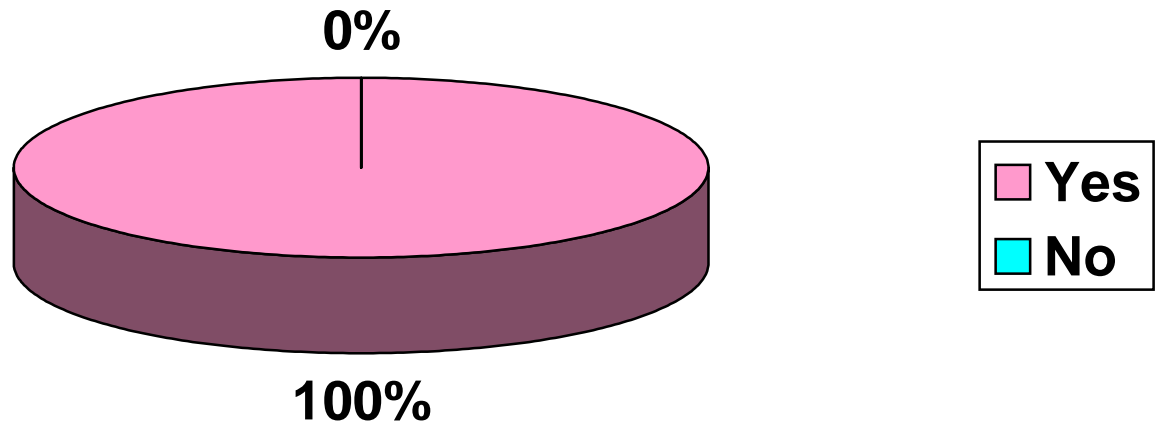
Graphic 9

RECEIVE ENGLISH BEFORE COMING TO THE UNIVERSITY

Answer	Frequency	Percentage
Yes	15	100
No	0	0
Total	15	100

Reference: survey

**RECEIVE ENGLISH BEFORE
COMING TO THE UNIVERSITY**



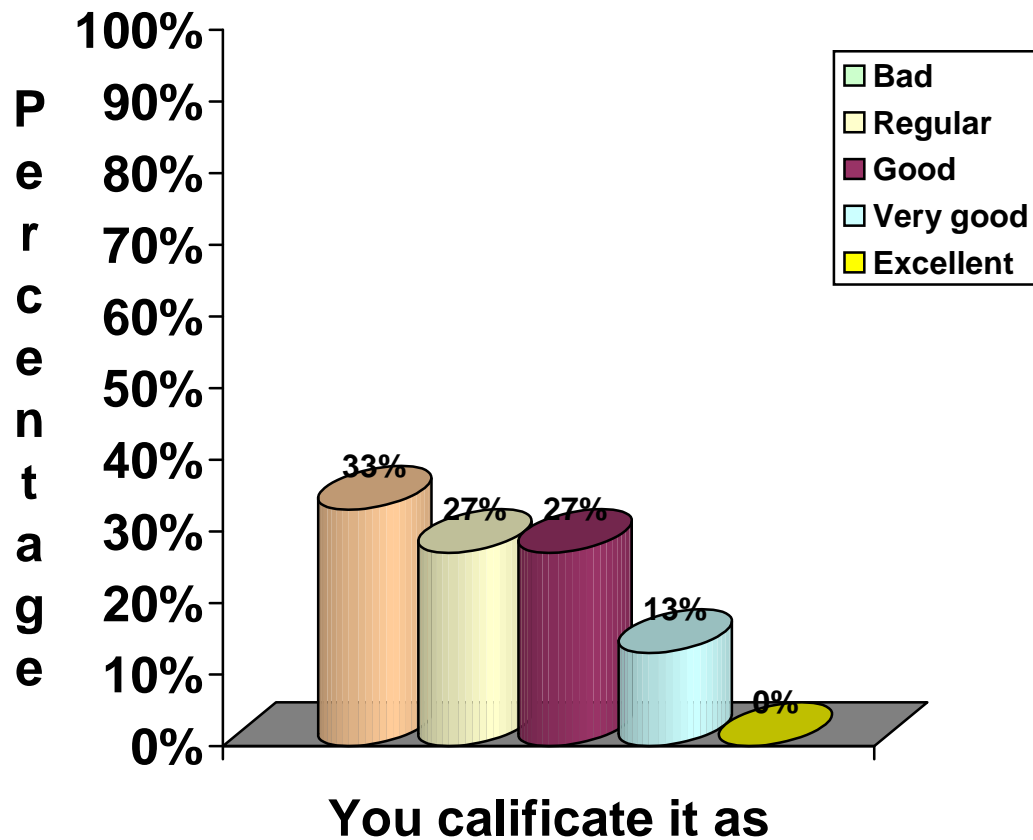
Graphic 10

ENGLISH CLASS IN SECONDARY SCHOOL

You calificate it as	Frequency	Percentage
Bad	5	33
Regular	4	27
Good	4	27
Very good	2	13
Excellent	0	0
Total	15	100

Reference: survey

ENGLISH CLASS IN SECONDARY SCHOOL

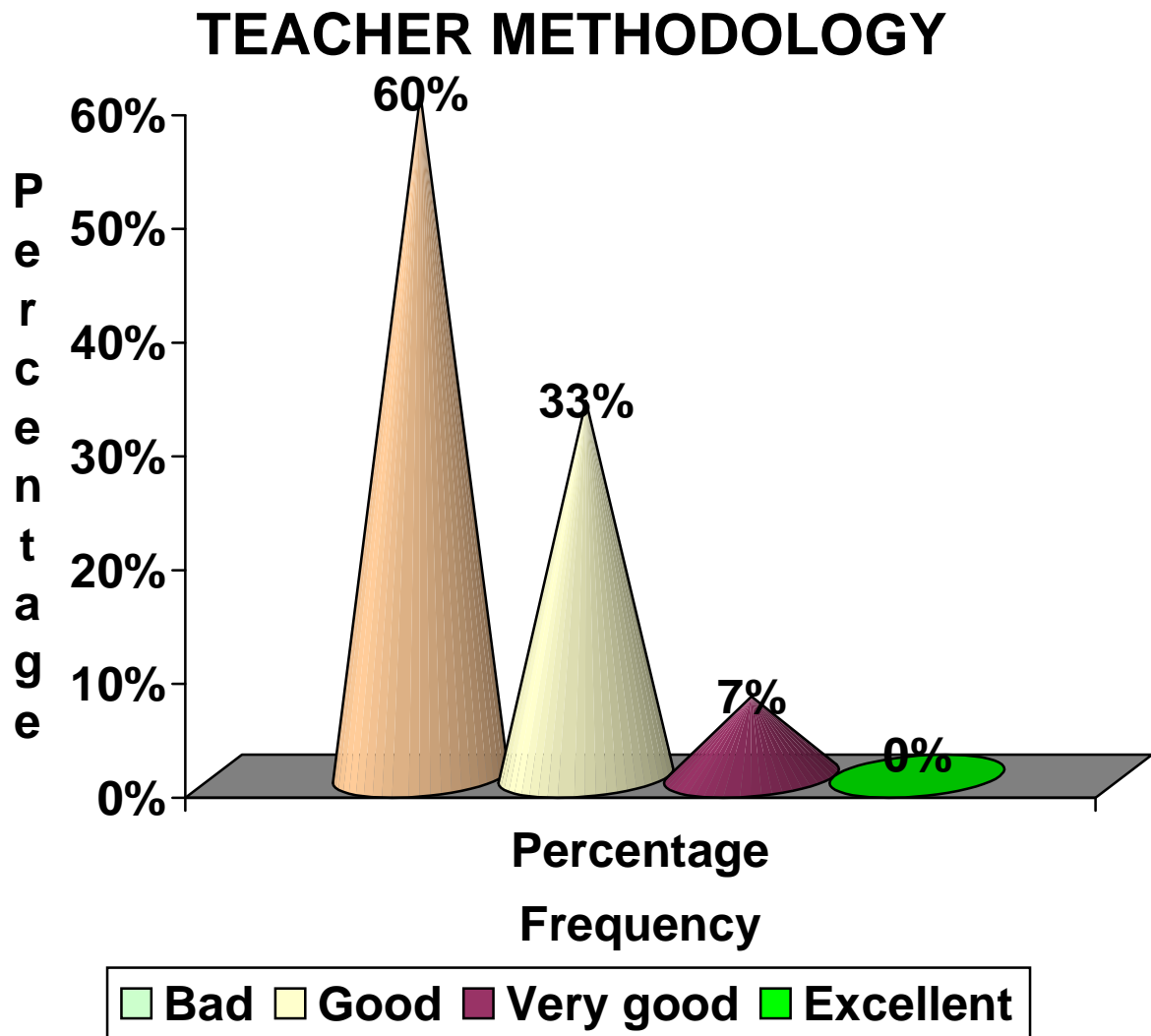


Graphic 11

TEACHER METHODOLOGY

Answer	Frequency	Percentage
Bad	9	60
Good	5	33
Very good	1	7
Excellent	0	0
Total	15	100

Reference: survey



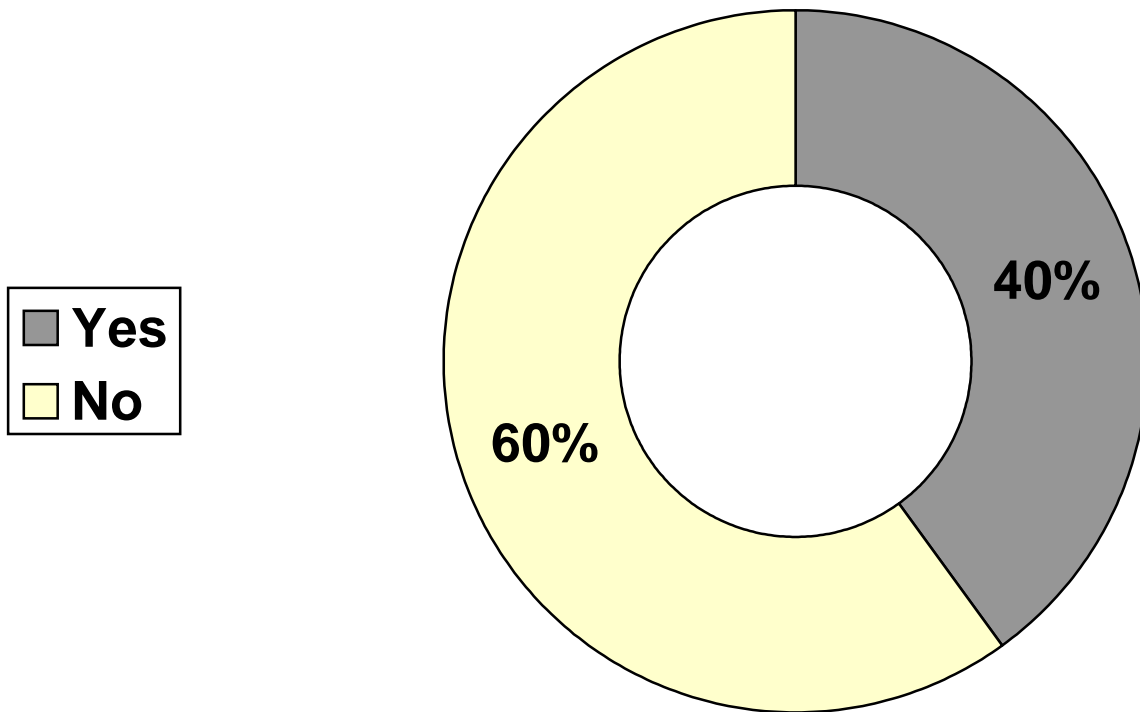
Graphic 12

FIRST OPTION

Answer	frequency	Percentage
Yes	6	40
No	9	60
Total	15	100

Reference: survey

FIRST OPTION



CONCLUSIONS

CONCLUSIONS

As conclusions we can say that students from first to second year of morning shift at UNAN-Managua drop out English degree even after they finish the first semester of second year due to the following aspects based on the students and teacher's survey.

- 1.- Students have social and psychological barriers like motivation that are affecting the learning process. This (motivation) is one of the main problems that cause the students drop out because students do not have intrinsic motivation (the desire to learn for its own sake not because they lead to an extrinsic reward).

In most of the cases students work and study at the same time because they just live with friends, uncle, mother of father and they need to help themselves with the university expenses. When they observe that the money they earn is not enough to help the people who they live with and their owns, they decide just to work and not to study.

- 2.- The extreme poverty that students face, make them to work and study at the same time or leave the university. The income of these students and the person they live with is not enough to study.
- 3.- Methodology used by teachers do not contribute enough to the learning process. In most of the cases teachers use traditional methodology and teaching materials.

- 4.- English was not the first student's option. When they take the first or second year at UNAN and they feel they are into the university decide to emigrate to the degree they really wanted.
- 5.- Students think that English degree is just to learn to speak English, but when they realize it is to be an English teacher decides to drop out English degree.
- 6.- Students do not bring a good level of English from secondary school. The level of English students bring is not the expected by teachers to beginners.

RECOMMENDATIONS

According to the conclusions presented before we want to give the following recommendations.

- 1.- Give the teachers news actualized materials and motivate them for that each day their class will be more interested.
- 2.- Prepare extra material to the students do not the interest.
- 3.- The principal and teacher from secondary school must transmit to their students that English is very important in any case.
- 4.- Encourage students to motivate themselves.

- 5.- The university or English department should apply a psychological test before the students enter the university or career in order to know if they are really motivated or competent to study English teaching career

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APPENDICES

STUDENTS SURVEY

Please, read carefully each one of the following questions and then answer them, marking with an x the convenient proposal for you.

GENERAL INFORMATION:

1. Age _____
2. Sex: Male Female.
3. You live with: Mother
Father other
Both
Grandparents

ECONMICAL SITUATION:

4. Do your parents work at present: Yes No
5. Parents income: High
Middle
Low
Poor
6. Are you working: Yes No
7. Students income: High Low

Middle ٲ

Poor ٲ

8. Do you have scholarship: Yes ٲ No ٲ

EDUCATIONAL INFORMATION:

9. Have you received English class before coming to the university?

Yes ٲ

No ٲ

10. How do you calificate the class you took before?

Bad ٲ

regular ٲ

Very good ٲ

excellent ٲ

Good ٲ

11. How do you consider is the methodology that teacher use when teaching in the university?

Good ٲ

bad ٲ

Very good ٲ

excellent ٲ

12. English degree was your fist option?

Yes ٲ

No ٲ

13. Did you feel that your parents and other people motivated you when you were studying?

Yes ﺛ No ﺛ

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
UNAN-MANAGUA
RUBEN DARIO CAMPUS

TEACHERS SURVEY

The purpose of this questionnaire is to know the reasons why students drop out English degree at UNAN-Managua.

In your personal opinion how can you explain the school desertion at UNAN in English degree?

What do you think about the interest of the students in learning English?

What do you think about the level of English that students have when they come to the university?

What kind of material do you use in your class?

What kind of activities do you practice in class?