UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST URACCAN

Monograph

Educational Factors that Influence the English Teaching-learning Process, Seventh Grade San Antonio High School, I semester 2021

To obtain the title of: Bachelor of Science of Education with a Major in English

Authors:

Br. Yimer Jose Lumbi Martinez

Br. Juan Antonio Esquibel Espinoza

Tutor:

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First of all, we want to dedicate this work to God, since without Him, nothing is possible, and giving us the opportunity of learning, for his great love, also for giving us intelligence and overall, for giving us the life.

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Yimer José Lumbi Martínez

Juan Antonio Esquivel Espinoza

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Yimer José Lumbi Martínez

Juan Antonio Esquivel Espinoza

ABSTRACT

The English language is considered a tool for true professional success, it is considered lingua franca in the labor, financial and tourism fields. English has become in a universal language and every day, its number of speakers increased due to its social, technical and scientific development, taking a real significance even in global communication. When we learn a language, there are 4 macro skills that we need for successful communication, these are Reading, Writing, Speaking and Listening. We need to learn these 4 skills in order for us to communicate with other people. We usually listen first, then we learn to speak, then we will learn how to read then write.

This research has as a main objective to analyze the educational factors that influence the English teaching-learning process in seventh grade at San Antonio Highschool, I semester 2021; besides, this research job considers as specific objectives to describe the English teaching-learning process as well as to determine the positive and negative factors that influence in the teaching-learning process. Furthermore, this research tries to propose some methodological strategies for English teaching-learning in seventh grade at San Antonio High School.

Among the main results, it is possible to mention that personal and academic situations have a direct influence on students' motivation, The lack of learning resources, be physical or digital has deep incidence in students' demotivation and they consider the process boring. But also, the teacher of English subject does not have good training in English, besides, his attitudes cause mistrust in students and they prefer not to participate or ask for something from the teacher.

Keyword: English language, English macro skills, educational factors, teaching-learning process, methodological strategies.

GENERAL INDEX

I.   Introduction

The present research was carried out with the purpose to know about different factors that influence the English Teaching-Learning process.

The English language is considered as a tool for true professional success, the opportunities that generates in the labor, financial and tourism field. Furthermore, it is subject of study in Nicaragua. English has become in a universal language that every day, its number of speakers increased due to its social, technical and scientific development, taking a real significance even in the global communication.

Nowadays, speaking English is a useful tool that favors communication and interaction between different kinds of people. Therefore, it is an essential necessity for true success in the labor field.

This research pretends to analyze the different educational factors that influence the English Teaching-Learning process in seventh graders from San Antonio high school during the first semester of 2021.

To achieve the proposed objectives in this research, was necessary the use of different instruments like observation guides, which was applied four times to the class under study and with the main purpose of gaining a view from outside the classroom during the development of the class. In addition, an interview developed with the teacher and another with the students under the focus group technique with which was expected to know both the negative and positive factors that influence the learning of the English language by the seventh graders students.

II. Objectives

General objective:

➢ Analyze the educational factors that influence the English teaching-learning process in seventh grade at San Antonio Highschool, I semester 2021.

Specific Objectives:

➢ Describe the English teaching-learning process in the seventh grade at San Antonio high School, I semester 2021.

➢ Determine positive and negative educational factors that influence in the teaching-learning process in seventh grade at San Antonio high School, I semester 2021.

➢ Propose methodological strategies for English teaching-learning in seventh grade at San Antonio high School.

III.   Theorical framework

Before starting this chapter, it is worth mentioning that researchers review several literatures on academic performance. In this research, different theories related to the subject under study are addressed, trying to induce the reader in a journey about the teaching-learning process, educational factors and methodological strategies involved in the teaching-learning process.

3.1 English language

To start with this theoretical framework, it is necessary to share a little about the origin, history and use of the English language today. Thus:

> The term "English" is derived from *Anglisc*, the speech of the Angles—one of the three Germanic tribes that invaded England during the fifth century. The English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines.

> It's an official language in several African countries as well, such as Liberia, Nigeria, and South Africa, but is spoken worldwide in more than 100. It's learned around the world by children in school as a foreign language and often becomes a common denominator between people of different nationalities when they meet while traveling, doing business, or in other contexts. (Nordquist, 2020, para 1-2)

The influence of the English language has also spread globally through American pop culture, music, movies, advertising, and TV shows.

3.2 English language macro-skills

When we learn a language, there are 4 macro skills that we need for success communication, these are Reading, Writing, Speaking and Listening. We need to learn these 4 skills in order for us to communicate with other people. We usually listen first, then we will learn to speak, then we will learn how to read then write. Below this text, these 4 macro skills of communication are going to be described.

The Columbia George Community College, (n.d.) states The Four Basic Language Skills and provides us a brief definition of language, therefore:

One definition of "language" is "a system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language."

Another way to describe language is in terms of the four basic language skills: listening, speaking, reading, and writing. In your teaching, you will need to address each of these skills. And, whenever possible, you should utilize activities that **integrate all four skills** since each reinforces the other.

People generally learn these four skills in the following order:

1. **Listening:** When people are learning a new language, they first hear it spoken.
2. **Speaking:** Eventually, they try to repeat what they hear.
3. **Reading:** Later, they see the spoken language depicted symbolically in print.
4. **Writing:** Finally, they reproduce these symbols on paper. (para. 1-7)

3.2.1 Listening Skill

Listening is one of the most important language skills. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life.

The importance of listening is acknowledged by Brown (2001:247) who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than 12 speaking." It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

As defined by (Oxford, 1993: 206), listening is a complex problem-solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery.

Hasyuni (2006: 8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is 13 active process that involves much more than assigning labels to sounds or words. As mentioned in Nunan (2003, p. 24) "Listening is an active, purposeful process of making sense of what we hear." It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they

hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many processes. Listening is determining the meaning and the message of the sound.

3.2.2 Speaking Skill

There are many definitions of speaking according to experts. Harmer (2007, p. 7) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot", while Quianthy (1990, p. 7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

> Shrouf (2014) Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching student's conversation has provided some parameters for developing objectives and techniques. (p. 35)

Hence, speaking as one of the four language skills (reading, writing, listening and speaking), it is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

3.2.3 Reading Skill

The definition of reading is proposed by several experts. Reading is a mental process. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message.

In Longman Dictionary of Applied Linguistic, reading is said as:

1. "Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension.
2. Saying a written text aloud (oral reading). This can be done with or without understanding of the content."

Other definition by Collins English Learner's Dictionary is that reading is an act of looking at and understanding point. This is very true because reading entails the use of vision to understand several words in a sentence and make them meaningful. Same goes to each sentence in order to understand the entire text.

Tadesse (2017) states that Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading-comprehension skills.

1. Identify simple facts presented in written text (literal comprehension)

2. Make judgments about the written text's content (evaluative

comprehension)

3. Connect the text to other written passages and situations (inferential comprehension) (para. 1-4)

According to Leu and Kinzer (1987) "reading is development, interactive, and global process involving learned skills. The process specifically incorporates and can be positively and negatively influenced by nonlinguistic internal and external variables or factors" (p. 9).

Moreover, according to Tarigan (2008, p. 7) states that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seem and known by reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpreted in words.

From all definitions above, it means that a general understanding of reading can be derived as an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic internal and external variables. Reading is main skill to reach a successful study. Students who only confine in what their teacher gives in the class without having an effort to read much reference will not in the time and success. More reading means more knowledge.

3.2.4 Writing Skill

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language.

It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through

both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence.

The definitions of writing are variously stated by some experts, therefore, according to Rivers (1981), "writing is conveying information or expression of original ideas in a consecutive way in the new language" (p. 294). Brown, (2001) also claimed that "writing is a thinking process" (p. 366). Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release.

> In addition, Elbow (1973) in Brown (2001, p. 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising processes to carry out a grammatically and orderly texts.

The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need

to consider the teaching of writing skill well based on their student's needs, ability and capacity.

3.3 Importance of English and benefits

Reading to Buonarroti, M. (2020) one can express that in today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. To learn English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English. Most of the students learning English from the examination point of view, so they are not able to produce even a sentence without grammatical error. Furthermore, enough practice is not given to students to learn a language. Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world.

English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It's also the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work!

3.4 Benefits of learning English

Learning a language is considered one of the most beneficial undertakings, with English being one of the most useful to learn. Currently, there are 1.5 billion people speaking and learning English. There are vast and numerous benefits in learning this language which can improve one's social life, career, and academic life among other areas.

Below is a compilation of the benefits of learning the English language, presented by English Access Gauteng International Language School, of the hundreds of benefits that the English language has.

a) Memory improvement

It is a fact that no matter what age one is, that learning a second language improves brain functionality. Every single brain change with age, but case studies executed show results that people who know more than one language have a longer attention span and perform better on attention tests.

b) Improves listening skills

Because learning English keeps your brain activity functioning, especially when teachers use rhyming games in the classroom. When the students follow these prompts, they improve their listening which merges into all areas of their life.

c) Education enhancement

Many of the world's prestigious universities are situated in countries such as United States, England and Australia. To earn a position at one of these prestigious universities it is paramount to be able to read, write, and listen in English. Degree opportunities at these institutions will become available once you are at the advanced stage of the English language which in turn will likely improve your career.

d) Better employment opportunities

Watch employment opportunity doors open for you once you have learnt the English language. The better employment opportunities in turn have a knock on effect of higher salaries. English speaking people are in high demand at corporate global companies. It may likely also increase opportunities within your existing company. Approximately half of the world's business websites are also written in the English language. English is the language of science, of aviation, computers, diplomacy, and tourism.

e) Increases travel opportunities

Once you can speak English, your travel opportunities won't only become easier as you become more confident, but you will find you can travel more. And this in turn broadens the mind! Understanding and respecting different cultures also becomes more apparent. Even if you are in a country where English is not the official language, chances are that English will still be used as a tool for communication.

f) Broaden entertainment opportunities

Generally speaking, English is the official language of the art, and media world. The largest film industry in the world, Hollywood produces films in English. It is always best to appreciate an international work of art in its original language. Learning English will enable you to do away with subtitles.

g) Assists in learning other languages

English is one of the easiest languages to learn with its simple alphabet. And once English is mastered you will have developed abilities and practices that you did not have before. These skills will transfer to any other language that you learn. (para 1-10).

Language learning helps to develop strong cognitive skills, such as a better concept formation, mental flexibility, multitasking, listening skills and problem-solving, in addition to improving social interaction and encouraging connection between peers.

Speaking English constitutes today, an essential part of the integral formation of a person inserted in a world whose borders are continuously crossed. Current academic and personal training requires that an individual can relate to other societies to have access to the development of knowledge and the debate of ideas; in this way, he/she will be able to confront his/her positions and define his/her insertion in the world.

3.5 Teaching and learning process

Nowadays learning the English language is very important for the students. Lifelong learning includes the adaptation of strategies and processes to guarantee the development of people at all levels, which is why the adaptation of teaching-learning processes to the characteristics of people is of vital importance.

Therefore, learning objectives go beyond academic performance and people's results, they are closer to all those aspects that improve their quality of life, entail personal development and increase their autonomy. That is why the teaching-learning process must be an optimistic process whose objectives are aimed at promoting the autonomy of people. Teaching the English language to non-English

speakers is not an easy job for the teachers. The quality of a good teacher is to recognize the problems and facilitate the best ever environments for the students and encourage them to learn.

3.5.1 Learning

When we think of learning, we tend to think of education. The definitions of learning are variously stated by some experts, therefore, according to Siemens (2005):

> Learning is a process that occurs within nebulous environments of shifting core elements – not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing. (p. 4)

"Psychologists often define learning as a relatively permanent change in behavior as a result of experience. The psychology of learning focuses on a range of topics related to how people learn and interact with their environments". (Cherry, 2020, para. 1)

In addition, Ambrose, et al. (2010), define "learning as a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (adapted from Mayer, 2002)". There are three critical components to this definition:

1. Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.
2. Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.

3. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences — conscious and unconscious, past and present. (p. 4)

Furthermore, Conner & Bingham (2010) define learning as the transformative process of taking in information that—when internalized and mixed with what we have experienced—changes what we know and builds on what we do. It's based on input, process, and reflection. It is what changes us." (p. 3)

Based on the previous authors definitions, learning is a transforming process of whatever information received and internalized or experience into attitude, value, preferences, actions, skills and knowledge that guide behavior. Learning is also defined as the reconstitution of life experiences, prior ideas and knowledge that gives way to a change in behavior, mastery of skills and exposure of performance.

3.5.2 Teaching

Teaching is one of the instruments of education and is a special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related, and both are really important in educating people.

Many definitions have been given to teaching, in this sense, Impevodo & Iaquinta (2013) tell us that "In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact" (p. 2).

According to Nilsen and Albertalli (2002), "teaching in its broadest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills" (p. 38). While, Desforges (1995) defines "teaching as the management of pupils' experience, largely in classrooms with the deliberate intention of promoting their learning" (p. 271).

There are two fundamentally different ways of understanding **teaching**. The first sees **teaching** as an instructor-centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice learners: **teaching** as knowledge transmission. The s e c o n d sees **teaching** as a learner-centered activity in which the instructor ensures that learning is made possible for novice learners and supports, guides, and encourages them in their active and independent creation of new knowledge: **teaching** as assisted knowledge creation. (Starr-Glass, 2019, p. 192)

Finally, teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, c o n t e n t selection, delivery, assessment and reflection; thus, teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge.

3.5.3 Teaching-learning process

First at all, it is necessary to know that the teaching-learning process involve teachers, methods, students, environment and available resources in the classroom or the educational institution at any level of education. Therefore, teachers need to understand subject matter deeply and flexibly so that they can help students to create useful cognitive maps, relate ideas to one another, and address misconceptions. "Teachers need to see how ideas connect across fields and to everyday life". (Shulman, 1987.)

Holz-Clause et al. (2015) state that teaching-learning process is a "Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction" (p. 279).

Also, the teaching-learning process is acknowledged by Rigal-Aragón (2020) as:

> Method in which the knowledge of teachers is transferred to their students. It can be developed through different systems (i.e., one way, in which the teacher is the only speaker; circular, in which teachers and students contribute to the development of the class, etc.) (p. 13).

Authors like Borelli et al. (2020) define the teaching-learning process as "The interaction between teachers and students where teachers try to transmit knowledge and contents to students according to their age, capabilities, skills and living conditions". (p. 42).

The teaching-learning is brought about through teaching, the teaching process is the arrangement of the environment within which the students can interact and study how to learn. The process of teaching-learning aims at the transmission of knowledge, imparting skills school of educationists classifying the learning process under three domains namely, cognitive, affective and psychomotor. (Komal, 2020, p. 2).

The teaching-learning is a process that includes many variables, phases, levels. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences. The role of teaching-learning is extremely important in the modelling of adolescents to become a better human being in the society as they going to lead society once they are grown up. It represents the channel of communication through which the individual strives to acquire the habits, skills, knowledge, attitude, values and

appreciation. The teaching-learning, therefore, becomes a process by which changes in behavioral patterns are produced through experience.

Phases and levels of Teaching

According with Komal (2020), explains that teaching is a complex process; it requires systematic planning to carry it out. But also, she divides the teaching into three phases and three levels:

a) **Phases:**
1. Pre-active phase- it is a phase of planning teacher makes the selection of books to be taught to students and decides whether to inform parents about child performance.
2. Interactive phase- the teacher uses strategies for achieving the goals set to teach students.
3. Post-active phase- evaluation of the strategies being used to impart education to students, here teacher analysis to what extent students have grasped the material presented to them.

b) **Levels:**
1. Memory Level
2. Understanding Level
3. Reflective Level. (p. 4).

But also, this author mentions some phases on the learning process such as:
1. Reinforcement
2. Extinction
3. Generalization
4. Discrimination
5. Spontaneous Recovery. (Komal, 2020, p. 5).

3.6   Methodology

The Merriam-Webster dictionary (n.d.), defines method such as: a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art**.** (definition 1).

3.6.1 Teaching methodology

The term teaching methodology refers to the general principles, pedagogy and management strategies used for classroom instruction. Teaching methods, or methodology, is a narrower topic because it's founded in theories and educational psychology.

The Merriam-Webster dictionary (n.d.), defines methodology such as: a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures. (definition 1).

Methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach'). (British Council, 2019)

Wiesen (2020) provides us a deep point of view regarding the teaching methodology, therefore, for her:

A teaching **methodology** is essentially the way in which a teacher chooses

to explain or teach material to students so they can learn the material. There

are many different methodologies that can be utilized by a teacher, and the

methods   chosen   often   depend   on   the   educational **philosophy**

and preferences of a teacher. It is also not uncommon for a teacher to

utilize multiple methods within a single lesson or over the course of several

lessons. A methodology of teaching can include the use of lecturing, group

or small group discussion activities, and engaging students as teachers for their peers.

It is important to understand that a teaching methodology is not the same as an educational philosophy for a teacher, though they can often be related. The philosophy a teacher chooses usually indicates how the teacher believes students can best learn new material, and the ways in which students and teachers should relate and interact in the classroom. This philosophy often impacts the choices a teacher can make regarding which teaching methodology or methodologies he or she chooses to use, but they are not necessarily directly connected. Teachers commonly refer to their preferred teaching methods and philosophies together, to give other teachers or students an understanding of their approach to education.

While a number of different methodologies can be used by a teacher, one common and traditional teaching method is often referred to as lecturing or explaining. This is essentially an approach to education that regards the teacher as an expert on a subject, and he or she provides information to students who are expected to absorb and understand the material.

Some increasingly popular methodologies focus on the importance of the student in the learning process. One such teaching methodology utilizes group discussions with an entire classroom, or smaller group discussions with numerous small groups at once. Students are encouraged to take responsibility for their education and to be active participants in the learning process.

This can also be utilized with a teaching methodology in which students take on the role of teacher to instruct other students in the class. Small group discussions, for example, are often followed by larger group discussions in which each group presents what they learned or discussed to the rest of the class. Similarly, individual students may be charged with researching a particular subject, and then teaching that material to the other students in the class. (para. 1-5).

It is necessary to take into account that a teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students and of course, the teacher.

3.7   Teaching Strategies

Before going to discuss teaching strategy, first we should know what is strategy? "Strategy is borrowed term from military which actually means to utilize all of a nation's forces through large scale planning and development to ensure security or victory" (Study Lecture Notes, 2020, para. 1)

On the other hand, Cambridge Dictionary (n.d., def. 1) defines strategy like "a detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill for such situations". Likewise, the Oxford Learner's Dictionaries (n.d., def. 1) states that a strategy is "a plan that is intended to achieve a particular purpose".

The concept of "strategy" is operated both at the macro level, the intermediate level and the micro level, the latter level being directly linked with learning pedagogy, training theory and practice. Adopting a strategy means adopting a guideline for action, and associating it a certain global way of organizational learning and learning

conditions, the use of certain methods and means. It should, naturally, be pointed out that in reality we adopt mixed and combined strategies, according to the objectives, the level of the group we are working with, the contents covered etc.

Therefore, strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies has as main objective to identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Lawton (n.d.) in Sarode (2018) defines, "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy" (p. 58).

Teaching effectively involves not only the use of tools, techniques, and strategies to optimize student learning but an understanding of context, in particular how the students learn, how they process information, what motivates them to learn more, and what impedes the learning process. Anderson (1994) concluded that, "student outcomes may heavily depend on the teacher's instructional planning, teaching method selection, and having a variety of learning activities" (p. 13). An effective teaching strategy helps students to achieve their goals and success in life.

Teaching strategies can also be called strategic teaching because it includes very important aspects such as analysis, planning, decision making, and last but not least, the evaluation of students' learning abilities.

Likewise, the Massachusetts Institute of Technology (n.d.) concluded that:

> Strategic teaching is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed,

informed decisions can be made about course content, structure, methods of assessment, and other key components.

The process of planning a course is not an easy one. (Although 'the course' is the unit of analysis being discussed, the process of creating an instructional strategy works equally well for an individual class or an entire curriculum.)

As an instructor, you need to make decisions about what topics to include and which to leave out; the order in which those topics will be presented; which pedagogical methods to use (e.g., lecture, discussion, hands-on experiments); appropriate means of assessing the students; materials and technology to employ; how to get feedback; etc. (para. 1-3).

The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants (Cerghit, 2006). These elements, integrated into the operational structures, are based on a systemic vision and designed to ensure an active and creative learning of knowledge and to rationalize the training process.

It is then possible to understand that teaching strategies allow the teacher to have full freedom to design their work, drawing graphs, charts, value tables, or simply mental schemes which can help to increase their ability to decide and to use effectively combined sets of methods, tools and other training resources always with the purpose of benefiting the learning of their students.

3.7.1 Characteristics of Teaching Strategies

Teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics: (1) they have a normative character without the rigidity of a rule; they are the training component of dynamic situations, characterized by flexibility and internal elasticity. The general teaching approach outlined by educational strategies can be "adjusted" and adapted to the training events and conditions. The strategies largely carry the footprint of the trainer's teaching style, creativity and personality; (2) they have a structuring and modeling function to link the learning situations where learners are placed and to trigger their psychological mechanisms of learning; (3) the components of the strategy (methods, means and organization forms of the work) form a system, establishing the connection between them, even interrelations and interdependencies. A teaching strategy can be decomposed into a series of operations, steps, rules of conduct specific to different teaching sequences so that each decision indicating the transition to the next sequence by exploiting the information obtained in the previous step; (4) they do not identify either with the opted methodological system or the basic teaching method because the teaching strategy aims at the training process as a whole, not a single training sequence; (5) they have probabilistic meaning, that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants, cannot guarantee the success of the training process because there is a large

number of variables that can intervene in the process; (6) they involve the students in specific learning situations and rationalize and adequate the training content to their personality; and (7) they create an ideal framework for interactions between other components of the training process (Ionescu & Radu, 2001, pp. 184-185).

3.7.2 Types of Teaching Strategies

There are many, maybe thousands of teaching strategies that can be applied in the language teaching process. Below we present five, which in our humble opinion, contribute holistically to student's learning.

1. Brainstorming

According to the UNSW Sidney (2016) "Brainstorming is a large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas" (para. 1). But also, they explain us some recommendations and purposes:

a. Recommendations

- The teacher may begin a brainstorming session by posing a question or a problem, or by introducing a topic.
- Students then express possible answers, relevant words and ideas.
- Contributions are accepted without criticism or judgement and usually summarized on a whiteboard by the teacher or a scribe as the ideas are called out.
- These ideas are then examined, usually in an open class Discussion format.

b. Purposes

By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness. Brainstorming's main purposes are to:

- **focus** students' attention on a particular topic

- **generate** a quantity of ideas

- **teach** acceptance and respect for individual differences

- **encourage** learners to take risks in sharing their ideas and opinions

- **demonstrate** to students that their knowledge and their language abilities are valued and accepted

- **introduce** the practice of idea collection prior to beginning tasks such as writing or solving problems

- **provide** an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions. (para. 1-13).

2. Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan et al. (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

Case-based Small-group Discussion has some advantages. They can be (a) actively involves participants and stimulates peer group learning; (b) helps participants explore pre-existing knowledge and build on what they know; (c) facilitates exchange of ideas and awareness of mutual concerns; and (d) promotes development of critical thinking skills.

3. Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011, p. 8).

The advantageous of demonstration are to (a) help people who learn well by modelling others; (b) promote self-confidence; (c) provide opportunity for targeted questions and answers; and (d) allow attention to be focused on specific details rather than general theories.

4. Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2001, p. 146).

The advantages of game: (a) actively involves learners; (b) can add or regenerate motivation; (c) promotes team learning and collaborative skills; (d) provides a challenge that can lead to confidence in knowing and expressing the material; (e) provides feedback; and (f) can create a "fun" learning environment.

5. Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002, p. 73) also defines independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

The advantages of independent study:

(a) fosters independent learning skills;

(b) allows learners to progress at their own rate; and

(c) enhances other learning experiences.

6. Observable Characteristics of Effective Teaching

The University of Minnesota in Teach-Thought (2018) offered some observable characteristics of effective teaching which, while focused on teacher actions rather than student learning, had some useful tips–not so much how to teach generally, but specific actions that you can use tomorrow.

Below are 20 observable characteristics of effective teaching.

1. Begins class promptly and in a well-organized way.
2. Treats students with respect and caring.
3. Provides the significance/importance of information to be learned.
4. Provides clear explanations. Holds attention and respect of students…. practices effective classroom management.
5. Uses active, hands-on student learning.
6. Varies his/her instructional techniques.
7. Provides clear, specific expectations for assignments.
8. Provides frequent and immediate feedback to students on their performance.
9. Praises student answers and uses probing questions to clarify/elaborate answers.
10. Provides many concrete, real-life, practical examples.
11. Draws inferences from examples/models….and uses analogies.
12. Creates a class environment which is comfortable for students…. allows students to speak freely.
13. Teaches at an appropriately fast pace, stopping to check student understanding and engagement.
14. Communicates at the level of all students in class.
15. Has a sense of humor!
16. Uses nonverbal behavior, such as gestures, walking around, and eye contact to reinforce his/her comments.
17. Presents him/herself in class as 'real people.'
18. Focuses on the class objective and does not let class get sidetracked.
19. Uses feedback from students (and others) to assess and improve teaching.
20. Reflects on own teaching to improve it. (Teach-Thought, 2018, para. 5-25).

3.8   Factors Influencing Second Language Acquisition

3.8.1   Educational factors

Before starting this section, it is necessary to start with the definition of factor, in that sense the Collins Dictionary (n.d., def. 1) concluded that "A factor is one of the things that affects an event, decision, or situation. Meanwhile, the Cambridge Dictionary (n.d., def. 1) indicates that factor is "a fact or situation that influences the result of something. Therefore, a factor is a fact that has a direct influence at different times in people's personal or academic life, this influence can be positive or negative.

But what are educational factors?

Lifeder (n.d.) states that "Educational factors that influence student learning are all internal and external factors involved in the beneficial or detrimental way in the development of the potential of the student. They influence academic success". (para. 1)

Ellis (1985), cited in Khasinah (2014) concluded that "There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality" (p. 257). Experts state that those factors give a more dominant contribution in SLA to learners variedly, depend on who the learners are, their age, how they behave toward the language, their cognitive ability, and also the way they learn.

These factors that intervene and influence students' learning are related to both, the parents' and educators' roles. The aim of this session is to present these factors and their contribution to success or failure in second language acquisition.

3.8.2   Motivation

Motivation is one of the most important factors in second language acquisition. Richards et al. (1985, p. 185) believes motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not. The role of attitudes and motivation in

SLA has been investigated by Gardner and Lambert (1972), who define motivation in terms of 'the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in striving for a goal' (Ellis 1985, p. 117; Lightbown at.al, 2000, p. 56). They distinguish two types of motivation:

a) Integrative motivation: a learner studies a language because he is interested in the people and culture of the target language or in order to communicate with people of another culture who speak it.

b) Instrumental motivation: a learner's goals for learning the second language are functional and useful, for example they need the language to get a better job, to pass tests, to enable him to read foreign newspaper, etc.

It has been stated that learners can be influenced by both types of motivation. However, there are situations when one can be more effective than the other. Integrative motivation plays a major role where L2 is learned as a 'foreign language', while an instrumental motivation is more important where L2 functions as a 'second language'. Gardner (1979) links an integrative motivation to 'additive bilingualism' which means that learners add a second language to their skills with no harm to their mother tongue. Instrumental motivation is more likely to be linked to 'subtractive bilingualism', where the learners tend to replace the mother tongue by the target language (Ellis, 1985).

Motivation can be also distinguished into intrinsic and extrinsic. "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (Edward Deci, 1975, as cited in Brown, 1994, p. 155). Extrinsically motivated behaviors expect a reward, for example money, a praise or positive feedback.

Maslow (1970) and other researchers claim that intrinsic motivation leads to greater success in learning a foreign language, especially in a long run (Brown 1994).

Both personally and academically, motivation plays a fundamental role in the development of the personality of students, as well as in academic performance. Parents and educators must be aware of the internal and external factors that influence student motivation.

Why Is Motivation in Education Important?

While, Silva (2020) states that "Motivation is the state that can maintain students' attention and behavior as well as provides with more energy to needed to lead tasks to completion. Thus, it can help sustain activities over a period of time". In education, motivation can have a variety of effects on students' behavior, preferences, and results. For instance, motivation can:

- help us direct our attention toward tasks that need to be done,
- allow us to do these tasks in shorter periods of time as well as maintain attention during a longer time,
- minimize distractions and resist them better,
- affect how much information we retain and store,
- influence the perception of how easy or difficult tasks can appear. (p. 2).

3.8.3 Attitude

Aptitude refers to specific ability a learner has for learning a second language (Ellis, 1986, p. 293). Richards (1985, p. 154) explains that aptitude is natural ability to learn a language. Further he adds that language aptitude is thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different of grammatical functions of words in sentences, etc. Students need aptitude - some specific abilities, which are responsible for learning languages.

The first tests that measured aptitude are Carroll and Sapon's Modern Language Aptitude Test (1959) and Pimsleur's Language Aptitude Battery (1966). Carroll describes aptitude as a stable factor, which cannot be trained; it is separate from motivation, achievement and intelligence. It is an ability that allows to learn a L2 faster and with less effort. He identified four factors in language aptitude: phonemic

coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability.

Later studies conducted by Skehan (1986) were concentrated on the underlying complexity of language aptitude and its relation to first language acquisition and second language learning. He has shown two predictors of the language aptitude: 'a general language processing capability' and an 'ability to use language in a decontextualized way.' Skehan's findings show that aptitude consists of abilities identified by earlier researchers and the ability to deal with context-free language, which is connected with learning academic skills and intelligence (Ellis, 1994). It is still not known whether intelligence is a part of attitude or they are separate notions.

Cummins (1983) distinguished language abilities into two: cognitive/academic language proficiency (CALP) and basic impersonal communication skills (BICS). He suggested that CALP might be related to general intelligence while BICS to aptitude. The studies, which were concerned with formal classroom learning and measured academic language proficiency, found aptitude as a predictor of second language achievement. The researchers agree that it is necessary to improve and develop new aptitude tests, which will measure not only cognitive abilities but also communicative competence. Some researchers do not believe that something like general intelligence can influence learning a foreign language. All children acquire their first language successfully. To sum up, a person with high language aptitude can learn more quickly and easily than that of low language aptitude.

Ellis (1985, p. 292) clarifies that attitude is sets of beliefs about factors as the target language culture, their own culture and, in case of classroom learning, of their teachers, and the learning task they are given. Language attitudes are the attitude which speakers of different languages have toward other's languages or to their own language. Expression of positive or negative feelings toward a language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning, degrees of important, social status, etc. (Richards, 1985, p. 155). Gardner and Lambert have investigated a number of different attitudes, which were classified by Stern (1983, p. 376-7) into three types:

1) attitudes towards the community and people who speak L2,

2) attitudes towards learning and language concerned,

3) attitudes towards languages and language learning in general.

Certain personality characteristics and general interest in foreign languages of learners can influence them in a positive or negative way. It is also important how they feel about learning a particular language in a particular course and from a particular teacher. It is obvious that learners who have positive attitudes learn more, but also learners who learn well acquire positive attitudes.

3.8.4 Age

Age is one of the factors that influence second language learning. It is generally believed that children are better at language acquisition than adults. However, only the studies conducted in naturalistic learning settings provide the evidence that supports this assumption. Critical period hypothesis by Lenneberg proposes that in child development there is a period during which language can be acquired more easily than that at any other time. According to him the critical period lasts until puberty and is due to biological development. He adds that language learning may be more difficult after puberty because the brain lacks the ability and adaptation (Richards: 1985, p. 68). Other researchers have also proved that learners who start learning a foreign language as children achieve a more native-like accent than those who start as adolescents or adults (Oyama, 1976; Asher and Garcia, 1969) and they are also better in the acquisition of grammar (Patkowski, 1980).

On the other hand, the research carried out in formal learning environments give the opposite results. In the case of classroom learning adults appear to be better both in syntax and morphology, while adolescents are the best (Snow and Hoefnagel-Hohle, 1978; Fathman, 1975) and they also progress faster. The studies concerning the age factor were summarized by Ellis (1985, p. 107, Patsy Lightbown: 2000, p. 60) who states that the route of SLA is not influenced by the starting age, but there is a relationship between the rate of learning and the age of the learners. Adolescents learn faster than adults and children as far as grammar and vocabulary are

concerned. Although young learners do not learn as fast as older ones, they are prompt to gain a higher overall success because of a longer exposure to the language. He also provides some explanations of the research results. The studies do not support the critical period hypothesis, which states that children can acquire a language naturally and with no effort to some age. The starting age is important only as far as pronunciation is concerned, which is in line with Selinger's (1978) claim that there is a possibility of multiple critical periods.

Cognitive explanations draw attention to the differences between children and adults
in the relation to their abilities to learn a language. Older learners are able to apply linguistic rules when they use the language. For children language is a tool for expressing meaning and they cannot respond to it as a form. The explanation can also lie in affective states of the learners. Although adults learn faster, children are more motivated because they want to be accepted by peers. The aim of the studies investigating the age factor was to establish the optimal age of learning a foreign language. It has to be noticed that each age brings some advantages and disadvantages to the learning process and the decision when to start learning a foreign language depends on the situation of the individual learner. Students are taught in all age groups and teachers' task is to use appropriate methods to suit the demands of a given age group (Lightbown, 2000, p. 64).

In conclusion, younger age is better at language acquisition, but adults are better at learning language rules and systems.

3.8.5 Intelligence

Ellis (1985), cited in Khasinah (2014) says that "intelligence is general ability to master academic skills". (p. 261). Intelligence is defined and measured in terms of linguistic and logical- mathematical abilities. Success in life and learning should correlate with high IQ (intelligence quotient) tests scores. The studies on intelligence show a strong relationship between intelligence and acquisition of a foreign language but only as far as academic skills are concerned. Learners with high

IQ achieve better results on language tests. It is proved that intelligence can predict the rate and success of SLA in the formal language classroom (Genesee, 1976). "The ability to perform well in standard intelligence tests correlates highly with school related second language learning, but is unrelated to the learning of a second language for informal and social functions" (Spolsky,1989, p. 103). It is assumed that some people are gifted and they learn foreign languages with ease. It was observed that learners acquire a language with different results despite the fact that they are at the same age and are equally motivated.

Gardner (1983) cited in Khasinah (2014) introduced a theory of Multiple Intelligences. He described eight types of intelligence:

1) linguistic (sensitivity to spoken and written language, the capacity to use the language to accomplish certain goals);
2) logical-mathematical (ability to detect patterns, reason deductively and think logically);
3) spatial (ability to recognize and use the patterns of wide space and more confined areas);
4) musical (capacity to recognize and create musical pitches and rhythmic pat- terns);
5) bodily-kinesthetic (ability to use mental abilities to coordinate bodily movements);
6) interpersonal (capacity to understand intentions, motivations and desires of other people);
7) intrapersonal (ability to understand oneself, to develop a sense of self-identity)
   8) naturalistic (ability to understand the natural world).

He states that every person possesses the eight intelligences, which evolve independently at different times and to different degrees. Learners should be encouraged to develop all types of intelligences because they are closely bound and the growth of one area increases the capacity of the whole. Teachers should use a variety of techniques and materials in order to enable students to learn

using their strengths and achieve better results. He claims that people are intelligent in different ways and they also learn in different ways.

3.9 Learning styles

Learning style is also called cognitive style. It is the particular way in which a learner tries to learn something. In L2 or foreign language learning, different learner may prefer different solution to learning problems. Some learners may want explanations for grammatical rules (audio learners), some may feel writing down words and sentences help them to remember (kinesthetic learners). And others may find they remember things better if they are associated with picture (visual learners) (Richards: 1985, p. 45). Ellis (1986, p. 299) mentions that learning style or strategy accounts for how learners accumulate new L2 rules and how they automate existing ones.

Keefe (1979, as cited in Ellis 1985, p. 499) described learning styles as "the characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." Students' learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience.

It is said that if teachers match their teaching methods to the students' learning styles, the students will be more successful and more interested in the language.

Another classification is left-/right-brain dominance, which is strongly related to field dependence/independence. Brown (1994) presents a table listing left and right- brain characteristics by Torrance (1980). Left-brain dominated students are intellectual, prefer established, certain information and rely on language in thinking and remembering while right-brain dominated students are intuitive, process information in a holistic way, rely on drawing and manipulating to help them think and learn.

Reid (1987) identified four learning modalities: visual (seeing), auditory (listening), kinesthetic (moving) or tactile (touching). Visual learners learn through seeing. They prefer to see a teacher during a lesson, learn by visuals: pictures, wall

displays, diagrams, videos. The make notes during lectures and use lists to organize their thoughts. Auditory learners learn through listening. They prefer verbal instructions, like dialogues, discussions and plays, solve problems by talking about them, use rhythm and sound as memory aids. Kinesthetic learners learn through moving and doing. They learn best when they are active. It is difficult for them to sit still for long periods. Tactile learners learn through touching. They use writing and drawing. They learn well in hands-on activities like projects and demonstrations.

Ellis (1985, p. 116) states that "the existing research does not conclusively show that it [cognitive style] is a major factor where success is concerned." It was observed that learners produce different kind of errors, depending on their cognitive style. It is complicated to measure because learning styles are influenced by other learner factors. Learning styles do not seem to predict the possible success in L2, but they show the most effective way to achieve the best results. If students are aware of their learning style, are highly motivated and have positive attitudes, they are likely to succeed in SLA.

3.9.1 Personality

Personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as benefits while the others as an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, self- esteem, inhibition, risk-taking, anxiety and empathy (Ellis, 1986, pp. 119-121; Patsy Lightbown, 2000, p. 54).

3.9.2 Self-esteem

People need some degree of self-esteem, self-confidence in order to succeed in any activity. Coopersmith (1967, as cited in Brown 1994, p. 137) provided the following definition of self-esteem: "By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy." People develop their sense of self-esteem as a result of the information they receive about themselves from others. Wiliams and Burden (1997) present social comparison theory that claims that classroom interactions have a great influence on how learners perceive their abilities. Their sense of achievement is strongly affected by the information they get from the teacher and their peers in the classroom. Teachers should realize that they influence not only students' academic performance but also their emotional states. They should create such atmosphere in the classroom that will help to build students' confidence and lead them to4 success. The results of the research suggest that self-esteem is an important variable in SLA. Many studies show a positive relationship between high self-esteem and academic achievement (Brodkey & Shore, 1976; Gardner & Lambert, 1972).

3.9.3 Inhibition and risk-taking

The concept of inhibition is closely related to the notion of self- esteem. All people protect their ego by building sets of defenses. The higher self-esteem the lower walls of inhibition and greater success in learning a foreign language. It has been suggested that inhibition influences language learning in a negative way because it discourages the risk-taking, which is an essential element in this process. It is necessary to make mistakes if a person wants to learn a foreign language. This is mainly a problem of adults who are more self-conscious than children are. A child adopts a new language and accent more rapidly than an older person who is less open to the influences and changes.

3.9.4 Anxiety

Anxiety is another important aspect of personality that affects learning a foreign language. Brown (1994, p. 141) describes anxiety as a state of mind connect- ed with "feelings of uneasiness, frustration, self-doubt and worry." MacIntyre and Gardner (1991) distinguish anxiety into: trait anxiety, when some people have some general predisposition to be anxious and state anxiety, which can be experienced in a particular situation. They also identify three components of foreign language anxiety: communication apprehension, fear of negative social evaluation and test anxiety. Although anxiety is regarded as a negative factor which must be avoided, the concept of facilitative anxiety, "a little nervous tension in the process", is a positive factor. It must be remembered that "both too much and too little anxiety may hinder the process of successful second language learning" (Brown, 1994, p. 143). There has been some research that investigated the reasons of the state anxiety in the classroom. Bailey (1983) found that competitiveness among students, their relation- ship with a teacher and tests could increase anxiety.

3.9.5 Empathy and extroversion

The other aspect of personality that has been studied is empathy – "the willingness and capacity to identify with others" (Stern, 1993, p. 381). It is perceived as an important factor in learning a foreign language but only as far as communication skills are concerned as it involves the participation in other people's feelings and ideas. Some studies tried to link empathy with the acquisition of the native-like pronunciation (Guiora, 1972; Guiora et al., 1972) but it is considered as "an essential factor in the overall ability to acquire a second language rather than simply in the ability to acquire an authentic pronunciation" (Schumann, 1975, p. 226).

Many researchers believe that personality has an important influence on success in language learning. Ellis (1985, p. 119) claims that the effects of personality on SLA are difficult to investigate because these factors are not easy to define and measure as most of the tests used lack validity. Most of personality traits are not table and may change depending of a situation. The same

student may behave differently in a similar setting only because of some external reasons like mood or tiredness.

Personality is said to influence only the acquisition of speaking skills and it cannot predict the overall success in learning a language. It is true that talkativeness and responsiveness help a lot to improve the acquisition of communicative competence but it does not mean at all that a shy person who prefers studying alone has no chance to master a language. Everything depends on how hard he works, how much time he spends studying a language and what motivates him to do it. It is important for a teacher to recognize students' personality in order to supply them with suitable instructions and create the accurate atmosphere for learning.

Several factors described in this paper influence second language acquisition variedly. It has to be said that individual differences are important factors in SLA. Those factors: motivation, attitude, age, intelligence, aptitude, learning style, and personality influence the way learners encounter language learning and may hinder or support them in their efforts to master L2. Moreover, these elements seem to be an essential part of the learning process, which can contribute to the success or failure of a second language learner.

3.10 English teaching approaches

Throughout the history of teaching languages, a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. For this reason, we present some of the best known and most effective in language teaching as well as some new very effective methods according with some investigators.

3.10.1 The Direct Method

The direct method is one of the most use and effective approaches to teach foreign languages, English in this case. Concerning this method, Millsaps (2020) concludes: Throughout the history of education, especially teaching languages, there have been many approaches and teaching methods used. During the nineteenth century, the Direct Method (or Natural Method) was developed as an antithesis to the popular grammar-translation method, which many believed was failing in the goal of effective communication in a second language.

The direct method focuses on full immersion in the classroom environment where not one word of the students' native language is spoken. The focus is not on grammar but instead on learning through listening and speaking. When using the natural approach, we don't focus on the rules, we allow for mistakes, and we aim for excellent oral communication with our target words and language.

The basic principles of the direct method approach are:

- **Teach language inductively:** In this method, we don't explain the rules to the students; we let them figure it out for themselves. We challenge them and guide them to the correct use of the language, but we also force them to think through things as they learn. We can do this by showing them objects and even calling the objects by the wrong color, so they will figure out what the object is NOT as well as what it is.

- **Only use the target language:** Our goal is to not have the students translating from their mother tongue but to learn instead to think in the foreign language. When a person learned their first language, there was no translation from another language; they had nothing to base it on. The direct method approach believes in trying to mimic first language acquisition.

- **Oral communication is the main objective:** The direct approach focuses on speaking far more than the importance of reading and writing. This practice is the complete opposite of the grammar-translation approach, where students learn all of the rules of a language but often cannot speak

or communicate effectively in the second language. Using the direct method, we encourage our students to speak, even to make grammatical mistakes, so they can get their point across and put into practice what they are learning in their classrooms.

Teaching styles used in the direct method approach are:

➢ **Showing or using multiple examples of a word or concept:** There should be an overkill of props, images, or gestures used to make sure the point comes across for a student. The overuse is needed to ensure comprehension since there is no translation being used at all.

➢ **Props and TPR (total physical response):** Visual cues are extremely important for a student learning with the direct method. The student needs to see the image or the action many times in order to associate the concept with the new word or language they are learning.

➢ **Listening and repetition:** Not only do the students need to see something to create an association, but they also need to hear something. They need to hear how the language is used, how it is pronounced, and how to incorporate it into their oral communication.

➢ **Speaking:** the students need to be able to practice the concepts of words they are learning. Once they have seen it, seen examples, heard it, and created an association of a word or concept in their mind, they will need to put it into practice with actually speaking and communicating. Give them ample opportunity to try to speak and praise them when they are correct. If you don't understand, be patient and repeat the examples, TPR, images, etc.

➢ **Make sure to have a non-threatening environment:** It is vital to create a safe space for the students to attempt to communicate using their newly acquired language. The students should receive rewards and praise when they effectively speak and gentle correction and repetition when needed due to errors. (para. 1-11).

3.10.2 The Audio Lingual Method

Regarding the Audio Lingual Method, the professor Sami (2018) gives us the following contribution:

The audio-lingual Method is an oral-based approach. However, it is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentences patterns. Also, unlike the Direct Method, it has a strong theoretical base in linguistics and psychology. Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the 'Michigan Method'. Later in its development, principles from behavioral psychology (Skinner 1957) were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning- helping learners to respond correctly to stimuli through shaping and reinforcement so that the learners could overcome the habits of their native language and from the new habits required to be target language speakers.

Objectives of the Audio-Lingual Method

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target language, to learn to use automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

Features of the Audio-Lingual Method

1- Foreign language is the same as any other kind of learning and can be explained by the same laws and principles (Stimulus-Response-Reinforcement).
2- Learning is the result of experience and is evident in changes in behaviour. The aim is for linguistic competence and accuracy.
3- Foreign language learning is different from first language learning.

4- Foreign language learning is a process of habit formation.

5- Language learning proceeds by means of analogy (habit-formation involving discrimination and generalization) rather than analysis (deductive learning of rule, as the Grammar Translation Method) and involves attending to form and structure.

6- Errors are the result of first language interference and are to be avoided at all costs in the course of instruction. Teachers must specify what language the student will use and control student interaction with the language.

7- Focuses on all its practices and procedures shifted from reading, translating and deductive explanation of grammar rules to the listening, speaking and the inductive presentation of language patterns in the spoken language.

The Techniques of ALM

Dialogues and pattern practice form the basis of audiolingual classroom practice. The use of them is a distinctive feature of the Audiolingual Method. The techniques used by the Audiolingual Method are:

1. Repetition drill: this drill is often used to teach the lines of the dialogue. Students are asked to repeat the teacher's model as accurately and as quickly as possible.

2. Single- slot substitution drill: the teacher says a line, usually from the dialogue. Next, the teacher says a word or a phrase (called cue). The students repeat the line from the dialogue which the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

3. Question-and-answer drill : this drill gives students practice with answering questions. The students should answer the teacher's question very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

4. Expansion drill : this drill helps students to produce longer sentence bit by bit, gradually achieving fluency. The main structure is repeated first, then students have to put cue phrase in its proper place. e.g.

5. multiple- slot substitution drill: this drill is similar to the single- slut substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialogue line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

6. Backward build-up drill: this drill is used when a long line of dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backwards from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

7. Chain drill a chain drill gets its name from the chain of conversation that forms around the classroom as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student or asking him a question. That student responds and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

8. Complete the dialogue: selected words are erased from a dialogue student have learned. Students complete the dialogue by filling the blanks with the missing words.

9. Transformation drill: the teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform

this sentence into a negative sentence. Another example of transformations to ask of students are: changing a statement into a question, an active sentence into a passive one, or direct into reported speech.

10. Use of minimal pairs : the teacher works with a pair of words which differ in only one sound; for example, 'ship/ sheep'. Students are first asked to find the difference between the two words and later to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

11. Grammar game: the games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although in a limited way.

12. Dialogue memorization: Dialogue or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry, students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the first person's lines, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialogue for the rest of the class.

Advantages

1. It was the first method which was based on scientific linguistic and psychological theories.

2. With its simpler techniques, this method widened the scope of the language learner.

3. Syntactic progression of language patterns receives more importance than vocabulary and morphology.

4. Language learning involved in learning different skills.

5. They promote the use of a simple technique. (pp. 1-4)

3.10.3 The Structural Approach

The structural approach is based on the assumption that language teaching can best be done through systematic selection and grading of structures or sentence patterns. It was widely implemented in the United States in the 1950s.

MPBOU University (2020) concludes that the "Structural approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement". (p. 3). The structural approach to English is teaching the learner certain selected structures in a certain order. The different arrangement or patterns of words are called structures. Structure may be complete patterns or they may form a part of a large pattern. Language is viewed as structurally related elements for the encoding of meaning the elements being phonemes, morphemes, words, structures and sentence types.

In the structural approach there may be four kinds of structures namely; Sentence patterns; Phrase patterns; Formulas and Idioms. Sentence Pattern are the word model from sentence types structures words morphemes phonemes which many things of the same kind and shape can be made like cars which look the same or shoes made alike all of the same size and shape though perhaps of different colors. A sentence pattern is therefore a model for sentence which will be of the same shape and construction although made up of different words.

> Phrase Pattern is a group of words which express an idea without its being a sentence of clause e.g., in the house, on the table, into the tub etc. Formulas are those words which are used on certain occasions e.g. How are you? Good morning; Thank you; etc. Idioms like 'Rome was not built in a day', 'hit the iron when it is hot', etc. come in this category. These should be taught as a whole.

Principles of Structural Approach is based on three main principles:

i.   Importance is given to student's activity rather than the activity of the teacher.

ii. Importance is given to speech work.

iii. Importance is given in developing correct language habits among the students, particularly the habits of arranging words in English in order to replace the sentence patterns of the pupil's mother tongue.

Aims of Structural Approach:

The main aim of structural approach is to teach four fundamental skills: listening, speaking, reading and writing. It also enlarges the vocabulary of the students. It correlates the teaching of grammar and composition with the lesson of the text-book. It improves and corrects pupil's speech habit. It makes classroom environment interesting and natural. It develops student's interest in creating meaningful situations. It lays proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake. It also enables the children to attain mastery over an essential vocabulary of about 3000 root words for active use. (MPBOU University, 2020, pp 3-4).

3.10.4 The Communicative Approach

The Communicative Approach is based on the idea that learning a language successfully comes through having to communicate real meaning. In the Communicative Approach, the main objective is to present a topic in context as natural as possible.

This approach is found in the changes in the British language teaching tradition dating from the late 1960s. A lot of British linguists contributed to the formation of the Communicative Approach which aims to make communicative competence (Hymes, 1972) the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Communicative competence is what a speaker needs to know in order to be communicatively competent in a speech community.

Principles of The Communicative Approach:

i.   Language learning is learning to *communicate* using the target language.

ii. The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style.

iii. Communicative activities are essential. Activities should be presented in **a situation or context** and have a **communicative purpose**. Typical activities of this approach are: games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.

iv. Learners must have constant interaction with and exposure to the target language.

v.   Development of the four macro-skills — speaking, listening, reading and writing — is integrated from the beginning, since communication integrates the different skills.

vi. The topics are selected and graded regarding age, needs, level, and students' interest.

vii. Motivation is central. Teachers should raise students' interest from the beginning of the lesson.

viii. The role of the teacher is that of a guide, a facilitator or an instructor.

ix. Trial and error are considered part of the learning process.

x.   Evaluation concerns not only the learners' accuracy but also their fluency.

Main Features and Techniques:

a) Meaning is paramount.

b) Dialogues, if used, enter around communicative functions and are not normally memorized.

c) Contextualization is a basic premise. Meaning cannot be understood out of context. Teachers using this approach will present a grammar topic in a meaningful context.

d) Language learning is learning to communicate and effective communication is sought. (When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.)

e) Drilling may occur, but peripherally.

f) Comprehensible pronunciation is sought.

g) Translation may be used where students need or benefit from it.

h) Reading and writing can start from the first day.

i) Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).

j) Teachers help learners in any way that motivates them to work with the language.

k) Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings. (Ontesol, n.d., pp. 1-2)

3.10.5 The Bilingual Method

Bilingual method is a recently developed and invented by **Prof. J Dodson of Wales.** Bilingual method means a method in which two languages i.e., the language to be learnt and mother tongue are used. As the name suggests, the method makes use of two languages- the mother tongue and the target language. Hence, this can be considered as a combination of the direct method and the grammar-translation method. 'Selection, 'Gradation', 'Presentation', and 'Repetition' are the four cardinal principles of all language teaching methodology. This method has all the four principles in it.

The word 'Bilingual' applies to a person who knows two languages the mother tongue and the foreign or second language. In bilingual method, the emphasis is on pattern practice. Mother tongue is only used to make the meanings of English words. Mother tongue has restricted use in Bilingual method.

In the opinion of Dodson cited in Sharada (1998) a good method should promote thinking in the language. According to him a new method should have the following features as:

i. It must be simple.

ii. It must strike a balance between the spoken and the written word, accuracy and fluency.

iii. Constant revision of what is taught and learnt.

iv. A new method must offer a new approach to the application of translation work.

v. The method must give the teacher an opportunity to promote inter-communication between himself and the individual pupil.

vi. The method must be sufficiently flexible to cope with various classroom conditions and the pupils' specific and general abilities. (p. 35).

Principles of Bilingual Method

- The meanings of words and phrases/sentences in a foreign language can be made clear by the use of mother tongue.

- There is no need to create situations for making the meaning of English words and sentences.

- Bilingual method is the improvement and combination of translation method and direct method.

Characteristics of Bilingual Method

- 'Sentences' is the unit of teaching.

- It emphasizes on creating situation.

- Mother tongue is used when it is necessary to explain the difficult area of language.

- Rigorous practice is done in sentence.

- Rules of grammar are not taught separately as is done in grammar translation method.

Merits of Bilingual Method

- The advantages of the Bilingual Method are:

- The time and labour of the teacher are saved.

- It is less costly and suited to all types' schools in rural or urban.

- It is helpful in creating linguistic habits.

- This method does not need trained teachers

- Much audio-visual aids are not needed.

- It also stresses speech practice.

- An average teacher of English can teach the lesson successfully through this method

- **It ensures accuracy-** The meanings of English words and sentences are made quite clear to the students. It is free from the defects of Direct Method in which meanings of English words and sentences remain vague and pattern practice is given on vague grounds.

- **It ensures fluency in speaking English-** The students taught through Bilingual method were quite superior to the student taught by any other method in speaking English fluency.

- **Less costly than direct method-** In direct method, a lot of illustrative material in the form of audio-visual aids, is needed. In direct method, it involves a lot of expenditure, which schools cannot afford. (Sharada, 1998, pp. 43-45)

3.10.6 Flipped Classroom

One of the modern methodologies that has gained more popularity in recent years, Flipped Classroom is a pedagogical approach in which the traditional elements of the lesson taught by the teacher are reversed – the primary educational materials are studied by the students at home and, then, worked on in the classroom.

The main objective of this methodology is to optimize time in class by dedicating it, for example, to meet the special needs of each individual student, develop cooperative projects or work on specific tasks.

The flipped classroom involves blended learning-a combination of face-to-face in-class learning and distance learning. Students will benefit from participating in class group discussion and engaging in online video lessons and assignment that must be completed additionally outside of the class time. Garrison and Kanuka (2004) comment that the flipped classroom approach "is an integration of face-to-face and online learning experiences—not a layering of one on top of the other" (p. 99). The flipped classroom approach shifts the responsibility from teacher to the students. The approach helps foster learner autonomy through online video lessons and class activities at school. Owing to a flexible learning atmosphere and adjustable learning facilities, the flipped classroom is very suitable for language classes. (Egbert et al., 2015).

The idea to supplement the class time with homework, assignments and readings makes the approach perfect for language education. Teachers can prepare the students by providing the self-guided grammar tutorials and quizzes before class. Thus, class time will be dedicated solely to practicing language used in real life.

Reynard (2007) suggests that classroom lessons be used as scaffolding rather than using it as the core instruction as in traditional classes. Teacher should spend class time, a very significant part of learning process focusing on dialog practice, working in groups or demonstrations.

Instructors can use face-to-face class time for active learning methods that increase student engagement, deepen understanding of concepts and advance mastery of skills. A successful flipped classroom follows the following principles:

- Provide opportunity for students to gain first exposure prior to class.
- Provide an incentive for students to prepare for class.
- Provide a mechanism to assess student understanding.
- Provide clear connection between in-class and out-of-class activities.
- Provide clearly defined and well-structured flipped classroom activities.
- Provide adequate time for students to carry out their assignments.
- Provide facilitation and guidance that supports a learning community.
- Provide prompt and adaptive feedback on group and project work.
- Provide technologies familiar and easy to access. (University of Houston DOWNTOWN, 2020).

IV.   Methodology and materials

The methodological aspects and material used in the development of the study entitled Educational Factors that influence the English Teaching-learning Process, seventh grade San Antonio High School, I semester 2021, are presented as follow.

4.1 Study ubication

This research was developed at San Antonio Highschool locate in the municipality of El Tortuguero in the community of San Antonio Kukarawala of the Autonomous Region of the South Caribbean Coast, (RAACS).

4.2 Type of study

This study was based on a descriptive design because it analyzed the educational factors that influence the English teaching-learning process in seventh grade in San Antonio Institute.

4.3 Approach

This study was developed under the qualitative approach because it pretended to understand the educational factors that influence the English teaching-learning process in San Antonio Institute as well as to propose methodological strategies to be developed in the classroom.

4.4 Unit of Analysis

The unit of analysis of this study is made up of twenty-one students from seventh grade (12 male and 9 female) besides of the teacher of English subject (male). This study has a transversal scope because it was developed during the first semester of 2021 academic year.

4.4.1.   Inclusion criteria

The students that were part of this research, met the criteria of being active students, willing to participate, and provide information for the development of this study, besides of the teacher of English subject.

4.4.2.   Exclusion criteria

Students who did not want to participate in the study were excluded. Students who did not meet the inclusion criteria, too.

4.5 Sources and obtaining information

The necessary information to support this research was obtained through two important sources, divided into:

4.5.1 Primary sources

The primary information necessary for the development of this research was obtained through the analysis of the applied instruments such as an interview to students conducted under the Focal Group technique. Furthermore, an interview developed with the English teacher and observations guide helped to reach the results of this research.

4.5.2 Secondary source

The secondary sources were the consultation of investigations related to the subject plus the bibliographic consultation carried out such as: article, books, online documents, monographs and scientific research.

4.6 Techniques and instruments

4.6.1 Observation guides

The observation is a process to identify different aspects of the classroom environment and it involves the whole teaching-learning process. One of the main purposes of this process was to recognize different factors that have influence in the development of English subjects, therefore, at least four observations were done.

4.6.2 Interviews

During the development of this research, two interviews were applied, one of them to 9 students under the Focal Group Technique to know their opinion about the teaching-learning process, and the second, was with the teacher of the English subject.

4.7 Descriptors matrix

No.	Objectives	Descriptors	Definition	Indicator	Source of information	Technique/ Instrument
	Analyze the educational factors that influence the English teaching-learning process in seventh grade at San Antonio Highschool, I semester 2021.	Educational factors	A factor is one of the things that affects an event, decision, or situation.	Seventh grade students Teacher of English subject	Students Teacher of English subject	Observation guide Teacher's interview Focus group questionnaire
	Describe the English teaching-learning process in the seventh grade at San Antonio high School, I semester 2021.	Teaching-learning process	Teaching-learning process involve teachers, methods, students, environment and available resources in the classroom or the educational institution at any level of education.	Classroom Seventh grade students Teacher of English subject	Students Teacher of English subject	Observation guide Teacher's interview Focus group questionnaire
	Determine positive and negative educational factors that influence in the teaching-learning	Positive and negative educational factors	"Educational factors that influence student learning are all internal and external factors involved in the beneficial or	Classroom Seventh grade students	Students Teacher of English subject	Observation guide Teacher's interview

	process in seventh grade at San Antonio high School, I semester 2021.		detrimental way in the development of the potential of the student. They influence academic success".	Teacher of English subject		Focus group questionnaire
	Propose methodological strategies for English teaching-learning in seventh grade at San Antonio high School.	Methodological strategies	A teaching **methodology** is essentially the way in which a teacher chooses to explain or teach material to students so they can learn the material. There are many different methodologies that can be utilized by a teacher, and the methods chosen often depend on the educational **philosophy** and preferences of a teacher.	Teacher of English subject	Teacher of English subject	Observation guide Teacher's interview

4.8 Information process and analysis

To identify and analyze the educational factors that influence the English teaching- learning process in seventh grade at San Antonio Highschool, I semester 2021, a descriptive analysis of the answers was done with the support of the Microsoft office program package.

4.9 Ethics aspects

The copyright of the consulted bibliography was respected. Also, the data obtained is used exclusively for academic purposes that serve as support for this research, as well as the anonymity of the students.

4.10   4.10 Delimitation and limitation of the study

4.10.1 Delimitation

This research was developed at San Antonio Highschool locate in the municipality of El Tortuguero in the community of San Antonio Kukarawala of the Autonomous Region of the South Caribbean Coast, (RAACS).

4.10.2 Limitation of the study

During the development of the study, there were no limitations that interfered with the compliance of it.

4.11   Necessary materials

The necessary materials used during the investigative process were notebooks, camera, pencils, USB memories, computers, among others.

V.   Results and analysis

This research has as a main objective to analyze the educational factors that influence the English teaching-learning process in seventh grade at San Antonio Highschool, therefore, the results that are described below were obtained from the applied instruments, which collect the opinion of the students of the grade under study, the opinion of the teacher, in addition to the observations that were made during the development of some of the sessions of classes (four) to have an own appreciation.

Different researchers, both pedagogues like Brown (1994) and psychologists like Cherry (2020), agree that in the learning of a second language, fundamental factors are involved for a meaningful learning of the target language. One of the researchers cited in this study classifies these factors into internal and external, which can benefit or harm the potential development of students.

Other authors highlight very relevant factors such as motivation, attitudes, learning styles, self-esteem, age, intelligence, aptitudes, learning modalities (visual, auditory, kinesthetic (movements) and tangibles, personality, Inhibition and risk-taking, anxiety, empathy, and of course, the methodologies used by teachers, will have a direct influence on the teaching-learning process, and therefore, on student learning.

Next, the results obtained in relation to the aforementioned factors that have a positive or negative impact on the teaching-learning process of the students will be presented.

Concerning the questionnaire developed with students, was possible to determine that the majority of student like English as second language. Most of them consider that acquire a second language (English in this case) can provide them better employment opportunities and as a consequence, a better quality of life.

While others point out that they want to learn to speak English because they want to travel around the world, and be able to learn about other cultures, and be able to communicate in that language, which they consider would be more useful in developing their knowledge and skills.

What students have pointed out, shows that they know some of the many benefits that knowing how to speak English provides, which is possible to understand that they are motivated to learn it, but also, they expressed that some personal situations and some academicals aspects affect their motivation and as a consequence, the learning of English as a foreign language.

Students said that do not dedicate time as a self-study before going to class due to they have to help their parents with households' chores, or they have to work, precisely to contribute to their homes since they come from families with very low economic resources, and these are some of the reasons why they do not have their parents' support to study or to do their homework.

Concerning materials that they have to support their learning, be these physical or digital, most of them do not have these kinds of resources that help them to improve their learning of the English language, becoming this process more difficult and demotivating for them. Only three of them have any kind of smart phones but, they do not internet access most of time because of the lack money, besides, students said that in terms of if their learning environment, they have not the necessary conditions as furniture, computers or other tools to help them with their studies, everyone agrees that the school do not have most of these conditions or resources.

Bearing in mind that motivation is possibly the most relevant factor regarding the acquisition of a second language, Silva (2020) states that "Motivation is the state that can maintain students' attention and behavior as well as provides with more energy to needed to lead tasks to completion. Thus, it can help sustain activities over

a period of time". In education, motivation can have a variety of effects on students' behavior, preferences, and results. For instance, motivation can:

- help us direct our attention toward tasks that need to be done,
- allow us to do these tasks in shorter periods of time as well as maintain attention during a longer time,
- minimize distractions and resist them better,
- affect how much information we retain and store,
- influence the perception of how easy or difficult tasks can appear. (p. 2).

Teaching and learning process

Nowadays learning the English language is very important for the students. Lifelong learning includes the adaptation of strategies and processes to guarantee the development of people at all levels, which is why the adaptation of teaching-learning processes to the characteristics of people is of vital importance.

Therefore, learning objectives go beyond academic performance and people's results, they are closer to all those aspects that improve their quality of life, entail personal development and increase their autonomy. That is why the teaching-learning process must be an optimistic process whose objectives are aimed at promoting the autonomy of people.

First at all, it is necessary to know that the teaching-learning process involve teachers, methods, students, environment and available resources in the classroom or the educational institution at any level of education. Therefore, teachers need to understand subject matter deeply and flexibly so that they can help students create useful cognitive maps, relate ideas to one another, and address misconceptions. "Teachers need to see how ideas connect across fields and to everyday life". (Shulman, 1987.) cited in Darling-Hammond (1999).

Authors like Borelli et al. (2020) define the teaching-learning process as "The interaction between teachers and students where teachers try to transmit knowledge and contents to students according to their age, capabilities, skills and living conditions". (p. 42).

The role of teaching-learning is extremely important in the modelling of adolescents to become a better human being in the society as they going to lead society once they are grown up. It represents the channel of communication through which the individual strives to acquire the habits, skills, knowledge, attitude, values and appreciation. The teaching-learning, therefore, becomes a process by which changes in behavioral patterns are produced through experience.

During the learning of a foreign language, motivation has a fundamental role to achieve it and taken into account than learning involves change in knowledge, beliefs, behaviors, or attitudes, it is possible to affirm that it is a transforming process of whatever information received and internalized or experience into attitude, value, preferences, actions, skills and knowledge that guide behavior. Learning is also defined as the reconstitution of life experiences, prior ideas and knowledge that gives way to a change in behavior, mastery of skills and exposure of performance.

It is important to point out that Motivation is one of the most important factors in second language acquisition. Richards et al. (1985, p. 185) believe motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not.

Now, it must be taken into account that the lack of motivation also affects other important factors in students' learning, such as attitude and aptitude. The role of attitudes and motivation in SLA has been investigated by Gardner and Lambert (1972), who define motivation in terms of 'the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in striving for a goal' (Ellis 1985, p. 117; Lightbown at.al, 2000, p. 56). They distinguish two types of motivation:

a) Integrative motivation: a learner studies a language because he is interested in the people and culture of the target language or in order to communicate with people of another culture who speak it.

b) Instrumental motivation: a learner's goals for learning the second language are functional and useful, for example they need the language to get a better job, to pass tests, to enable him to read foreign newspaper, etc.

Regarding the motivation of the students to learn English in a meaningful way, they mention that the methodology used by the teacher does not help them because they consider it a bit boring since it does not use activities (techniques) that demand an active participation, so this makes them lose interest in the class. Most agree that with the strategies proposed by the teacher they are unable to acquire new vocabularies or affirm the little knowledge they have about English as a foreign language, which causes enormous disinterest by them. This was verified during the four observation sessions carried out in situ, verifying that more than half of the students did not participate in any way during the development of the classes.

Teaching the English language to non-English speakers is not an easy job for the teachers. The quality of a good teacher is to recognize the problems and facilitate the best ever environments for the students and encourage them to learn. It is mandatory to mention that the person who is teaching English in seventh grade is not an English teacher. This has as a consequence that he does not have dominion of the classroom, he cannot organize it efficiently, and sometimes he has a negative attitude with pupils, which affects negatively in their behavior and learning. It is important to highlight that almost never he uses motivational strategies or didactic resources to keep students' attention or involve them to participate and becoming the process more interesting for them.

Regarding this, the teacher argues that the lack of methodologies and active strategies are due to the lack of training by the Ministry of Education, as well as the conditions that the center provides, highlighting the lack of teaching materials such

as books, dictionaries, in addition to the conditions of the classroom such as the lack of seats, a blackboard in poor condition, and even mentions that the classroom has no doors or windows, which was verified during the observations. He also adds that the lack of economic resources of the students also affects this process since they come from very poor families, so the students cannot acquire their own materials.

The teacher also highlights two very relevant aspects regarding what affects the teaching-learning process of the English language and they are the lack of security for the students due to the conditions of the classroom, since the roof is in poor condition, which it becomes a distraction for the students because they must be careful that a part of the roof does not fall on them and damage their physical integrity.

During the observations it was found that the teacher sometimes makes use of the Direct Method to give some instructions, which rarely are understandable, and most of time he uses students' mother tongue (Spanish). It is necessary to remember that the direct method focuses on full immersion in the classroom environment where not one word of the students' native language is spoken. The focus is not on grammar but instead on learning through listening and speaking. When using the natural approach, we don't focus on the rules, we allow for mistakes, and we aim for excellent oral communication with our target words and language, but nevertheless, the teacher does not use the basic principle of this method which are to *teach language inductively, oral communication as a main objective, and only use the target language.*

The foregoing demonstrates that the lack of a more active methodology on the part of the teacher has a direct impact on the motivation and learning of the students, in addition to external factors such as the lack of materials, the poor conditions of the classroom, and the lack of teacher training from the Ministry of Education, thus affecting the teaching-learning process of English as a second language.

In addition to the academic situations and their own needs described by the students, they agree that the resources that the school does not provide also have a significant negative impact on their learning, also disrupting their motivation to learn English. They expressed that they would like to see their classroom with better conditions, especially with didactic resources such as books, recorders, dictionaries, magazines with better chairs, desk, computers and with all the supplies that the teacher needs and of course, a teacher who really masters the English language and has better methodologies to teach another language, and thus we learn better y can learn more.

All the needs expressed by the students coincide with Lifeder, who expresses that "Educational factors that influence student learning are all internal and external factors involved in the beneficial or detrimental way in the development of the potential of the student. They influence academic success". Therefore, it is possible to affirm that these external factors are having a direct influence on internal factor such as the motivation to learn English as second language.

Finally, it can be concluded that the different factors described, both internal and external, the lack of a teacher specialized in the subject, the methodology used by the teacher, the lack of teaching resources in the school, and the poor physical conditions of the classroom class, directly affect student learning.

Pedagogical approaches of teaching and teaching strategies proposed to improve the teaching-learning process in seventh grade students from San Antonio High School

Based on the results, the following approaches and teaching strategies are proposed so that the teacher can develop his class in a more attractive and effective way for the students.

The pedagogical approaches are commonly understood as the approaches to teaching. It is referred to the theory and practice of learning and how this

process has an impact and is influenced by the social, cultural, economic and the political factors of the students.

When the pedagogical approaches are good formulated or put into practice, there are number of factors that the instructors need to be aware regarding the students. Some of these include, their academic goals and objectives, age groups, grade levels, subjects and concepts, learning abilities, interactive abilities, personality traits, standards of education, laws and rules of the educational institutions and other needs and requirements of the students. Pedagogical approaches impart knowledge and understanding to the individuals in terms of how knowledge and skills are imparted in the educational framework. The instructors and the students will not be able to carry out their job duties well and achieve the desired goals without enriching their interactive abilities. (Kapur, 2020).

Therefore, the following pedagogical approaches are proposed with the intention that they can help improve the teaching-learning process in the seventh grade students of the San Antonio High School in the municipality of El Tortuguero.

The pedagogical approaches have been selected as they are based on evidence and involves putting into practice the high-impact teaching strategies. This is apparent that there are differences in these approaches. These approaches need to be applied in the learning areas. It is appropriate to clarify that only the names of the approaches will be mentioned, their characteristics, structures and techniques can be consulted in the theoretical framework of this research work. So, the proposed approaches are:

1. **The Direct Method** (which focuses on full immersion in the classroom environment where not one word of the students' native language is spoken).
2. **The Audio Lingual Method** (it is an oral-based approach).
3. **The Structural Approach** (it is based on the assumption that language teaching can best be done through systematic selection and grading of structures or sentence patterns).
4. **The Communicative Approach** (it is based on the idea that learning a language successfully comes through having to communicate real meaning. In the Communicative Approach, the main objective is to present a topic in context as natural as possible).
5. **The Bilingual Method** (it is a method in which two languages i.e., the language to be learnt and mother tongue are used).
6. **The Flipped Classroom** (it is a pedagogical approach in which the traditional elements of the lesson taught by the teacher are reversed – the primary educational materials are studied by the students at home and, then, worked on in the classroom. The main objective of this methodology is to optimize time in class by dedicating it, for example, to meet the special needs of each individual student, develop cooperative projects or work on specific tasks).

In the other hand, the term teaching methodology refers to the general principles, pedagogy and management strategies used for classroom instruction. Teaching methods, or methodology, is a narrower topic because it's founded in theories and educational psychology.

Methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach'). (British Council, 2019)

Wiesen (2020) thinks that a teaching methodology is essentially the way in which a teacher chooses to explain or teach material to students so they can learn the material. There are many different methodologies that can be utilized by a teacher,

and the methods chosen often depend on the educational philosophy and preferences of a teacher. A methodology of teaching can include the use of lecturing, group or small group discussion activities, and engaging students as teachers for their peers.

Below is a mention of the proposed strategies that can help improve the teaching-learning process of the students of the San Antonio school, referring only to the names, their characteristics and forms of application can be consulted in the theoretical framework of this investigation. Therefore, the proposed strategies are:

1. **Brainstorming** (it is focus on a topic and contribute to the free flow of ideas from students).
2. **Case-based Small-group Discussion** (in this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process).
3. **Demonstration** (it performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application).
4. **Games** (Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles).
5. **Independent Study** (independent study is a teaching strategy designed to enhance and support other instructional activities).
6. **Observable Characteristics of Effective Teaching** (they are focused on teacher actions rather than student learning).

It is clear that there are other pedagogical approaches as well as teaching strategies, which makes it possible to clarify that the recommended ones are not necessarily the most effective, but they do contribute to making the teaching-learning process within the classroom more meaningful for students, and they can become great tools for the teacher.

VI. Conclusions

Below are the conclusions of the study educational factors that influence the English teaching-learning process in seventh grade at San Antonio Highschool, obtained from the application of the different instruments applied and the analysis carried out on them.

Educational factors that influence the English teaching-learning process:

a. The students like and recognize the opportunities that learn English can offer them.

b. Personal and academicals situations are having a direct influence in students' motivation.

c. Because of economic and household chores, students do not dedicate time to self-study.

d. The lack of learning resources, be physical or digital have deep incidence in students' demotivation.

e. The poor physical conditions of the classroom affect directly students' learning and motivation as an external factor.

f. The lack of pedagogical resources, electronic devices and the necessary furniture like chairs affect the students' motivation and their learning.

g. The lack of strategies used by the teacher is provoking demotivation on students.

h. Students consider that the learning process is boring.

i. The teacher does not use suitable approaches to teach English language.

j. Teacher's attitudes cause mistrust in students and they prefer not to participate or ask for something to the teacher.

k. The educator who teaches the English subject, does not English training which is affecting students'' learning and motivation.

l. The Ministry of Education does not provide the necessary training or didactic materials to the teacher.

m. Despite of his mistakes, sometime the teacher tries to motivate students with some activities but, students do not participate.

n. Sometime the teacher uses the Direct Method but, the instructions are not understandable for pupils.

VII. Recommendations

Based on the fact that students like the English language and that they recognize some of the benefits that it provides for their lives, and founded on the results obtained in this study, the following recommendations are given.

Students:

- ➢ Try to find the way to dedicate time for self-study in order than improve your English knowledge.
- ➢ Create a schedule at least of twice a week with others classmates with the aim to review previous lesson.
- ➢ Try by yourself to build an English dictionary which support your learning.

Parents:

- ➢ Find a way to allow your children to spend time on self-study in English and in different subjects.
- ➢ Try to find a way to acquire some materials such as English dictionaries to support student learning.
- ➢ As much as possible, help your children meet their academic obligations.

Teacher:

- ➢ You must be better prepared to teach the English contents by yourself if the MINED does not offer you that training.
- ➢ It is necessary to change your attitudes so that the students feel more comfortable with you, which would create a better learning environment and allow greater participation on their part.
- ➢ You must put into practice different pedagogical approaches and teaching learning to motivate students to learn in a meaningful way.
- ➢ Try to create didactic material to become the process more attractive for students.

MINED and School manager

➢ Find a way to improve the conditions of the classrooms, it may be by requesting support from the Ministry of Education or from parents.

➢ Look for your English teacher the necessary and specific training to teach this subject.

➢ Try to provide the necessary didactic materials for your English teacher.

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IX. Appendixes

9.1 Student questionnaire

UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

Dear students, we are graduates of the education sciences major in English, and we are conducting a study on Educational factors that influence the English Teaching- learning process, seventh grade San Antonio high school, I semester 2021, so we are respectfully asking for your support to participate in an interview, which will serve as input for this research.

Generals' data
Date: _____//_____//_____ Gender: _____ Provenance: Urban _____Rural

1. Do you like the English subject? Why?

2. What activities do you do before or after going to class?

3. Do you have support from your parents or a family member to carry out your tasks?

4. Do you have time at home, physical or digital places, to study and do your homework?

5. Do you have a cellphone with internet to support you make your homework or the self-study?

6. Does your teacher motivate you to learn and participate in classes? How?

7. Do you like the activities addressed by the teacher during the English class?
    Which ones?

8. Does the teacher organize the class well in terms of time? How?

9. Does the teacher use didactic material to develop the class?

10. Does your learning environment have the necessary conditions such as furniture, computers or other tools to help you with your studies?

9.2 Teacher interview

UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

Dear teacher, we are graduate students of the education sciences major, we are conducting an investigation in order to determine the Educational factors that influence the English Teaching-learning process, seventh grade San Antonio high School, I semester 2021, by what your contribution will be an important part for the development of it.

General data
Date: _____//_____//_____ Gender: _____ Provenance: Urban _____ Rural _____

Academic level: _____

Do you receive the necessary support of your Principal, as well as the necessary resources?

Have you received a specialization course in teaching methodology? Please explain.

What kind of conditions does the classroom have to develop your class?

Do you consider that the school has the necessary conditions and security to keep students save? Why?

What are the most common factors you perceive that have influence in the teaching - learning process?

What approach do you base your methodology on? Please explain.

What strategies do you use to keep students' the attention? Please give examples.

Do you consider the methodology that you use to teach is according to students' necessities and capacities? Why?

According to your opinion, what factors are influencing in the teaching learning process of seventh grade.

9.2 Obervation guide for students' behavior

UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

With this observation guide it is intended to do an observation to students during the English class to identify and analyze the factors that influence the teaching learning process during this class.

General information:

a)   Name of the school: _____.

b) Type of center: _____.

c) Grade: _____ Classroom:

d) Discipline: _____ Time of observation _____.

1) Students seem to be interested in the topic presented by the teacher
      a)   A Lot   _____
      b)   A Little   _____
      c)   Nothing   _____

2) The students feel stimulated (motivated) by the teacher to do the activities the class.
      Yes _____   No _____

3) The students take into account the orientation given by the teacher.

      Yes _____   No _____

4) The Students understand the topic presented by the teacher:

      a)   A lot   _____
      b)   A Little   _____
      c) Nothing   _____

5) The students' participation during class:

a)   All students were participating
b)   The majority of students were participating
c)   The majority of the students of students were anticipating
d)   Just one to three students were participating

9.4 Observation guide for teacher's performance

**UNIVERSITY OF THE AUTONOMOUS REGIONS
OF THE NICARAGUAN CARIBBEAN COAST URACCAN**

Objective: Analyze educational factors that influence in the English Teaching–learning process, seventh grade San Antonio high School, I semester 2021.

Subject		Observation:				
Grade						
Date						
	Aspects to evaluate				Criterial	
Class development		Yes	Sometime	No	Not evaluation	observe
Review the last class						
Introduce the new topic						
Motivate the students' participation						
The teacher's attitude helps the communication						
Promote attitudes and values						
Make some reflections, positive critics and subject						
Explain the content clearly						
Use didactic materials						
Classroom Management		Yes	Sometime	No	No evaluation	Observe
Good organization of the classroom						
Act positivity against difficulties that disturb						
Keep the discipline and order in the classroom						
Mastery of the subject		Yes	Sometime	No	No evaluate	observe
Relate the contents with their environmental						
Show a good mastery of the subject						
Development activities (methodology)		Yes				
Use only English to explain the class						
Give clear and understandable instructions						
Use motivational strategies to keep students						
Use strategies to work in groups or individual						
Use didactic material so Medio for development						
Promote activities to talk and share of ideas						
The teacher moves around the classroom						
The class is developed in a good conditions		Yes	Sometime	No	No evaluate	observe
The class seems to be very motivated at any way						
The class is developed in a very organized in						
The teacher seems to be worry in the teaching learning						
Personal characteristics of the teacher to develop the class						

Passive		Active	Kind	Nervous		Other	

General Observation:

9.5 Tutor´s endorsement

UNIVERSIDAD DE LAS REGIONES AUTÓNOMAS
DE LA COSTA CARIBE NICARAGÜENSE
URACCAN

Aval del tutor

El tutor/a: **Freddy Javier Chamorro Sady** por medio del presente escrito otorga el Aval correspondiente para la presentación de:

a. Protocolo ☐

b. Informe Final ☒ X

c. Articulo Técnico ☐

d. Otra forma de culminación de estudio (especifique): _____

_____

Al producto titulado**: Educational Factors that influence the English Teaching-learning Process, seventh grade San Antonio High School, I semester 2021,** desarrollada por los estudiantes: Br. Yimer José Lumbí Martínez y Br. Juan Antonio Esquibel Espinoza.

De la carrera: Licenciatura en Ciencias de la Educación con mención en Inglés.

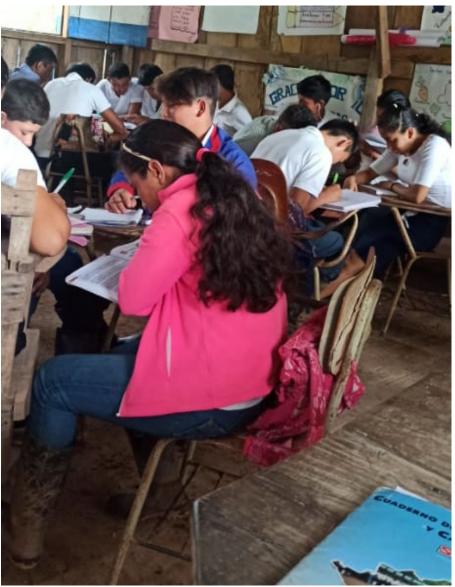Cumple con los requisitos establecidos en el Régimen Académico vigente de URACCAN.

Nombre y apellido del tutor o tutora: Freddy Javier Chamorro Sady

Firma: _____

Recinto: Nueva Guinea

Fecha: 06 de Mayo 2022

Figure 1   *Observation number 1 to Seventh grade at San Antonio Highschool in the community of San Antonio Kukarawala of the Autonomous Region of the South Caribbean Coast, (RAACS).*

Note by: Lumbi, March 2021, at San Antonio Highschool in the community of San Antonio Kukarawala.

Figura 2 *Second observation day Seventh grade at San Antonio Highschool in the community of San Antonio Kukarawala of the Autonomous Region of the South Caribbean Coast, (RAACS).*

Note by: Esquibel, April 2021, at San Antonio Highschool in the community of San Antonio Kukarawala.

Figura 3 Third observation day Seventh grade at San Antonio Highschool in the community of San Antonio Kukarawala of the Autonomous Region of the South Caribbean Coast, (RAACS).

Note by: Lumbi, May 2021, at San Antonio Highschool in the community of San Antonio Kukarawala