

Factors that Influence Basic Level English Language Learning

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Abstract

The objective of this study is to know the factor that influence Basic Level English Language Learning.

The impact was measured through a descriptive-correlational study, using the Oxford Placement Online Test as pre and post to a sample of 32 elementary level students of the Bienvenido del Castillo educational center, during the English classes. The selected students were from the sixth level of basic, and were divided into group courses. The results indicate that there are no significant differences between the support tools used in student performance. Nor is there any influence when analyzing the educational dependence of origin, with the teacher being the only factor that is relevant in this process. In this way it can be concluded that despite the development of computer systems for learning, the teacher remains a determining factor in this field.

Key words: elementary school levels, factor, learning, learning English; second language; teacher

Introduction

Learning new languages is an issue that has been on the map for more than two thousand years. At present, there is an evolution of methodologies and tools in the search for an effective or universal strategy to teach the English language. These studies have been called pedagogues, linguists and psychologists, who have generated a high methodological development (Segura, 2012; Thanasoulas, 2015), in parallel, accompanied by technological advances, which today have a prominent role in dynamic teaching, learning and They dictate the Pattern of how the English language is taught in the world.

It has been established that although texts and hours of conversation have long been part of the teaching of English, nowadays technological development has allowed the emergence of tools based on computer programs, very promising, since they bring together the elements of grammar and orality that are Persegui to learn English (Emerging Tools, 2016; Tools, 2016).

Based on this evidence, as researchers we will take advantage of this complexity and close the process of learning the foreign language. We believe that there is still much to explore in this area. In these lines, our objective is to analyze the Fact that Influence Basic Level English Language Learning at Bienvenido del Castillo Elementary School, in Los Sector in this city of Bona0, Monseñor Nouel Province.

With this we believe that we can have instruments capable of guiding the performance of teaching towards improvement. In this sense, the learning processes of a second language constitute an interest of great consideration for those who move in the field of education. From this perspective, Santos Gargallo (1999: 22) highlights that:

"All teachers are interested in deepening the knowledge of the learning process, that is, in the psycho affective, social, educational, etc. that affect this process, because the more we know about this process, the better we can guide the teaching In the sense that it contributes to simplifying and facilitating the use of the new language, the need arises to study these factors that influence the learning of the English language, since these have a direct impact on the student.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references.

Chapter I: Introductory Part of the Investigation

Statement of the Problem

In the current curricular bases it is possible to appreciate that the Ministry of Education proposes quite ambitious goals that have as objective to integrate the four abilities of the English language, contemplating that the graduates of the basic education achieve a learning of this language at a communicational level, what which is utopian, considering the national reality.

Then, as future teachers, we question ourselves because this is not being achieved and we begin to look for the origin of this problem. Some may say that it is the fault of teachers who do not use teaching resources or do not use various teaching methods. Others may say that the current educational system affects and does not allow improving the teaching-learning conditions of that language. Being self-critical these may be the main causes, in most cases but we know that there are also external elements that directly influence the learning of students, not only English, but in any subject.

That is why, among the multiple factors that could influence, we select three, those that we consider most relevant in this process. Self-esteem, socio-cultural level and geography location as determining factors in the learning process since these can cause great differences of opportunities in the students in front of the acquisition of a foreign language, in this case English.

The intention of the study will be to identify the Factor that Influence Basic Level English Language Learning in the educational center Bienvenido del Castillo, Los Arroces sector, Bonaó.

Justification

Throughout our life, as well as in our academic preparation, we are aware of the importance of the English language, of the prominence that is acquired each day, becoming the common language at international level, uniting us globally.

Therefore, we consider that our research will be a great contribution for the educational community, since although there are other studies, most of these are only bifactorial, intertwining the learning of English with some other independent variable such as the factors that influence the learning of English Unlike our work that will cover different factors independent of each other but that are related to the learning of the English language as a foreign language.

Our multifactorial research will benefit the education of our country specifically in the area of English, in direct support of the current teachers of this subject as well as students of the area.

General Objective

To analyse the Factor that Influence Basic Level English Language learning at Bienvenido del Castillo Primary School in Bonaó.

Specific Objectives

1. To Explicate the Acquisition of a Second Language.
2. To indicate the Characteristics of English as a Foreign Language.
3. To definition English Teaching
4. To determinate Factors that Influence Language Learning.

Research Questions

1. How is the Acquisition of a Second Language?
2. Which are the main Characteristics of English as a Foreign Language?
3. How is the English Teaching Process?
4. What Factors Influence Language Learning?

Definition of Terms

According to the online dictionary and some authors (<https://www.dictionary.com>), it provides the following glossary:

1. *English Foreign Language*: English as taught to people whose main language is not English and who live in a country where English is not the official or main language. (Lee Gunderson, *ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice*, 2nd ed. Routledge, 2009)
2. *Influence*: the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself. (<https://www.dictionary.com>).
3. *Factors*: A factor is what contributes to certain results obtained when the responsibility for variation or changes falls on him. (<https://www.dictionary.com>).
4. *Language Learning*: Broadly defined as developing the ability to communicate in the second foreign language, and in this context includes: Language learning for specialists.

Delimitation

The following work was delimited at Bienvenido del Castillo Primary School, located on Duarte Street, in the Arroces sector of this city of Bonao, Province of Monseñor

Nouel, Dominican Republic, during the 2018-2019 school years. The subject to be discussed is the Factor that Influence Basic Level English Language Learning.

Geographical Context

Educational Center Bienvenido Del Castillo. Center Educational Project (PEC). History of the Educational Center Bienvenido Del Castillo. The formal education of the community of Los Arroces begins for the first time, in the decades of the 50, the initiative of Mr. Bienvenido De Castillo that was a land lieutenant of the greatest at the time. This is motivated in giving a small contribution to the education and training of its compueblano, he himself builds a school in the shape of a house was made of wood and zinc, which consisted of the following way: with five classrooms and a multipurpose room so that the teachers will carry out their planning, divided with a corridor.

It had an enrollment of 60 students among which 40 were males and 20 females in both courses which was named Los Arroces middle school. Due to the great boom in education in the community, it was rebuilt in the 80s by Dr. Joaquin Balaguer, who remodeled it in the following way: with four pavilions, the first one was the library, the kitchen area, the address and the sub-address. The second with five classrooms, the third with two classrooms for the first cycle and a preschool and fourth with a multipurpose room divided with a movable wall, a basketball court, a bathroom for boys and one for females the same was built in block and cement. (Operational manual of the educational center Bienvenido del Castillo, school year 2018-2019).

The current president of the republic at the time in honor of the gift of the property changes the name of the school by placing him Bienvenido Del Castillo, which carries him today. It was remodeled in the years 2008-2009 in the government of Dr. Leonel Fernandez

Reyna who under his mandate authorized the repair of it in the following way: construction of the protection mat, repairs of the bathrooms, correction of roof leaks, remodeling of the court, repair of windows among other minors.

Mission. Bring quality learning every day to our students who can systematically meet their physical, biological and intellectual needs and interact to find solutions to problems.

View. To take to the goals of knowledge our students forming for the future men and women thinking, collaborators of the good actions and that give services to the mother country like good citizens and citizens.

Philosophy. This institution bases its learning on a quality education, with integration of the ethical, moral and spiritual values that lead our students to be good men and women.

Values: Quality in the service, Harmony in the staff, Responsibility, Motivation, Positive attitude, Innovation, Work team, Familiarity.

Description of the Center at Present (2019). The educational center Bienvenido Del Castillo, located in the street Duarte community of rice, consists of four pavilions; in the first pavilion is the administrative part (address, sub-direction, Department of Orientation, kitchen area that functions as a classroom and the Library). The second pavilion is located 4 classrooms and a computer center. Third pavilion consists of 2 classrooms and a preschool and in the fourth pavilion consists of the multipurpose room that has now been divided into two classrooms. It has two bathrooms divided into males and females with three cubicles each in addition to the bathroom that teachers use; it was remodeled in the year 2008-2000.

(Operational manual of the educational center Bienvenido Del Castillo, school year 2018-2019).

Historical Backgrounds

What is the best way to learn a second language? We will naturally get a variety of answers which will mainly be based on the social and cognitive consideration of language learning. We tend to neglect one of the most fundamental sides of human behaviors that is the affective domain of second language acquisition: the personality factors. Personality factors are universally acknowledged by researchers in the second language learning to play an important role in the foreign language, but those factors, with a rather wide range, need to be looked into one by one as to determine how relevant each one.

There are several reasons for the language teachers to put personality factors into consideration when teaching a second language (hereafter L2). One of the reasons is that when learning a L2, a learner's personality and emotions are fully involved. Even though there are many other factors that may influence the success of language learning, personality factor is an internal factor that should not be neglected as the ignorance of the relationship between personality factors and language learning will bring about negative influence on teaching and learning effect. This is supported by Shahila and Meenakshi (2012) in relation to their research, who claimed that learners bring to the classroom their affective states which influence the way they acquire a L2 and not just their cognitive abilities. According to Murray and Mount (1996), the extent of an individual's ability to achieve information depends on his/her individual personality. Similarly, Montero et al. (2014) expressed that the individual learner's differences can mainly influence the

outcomes in the L2 learning in which this factor will either strengthen or weaken the acquisition of L2.

Chapter II: Review of the Literature

Acquisition of a Second Language

According to different studies, the acquisition of an L2 is influenced by a series of factors that will strengthen or weaken it. One of these is the factor that is believed to be an influential factor in learning L2. Before delving deeper into the discussion of factors.

(Bailey et al., 2000).

Burt Dulay and Krashen (1982). Technically, the term "acquisition" refers to collecting an L2 through exposure and the term "learning", on the other hand, refers to the conscious study of an L2. However, in this document, both terms are used interchangeably, since the main focus would be on the role of individual personality factors in the SLA process from an Islamic perspective and the process involved will be learning through exposure and conscious learning.

Burt, Dulay and Krashen (1982, as cited in Mohideen, 2001) used the term "second language" to refer to foreign and host languages other than the mother tongue or mother tongue. In this document, the focus of the SLA is placed on the use of the English language, as it often has the official status of a strong L2. In general, learning an L2 is not a set of easy steps, since young children acquire their first language or their mother tongue. It is rather a long and complex task in which a student has to struggle to reach beyond the confines of his first language into a new language. It is possible that some learners have to work hard to acquire the knowledge of an L2, while others can acquire great skill without many problems and others are governed by certain needs and interests that influence how they actually perform. Many researchers would now accept that it is not only important to know other aspects of the foreign language, but also the fact that different learners in

different situations learn an L2 in different ways in which these differences may be the result of the indirect influence of these factors. (Bailey et al., 2000).

Characteristics of English as a Foreign Language

A foreign language is defined by Muñoz (2002) as a language that "has no presence in the community in which the apprentice lives. For example, for him English is a second language for a Dominican student, while it is a foreign language for a student in Spain. "In the present investigation the foreign language object of study is English, which in the Dominican Republic is considered in this way since, As the author indicates, it has no presence in the local community, however it is the foreign language more important in our country and in the whole world. The English language has become an extremely useful tool in the last years in the labor and social world, due to the fact that many companies of diverse economic sectors include as a requisite to be part of it. They and have a certain degree of mastery of this language in addition to the various applications related to our social and recreational life make the English language a key that opens doors to horizons that otherwise would remain closed.

As Baugh and Cable (2002) mention this language, originated in the territory that is currently called England based on the fusion of the languages spoken by the different peoples that once inhabited the British Isles such as the Celts, Romans, Saxons, Jutes, Angles, Vikings and Normans, has its base in the dialect low German, which was a dialect of the North from Germany, which was taken to England through the Germanic peoples (Saxons, Jutes and Angles) who in the 5th century AD began to invade England conquering the Celts (originating in the area) who had already been dominated by the Romans whose empire had already fallen by the time the German looting began.

English Teaching

The teaching-learning process of English as a second language will be analyzed from an educational model with a combined approach, which, unlike a traditional approach, emphasizes the role of the teacher, student and ICTs in this process, being these The latter provide a greater variety of resources that allow obtaining knowledge (Constantinou and Zacharia, 2003). Each of the components or factors mentioned above is described below:

1. A teacher according to the traditional approach is responsible for intentionally building knowledge in students, having a directive role in the classroom. Therefore, no effective change will occur without the support and commitment of the teacher, since the development of education depends on what the teachers decide and their actions towards this process (Pérez et al., 2014). Given the changes in the focus of attention for teaching English, the teacher is expected to adapt to these changes (Panteeva, 2015).

The new lines in English teaching point to more open teaching-learning models, focused on the individual and how he learns (Brutt-Griffler, 2002). Thanks to this, as Segura (2012) points out, qualitative transformations have been developed in classroom practice, which make it necessary to focus attention on the study and understanding of the learning process taking into account factors related to the student's personality.

2. A student must also adapt to new trends in education, each day having a more active role in their own learning to manage the development of their knowledge (Piquer, 2006). Students have also had to manage the use of appropriate strategies in the English language teaching-learning process, with a greater motivation to learn (Tuncer, 2009; Derakhshan et al., 2015).

3. Another component with a factor of help to achieve a global understanding of English language learning, are the support tools, which are important to guide the contents of the class, since, as they point out (Batista and Salazar, 2003; Vergara and Algeria, 2010), it is common for a teacher to adapt his class to the guidelines that the tools deliver. Clearly, the choice of appropriate tools should be based on the learning objectives and competencies already defined (Derakhshan et al., 2015). The contents and assessment tools of these instruments help students develop four skills that represent the objective of acquiring English as a second language: speaking, understanding oral language, reading and writing (Valdés, et. Al., 2015).

Factors that Influence Language Learning

Self-Esteem

At the moment of speaking of self-esteem, it must be taken into consideration that this feature of the human being does not appear or condition by itself, it is dependent of various factors that condition their development both for the benefit of the individual,, when projecting a high self-esteem, and for their detriment. According to Ríos Toledano (2009) among the factors to be considered as influential in self-esteem is motivation, which he defines as "a set of factors that combine peer pressure, that is, that work is meaningful, participation, commitment and recognition, as well as the taste for what we are doing ". It is said that motivation is a relevant factor since motivation is largely the main reason why an individual seeks to achieve something, to give a sense to what he does, when this individual lacks motivation the appreciation he has of himself decreases.

Also pointing to this Connel and Welbon (1991) postulates that the social context influences the personality development and personal appreciation of it, the pressure and / or

the responses we see in those around us regarding our actions, achievements, tasks, among others conditions our self-esteem, as previously mentioned, the influence of the group in the appreciation personal is quite deep because we are social beings that live in community.

Motivation

Motivation is defined differently according to different perspectives. According to behaviorists, in order to acquire positive reinforcement, motivation is needed as an anticipation of reward (Sara, 2013). While according to constructivists, “motivation is a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, which were solidly grounded in community, belonging, social etc.” (Maslow, 1970). Theoretically, motivation has the concept of intention where it becomes a factor that promotes people’s understanding of behavior-outcome instrumentalities and people’s engagement in efficacious behavior as to attain those outcomes (Deci et al., 1991).

In L2 learning, a person’s motivation is one of the factors that influence his/her success in acquiring the L2 (Tuan, 2012). This has been supported by Sara (2013), who claimed that the biggest single factor affecting a L2 learner’s success is motivation. Motivation is essential to success as it is some kind of an internal drive that will push someone to do things in order to achieve some set of goals. However, the internal drive is not the only component of motivation.

The need for achievement and success, curiosity, desire for stimulation and new experience are also some other components of motivation. These components of motivation are crucial as a person who is extrinsically motivated works on a task with little or no interest in it and will find no satisfaction from learning (Dornyei, 2000). A learner’s motivation is considered as positive if the aims of learning the L2 are for the sake of

acquiring modern-day knowledge, to migrate to a foreign language country, for communicating purposes (spoken and written) and most importantly, a Muslim should learn the L2 so that he can benefit the Ummah and to compete globally.

Attitude

When talking about learning a L2, it is undeniable that attitude is one of the important personality factors which indirectly influence the level of proficiency gained by different learners. This has been supported by Montero et al. (2014), who claimed that the way a learner develops his/her linguistic abilities is mostly influenced by the attitude that he/she processes, either to a target language (hereafter TL) or a target culture. To substantiate the theoretical assertions about the relationship between attitude and learning a L2, a number of studies have been carried out and it has been found that attitude and other affective variables are as important as aptitude for language achievement and that positive and non-positive attitudes have some reasons for their emergence (Bachman, 1990; Gardner, 1985; Malallah, 2000 & Coleman et al., 2003, as cited in Hosseini & Pourmandnia, 2013).

Acculturation

The earliest classic formulation of the concept “acculturation” comes from Redfield, Linton and Herskovits (1936) in which they explained that “acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups” (Lakey, 2003, p.104). Kim (1982, as cited in Lakey, 2003) has also contributed in defining acculturation through the most extensive research from a communication perspective as he explained that “acculturation occurs

through the identification and the internalization of the significant symbols of the host society” (p.378). Obviously, acculturation is not a new area of study and it has been the focus of L2 pedagogy in the last few decades as the culture of the educational environment when the L2 occurs, is believed to have some effects on a learner’s motivation either positively or negatively (Montero et al., 2014).

Sociability

In learning a L2, it is often suggested that irrespective of the actual learning ability, learners with an outgoing personality may enjoy certain advantages. For instance, they become more involved in social interaction, attract more attention from their teachers and being less inhibited when they are asked to display their proficiency. At the same time, they may perform more confidently in communication situations with whichever language that they are using. A person with these kinds of attitudes is known as the extroverted learner.

This has been supported by Cook (1994) who stated that many language acquisition theories claimed that extroverts are better language learners since they tend to be sociable, more likely to join groups rather than to be alone and more inclined to have social contacts. Introverted learners, on the other hand, do not talk much, more reserved, prefer learning alone, avoid social contact and face difficulties when getting involved in the communicative activities. In language classrooms, quiet and reserved personalities are often treated as problems (Busch, 1982).

Chapter III: Methodology and Data Collection

In This paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow the scientific knowledge of the research. In order to improve the problems arising during the same.

Method; the method we used in this field was observation.

Research Design; the present investigation has a non-experimental design, since what is done is to observe the phenomena that affect as they occur in their natural context, and then update them. vfransectional, because we collect data in a moment unique, it was not a prolonged study in the time in which the process was analyzed; descriptive and correlational (Hernández, Fernandez and Baptista, 1991).

Research Instruments and Technique; all these data have been obtained through the application SIMCE 2012 questionnaire adaptation: To measure the level of learning English will use an adaptation of the "Reading" facsimile reading) of the SIMCE year 2012 for Basic Education, that we include in the final appendix. This instrument was reduced in two items, to reduce the time it took to develop it, leaving a total of 25 questions with a maximum score of 25 points. To determine the achievement levels of the subjects in the sample, rated the score into 5 categories: English levels, low, medium low, medium, medium high, high.

Population

The populations that study this research are the students of the basic level in the sixth grade. The same thing was done at the Bienvenido del Castillo Elementary School, about the factors that influence Basic Level English Language Learning.

Schedule (Chronogram) of Activities

Calendar of Activities

Activity	Week 1	Week 2	Week 3	Week 4
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X	X	
Application Survey			X	
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report			X	X

Chapter IV: The Results and Data Analysis

Possible Result

Personality Factors: The correlation indexes among the twelve personality traits were observed in the classroom, and were the following:

Correlation with Learning a Language

PERSONALITY TRAITS	R1	R2	R3
Shy	00	-28	-10
Extroversion	18	00	-37
Authoritarianism	17	61	37
Elnocentrism	-26	-22	08
Machiavellianism	-09	00	16
Anomy	32	-25	12
Constancy	52	17	27
Participation	57	14	27
Empathy	11	00	16
Cultural Permeability	35	-48	23
Tolerance	-21	29	29
Anxiety	-40	42	-17

R1 = Correlation obtained in the 4th grade

R2 = Correlation obtained in the 5th grade

R3 = Correlation obtained in the 6th Grade

Fig. 1 Correlation obtained between learning English and personality traits in each of the courses.

Conclusion

According to what was presented and discussed in this paper, the following main conclusions are obtained:

Although literature relies on support tools as one of the most influential factors in learning English, none of these outperforms the others in the general results of students, with the teacher being the most influential factor in the process. An example of this is that, although computer-assisted language learning systems have been created that try to emulate the teacher's role in teaching-learning dynamics, as presented by this research, the lowest results correspond to the students who were instructed with a software support tool, where the teacher's role is relegated to a monitoring of the data delivered by the tool.

The results of this study aim to support the importance of the English language as a subject in Dominican education, since the learning of the English language is a necessity for the integral development of the student. Clearly, no change will be substantial without first investigating the relevant elements of the process, and constantly monitoring the effectiveness of this program.

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Appendix

Observation form

We are students of the Bachelor of Modern Languages (English) of the Universidad Autónoma de Santo Domingo (UASD). The following observation form is about MOTIVATION, PERFORMANCE AND PERSONALITY, and each element has its respective instruction response; please complete briefly

Institution: _____ Region: _____ Grade: _____
Sex: Man () Woman () Origin: Rural () Urban ()

READ CAREFULLY AND UNDERLINE THE OPTIONS THAT MOST APPROACH FORM OF BEING AND BEHAVIOR:

MOTIVATION:

1. The foreign language interests me, that's why I want to study it, practice it and learn it.

3 = always 2 = frequently 1 = sometimes 0 = never

2. I like the foreign language and I feel satisfaction and pleasure when I study it, practice it and learn it.

3 always 2 frequently 1 sometimes 0 never

3. I feel motivated to study, practice and learn the foreign language and that is why I try hard.

3 always 2 frequently 1 sometimes 0 never

PERFORMANCE:

4. The average grade in a foreign language is:

3 outstanding (10-9) 2 notable (8-7) 1 passed / well (6-5) 0 suspense (less than 5)

PERSONALITY

5. In general, because of his way of being and behaving, he considered himself shy and embarrassed to intervene with the rest

3 always 2 frequently 1 sometimes 0 never

6. In the language class and in other situations of life, in general, be open, sociable and extroverted.

3 always 2 frequently 1 sometimes 0 never

7. By his way of being and acting, he considered himself authoritarian.

3 always 2 frequently 1 sometimes 0 never

8. You believe that the country and culture

3 is superior and better than all the rest

2 is something superior and better than all the rest

1 is one more, neither better nor worse than the others

0 is inferior and worse than others

9. You would like to intervene in the affairs of others, direct and manipulate them as if they were yours

3 always 2 frequently 1 sometimes 0 never

10. After living in the Dominican Republic all these years and knowing our culture and the functioning of our society, the truth is that it does not satisfy you, does not convince you and, therefore, you would like to live in another foreign country

3 always 2 frequently 1 sometimes 0 never

11. Despite the difficulties involved in learning a foreign language well, all the time you can strive to achieve the best results.

3 always 2 frequently 1 sometimes 0 never

12. Believes that he is always willing to participate in the language class, to represent dialogues and situations, practice, and intervene at any time

3 always 2 frequently 1 sometimes 0 never

Thanks