

**University of El Salvador
School of Arts and Sciences
Department of Foreign Languages**



Factors associated with student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar “Comunidad Pradera III” at Ciudad Delgado, San Salvador, year 2015.

**Graduation work presented to obtain the degree of
Licenciatura en Idioma Inglés: Opción Enseñanza.**

Presented by

Josue Ramón Claros González

CG10023

Rodrigo Ademir López Andrade

LA09056

Ana Mercedes Santos Beltrán

SB10008

MA. José Israel Oliva

Research Advisor

B.A. Manuel Alexander Landaverde

Coordinator of the Degree Processes

University Campus, San Salvador, December 4th, 2015.

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

**B.A. JOSE LUIS ARGUETA ANTILLON
INTERIM RECTOR**

**MSD. ANA MARÍA GLOWER DE ALVARADO
ACADEMIC VICE-RECTOR**

**MSD. OSCAR NOE NAVARRETE
ADMINISTRATIVE VICE-RECTOR**

**DRA. ANA LETICIA ZA VALETA DE AMAYA
GENERAL SECRETARY**

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

**B.A. JOSE VICENTE CUCHILLAS
DEAN**

**M.A. EDGAR NICOLAS AYALA
VICE-DEAN**

**RAFAEL OCHOA GOMEZ
SECRETARY**

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

**MTRO. JOSÉ RICARDO GAMERO ORTÍZ
HEAD OF THE DEPARTMENT**

**B.A. MANUEL ALEXANDER LANDAVERDE
COORDINATOR OF THE DEGREE PROCESSES**

**M.A. JOSÉ ISRAEL OLIVA
ADVISOR**

Acknowledgements

To M.A. José Israel Oliva

I want to thank to our advisor Lic. José Israel Oliva for helping, guiding, encouraging and for being patient with me and how he delivered professionally his guidance to finish our work.

To M.A. Edgar Nicolas Ayala

I want to thank Lic. Edgar Nicolas Ayala for his willing to guide me through the development of this work and clarify any doubt related to the process of the graduation. As well to all the teachers who were my guide that in one way or another shaped me professionally.

With special dedication to: God

For giving me the opportunity to reach a personal and professional goal in my life, for giving me strength to continue learning in different ways, for being there in all times with me and for knowing what I need, what I want and when to give me the things I ask for.

To my mother and sister

I want to thank my family, especially to my mother and sister that even though my mother is not with me anymore, she was my first support and because without her I could not have done this possible. I want to thank to my sister who never gave up her hope and support during the most difficult moments in my life which includes her support when our mother died. She was always there by my side helping me with everything to see me get graduated.

Josué Ramón Claros González

To M.A. José Israel Oliva

For advising me, my team, and patiently checking our work until the end. Who with his great enthusiasm and unconditional support guided the development of this work.

To MaT Ricardo Gamero

Who was more than a teacher, a friend, and gave me his unconditional support, his time, his knowledge and experience. He was the head of the department during this major.

With special dedication: To God

The creator of all the languages and to my personal Savior Jesús Christ, for his love and his spiritual guidance throughout my life. To Him be the glory and honor and praise, he gave me wisdom when I needed it, and his word was a lamp to my feet and all this journey. Besides, I want to thank God for giving me the opportunity to reach a personal and professional goal in my life, for giving me strength to continue learning English. All I have obtained is thanks to him.

To my mother and father

She was the woman that never left me alone during my career. After God she is the woman that gave me all I needed. And after God she is the person I love the most. Dad thanks for being a source of inspiration. I Thanks dad for making my food when I was in a hurry before leaving home to university, thanks dad for being there when I needed you. Thanks dad for let me born.

To my brothers and sisters who never gave up their hope in seeing me graduated. For giving me money when I needed it, Thanks for supporting me in everything.

Rodrigo Ademir López Andrade

To God

I thank him for providing me with life, health, wisdom, strength, and academic knowledge along the development of the major and this undergraduate project.

To a special person

I thank him for providing me with unconditional support during high school and for being my inspiration to become a professional.

To my family and friends

I thank them for believing me and providing me with unconditional support and motivation.

To my classmates

I thank them for providing me with helpful academic matters.

To my professors

I thank them for everything they taught to me.

To M.A. Edgar Nicolás Ayala and M.A. José Israel Oliva

I thank them for the effort in guiding me through this undergraduate process.

To the University of El Salvador

For providing me with the necessary tools to conclude this major.

Ana Mercedes Santos Beltrán

TABLE OF CONTENTS

CONTENTS	PAGES
I. Introduction	
1.1 Problem statement	8-9
1.2 Objectives	9-10
1.3 Research questions	10-11
1.4 Significance of the study	11-12
1.5 Delimitations.....	12
1.6 Organization of the study.....	12
II. Theoretical Framework	
2.1 Kids' family context and learning.....	14-17
2.1.1 The effects of parental break up on academic success.....	14-17
2.1.2 Financial resources do have to do with student learning.....	17-19
2.2 Kids' school life and their learning achievement.....	20-22
2.2.1 The importance of classroom environment during the learning process.	20-22
2.2.2 Technology enhances students' learning.....	22-25
2.2.3 Sport and academic accomplishment.....	25-27
2.3 Violence and crime in the kids' neighborhood and learning.....	28-30
2.3.1 The effects of student behavior on academic achievement.....	28-30
2.3.2 School violence and how it affects the students.....	30-33

III. Methodology	
3.1 Research design.....	34
3.2 Population and sample.....	34
3.3 Research instrument.....	35
3.4 Data collection procedure.....	35-36
3.5 Data analysis	36
3.6 Limitations	37
IV. Results.....	38-40
V. Conclusions and recommendations	
5.1 Conclusions	41
5.2 Recommendations	41-42
References	43-45
Annexes.....	46-49

I. Introduction

1.1. Problem statement

Learning English is not as easy as some people say, especially for teens that have never been exposed to it (Locher, 2008). According to Savignon (1972) cited by Omaggio (2001) having the power of speaking a foreign language means having the ability of communicating everywhere. The English language is taught as a compulsory subject for a period of five years, at public schools in El Salvador, as it is established in the *2021 National Education Plan*, by the Ministry of Education (2008). It is taught since the seventh grade until high school with a class time of three hours per week. In El Salvador the English study program is developed in three class hours per week. A study year, according to the Ministry of Education, has 40 weeks; making a total of 120 class hours in those 40 weeks during the study year and 600 class hours since the seventh grade to high school.

There is no doubt that learning English nowadays is really important. It helps people to get employed and provides opportunities to grow professionally. However, in public schools in El Salvador, very few kids are enthusiastic about learning English. Besides, not many teachers are trained to teach effectively, using strategies such as, choral speaking, crossword, vocabulary drills, flash cards, and puppets. They do not care whether or not the students learn. In 2008, the Ministry of Education of El Salvador designed and implemented a new version of the English program for the *Tercer ciclo*. It is based on the communicative approach but not all teachers develop it because some of them cannot speak English either. Thus, the government, districts and schools must make adequate changes toward ensuring that every group of students become proficient in English.

This study was carried out to find out the factors that were affecting the process of learning English. Some of those factors were pointed out through this research. They were kids' family context, kids' school life and violence and crime in the kids' neighborhood. It is important for teachers to know those factors that do not let students to learn the language so that they can try to overcome such issue. For that reason, the research topic for this study was Factors associated with student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015.

1.2 Objectives

General objective:

To find the factors associated with student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015.

Specific objective 1:

To establish the relationship between kids' family context and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015.

Specific objective 2:

To determine the relationship between kids' school life and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015.

Specific objective 3:

To discover the relationship between violence and crime in the kids' neighborhood and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015.

1.3 Research questions**General research question:**

What are the factors associated with student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015?

Specific research question 1:

What is the relationship between kids' family context factor and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015?

Specific research question 2:

What is the relationship between kids' school life factor and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015?

Specific research question 3:

What is the relationship between violence and crime in the kids' neighborhood factor and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015?

1.4 Significance of the study

The topic "Factors associated with student achievement in the English learning process at the Tercer Ciclo de Educación Básica del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015" was studied because there was not any other study about it at that school. They wanted to know the factors that influenced the students of that specific school. Besides that, they carried out this descriptive research to generate new information because there was not any project about it in that school. Therefore, there was no information regarding the level of English of those students taking English classes over there.

This study is important because it is essential to know what is making students not to be enthusiastic about their learning. For that reason, the researchers carried out this study so that students, teachers and relatives could be aware of that situation. Thus, they would make some suggestions that let them overcome any kind of problem that could have been affecting the

students' English learning achievement. In other words, carrying out this research was demanding because it would contribute to the English learning achievement of the students at the Tercer Ciclo de Educación Básica at the Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador.

1.5 Delimitations

The study was limited to students of seventh, eighth, and ninth grades because they were the only ones studying English at that school. It was carried out during seven months, from March to October in the current year. It took place in the classrooms previously assigned to "Tercer Ciclo" at Centro Escolar "Comunidad Pradera III", Ciudad Delgado, San Salvador.

1.6 Organization of the study

The study was structured in five chapters. Chapter one has the introduction and problem statement, objectives, research questions, significance of the study and delimitations. Chapter two presents a review of the literature related to factors that were associated with the English learning achievement. Chapter three delineates the research design and methodology of the study. The instrument used to gather the data, the procedure followed, and determination of the sample selected were described in this chapter. Chapter four presents the results of the study. Chapter five contains the conclusions and recommendations of the study. The study concludes with the references and annexes.

II. Theoretical Framework

Factors Associated with Student Achievement in the English Learning Process at Public Schools

Empirical evidences obtained by researchers indicate that some students at public schools get higher score than others. It is proved that students who have a favorable profile develop their language competence faster than those who do not. Actually, there are many factors that are influencing the performance of the students such as kids' family context, kids' school life and violence and crime in the kids' neighborhood. The question is how these factors influence the students' achievement. In order to bring out an answer to this question, the researchers focused on how these factors affected students in the development of their English language competence while they were studying "Tercer Ciclo at public school". Therefore, the purpose of this study was to find the factors associated with student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015.

Likewise, this topic was studied because there was not any other study about it at that school. The researchers wanted to know the factors that influenced the students of that specific school. Besides that, the researchers carried out this descriptive research to generate new information about it in that school. In others words, there was no information regarding the level of English of those students taking English classes over there.

Furthermore, this study was important because according to the principal of that school it was essential to know if students were ready to study a more advanced level of English specially

those who are about to finish “Tercer Ciclo”. For that reason, the researchers carried out this study so that students, teachers and relatives could be aware of that situation. Thus, researchers would make some suggestions that let teachers overcome any kind of problem that have been affecting the English learning achievement. In other words, to carry out this research was demanding because it would contribute to the English learning achievement of the students at the Tercer Ciclo at that public school. Following this further, the facts related to family kids’ family context, kids’ school life and violence and crime in the kids’ neighborhood that prove the results of this study are established as follows.

2.1 Kids’ family context and learning.

2.1.1 The effects of parental break up on academic success.

Family is the smallest, most sensitive and important social system which is well-found and facilitated by a society as a larger social system. Marriage is also another small social system which is the foundation of a family. Through marriage two individuals start to live together to continue their conjugal life as well as for the creation of a new generation. Ellsberg (1996) states that family is an extensive net, flexible and multiple in life center of people. Therefore, its structure influences in a significant way the social and academic development of children. On the other hand, Family break up is the legal termination of marriage. Also, it is when one of the parents moves to another city or country to work. Furthermore, it is important to clarify that family break up is not only when parents are split up, but also when they are living in the same house and they are in constant conflict.

According to Burton (2012), family break up has severe impact on the family and ultimately on the society. It fractures a family unit, interrupts child education as well as children's and women's socioeconomic security in the society. When a family breaks up, it is usually difficult for everyone in the family to deal with that issue. However, children are often the worst victims of family break up. They feel insecure, depressed and helpless when they see their family break apart (Moon, 2011).

Some studies about the implications of parental separation for children's well-being have shown that children of divorced parents get worse on different measures of safety than children living in intact families. Those students who have everything at home like food, health, security, clothes, school supplies and parents attention do not suffer because they have almost everything what is required for studying. On the contrary, for other students that cannot have those goods is almost impossible to study and learn a new language. Some researchers have stated that the consequences of divorce for educational achievement may be of special importance as having a poor education may lead to other socioeconomic disadvantages, and may therefore persistently challenge to poor people (Shavit, 1998).

Furthermore, in El Salvador, after the separation of the parents, children face various problems due to economic insolvency. Because of severe poverty, most of them do not get educational facilities, health facilities and so on. They also go through an identity crisis; consequently, they cannot interact with their neighbors, peers, relatives, and classmates. Most of them are always in frustration that leads to various unexpected behaviors such as committing crimes and involving in drug addiction and smoking. Therefore, if family break up occurs after

child birth, then both father and mother should be more conscious about their children's overall development (Navarrete, 2000).

Lacey (2012) asserts that the negative effects of parental separation on children are expected to be stronger in contexts in which the divorce rate is low because of the extensive normative disapproval of divorce. For example, in El Salvador when people choose to marry they are committing to a life together and most of them never think they will separate or divorce one day. For that reason, the decision to separate or divorce is usually reached after years of pain and struggle to try to make the marriage work. Although parents may have to accept that they have failed in some way to make their marriage work, this does not mean that they are failures as parents. This researcher also argues that parental break up is a difficult situation that influences on the development of children and in future personality. Children that are abandoned are not able to comprehend the conflict in which they are living with. As a result, they cannot get focus in learning something.

In addition, Edel (2004) pronounces that due to different insecurities that parental break up has marked on mentality of children, they show less interest to classes in the classroom. Their levels of learning are low and present several problems in class time. For example, they do not pay attention to the explanations the teachers impart in the classroom. They get upset and do not want to study. If they continue doing so, the result is not so good because their mind is not ready to receive what the teacher is teaching in the classroom. This author also mentions that the shock of the current time will follow them in their entire life.

In short, the home and family environment in which the student lives can greatly affect the student's academic success and educational experience. Students whose families are experiencing emotional difficulties may have trouble adjusting to the learning environment while students who come from families that stress the importance of education may have well-developed learning skills.

2.1.2 Financial resources do have to do with student learning.

Is the economic factor related with learning? Do students from poor families learn less English than students who come from high class families? Klemperer (2004) says that money is important in family because if people do not have the capacity of affording studies, their children will not get academic knowledge. Financial family situation influences in a series of factors that can help stopping in obtaining a good education. High class families has the opportunity of having their children in a very qualified school, hire private teachers and get additional source of education. Students who belong to family that is lack of money cannot go to school because they have no money for studying. Financial situation that family deals with cannot allow children getting knowledge.

Even though El Salvador is an overpopulated country, its government has taken into account different necessities that people have to support education. For instance, it has been given several supplies to public schools like a little breakfast; and has provided students with shoes, uniform, school supplies and so on, but it is not enough for students. In learning a new language in the classroom, economic factor is really demanding because if government does not help students, new knowledge will be impossible to get for some of them. Some researchers have investigated the role of the government, and Darga (1997) states that government is a

fundamental importance to the economic success of a country, and countries without strong government cannot promote a well and economic development. In others words, for having a great learning in the classroom by students, they need to have a good government as well.

Likewise, economic problems that affect to students do not let them take advantage of full time and get a complete education. In like manner, students cannot get focus and learn everything that is required by teachers in the classroom. Even though public education nowadays is free, everybody knows that poverty and social stratification limit to students. Because money indeed influences in academic learning of all students, Ausubel (1979) argues that when a student belongs to an important social class of people, his or her opportunities vary in comparison with any kind of student. On one hand a well-established home gives security to students. On the other hand, a home without the principal necessities produces worry in the students and not let them concentrate on their duties. As a result, learning is difficult to get by (Coleman, 1966). Therefore children should get economic help if they are still studying. Lack of money can affect the education of kids in many ways. If kids are hungry, they will not be able to concentrate in class. Besides that, if they do not have money, they may not be able to afford the equipment they need for school, like calculator, notebooks, binder, pencils, etc. If they do not t have the proper utensils for school then how is their education going to be the same. In some private schools or public schools everything sometimes is not the same or fair with each other. There are some kids that cannot learn due to the fact that their parents cannot afford it. In fact, Reich (2010) indicates that

growth leads to increase prosperity and to eradicate poverty so as to have a developed country and a developed education as well.

The focus of governments should be to improve the economic situation of their citizens and as the economic conditions improve, the result in education will improve as well. In fact, Troy (2011) suggests that a negative impact of economic growth is a negative impact in education. If economic grows, it provides an accurate picture of development and achievement at the time of learning a new language. El Salvador is a country that has not a well-developed economy due to the government does not look for an efficient methodology. And different authors recommend having several methods in order to help a country when talking about economy. Porter (2002) says that one of the methods to provide sustainable economic development is to stimulate the economy through the installation and evolution of social institutions.

Indeed, the efficacy of home learning is likely to be affected by the capacity of parents of investing financial and intellectual resources and maximize their human capital through education. What makes home learning effective is how well equipped parents are, educationally and financially, to maximize the learning experiences for their children. According to Coleman (1966) there is a “powerful relation of the child’s own family background characteristics to his achievement, a relation stronger than that of any school factors.”

2.2 Kids' school life and their learning achievement

2.2.1 The importance of classroom environment during the learning process.

The classroom environment for the purpose of this study is defined as the physical room in which the teacher and students are based, including its spatial elements, such as walls and windows; as well as classroom furnishings such as whiteboards, desks, and chairs. In their teacher manual *Guiding Readers and Writers*, Fountas & Pinnell (2001) make clear that the design of the classroom communicates the expectations for individual behavior and group interactions, and that “the curriculum for creating a learning community is delivered in the way the classroom is organized”, “...they need to be comfortable, and I think when that happens, then they're more open to learning. I hope by creating nice areas for them to go to, it would at least kind of give them choices. I think that's important”.

According to Fraser (1998), the classroom is "home away from home" for the teacher and the students. It should be attractive and functional. Considering grade/age level appropriateness, the type of classroom activities that will be implemented, and the teacher's particular style. For example, the teacher should consider the various areas of the classroom and design those areas for use in a variety of activities. The physical aspects of a room include room arrangement, seating, bulletin boards, white board and physical climate. Each of these should be carefully considered with both individual students' needs and instructional goals in mind.

While the teacher considers how to arrange the classroom, several things are important to remember. The seating arrangement should be designed in a systematic way so that the organization of the seats helps the students to feel more organized. Sometimes, this sense of organization is helped if students have assigned seats. Make sure the room has only the amount of furniture that is functional and does not contain useless or non-essential furnishings. The entrance to the classroom and the hallway outside should not cause distractions to students during lessons. Additionally, seats should be arranged in such a way as to reduce traffic distractions. For example, as students get up to go to the bathroom or pencil sharpener they should not overly distract students they pass. The teacher should allow plenty of space for foot traffic, especially around areas where supplies are stored.

Some teachers were especially critical of the air quality of their classrooms, and its effect on the children's ability to concentrate and learn. "It should be air conditioned...the kids have allergies, they can't concentrate. You're losing your attention. It's amazing how many children are sick with allergies in the spring and fall...so you need a climate, the right climate." From another teacher: "if you want the ideal situation, you want to minimize distractions...You want to get the most positive kind of environment, the most comfortable environment for the children to want to learn...Because there are so many distractions...you want their total concentration and focus". She also establishes that if the kids are not in a comfortable environment, they are going to be distracted by everything else that is going on. She points out that if the conditions are just not right, the teachers cannot get the kids motivated to learn, and they could be having the most wonderful and the most engaging lesson but, because of the conditions, it is very difficult to reach them (Fisher, 2008).

The classroom's lighting and temperature will affect student achievement. They should be comfortable and conducive to student learning. Some students need more light than others; some may want it to be warmer or cooler than others. These things will have to be worked out through compromise and sometimes with the help of a few sweaters. Generally speaking, the teacher should make sure that the room temperature is moderate to cool. Warm classrooms tend to lead students to be more sleepy, inattentive, and consequently bored and disruptive. The use of a fan would maintain a good airflow, keeping the room cooler. If the room has windows, they should be opened; outside air is a bonus for several months of the year. The teacher should make sure that the lighting in the classroom is adequate. If there are bulbs that need to be replaced, she should ask the school custodian to change them. If it has windows, they have to be opened in order to use natural light as an additional lighting source.

2.2.2 Technology enhances students' learning.

Technology refers to the branch of knowledge that deals with the creation and use of technical means and the first thing that instructional activities remind us of is the school, especially the class environment. Therefore, use of instructional technologies taking into consideration the dynamics of the class environment is important.

Technology-based multimedia applications in class environments include student-teacher, student-student, student-content and student-environment interactions in the learning process. Within the framework of these interactions, it is expected that multimedia tools develop classrooms in terms of education. It means that the access to network sources in

classrooms should increase the student-content interaction and thus the meaningful and in-depth learning potential (Anderson, 2003).

Many schools across the country use technology to enhance student learning. They have tools such as Internet access, digital cameras, laptops, computers, and projectors. For that reason, most teachers should have a basic understanding of how to use word processing software, such as Microsoft Word, which is available on all school computers. Many teachers are allowing students to use the Internet as a source of information for research projects assignments. Honey (2005) states that according to the National Center for Education Statistics (NCES), public schools have made consistent progress in expanding Internet access in instructional rooms. However, the technological tools themselves should not be the focus. Technology is not the teacher; it is a tool the teacher uses to widen the student's reach and should complement and enhance what a teacher does naturally. Bassett (2005) acknowledges that the digital age is not about technology; it is about what the teachers and the learners are doing with the technology to extend their capabilities.

Technology can help facilitate the knowledge-constructed classroom. According to Crowl et al. (2000), computers have a positive influence on the teaching-learning process. They said that schools can become more student-centered and offer more individualized learning than ever before. In some situations, such as distance learning, students may never actually meet the teacher since all of the work for the class is completed online. Student-centered classrooms can be challenging for educators because they must re-study their teaching methods. They also indicated that computers can be used in collaboration for all subject areas, but teachers must take

into account the different styles of teaching and the students' different styles of learning in order to use them effectively.

Technological tools, especially computers, are often cited by educators as magic-workers in literacy programs, providing great access to all students. Blamires (1999) claims that technological tools could help overcome skill-level barriers to learning. He went on to say computers could make us smarter, if not wiser. Students are very familiar with how to work computers, which means that students are more engaged when using these technological tools. In addition, Andrews (2003) notes that motivation and engagement are frequently identified as the major benefits of using technological tools to support literacy learning. A common view is that in using computers, students are so engaged and motivated by a viewing text that they hardly realize they are accessing, reading, decoding, and analyzing information. Why is it so engaging? It is because technological tools are everywhere in society and are part of our everyday lives.

Hence, the use of technological tools in teaching and learning experiences directly relates to the real lives of students. Kraayenoord (2002, p. 398) declares "Students with learning difficulties in particular will quickly become disengaged if classroom teaching does not connect with their lives, and if it does not engage them as learners with topics and issues that have interest and meaning for them". Downloading songs and reading the latest gossip about film stars are just some examples that connect with students' real lives. Others have suggested that technology in the classroom could provide authentic learning opportunities. For example, teachers can draw on technology applications to simulate real-world situations and create actual environments for experiments so students can

carry out authentic tasks as real workers would, meet people of different cultures, and use a variety of tools to gather information and solve problems.

In other words, technology can be a strong tool for positive change if it is used in the right way. School leaders must plan for technology and include everyone at the beginning of the plan, not after technology is implemented. Besides, teachers must change the way they teach and must on occasion become facilitators. For doing that, they should use student-centered learning methods. Also, students must be allowed to use technology as a tool that enables them to collect, analyze, and create major projects. The quality, not quantity, of the time allowed for technology integration into the curriculum is the key to student learning.

2.2.3 Sport and academic accomplishment.

Learning is, of course, a complex process, involving not only the taking in and getting of new information in the form of memories, a process known as encoding, but also recalling that information later. Trudeau (2010) discovered that people who did moderate to high intensity strength training showed a significant increase in how fast they processed information. "Doing a combination of aerobic and resistance exercise may offer the brain the biggest benefits" the author said. Moreover, the intensity of workout makes a difference too. In her study *Neurobiology of Learning and Memory* (2003), Modie found that people learned vocabulary words 20 percent faster after intense exercise than after low-intensity activity. Those who did more demanding exercise had a bigger capacity in their brains. So the more body challenges, the more brain benefits students get.

Following this further, Chaudhry (2004) discovered that exercise has another vital role. It shows the release of several key hormones such as dopamine, which affects learning and attention; and nor epinephrine, which influences attention, perception, and motivation. This exercise-induced chemical combination and has a powerful impact by elevating neurotransmitters in the brain, it helps students get focus, feel better, and release tension. Therefore, there is no doubt that by having a special routine of working out every day students can get more knowledge because they are exercising every day and it helps them increase attention in the classroom. So, children who are physically in shape absorb and retain new information more effectively than children who are out of shape.

Researching for this topic, was found out that young people, children and child get benefit when doing exercise during different time. So, it is so important to take into account what others researchers have said about it. It is said that physical activity helps young people to relax and pay attention in school or at home, with productive effects on academic performance. Russo (2000) found that seventh and ninth grade students who ran around vigorously for at least 10 minutes before a math and English test, scored higher than children who had sat quietly before the exam.

As noted in Mahar (2006), sport may enhance classroom behavior contributing to the enhanced academic achievement of pupils According to this researcher it is clear that doing sport or exercising every day helps students to get good grade at school. Furthermore, Long (2002) suggests that it has the potential to impact on school attendance which could impact on academic achievement. For example, there is a strong

relationship between attendance and exam performance, even after prior success is taken into account and significant relationships have been identified between the number of presents and skill acquisition, knowledge and understanding.

Hollar et al. (2010) further notes that the majority of university-based, internationally published research in this field has found a positive association between children's physical activity participation and academic achievement. A two year physical activity intervention led to significant improvements in children's math's scores. Besides that, academic achievement of children in a case study group who received extra physical education was significantly higher than children who were in a control group who did not receive extra physical education. In like manner, Coe (2006) reports that greater vigorous physical activity out of school resulted in higher test scores. In that case, physical activity was a significant positive predictor of academic achievement.

In other words, higher physical activity was associated with higher scores. Students, who spend more time in sport, achieve higher grade point averages. Some intervention researches indicate that increased participation in physical activity leads to enhanced leaning and better grades. Also, according to researchers that studied about the effect of sport in the learning process, elementary school children spending more time in physical education do not have harmful effects on academic achievement when measured using a standardized test.

2.3 Violence and crime in the kids' neighborhood and learning.

2.3.1 The effects of student behavior on academic achievement.

Discipline is the set of rules governing a particular group, which in this case is formed by students but, according to Portillo (1997), it seems that this concept does not fit into the students of some public schools. Academic achievement is not always an absolute measure of a student's intelligence. Instead, a variety of factors can affect academic life. Student behavior for example, plays a major role in academic achievement. A student's behavior can affect her ability to learn as well as other students' learning environment.

Students who behave disruptively by intimidating other students, talking during lectures or by requiring the teacher to interrupt lessons to discipline them can have a negative effect on an entire classroom. Evans (2004) mentions that disruptive students can lower the test scores and academic achievement of an entire classroom. Teachers who have disruptive students in their classroom may have to spend additional time on behavioral management, reducing the time the teachers spend teaching.

Sigfusdottir (2006) argues that impulse control is one of the most significant factors predicting academic success. Students with poor impulse control have more difficulty motivating themselves to study, do homework and listen in class. This can decrease their ability to excel academically, even when they perform well and achievement tests. These authors also emphasized that rule-setting and teaching frustration tolerance play critical roles in helping children develop impulse control.

Learning disorders and mental health problems such as attention deficit disorder, autism and oppositional defiant disorder can dramatically affect student behavior. Students with oppositional defiant disorder, for example, struggle to accept authority and may frequently defy teachers and parents. Students who need mental health interventions, occupational therapy or psychoactive drugs may behave poorly in class even when teachers have excellent classroom control. This can affect these students' ability to learn, and students with some disorders may be unable to achieve good grades in typical classrooms.

Portillo (1997) explains that some students present different kinds of disruptive behavior. For example, some of them fight during class. This problem occurs in same-sex students and both sexes as well. Even though these kinds of conflicts occur almost every day, students who generate them are not the same. When the teacher tries to control this situation there is always a waste of time and loss of concentration on the subject that is being developed at that moment. In such fights, two to four students get involved. They fight for different reasons such as offensive kidding, resentment generated by gossip, rivalry due to better scores obtained by some of them, etc. To top it off, they respond in an aggressive way when the teacher asked them to behave. When the teacher asked the students to pay attention because of their unruly behavior, they tended to respond in an ironic manner, out loud, in a mocking tone, and with rude gestures which affect the class development.

Portillo (1997) also states that some students come to class making disorder. While entering the classroom, students come pushing each other, eating, yelling, and changing desks to meet peers who make disorder also; consequently, they miss five to eight minutes of class. Besides that, some of them talk during class. When implementing communicative activities such

as dialogues, oral questions, and small workgroups, some students are engaged in discussing issues outside the area. Finally, the researcher reported that some students were late for English class, usually about ten or fifteen minutes after starting. This greatly affected because when they entered the classroom, they distracted the rest of the group causing disorder.

Students' behavior is different according to economic factors. "The values and standard rules at public schools tend to agree more with the high economic status homes than with those of lower economic status" Recinos (1999) says. Children from low status homes are more likely to misbehave and consequently get low grades than the ones from high economic status homes who are likely to better understand the importance of delaying immediate satisfaction of their desires. Many children come from broken homes which can make them feel naive and vulnerable; their need for attention and sympathy can lead them to "special" behavior to be noticed, they can behave impolitely, demanding too much attention (Fontana, 1986).

2.3.2 School violence and how it affects the students.

Violence is an extreme form of aggression, such as assault, rape or murder and when a lot of violent situations happen in school it creates a stressful learning atmosphere which does not provide appropriate conditions for students to study. Schier (2008) states that school violence destroys the positive learning environment schools are intended to provide. In turn, this affects a student's readiness and ability to learn. A lot of students decline to go to school because they are scared to be attacked, or insulted. Moreover, violent behaviors of students weaken school discipline, breakdown school rules and school reputation obviously. Because our country open market with globalization trend,

effects from other countries are inevitable. Good things of our culture are fading and virtue is ruined gradually. The fact that school violence occurs not only in schools but also outside, is a serious issue. If people do not take immediate measures into consideration to address this problem, it will spread out rapidly and affect the nation's prosperity.

Actually, school violence results from many reasons. To start with, family members are the closest relatives to a person so they have significant effects on that person. When living in a family which parents often have rows, the children feel unpleasant, unhappy or even stressful. It leads to negative behaviors, especially in teenager age when their awareness has not improved completely. The younger the children are, the easier they are affected. They tend to repeat the parent's behaviors and if they are bad behaviors, the effects are serious. Parents are the people who construct and form the characteristic of their children. When parents fail to improve positive behaviors, children may develop negative behaviors patterns. Neglectful or abusive family environments can limit the ability to grow of children such as communication skills, self-esteem, and happiness (Brown, 2010).

Also, schools or educational environments play a crucial part in form awareness of students. The period of time which they spend in school each day is quite long so they communicate a lot with their classmates and teachers. They study and behave well if their classmates are good children. But if their classmates are fighter, they involve involve in their bad activities and become fighter, too. Another case is if teacher does not teach well and always rail students, they feel stressful and do not have interest in learning. There have been events in which teacher insulted or even fought student, they absolutely harmed both physical and mental status of students.

Another cause of children's bad behavior is cyber abuse . Why violence school has become more popular recently? Since 1990s, Internet, blogging, and email grew quickly so the children could approach violent books, videos or games easily. When accessing to the Internet, they can watch lots of violent and bad things without being controlled by their parents or any other adult. It makes children have wrong behaviors or attitudes toward any issue such as using violence to solve a problem or conflict between classmates. Killing others because of a small conflict on Facebook is a regrettable story between a nine-grade student and an eleven-grade student in Ha Long, Quang Ninh, Hoang (2013) points out. It is a typical example which shows the seriousness of school violence and calls the immediate support from government.

Califano (2004) says that gangs have spread far beyond their traditional urban settings of New York, Chicago, and Los Angeles. They are now found in much smaller cities and suburbs and even rural areas. In the same way, gang expert Carter Smith agrees that gangs are a growing problem in places where they have not been recognized before. In 2002, he moved to the historic town of Franklin, Tenn., near Nashville -- a popular destination for tourists and one of the last places one would expect to find gangs. On his first visit to a local park with his then young sons, Smith spotted gang graffiti. Also, the 2008 gang-related shooting death of a student from a Franklin high school shocked the sleepy community. The student was returning home from a party when he was shot by rival gang members. "Parents who live in wealthy communities shouldn't think their schools are immune to gang activity", Smith said.

To finish, Califano calls drugs and gang activity a cancer on the public schools and says that they earn a failing grade when it comes to protecting teens from drugs and gang activity. In fact, the 12 to 17 years old students, who participated in a survey, were asked about the presence of gangs and drugs at their school. About one out of four surveyed teens attending public schools reported the presence of both gangs and drugs at their schools, and 32% of 12- and 13-year-old middle school children said drugs were used, kept, or sold on school grounds -- a 39% increase in just one year. Finally, the findings suggest that as many as 5.7 million public school children in the U.S. attend schools with both drugs and gangs.

III. Methodology

3.1 Research design

This study entitled the factors associated with the student achievement in the English learning process at the Tercer Ciclo de Educacion Basica, del Centro Escolar “Comunidad Pradera III”, at Ciudad Delgado, San Salvador, 2015 was a qualitative research. Descriptive research was used to identify the factors that influenced the student achievement when learning English. Trochim (2007) states that “a key reason for doing qualitative research is to investigate and become more experienced with a particular phenomenon of the researcher’s interest in order to deliver a detailed description” .

3.2 Population and sample

Table 3.1

Participants				
Male	Female	Age	Grade	Address
11	19	13-16	Seventh, eighth, and ninth	“Comunidades: Pradera I, II, III. Ciudad Delgado, San Salvador
Total 30				

The population for this study consisted of ninety students attending seventh, eighth, and ninth grade (tercer ciclo). The sample gathered from those students includes thirty students, ten

from each grade. The researchers asked the teacher in charge of the English subject to select half of the students whose English level was higher than the other ones and half of them whose English level was lower than the other ones. Then, they chose randomly five students from each group. This process was carried out with seventh, eighth, and ninth grades. The sample was purposive and convenience. It was purposive because the students selected had some specific characteristics. They were at Tercer Ciclo de educación básica, and all of them were beginners regarding English learning. It was convenience because it was accessible to the researchers. One of them lives near the place where the school is located.

3.3 Research instrument

The researchers designed a questionnaire of key questions to be used as Interview Guide. Since the instrument was created by the researchers, a pilot study was conducted in one of the classrooms selected to test its usefulness. Within that grade, five students that were not included in the sample were selected for the pilot. They were interviewed using the Interview Guide. All five sessions were type recorded with permission of the participants for further analysis. Appropriate changes were made in the instrument to clarify the questions for purposes of limiting the data to that which was most pertinent to the study. After that, the participants of the study were interviewed in the afternoon while they were in break time.

3.4 Data collection procedures

The data were collected during two weeks. It began on July 13th and finished on July 24th. During this time, the researchers visited the school and asked the principal for permission to take some students as the sample of this study. Later on, they approached the English teacher to agree

the way in which the participants would be selected. After that, the interview was conducted at the school site. The researchers got the participants together and met them in a classroom that was previously assigned by the principal of the school. They explained to them that they would be asked some questions about their English classes. Also, the participants were assured that their personal identity would not be released. In like manner, they explained to them the purpose of the research as well as the necessity of recording the interview. The interviews were conducted with the participants individually during their break time by using an interview guide. Each interview was audio-recorded for accuracy and it lasted between 10 to 15 minutes. By the end of July, there were thirty interviews completed.

3.5 Data analysis

The data were analyzed in the WORD and EXCEL programs. Three research questions were addressed using qualitative analysis to identify the relationship between student learning process context and their achievement. The final results of this research project were obtained by making an interview using a guide of key questions that were related to kids' family context, kids' school life and violence and crime in the kids' neighborhood. To analyze the data the researchers transcribed the participants' interviews answers. The first part of the results was about kids' family context; the second one was about kids' school life; and the third one was about violence and crime in the kids' neighborhood that students at the Tercer Ciclo de Educacion Basica, del Centro Escolar "Comunidad Pradera III", at Ciudad Delgado, San Salvador, 2015 had.

3.6 Limitations

The first limitation of this study was that only one school was taken into account because it does not permit to generalize the results. The second one was that the researchers did not make class observations so that the information could be more reliable. The third one was that the teacher gave the researchers the kid's English average score. It could have been more reliable if the researchers would have tested the participants by themselves. The last limitation was that during the interview time students did not behave naturally because they did not know the researchers and it made them feel uncomfortable.

IV. Results

The researchers were interested in finding out the “Factors associated with student achievement in the English learning process at the Tercer Ciclo de Educación Básica del Centro Escolar “Comunidad Pradera III” at Ciudad Delgado, San Salvador, year 2015”. The results were as follows.

Table 4.1

Number of students	Factors affecting students' achievement in the English learning process													
	Kids' family context				Kids' school life						Violence and crime in the kids' neighborhood			
Level of influence	Family break up		Financial resources		Classroom environment		Technology		Sports		Student behavior		Violence	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
30	33%	67%	63%	37%	26%	74%	53%	47%	40%	60%	30%	70%	26%	74%

The previous table summarizes the level of influence of each factor in the English learning process (the complete information is in annex 2).

Table 4.2

Factors affecting students' achievement in the English learning process	
Factors	Percentage of influence
Kids' family context	48 %
Kids' school life	40 %
Violence and crime in the kids' neighborhood	28 %

The table above shows the average of influence of each factor. 48% is the mean of the level of influence of parental break up and financial resources, which are part of the factor kids' family context. 40% is the mean of the level of influence of classroom environment, technology, and sport, which are part of the factor kids' school life. 28% is the mean of the level of influence of student behavior and violence, which are part of the factor violence and crime in the kids' neighborhood.

As to the first question, which was about the relationship between kids' family context and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015, the results were the following: almost half of the students (48%) are affected by their family context in relation to family break and lack of financial resources.

In relation to the second question, which was about the relationship between kids' school life and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year

2015, the results were the following: a little bit less than the half of the participants (40%) are influenced in a negative way by their school life, concerning classroom environment, lack of technology, and lack of sports.

Regarding the third question, which was about violence and crime in the kids' neighborhood and student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015, the results were the following: only the third part of the participants (28%) were affected by violence and crime in their neighborhood regarding to misbehavior and violence itself.

Regarding the general research question, which was about the factors associated with student achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015, the findings were the following: it was discovered that English is not well-learned by all the students due to several factors. Some of those factors, which affect their learning at different levels, were pointed out through this research. They were kids' family context, kids' school life, and violence and crime in the kids' neighborhood.

V. Conclusions and Recommendations

5.1 Conclusions

Based on the results researchers concluded that the main factors that influenced learning English language of students at Centro Escolar "Comunidad Pradera III" were kids' family context, kids' school life, and violence and crime in the kids' neighborhood. Thus, after analyzing the data the following conclusions can be drawn:

1. Regarding kids' family context, students with limited economic resources have fewer opportunities to learn English. They have some difficulties to do their homework assignments.
2. In relation to kids' school life, the lack of sport activities affects the learning process. It makes it more difficult and thus, the desire to learn decreases in this subject.
3. Concerning violence and crime in the kids' neighborhood, it does not affect students at all in the English learning process because most of them have become used to living in such situation.

5.2 Recommendations

After finding the factors that were affecting students achievement in the English learning process at the Tercer Ciclo de Educación Básica, del Centro Escolar "Comunidad Pradera III" at Ciudad Delgado, San Salvador, year 2015, the researchers give the following recommendations for action and for further research:

1. The principal of the school should ask the Ministry of Education for more English teachers so that they teach the language to students since kinder garden level.

2. The principal of the school should ask the mayor of “Ciudad Delgado” for a sports center so that students can practice any sport on settled schedules.
3. To incorporate technology in the classroom: The internet makes it possible for students to view videos of activities, events and places around the world.
4. To take more than one school into account for the study so that it allows generalizing the results.
5. To make class observations so that the information gathered can be more reliable.
6. To design and administer the exam instead of asking the teacher for the students average scores.

References

- Anderson, T. (2003). Getting The mix right again: An updated and theoretical rationale for interaction. *The International Review of Research in Open and Distance Learning* , 2-4.
- Ausubel, D. (1979). *Psicología educativa*. Mexico D.F.: Trillas.
- Baker, E. G. (1990). *The Apple classrooms of tomorrow: 1990 UCLA evaluation study (Report to Apple Computer)*. Los Angeles: UCLA Center for the Study of Evaluation.
- Bassett, P. (2005). *Reengineering schools for the 21st century*. . Retrieved from http://goliath.ecnext.com/coms2/gi_019950416781.
- Becker, H. (2000). *Findings from the teaching, learning, and computing survey: Is Larry Cuban right?* Washington, DC.
- Blamires, M. (1999). *Developing literacy*. In M. Blamires (Ed.), *Enabling technologies for inclusion* . London:: Paul Chapman.
- Brown, S. (2010). Marriage and Child Well-Being: Research and Policy Perspectives. *Journal of Marriage and Family*, 1059–1077.
- Burton, N. (2012). *Divorce Effect On Kids: Do You Wish Your Parents Had Split?* Retrieved from The Huffington: http://www.huffingtonpost.com/natasha-burton/divorce-effect-on-kids_b_1601627.html
- Califano, J. J. (2004). *Inside*. NY: *Public Affairs*. New York.
- Chaudhry, L. (2004). "Brain Workout.". South China Morning Post.
- Coe, D.P. (2006). Effect of physical education and activity levels on academic achievement in children. *Medicine and Science in Sports and Exercise*, 1515-1519.
- Coleman, J. S. (1966). *Access to elite education in Ivory Coast: The importance of socio-economic origins*. Sociology of Education.
- Coley, R. (1997, March 12). *Technology's impact: A new study shows the effectiveness-and the limitations of school technology*. Retrieved from <http://www.electronic-school.com/0997f3.html>
- Craggs, C. C. (2011). Determinants of change in physical activity in children and adolescents: a systematic review. *American Journal of Preventive Medicine*, 645-658 .
- Darga, L. A. (1997). *Governance and economic development in Africa*. Africa: Cafrad. Retrieved from <http://www.unpan1.un.org/intradoc/grous/public/documents/CAFRAD/UNPAN008715.pdf>[28th October 2007]

- Edel, N. R. (2004). *The Teaching- learning Concept*. Veracruz: C.P.México.
- Elsberg (1996). *General system theories*. INEC-MINS.
- Evans, G. (2004). The environment of childhood poverty. *American Psychologist*, 77-92.
- Fisher, E. S. (2008). *The Effect of the Physical Classroom Environment on Literacy Outcomes: How 3rd Grade Teachers use the Physical Classroom to Implement a Balanced Literacy Curriculum*. University of Missouri.
- Fontana, D. (1986). *Disciplina en el aula (Gestión y control)*.
- Fountas, I. & Pinnell (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth: Heinemann.
- Fraser, B. J. (1998). *Learning Environments Research: Vol 1, Issue 1*. Australia: Kluwer Academic Publishers.
- Goldin, C. L. (2008). The race between education and technology. In C. L. Goldin, *The race between education and technology* (pp. 287-298). United States: Harvard College.
- Hollar, D. (2010). Effect of a two-year obesity prevention intervention on percentile changes in body mass index and academic performance in low-income elementary school children. *American Journal of Public Health*, 100-646.
- Honey, M. (2005). *Critical issue: Using technology to improve student achievement*. Retrieved from <http://www.ncrel.org>
- Klemperer, P. (2004). *Auctions: Theory and Practice*. United States: Princeton University Press.
- Lacey, R. e. (2012). Parental separation and adult psychological distress: evidence for the 'reduced effect' hypothesis? *International Journal*, 359–368.
- Long J. (2002). *Count me in: the dimensions of social inclusion through culture and sport*. London: DCMS.
- Mahar M.T. (2006). Effects of a Classroom-Based Program on Physical Activity and On-Task Behavior. *Med. Sci. Sports Exerc*, 2086-2094.
- Modie, J. (2003). 'Good' Chemical, Neurons in Brain Elevated Among Exercise Addicts. OHSU.
- Moon, M. (2011). The effects of divorce on children: Married and divorced parents' perspectives. *Journal of Divorce & Remarriage*, 344-349.
- Navarrete, A. (2000). *Family childhood and teenager context*. FADCANIC.
- Porter, G. (2002). Living in a Walking World: Rural Mobility and Social Equity Issues in Sub-Saharan Africa. Sub-Saharan Africa.

- Portillo, S. C. (1997). *Estudio sobre la indisciplina en el PEA del Idioma Inglés en 3 Centros Educativos del Área Metropolitana de San Salvador*. San Salvador: Departamento de Idiomas, Universidad de El Salvador.
- Recinos, C. A. (1999). *Comportamiento Inapropiado en el Aula Generado por los Líderes Negativos Durante las Clases de Inglés de 7° "B" de la Escuela 15 de Septiembre de 1821*. San Salvador: Departamento de Idiomas de la Universidad de El Salvador.
- Reich, R. (2010, 03 23). *Why growth is good?* Retrieved from Huffingtonpost.com: http://www.huffingtonpost.com/robert-reich/why-growth-is-good_b_685311.html
- Russo, A. R. (2000). "Physical Activity and Antidepressant Treatment Potentiate the Expression of Specific Brain-Derived Neurotrophic Factor Transcripts in the Rat Hippocampus." . *Neuroscience*, 305-312.
- Shavit, Y. a. (1998). *From School to Work: A Comparative Study of Educational Qualifications and Occupational Destinations*. Oxford University Press.
- Sigfusdottir I. D. (2006). Health behaviour and academic achievement in Icelandic school children. *Health Education Research*.
- Troy, M. (2011). Working Paper: New indicators for tracking growth in real time. In M. Troy, *Working Paper: New indicators for tracking growth in real time* (pp. 1-6). Washington DC: International Monetary Fund.
- Trudeau F. (2010). Relationships of Physical Activity to Brain Health and Academic Performance of Schoolchildren. *American Journal of Lifestyle Medicine*, 138.
- Van Kraayenoord, C. E. (2002). Educating children with diverse abilities. In *Focus on literacy* (pp. 388-435). New York: Prentice Hall.

ANNEXES

1. Instrument

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros



Guía de entrevista para estudiantes de tercer ciclo.

Objetivo: Recopilar información sobre los factores familiares y socio ambientales que inciden en el proceso de aprendizaje del idioma inglés.

Indicación: se le hará una serie de preguntas a cada estudiante que deberá contestar de acuerdo a su experiencia.

Nombre: _____

Contexto familiar del estudiante

1. **Familia desintegrada:** ¿Con quiénes vivís?
2. **Situación económica:** Y tus papás ¿Qué hacen?

Vida escolar del estudiante

1. **Ambiente en el salón de clase:** ¿Cómo te sentís en la clase de inglés?
2. **Tecnología:** ¿Usas algún aparato como computadora, DVD, televisor, Tablet, celular, o radio para aprender inglés?
3. **Deporte:** Antes de venirte para la escuela ¿Qué haces? ¿Y cuando llegás? ¿Y los fines de semana?

Violencia y crimen en el vecindario del estudiante

1. **Conducta:** ¿Tenés hermanos? ¿Y qué tal te llevás con ellos? ¿Tenés tíos/as? ¿Y qué tal te llevás con ellos/as? ¿Cuál es tu materia favorita? ¿Y el inglés no te gusta? ¿Y qué tal te llevás con tus compañeros?
2. **Delincuencia:** ¿Por dónde vivís? ¿No es muy peligroso por ahí? No te da miedo cuando venís para la escuela? ¿Te venís solo/a o te vienen a dejar?

2. Factors affecting students' achievement in the English learning process.

Student number	Factors affecting students' achievement in the English learning process													Average score
	Kids' family context				Kids' school life						Violence and crime in the kids' neighborhood			
	Family break up		Financial resources		Classroom environment		Technology		Sports		Student behavior		Violence	
1	yes	no	no	yes	yes	no	no	no	no	no	no	no	9	
2	yes	yes	no	yes	no	no	no	no	no	no	no	yes	9	
3	no	yes	yes	yes	yes	no	no	no	no	yes	yes	yes	9	
4	no	no	no	no	no	no	no	no	no	no	no	no	9	
5	no	yes	no	yes	no	no	no	no	no	no	no	yes	9	
6	yes	yes	no	yes	yes	yes	yes	yes	yes	no	no	no	8	
7	no	yes	no	yes	no	yes	no	no	no	no	no	yes	8	
8	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	8	
9	no	yes	no	yes	no	yes	no	no	no	yes	yes	yes	8	
10	yes	no	no	no	no	no	no	no	no	no	no	no	8	
11	no	yes	no	no	no	no	no	yes	no	no	no	no	8	
12	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	no	8	
13	no	yes	yes	yes	yes	yes	no	no	no	no	no	yes	7	
14	no	no	yes	yes	yes	yes	no	no	no	no	no	no	7	
15	no	yes	yes	yes	yes	yes	no	no	no	no	no	no	7	
16	no	no	no	no	no	no	no	yes	yes	yes	yes	no	7	
17	yes	yes	no	yes	yes	yes	yes	yes	yes	no	no	no	7	
18	no	yes	no	yes	no	yes	no	no	no	no	no	no	7	
19	yes	yes	no	yes	no	yes	no	no	no	no	no	no	7	
20	no	no	no	no	no	no	no	no	no	no	no	no	7	
21	no	no	no	no	no	no	no	no	no	no	no	yes	7	
22	no	no	no	no	no	no	no	no	no	yes	yes	no	6	
23	no	no	no	no	no	no	no	no	no	yes	yes	no	6	
24	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	5	
25	yes	yes	yes	yes	yes	no	no	yes	yes	yes	yes	no	5	
26	no	yes	no	no	no	no	no	yes	yes	no	no	no	5	
27	no	no	no	no	no	no	no	no	no	no	no	no	5	
28	no	no	no	no	no	no	no	yes	yes	no	no	no	5	
29	yes	yes	no	no	no	no	no	no	no	no	no	no	5	
30	no	yes	yes	yes	yes	no	no	yes	yes	no	no	no	3	
Level of influence	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	33%	67%	63%	37%	26%	74%	53%	47%	40%	60%	30%	70%	26%	74%

3. Resources

Human resources	30 students of Tercer Ciclo at Centro Escolar “Pradera III”	
Material resources	Bond paper, markers, tape recorder, folders, computer, internet, pen, pencil, eraser, notebooks, books, graduation works, USBs.	
Financial resources	Bus fare	\$ 300
	Internet	\$ 200
	Prints and copies	\$ 150
	Total	\$650

