

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Universidad de El Salvador

Hacia la libertad por la cultura

GRADUATION WORK

***“INTRINSIC AND METHODOLOGICAL FACTORS THAT AFFECT THE
ACADEMIC DEVELOPMENT OF ENGLISH MAJOR TEACHING STUDENTS,
WHO HAVE ENROLLED BASIC INTENSIVE ENGLISH SUBJECT FROM 1 UP
TO 2 TIMES AT THE FOREIGN LANGUAGE DEPARTMENT, SEMESTER
I, 2019.”***

PRESENTED BY:

DEYSI ELENA GUZMÁN PALACIOS	GP13007
MARCELA STEPHANY ROSALES GARCÍA	RG12067
ALEJANDRI MARLENE RENDEROS RUIZ	RR03065

TO OBTAIN THE DEGREE OF:
LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA

ADVISOR

PEDRO ANTONIO SALAZAR MURCIA, Mtl

COORDINATOR OF THE GRADUATION PROCESS
MAURICIO SALVADOR CONTRERAS CÁRCAMO, MsD

UNIVERSITY CAMPUS, FEBRUARY 21ST, 2020.

ROGER ARMANDO ARIAS
RECTOR

RAÚL ERNESTO AZCÚNAGA LÓPEZ
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SECRETARY

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ANA GRACE GÓMEZ ALEGRÍA
HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

MAURICIO SALVADOR CONTRERAS CÁRCAMO
COORDINATOR OF THE GRADUATION PROCESS

PEDRO ANTONIO SALAZAR MURCIA
ADVISOR

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ABSTRACT

This study was designed in order to research the Intrinsic and Methodological factors that affect the academic development of English Major Teaching students, who have enrolled Basic Intensive English subject from 1 up to 2 times at the Foreign Language Department, Semester I, 2019. First of all, it was necessary to collect the theory which supports all the findings of this investigation. This work was focused to demonstrate how the intrinsic factors like anxiety, self-esteem and motivation can affect the learning process of English Major Teaching students. The principal aim of this study is to describe the learning process of this group of students and factors that are related to fail the Basic Intensive English subject. Also this research aims determine if the teaching methodology used on English teaching students is appropriated to develop their skills in the Basic Intensive English subject and how they are applying them in the teaching context.

This research work had a case study design using the qualitative approach. The object of study in this research was approached from the case study method (non-experimental paradigm). The data was collected from one group during the semester I, 2019 using the instruments such as: surveys, participatory observations, semi-structured interview, and in-depth interviews, which showed important information regarding the intrinsic factors that affect students. The group of students and the teacher in charge were interviewed to obtain a direct information of their experience about how the intrinsic and methodological factors affect the learning process. The research took place at the Foreign Language Department in the main campus of the University of El Salvador.

INTRODUCTION

In a globalized world like ours, where the internet, social networks and the media keep us connected at all times it is important to handle a second language. The English language is a global communication tool that helps us access new content to current technologies. Knowing and managing the English language helps people communicate with other realities, helps understand and appreciate other cultures and value their own. This is the most used language in the world, regardless of the origin of the people or your nation; this is used in social networks, on the internet, in communications and technologies worldwide. It is a means of access to various fields of knowledge and it has the character of a global communication language.

"The ability to communicate in this language facilitates the possibility of getting involved in the dynamics of globalization, to faces its challenges and benefits from your contributions. By developing the communication skills of the English language, our students will have the possibility to acquire the necessary tools to access to information and participate in communicative situations of this language, both means of conversations, as well as reading and writing. "(MINEDUC 2012: 5).

It is important that students acquire the communication skills of the language such as speaking, reading and writing in English and do so at an early age to acquire a second language more simply and naturally. The skills of acquisition of a language, speaking, reading, writing, are acquired from the moment in which we come into contact and interaction with the world that surrounds us, they are natural processes for the human being, "The first of these processes (to speak) arises in the child from the first years of life as a social need and part of his psychomotor development; the other two (reading and writing) are self-educated, playing a fundamental role in the school the process of the skills acquisition of a language, especially the teacher as regulator, actor and protagonist of the Educational Teaching Process "(VALDÉS ILEANA 2008: 2)

This research is about finding different psychological and methodological events, which are interfering in the second language learning, such as English language. This is focused on the English Major Teaching students who are studying Basic Intensive English and who have enrolled that subject from 1 up to 2 times. Moreover, it is important to identify the causes and consequences that are involved in that learning process, because there are different types of behavior, which are surrounded in the class time. Also, it is necessary to recognize if the methodology used in that subject, is appropriate for developing the students' skills. Every one of them has diverse abilities, and some can be good at writing in English; but others can be good at speaking using the language correctly.

Furthermore, some intrinsic factors are looking for demonstrating how they can influence in their daily journey when English Major Teaching students are listening to a conversation, having a speaking practice, playing a role, completing listening activities or giving a presentation in front of their classmates. Then, it is indispensable doing an in-class observation to accomplish those objectives mentioned before, and having the results using some of the appropriate instruments which will be given in the next pages.

STATEMENT OF THE PROBLEM

RESEARCH TOPIC:

Intrinsic and methodological factors that affect the academic development of English Major Teaching students, who have enrolled Basic Intensive English subject from 1 up to 2 times at the Foreign Language Department, Semester I/2019.

SUMMARY OF THE RESEARCH PROBLEM.

This research aims to determine if the teaching methodology used on English teaching students is appropriate to develop their skills in the Basic Intensive English subject and how they are applying them in the teaching context.

The Qualitative approach in this research has its origin in the characteristics of the research problem. The research questions have been developed with the intention of identifying new knowledge about the intrinsic and methodological factors that affect the learning of English Major Teaching students in the subject of Basic Intensive English. The object of study is a phenomenon that happens around a group of English Major Teaching students who study the subject of English second enrollment. To achieve this, the object of study will be approached from the Case Study Method and supported by more than one data collection instrument: interview, participatory observation, survey (*See annexes A, B and C*).

This is a Case study (Non- Experimental). The research is “Non-experimental paradigm” because the subject of study examines the relationship between Intrinsic and Methodological factors and English Major Teaching students who are studying Basic Intensive English and who have enrolled that subject 2 times.

“Non-experimental designs include research designs in which an experimenter simply describes a group or examines relationships between preexisting groups. The members of the groups are not assigned randomly and the experimenter does not manipulate an independent variable. Non-experimental designs are used

simply to answer questions about groups or about whether there are group differences” (Yin, R. K. 2009; Denzin, N. K., & Lincoln, Y. S. 2011).

The focus of this research is Intrinsic and methodological factors that affect the learning process of English Major Teaching Students. This research will describe the learning process of this group of students and factors that are related to fail the Basic Intensive English subject. Moreover, this research depends on the interpretation, observation or interactions of this group of study to reach a conclusion. This means that, as Non-experimental researchers should be relied on correlations and surveys(see *annexes C*)applied to English Major Teaching students of Basic Intensive English related to psychological and methodologies factors that affect their learning process.

For this, some surveys, observations and interviews (*see annexes A, B, and C*) will be used to collect necessary data that will be helpful to answer the research question. “What are intrinsic and methodological factors for English Major Teaching students that affect the learning process to fail Basic Intensive English subject.

OBJECTIVES

General Objective:

To study the intrinsic and methodological factors that hinder the learning process to fail Basic Intensive English Level I on English Major Teaching students.

Specific Objectives:

- To investigate how anxiety influences on students` English learning as a foreign language in Basic Intensive English.
- To identify to what extend self-esteem affects students` language learning.
- To find out if low motivation affects the academic performance of the students.

RATIONALE

This research arises due to the importance of knowing about the intrinsic factors that affect the academic development of Foreign Language Department students, who are studying the subject of Basic Intensive English. There are many students who fail from first up to second times English subject. It is also necessary to know the importance of the use of an appropriate methodology for teaching English language. Hence, it becomes necessary that students assimilate the language, because its domain opens the door to success: labor, social, cultural and economic. So they can function as entities capable of functioning effectively in two languages English and Spanish, which will facilitate access to a wide world of opportunities, which are governed by the evolution of technology and the English language as a means of communication in all areas of society.

This research aims to demonstrate how intrinsic factors can affect the learning process of students. And it is also intended to demonstrate that the methodological aspect in the teaching-learning process is a way that leads to the achievement of objectives and goals at the end of the systematic process that will be significant for each of the students if it is carried out efficiently. For all the above, it becomes necessary to study the intrinsic and methodological factors that affect English Major Teaching students in their academic performance.

This research is of vital importance for both teachers and students, because this study will allow teachers to know how these factors affect students and thus adapt the methodology to the needs of students when necessary.

SUBSIDIARY QUESTIONS

1. Are students affected by overpopulation of class groups in their academic performance?
2. Does the present curriculum designed affect the incidence of first and second enrollment in the Basic Intensive English subject?
3. Do a "class dynamics and reaction to feedback", have benefits on English Major Teaching students' performance?
4. How does language anxiety affect the language learning and use in English Major Teaching students?
5. How do previous English academic reinforcements benefit to improve the English skills in students from English Major Teaching level I?
- 6- Are students interested in present contents?
- 7- Does the left of period time meet students need?
- 8- Are all students in a large group class able to actively participate in class?
- 9- Which activities do students prefer to participate more in?

Key Terms

Grammatical and Translation Method: It is a deductive and mental method. Students acquire the language through memorizing grammatical rules and paradigms and applying this knowledge in translation exercises from Spanish - English and English-Spanish (Mackey, 1965).

Anxiety in language learning: It refers to students who have experienced learning a FL have expressed how stressful it was to be in the classroom as it provoked anxiety (Horwitz et al., 1986; Price, 1991).

Listening Anxiety: It occurs when students feel they are faced with a task that is too difficult or unfamiliar to them (Scarcella and Oxford, 1992).

Self-esteem: It is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem (Juyandegan, 2016).

Low Self-esteem: It refers when students have a low self-esteem, they can suffer from a range of psychological difficulties such as loneliness, academic failure, criticism, rejection and depression. Low self-esteem can negatively affect language learning, and they especially appear in oral communication (Juyandegan, 2016).

Grade repetition: (sometimes referred to as “grade retention”) occurs when students are held in the same grade for an extra year rather than being promoted to a higher grade along with their age peers. In some school systems grade repetition is seen as a valid corrective action that should be taken in cases of academic failure. In other school systems grade repetition is not permitted, and instead the policy for all pupils is “social promotion” whereby students pass automatically to the next grade with their peers and if required receive remedial academic assistance (Brophy, 2006).

THEORETICAL FRAMEWORK

Background

1. Historical Background

Emergence of English Language

English Language takes the third place as the most spoken language worldwide, so there are around 300 and 400 millions of people that this is their native language. Also, there is a big number of people who use this language as their second one. It is called 'lingua franca' because England expanded its language around the world (British Empire). United States has taken part in this, because it is an economic and military potential.

There are abroad languages such as Esperanto or Interlingua which develop an only one use. However, the English language is the main "worldwide communication idiom". Then, dominant "civilizations" do not adopt other language, because they try to force theirs. It is one reason why some people, from European countries, speak languages resulting of Latin which is the official language of "Roman Empire". Besides, there is an idea about using an auxiliary language, but it could provoke a wasting of big money amount that is necessary paying during the learning process; some gifts given by acquiring a book and general didactic material, and certification exams which must be renewed from time to time. Then, that is a negative reason about adopting another language abroad different than English particularly from those people who live through this business.

On the other hand, the English language comes from language spoken by Germanic tribes, so they migrated from the German north (and a Denmark part) to the land known as England. These tribes can be identified with the names of Friesians, Britons, Anglos, Saxons, and Jutos. Their language was denominated 'Old Anglo-Saxon.'

- **Old English**

Invaders Germanics dominated to the inhabitants of Celtic speech, and whose languages were survived mainly in Scotland, Wales, Cornwall and Ireland. The dialects, which were spoken by these invaders, helped to bring the 'Old English'. 'This is very similar to the "Frisian Modern." Also, the 'Old English' (named Anglo-Saxon too) was influenced by the 'Old Norwegian' and this was used to communicate between the Vikings who settled in the Great Britain northwestern. So, the words "English" and "England" are derived from others referring to the Anglos: 'English and England.' Nevertheless, the old English was not an unified language in the island, but there were four dialectics differentiated: Mercio, Northumbrio, Kentish and western Saxon.

The old language has many typologies similarities with the 'Old Indo-European' as such Latin or Greek, and the German. One of the similarities is the morphological case and the difference between the grammatical gender. Besides, the verbal areas were more synthetic than the 'Modern English', and this used the verbal periphrases and the auxiliary verbs.

- **Intermediate English**

The English was an important language, that was spoken the XIV and XV centuries, showed important typologies changes related to the 'Old English'. Typologically, Intermediate English is closer to the modern English and romance languages than the old English. The pronunciation is the main difference between the intermediate English and modern English. Therefore, the English pronunciation was so similar to the modern English in the XVIII century, and it was the beginning for making changes in the phonetic which nowadays are modern dialectic bases.

Modern English

Nowadays, early modern English is the old English way, so this is like an alternative option of Anglo-Saxon language and Intermediate English which were

practiced in that period of time. Furthermore, this was mainly spoken in the Renaissance, and it was most associated to William Shakespeare literary language. Chronologically, this is situated between XVI and XVIII centuries in the areas populated by the Anglo-Normans (From 1450 to 1700).

- **Linguistic Family**

English language is an Indo-European language which belongs to the Western Germanic Group. Nonetheless, because of the sociolinguistics about British islands which occurred through the Vikings invasions and the subsequent Norman invasion, this language has received a borrowing of North Germanic and French. Moreover, its lexical part has been reworked about the Latin Cultism base.

2. Theory

There are some factors which interfere in the students learning process. These are known as intrinsic factors: motivation, self-esteem and foreign language anxiety. One of them is the motivation, and this is an inner drive, impulse, emotion or desire that moves people to a particular situation. A number of studies conducted in the field of EFL/ESL Learning have shown that motivation is crucial to successful learning. Also, states the stronger learning motivation is passion learner have for learning and overcoming the difficult task during classroom activities. Therefore, it is important that teachers prepare well-organized classes in which students can feel stimuli for learning and continuing improving their language skills.

Other important factor mentioned above is the self-esteem, that is a personal judgment or worthiness which is expressed in attitudes that the individual holds towards himself, and indicates the extent to which the individual believes in himself to be capable, significant and worthy. Since individuals are born, they create a self-concept of themselves. That concept is based on their experiences in their ordinary life, for example, being at home, at school, close friends' behavior, attitudes, aptitudes and others' opinion upon them. That concept that a person has about himself or herself will determine some aspects in his/her life such as being

confident on himself or herself among others. A sense of self-esteem may be derived from assessing the self in relation to others and external world.

The self-concept that a person creates, based on his everyday experiences, is different from each other. Everyone has a different life which drives different life experiences. For instance, researches have shown that a student who ESL is good about himself is more likely to succeed. Furthermore, self-esteem is a large part of a person's feeling that revolves around the way that person feels about himself/herself. Thus, self-esteem is a basic requirement for successfully cognitive and effective activity. Since the anxiety concept has changed over time, some researches define it differently.

Foreign Language Anxiety is defines as a "distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process. "The concept of anxiety has varied a little since it is not call anxiety rather than language anxiety, which occur in the learning language process. Second language communication is prone anxiety arousal probably because it can challenge an individual's self-concept as a competent communicator because of the limited proficiency in the second language relative to the first. Based on this, if a student communicates in the target language, he or she will not feel too much anxiety; on the contrary, students who are not proficient they may experience more anxiety that the others.

Additionally, there are six potential interrelated sources of language anxiety which may be partly attributed to the classroom environment: personal and interpersonal anxiety, which could be related to communication apprehension; learner beliefs about language learning; instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, language tasting. Moreover, examination reveals a connection between language anxiety and perfectionism. Anxiety when learning a second language can be seen as similar general feeling of tension that students experience in the classroom.

The design of "Diseños Curriculares Básicos" (DCB) to English teaching applied in Third cycle of Basic Education and High school follow the two principal functions: Education function and Communicative function.

In Third Cycle of Basic Education, students develop the four macro-skills to the learning process of English. These functions are; listening skill, oral skill, reading skill, and writing skill. In high school, students improve in integrated way the four macro-skill to the learning process of English.

❖ **METHODS AND TECHNIQUES USED TO ENGLISH TEACHING.**

▪ **GRAMMATICAL AND TRANSLATION METHOD.**

This method is deductive and mental. Students acquire the language through memorizing grammatical rules and paradigms and applying this knowledge in translation exercises from Spanish -English and English-Spanish. (Mackey, 1965)

This method used the following techniques:

- ❖ Reading translation.
- ❖ Reading Comprehension.
- ❖ Antonyms/synonyms
- ❖ Filling in the blank.
- ❖ Memorization.
- ❖ Use of words in sentences.
- ❖ Composition.

▪ **DIRECT METHOD.**

Students learn to think in the new language trying to avoid the literal traduction.

-TECHNIQUES USED IN DIRECT METHOD.

- ❖ Reading aloud.

- ❖ Dictates.
- ❖ Comprehension and analysis of reading. Conversation, writing and pronunciation of paragraphs.
 - AUDIO-LINGUAL METHOD.

This method emphasizes in the imitation and creation of permanent exercises through repetition of drills to avoid errors.

-TECHNIQUES USED IN AUDIO-LINGUAL METHOD:

- ❖ Dialogue memorization.
- ❖ Repeating dialogues.
- ❖ Chain exercises.
- ❖ expansion exercises
- ❖ Exercises of similar words
- ❖ Complementation of dialogues.
- ❖ Substitution.

- SILENT WAY METHOD

The teacher guides the student to learn silently. The students are responsible for their own learning. An internal correction criterion is developed in the student in this method.

-TECHNIQUES USED IN THE SILENT METHOD.

- ❖ Correction in pairs
- ❖ Word diagram.

- SUGGESTOPEDIA METHOD.

In this method the most indispensable thing is the "comfort" of the student.

-TECHNIQUES USED IN SUGGESTOPEDIA METHOD.

- ❖ Preparation of the classroom.
- ❖ Peripheral learning
- ❖ positive suggestion
- ❖ display
- ❖ Select a new identity.
- COMMUNICATIVE APPROACH.

It focuses on the grammatical form-structure as well as on the verbal practice of the language, combining this in a more communicative way.

-TECHNIQUES USED IN COMMUNICATIVE APPROACH.

- ❖ Authentic materials
- ❖ Messy sentences
- ❖ Illustrated cartoons
- ❖ Language games.
- ❖ Role-play.

In order to achieve an effectiveness in the teaching and learning process and for the methodology used by the English language teacher, be effective, in addition to eliciting the necessary methods, a set of factors is needed, the methodology selected for the development of a subject or content, the teaching incentive towards the students, the didactic planning, the didactic resources and the teaching specialization in the English language area.

The teaching methodology is a determining factor in the teaching-learning process, the adequate and efficient employment will facilitate the teacher's work, and the students have the necessary conditions to receive an adequate teaching of the

English language. The teaching attitude is of vital importance because it is this who encourages and at the same time guides the work of the student. The didactic planning helps the teacher to achieve concrete results, to order the steps and the information in a class. The implementation of audiovisual resources that allow the teacher to teach and the student to learn. The extent to which a teacher is academically prepared for the teaching of the English language will facilitate their educational work, allowing the teaching-learning process to be developed efficiently.

THE EFFECT OF INTRINSIC FACTORS LIKE ANXIETY, SELF ESTEEM AND MOTIVATION IN THE FOUR ENGLISH SKILLS PERFORMANCE.

The effect of anxiety on oral communication skills

Anxiety in language learning. Many students who have experienced learning a FL have expressed how stressful it was to be in the classroom as it provoked anxiety (Horwitz et al., 1986; Price, 1991). When learners experience moderate anxiety, they may skip classes, never volunteer, neglect to turn in homework, avoid speaking in class, respond in a barely audible whisper, or sit in the back of the classroom to minimize the humiliation or embarrassment of being called upon to speak (see Bailey, 1995; Cohen, 1997; Fukai, 2000; Horwitz et al., 1986; Phillips, 1991). Furthermore, when learners experience severe anxiety, it can be detrimental and the effect irreversible to them: they may be terrified of taking a language course, traumatized by unsuccessful performance and achievement, and consequently hate learning the language and choose not to study at all (Price, 1991). Anxiety makes us nervous and afraid and thus contributes to poor performance; this in turn creates more anxiety and even worse performance. The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which is worry.

Anxiety in EFL listening comprehension

According to Scarcella and Oxford (1992), listening anxiety occurs when students feel they are faced with a task that is too difficult or unfamiliar to them. This anxiety is exacerbated if the listeners are under the false impression that they must understand every word they hear. As a result, the anxiety that arises during the listening process often springs from what Joiner (1986) calls a negative “listening self-concept,” that is, a low level of self-confidence in the area of listening.

The effects of writing anxiety

Studies have shown that writing anxiety has debilitating as well as facilitative effects on students' writing performance. Daly (1978) also found that learners with high anxiety level avoid classes involving writing assignments. For example, a study done by Rahim and Hayas (2014) on anxiety effect on learners' willingness to write found that learners with high anxiety level can choose not to write. This is very relevant to low proficiency students who tend to be more apprehensive towards writing because of their lack of exposure to vocabulary and language skills (Daud, Daud&Kassim, 2005).

Reading Anxiety

Foreign language reading anxiety refers to the feeling of apprehension and worry when learners have to read in non-native language (L2). MacIntyre emphasizes that “when learners feel anxious during reading task completion, cognitive performance is diminished, and performance suffers, leading to negative self-evaluation and more self-deprecating cognition which further impairs performance and so on. When L2 readers read second language texts, they are trying to decode unfamiliar scripts, writing system, and cultural materials. If encountering difficulty in processing them, they may get frustrated with reading, and experience anxiety.

The effect of self-esteem in speaking skill

For most people, speaking is the most difficult part when they learn a foreign language. Susilawati (2007, p. 8) states that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, are the potential problems that can hinder the students to speak. As Juhana (2012, p. 101), there are some psychological factor that hinder students from practicing their speaking in English class. Furthermore, Juyandegan (2016, p. 305) states that self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. When students have a low self-esteem, they can suffer from a range of psychological difficulties such as loneliness, academic failure, criticism, rejection and depression. Low self-esteem can negatively affect language learning, and they especially appear in oral communication (Juyandegan, 2016, p. 206). Students who has low self-esteem will be less motivated to speak and tend to have slower development in speaking because they are frequently reluctant to speak, shy, and not sure to say particular words in English.

The effect of self-esteem in Reading skill

Students with low self-esteem tend to have lower reading abilities because they do not feel confident enough to take risks in their reading. They are not confident enough in themselves or their ability to try new genres, authors, or types of reading materials. Struggling with self-esteem usually creates adverse effects on all areas of a student's life from social to academic. Self-esteem is most often lowered by failure, criticism, and rejection (Leary). These students are shy, which may cause them to speak less and not participate as often as their peers.

The effect of self-esteem in writing skill.

Just like speaking, writing is a productive skill that means it involves producing language rather than receiving it. Since producing is more difficult than receiving, many students think that writing is difficult to learn, especially writing in foreign language. When students want to write something they should have a lot of

information, ideas, and thought in their mind. Not only think what they have to write, but they also have to concern with the generic structure of the text. It makes the students think that they cannot write a good text.

The effects of self-esteem on listening skills

To improve the process of effective listening, it can be helpful to turn the problem on effective listening, or ineffective listening. For example, one common problem is that instead of listening closely to what someone is saying, we often get distracted after a sentence or two and instead start to think about what we are going to say in reply or think about unrelated things. This means that we do not fully listen to the rest of the speaker's message. It is a common habit for the listener to use the spare time while listening to daydream or think about other things, rather than focusing on what the speaker is saying.

The effect of motivation in speaking skill

One of the difficulties for students in learning EFL is speaking, since the goal of the students in learning EFL is to communicate. Yet, in fact students still get difficulties and often reluctant to speak because they are shy and are not confident to expressing themselves in front of other people, especially when they are being asked to give personal information or opinion. Frequently, too there is a worry about speaking badly and therefore losing face in front of their classmates. Based on this case, it can be identified that such students have a low motivation. The situation in learning speaking is that the students have difficult to express their own idea, opinions, moreover when they are being asked to give their personal information or opinions in front of the class. Not all of students in EFL speaking class have the courage to speak. It is supported by Padmadewi (1998) cited in Widiati and Cahyono (2006) that many of the students feel anxious in a speaking class, and some are likely to keep silent.

The effect of motivation in Reading skill.

According to Ahmadi and Hairul (2012), reading comprehension is a difficult process because students should be able to read the written words and decode the vocabularies and recognize the meanings of the texts. Failure in early grades may also have an impact on the ability to comprehend what is read in later school years. "Students who fail to read well early in their school careers rarely catch up," (Madden, et al., 1997). This means that what started out as an achievement problem can, in the secondary levels of education develop into problems of "low self-esteem, anxiety, poor motivation and avoidance" (Madden, et.al., 1997). Secondary educators then may be dealing with a motivational factor that goes much deeper than simple indolence or lack of attention. "Many students find the reading material in their subject matter classes difficult to understand" (Ryder and Graves, 1994). Their ability to understand the text is limited by their lack of prior knowledge about the subject.

The effect of motivation in writing skill.

Writing in a second language seems to be the most difficult skill for language learners to acquire in the academic context (Negari, 2012). According to Myles (2002), social factors that influence second language writing include motivation and attitudes. Farooq (2012) notes that grammar is the most difficult area for L2 writers. Students face challenges in the use of correct sentence structure and paragraph development, and in creating coherent text. For instance, the students may know how to build sentences, but when applying them in written expression they face difficulties, such as correct spelling, punctuation, capitalization, grammar and readable handwriting. Another problem student's face in L2 writing is that of organization of ideas. In addition, producing a coherent and well organized piece of writing is a challenging task. Lack of adequate vocabulary which leads to strained expression in L2 writing is also a challenge that students face in learning L2 writing skills (Ouma, 2005).

The effects of motivation on listening skills

Motivation is very important to get success in learning language. Dörnyei (2011) stated that motivation plays more important role in the second language learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. Often the student is not motivated because the topic is irrelevant; the activity is not appropriate to the student's level; or the content of the class is not related to student's reality. When any of these constraints occurs the student may not feel interested, and he/she may not pay attention to the class and consequently, he/she will not participate in class. According to Byrne (1988) "sometimes the length of time we are required to listen for, without participating, may cause memory problems or even fatigue, so that in the end we simply no longer listen with understanding. Hence a teacher who wants the student to be motivated and interested in a listening class should select activities that are attractive, give him/her a purpose for listening, and pick up topics according to student's school level and reality.

Meaning of Grade Repetition

"Grade repetition" (sometimes referred to as "grade retention") occurs when students are held in the same grade for an extra year rather than being promoted to a higher grade along with their age peers. In some school systems grade repetition is seen as a valid corrective action that should be taken in cases of academic failure. In other school systems grade repetition is not permitted, and instead the policy for all pupils is "social promotion" whereby students pass automatically to the next grade with their peers and if required receive remedial academic assistance (Brophy, 2006). The application of grade repetition brings extra costs and long term negative academic and social consequences (UNESCO, 2012). Furthermore, it has been found that repetition has no positive effect on improvement of students learning achievement (André, 2012).

Repeating a year is also known as “grade retention”, “non-promotion”, or “failing a grade”. Students who do not reach a given standard of learning at the end of a year are required to repeat that year of learning by joining a class of younger students the following academic year. For students at secondary school level, grade repetition is usually limited to the particular subject or classes that a student has not passed.

REPITENCE

Repeat is not a term recognized by the Real Academia Española (RAE) but, nevertheless, its use is quite frequent in the field of education. The concept is used to describe the situation that occurs when a student is not promoted to the next grade, so he must repeat the one he was studying.

The repetition is produced by low grades. Typically, the student must pass a certain amount of subjects to pass the year. In case of not passing said number of subjects in any instance (that is, in the regular course plus the recovery exams that are established after the end of the course), the student will repeat and must, the following year, return to the same grade.

Although the repetition mechanism is common in all countries, there is no consensus among the pedagogues about the convenience of the method. For some, the repetition supposes a drag that the student must always drag for more than it improves his qualifications in the future. For others, allowing students to promote and pass the grade without the minimum level is counterproductive.

In this way, repetition appears as a problem to be solved by educational systems, since punishment is maintained for the child who does not pass the required subjects, although every effort is made to prevent him/her from reaching this situation.

Repeating a year is very rare in the UK, but it is relatively common in the USA, where the No Child Left Behind Act (2002) recommended that students be required

to demonstrate a set standard of achievement before progressing to the next grade level. Students can also be required to repeat a year in some European countries including Spain, France, and Germany. In some countries, such as Finland, students can repeat a year in exceptional circumstances, but this decision is made collectively by teachers, parents, and the student, rather than on the basis of end of year testing.

In most countries, grade retention has been banned or strongly discouraged. In the United States, grade retention can be used in kindergarten through twelfth grade, however, students in grades seven through twelve are usually only retained in the specific failed subject due to each subject having its own specific classroom rather than staying in one classroom with all subjects taught for the entire school day as it is in grades kindergarten through sixth grade. For example, in grades seven through twelve, a student can be promoted in a math class but retained in a language class. In these grades the student must generally fail or score well below the accepted level in most or all areas within the entire curriculum to be retained. The student will then again repeat the entire school year within a single classroom and repeating the same subject matter as the previous year.

Why does repetition occur?

There is no single reason to explain this phenomenon, so a series of causes that produce it can be provided:

- There are students with learning difficulties and fail to achieve academic goals.
- Sometimes, the cause is not related to the student's abilities, but to their personal circumstances. Keep in mind that certain family problems or some social environments can have a negative impact on school results.
- Children and adolescents are especially sensitive and do not always adapt to academic programs. They may have some kind of emotional imbalance; live a situation of bullying or other problems and all this ends up affecting their performance.

Grade repetition in developing countries occurs for a variety of reasons and is often voluntary.

Most research on grade repetition's relationships to educational outcomes has been done in developed countries. Its findings may not generalize well to developing countries, where repetition occurs more frequently and is more likely to be initiated or at least accepted by the family rather than imposed by the school. There are other differences as well. In developed countries, students ordinarily are not absent from school more than a few days each year (mostly due to minor illnesses). However, in developing countries (especially rural areas), many children miss many days of school because of more serious health or nutrition problems or because their families require them to assume child care or work responsibilities. Here, many students repeat a grade because they did not attend school frequently the previous year. Although the situations that create them are undesirable from a societal perspective, these repetition choices are understandable, even productive, from the family's perspective (Gomes-Neto and Hanushek, 1994). There also are exceptions to the usual association between grade repetition and low achievement. In Burundi and Kenya, where most repetition occurs in the final years of the primary cycle, students allowed to repeat are selected for their high academic potential, as a way to prepare them to compete for limited secondary openings (Eisenmon and Schwille, 1991).

Despite these differences, findings from developing countries mirror those from developed countries: Grade repetition is associated with low achievement and early dropout. Yet, needless repetition persists because many school administrators, teachers, and parents believe that repeating the grade is preferable to promotion when students have achieved poorly (Eisenmon, 1997). Teachers in developing countries ordinarily are not trained to make promotion/repetition decisions and do not have access to detailed achievement standards and aligned assessment instruments, so concerns have been expressed that many decisions may be based on arbitrary observations or beliefs rather than justified criteria.

School-imposed grade repetition is stressful to students and associated with reduced self-esteem, impaired peer relationships, alienation from school, and sharply increased likelihood of eventual dropout.

Involuntary grade repetition also has negative effects on social, emotional, and behavioral aspects of adjustment to school. Although their teachers and sometimes even their parents view it as an enabling opportunity, students experience it as a personal punishment and social stigma. From the beginning, but increasingly with age, they view “flunking” or “being held back” as embarrassing and stressful. By the time they are sixth graders, they rate it as among the most stressful things they can imagine (Yamamoto and Byrnes, 1987; Anderson, Jimerson, and Whipple, 2005). Commonly reported problems associated with involuntary grade repetition include reduced self-esteem, impaired peer relationships, and increases in behavioral problems, negative attitudes toward school, and absences from school. The combination of low achievement and alienation from school makes grade repeaters much more likely than other students to drop out of school once they become old enough to do so (Corman, 2003; Hacsı, 2002; Holmes, 1989; Hong and Raudenbush, 2005; Jimerson, 2001; Shepard and Smith, 1989).

Teachers are not trained or even expected to do anything different with either individual grade repeaters or the class as a whole. Consequently, grade repeaters literally repeat the same lessons and activities they experienced the previous year (Karweit, 1999), and teachers at the next grade do not make adjustments based on the notion that their classes are now more homogeneous. Classes that include significant numbers of previously retained students present more serious student motivation and classroom management challenges to teachers.

School administrators, teachers, parents, and even students in developing countries often believe that grade repetition is in the students’ best interests in many situations. Similar beliefs also are common in developed countries, but with less justification. In the United States, calls for policies requiring students to repeat grades when they cannot pass qualifying examinations reemerge every 10 years or so, despite clear evidence that these policies are counterproductive. Unfortunately,

it appears that many if not most politicians, administrators and teachers remain unaware of the evidence against school-imposed retention or misled by false claims that recent findings support it. Politicians and administrators often believe that grade retention will make classrooms more homogeneous and motivate underachieving students to apply themselves. Teachers often believe that it will help these students begin to achieve more satisfactorily (Byrnes, 1989; Smith, 1989; Tomchin and Impara, 1992). Beliefs in grade repetition are strongest among teachers in the early grades, where the collateral damage (reductions in self-esteem and social adjustment, increases in behavioral problems and alienation from school) is less severe. These teachers often recommend repetition for students who are young for the grade or socially immature, believing that repeating will allow time for maturation to occur and position the child for academic success in the future.

The most compelling reason for the persistence of teachers' beliefs in grade repetition, however, is their personal experience with it. They see the temporary advantages that appear during the retention year, when the grade repeaters are still in their classes. However, they do not see these temporary advantages fade away as the repeaters move on and begin studying new material. Nor do their experiences enable them to recognize that over the long run, the repeaters would have achieved more, stayed in school longer, and had more positive, personal and social adjustments if they had been promoted.

Grade Repetition in Latin America

In Latin America, grade repetition, which constitutes the mechanism par excellence for the remediation of lags in learning, is the variable that would have the greatest negative association in academic achievement in all countries, grades and disciplines evaluated. After the socioeconomic level, repetition is the second variable that has the most robust relationship with learning achievement. This situation occurs because students of lower socioeconomic status are more likely to repeat a grade, due to a possible absence of academic support in the school that compensate for the disadvantages of origin.

It is possible that repetition brings with it stigmatization, motivation and classroom environment problems that hinder the performance of students who have repeated grade. At the same time, children who have delayed learning face both their own difficulties and discrimination from the educational system, since there are few teachers trained to support the specific needs of these children in order to facilitate their use of teaching learning process.

Psycho-pedagogical support to these students is essential so that they can integrate and take advantage of education. Therefore, it is necessary to strengthen the teaching profession so that it can accommodate and include in the regular classrooms those students who have special educational needs.

Given the characteristics of grade repetition, it is essential to seek preventive formulas to avoid lag and leave repetition as a last resort in exceptional situations. This raises the need for policies that provide comprehensive support to families and in particular children who have learning difficulties, so that they can cope with the problems that lead them to repeat the course.

Relationship between repetition and attrition

Repeat is one of the phenomena that threaten the schooling of a country, and goes hand in hand with dropping out, since many times the first is the door to the second. There are several factors that contribute to the indexes of these variables being high in many parts of the world. One of the main ones is that some institutions do not have the whole cycle and force their students to change schools, which leads to a difficult process of adaptation, both to a new group of people and to a different educational model.

There is an unfortunate situation that takes place in many classrooms of the world every day and that pushes thousands of children and adolescents to an almost certain repetition, which begins with the voluntary absence: the humiliation by the teachers towards the students. The stories of teachers who exert excessive pressure on some of their students or make fun of them if they have difficulties in

learning, or if they do not fulfill their tasks on a regular basis, which represents a genuine abuse of authority are not uncommon.

Normally, given these experiences, some students choose to be absent from class until they are suspended, taking the first step that will push them to repeat the course. Since in many cases their parents or guardians do not maintain close relationships with them but work too many hours a day or deliberately ignore them, minors do not encounter major obstacles and repetition becomes almost inevitable.

Factors Affecting Retention of Students

Retention is seen as a last resort by both educators and parents. As the literature suggests, the word retention has both positive and negative impact on the student being retained, the parent(s) of the student, the student's teacher(s), as well as the school administrative staff. However, if retention is the option decided on for that specific child, the teachers and administrators involved will do everything within their power to make the year of retention as productive as it can possibly be for the child involved.

Is Retention an Effective Practice?

Many parents, teachers, and administrators sometimes wonder if the standards set are reachable for everyone within a given grade level. Many will argue that even if a student does not achieve the state standards, he/she should still be promoted to the next grade level. However, is promotion without the adequate knowledge base the best option for the student or is being retained in grade going to be more effective? Over the past several decades numerous studies have been conducted to figure out if retention is effective. There are a significant number of studies that have been done indicating that retention has very few positive effects, but is overloaded with negative effects and should truly be a last resort. In the studies done, the negative effects of retention outweigh many, if not all of the positives. Within the few studies that indicated positive effects of retention, most of them were looking at the short term and the student's ability to perform better during only the retention year. The studies that are indicating a negative effect are

looking at some of the short term, but more of the long term effects. These studies are summarized below.

Positive Grade Retention

Retention is a decision made that can end up being educationally effective for the student involved when looking at short term effects. The decision to retain a student is made when a student does not complete the grade level standards. Gordon (1999) argues throughout her article, "Retention is No Way to Boost Reading", that retention can only be successful with the change in structure and better training. Within the second year, the child is going to learn efficiently because he/she is being taught in a different way, usually by a different teacher. The child is also more developed and better able to understand the concepts which are supposed to be known at the completion of that grade level. As former President Bill Clinton stated in his State of the Union Address in 1999, "We do our children no favors when we pass them from grade to grade without mastering the material" (Gordon, 1999, p. 42). In a debate published in NEA Today, Gwendolyn Malone argues that retention can be good. She states that retention is effective because by moving students forward without the basic knowledge necessary, the student is being set up for nothing other than failure for the remainder of his/her education (1998).

It is indicated that retention is effective because during the year of retention, the student is able to see that he/she is able to achieve to the standards that are set before his/her. Peterson, DeGrade and Ayabe (1985) found that when looking at retention, it is not always seen as effective, but during the year of retention as well as the years immediately following, the retained student achieves higher than his/her peers who were moved on to the next grade level (Walters & Borgers, 1995). It is also stated that without intervention and a change in the way the student is taught, the effectiveness of retention is lowered and actually seen as just as ineffective as promoting them without the basic knowledge required to advance (Walters & Borgers, 1995). Therefore, among the studies that indicate that retention has positive effects there are no studies done that indicate that retention in itself is

effective. In fact, many of the studies indicate that other things such as intervention programs must also be put into action in order for the students to achieve to the level necessary to move forward in a positive manner.

Negative Grade Retention

When looking at the short term effects of retention, students who have been retained are usually compared to a group of students who were low achieving, but promoted. In one such study done by Holmes (1989), students who were retained were compared to students who were low achieving, but promoted on academic achievement. It was found that there were positive short term effects of being retained which lessened over time, and become almost nonexistent as time went by and the student advanced into the upper grades (Jimerson & Kaufman, 2003). In the same study, there was a comparison made across the same groups of students in order to look at the effects retention had on social adjustment and it was found that students who had been retained were also having more problems adjusting socially to their environment. Therefore, in this study even though the academic effects initially were positive they ended up being negative in the long term education of the student. It was concluded that the social aspect was negatively impacted because the student was retained in the same grade level rather than being promoted with their low achieving peers.

There have also been a number of studies which look specifically at the long term effects of grade retention. Some of the factors that are being looked at in the long term are dropout rates, employment abilities, and behavior problems outside of an educational setting. Students who have been retained are more likely to experience a higher amount of stress relative to achievement, social adjustment, and behavior leading to dropout upon reaching the upper grades (Hartke, 1999). If students who have been retained end up dropping out of high school, then the purpose behind the retention year is gone. The student got nothing from being retained other than the knowledge that he/she is a failure and is unable to complete the tasks and standards placed before him/her. Not only does being retained affect the dropout rate, but in the long run it also effects the employment

of these students. Specifically, if the dropout rates are increased, then the likelihood that they are going to be able to obtain excellent employment is low. Also among the negative effects previously listed, retention has a negative impact on the self-esteem of students. When students are told that they are going to be retained for one academic year they often see that as a failure. This impacts their social adjustment significantly and it also hurts their self-esteem. Bracey (1999) found that from the time these students are retained to the time they complete their education, they look back on that year as a year of failure and never seem to get their self-esteem back to the level it was before being retained. They are not able to get past the thought of failure (Bracey, 1999).

Factors in Grade Retention

The decision to retain a student is a decision that requires much thought and in-depth analysis. Retention may not correct academic problems and the students in question may not achieve grade level standards on the second attempt. Many factors can influence the effectiveness of retention. A research study by Lieberman (2001) indicated three categories of factors that influence retention: individual child, family, and school factors. Under the individual child category, there are factors such as disabilities, potential, physical size and maturity age according to placement, gender, attendance, and attitude to name a few. Family factors that are cited as possible influences on retention are things such as location and relocation predominate language spoken in the home, and attitudes of parents and siblings regarding retention. Within the school system there are also factors which can influence the retention of students. Specifically, the attitudes of people within the school building, the help that is available for the student prior to retention, and the use of all options before retention is finally identified as the outcome of the academic year. Lieberman (2001) underlined the importance of examining each of these factors prior to making decisions regarding retention and the best educational process for the student in question. Many studies have looked at some of the above factors and how prevalent they are. In one such study, the demographics of retained students were analyzed. It appeared that many of the

retention students were coming from households where there is no father figure present, the mother is working outside the home, but in a lower level job, there was no formal education prior to going to public kindergarten, and their ethnicity falls in a minority category (Zepeda, 1993).

In another study done to identify some of the characteristics of retained students, it was found that there are factors such as family history and stability that impact the student's education (Frymier, 1997). Specifically, Frymier (1997) looked at the placement of the child and how the child was taken care of outside of school. The findings of this study indicate that depending on where a child goes after school and the different living situations that the child is placed in, it could place the student at great risk of being a retention candidate. In another study, Harris (2003) indicates that the majority of students who are retained in the lower grades are retained based on immaturity and their inability to pay attention and sit still long enough to learn. This brings up the idea of redshirting and allowing some students to wait a year before enrolling in kindergarten. However, with the positive being delayed entry they are more mature, there are negatives that also impact the students. Students, who are redshirted, are now older than their grade level peers and may not be pushed to their full potential.

Other researchers have looked at some of the risk factors for retention in the lower grades. Living below the poverty level, not living with both biological parents at age six, birth to a teenage mother or mother with low educational attainment and younger age cohorts had increased rates of retention. Health and behavior problems associated with early grade retention included: deafness, speech defects, very low birth weight, asthma, household exposure to cigarette smoke, frequent ear infections, and behavior problems (Byrd & Weitzman, 1994, p. 483).

There are many factors that may indicate a student is at risk for retention, but rather than waiting until the student is listed as low achieving things need to be done to keep him/her motivated, as well as eager to learn to his/her full potential and ability. The more risk factors present, the more likely the student will have a

harder time learning and achieving the standards that are to be met at the conclusion of each academic year (Byrd & Weitzman, 1994).

According to the school trajectory you have at throughout the academic life, a student can be classified as: a) Repeater, b) Laggard, c) Regular, and d) Irregular.

The student who enrolls again in subjects that correspond to cycles or semesters prior to those determined in the plan of studies from your income (cohort), is considered as Repeater. For its part, a laggard student is one who is behind in the enrollments to the subjects programmed in the curriculum, this may be because in the curriculum the lost subject is not a prerequisite for enroll other subjects, or because the student simply does not feel prepared to see the same subject again in the semester immediately following.

All of the above are characteristics that must be taken into account against aspects such as learning styles since:

LEARNING STYLES: The word 'Learning Style' it refers to the fact that when you want to learn something, each one uses his or her own technique or skill set. Although the specific tactics that drive vary according to what you want to learn, each individual tends to develop global predilections. Those favoritisms or tendencies to use more certain ways of learning than others constitute the Learning Mode in each person that not everyone learns the same, nor at the same speed is none novelty. In any group in which more than two people begin to study a subject all together and starting from the same level, are at after a very short time with great differences in knowledge of each group member and that despite the fact that apparently everyone has received the same explanations and done the same activities and exercises.

The University Teacher: The University Professor is a person devoted to teaching, an expert of Education who collaborates with teachers of other levels in some basic functions aimed at other people learn, and allows the investigative capacity and habits that admit approaching and expanding the boundaries of your branch of knowledge, and not only their own but also those of their students. The

University Professor “is an organ of an Academic Community, which presumes the admission and alignment of behavior, to a specific set of guidelines, values and attitudes that somehow reflect a perception of reality and characterize and give meaning to a way of life”. This offers a broader view, since not only aspects are measured academic / pedagogical when approving or disapproving a student, but this conception enables the university teacher to see their students in integral form, which will facilitate or hinder your decision when evaluating, thus determining variables of possible repetition. Many reflections cause the think as a university professor from the responsibility of putting the student learning in a specific discipline or knowledge, if this guidance is wrong, then the student will be harmed as this is faced with the risk of repeating a certain subject.

Vocational-Professional Orientation it must be part of the process of Education and in particular of the Teaching-Learning processes, they understand orientation and education not as processes that serve only the formation of concepts and skills, but both can promote the human development and the use of knowledge formed in a context University, if they are located by the right people and contexts. In some definitions emphasize that: “Guidance is a process of help, in occasions well directed by the counselor,” (since sometimes this process depends on whether or not the student repeats subjects throughout their College life). On other occasions this term is defined as the propitiator of the adaptation of the student to the University Field (Regardless of the relationship that the student keeps with the Teacher).

Repetition in higher education

The repetition in higher education can be presented in several ways according to the curricular regime. It can be referred to all academic activities of a given period (year, semester or quarter), or to each subject in the case of flexible curriculum. The latter is the most frequent in the universities. In both cases the repetition is reflected in the backwardness or school lag. That is, in the prolongation of studies over what is formally established for each career or program. Although they are not unique concepts, since a repeater can recover by taking on a greater academic

load, it is easier to measure school delay due to the availability of data. As experience indicates, it is particularly difficult to have complete and reliable data to establish broad-spectrum indicators on repetition when there is a flexible curriculum.

Doing it Twice, Getting it Right? The Effects of Grade Retention and Course Repetition in Higher Education

At many universities and colleges around the world, students who fall short of certain performance standards are forced or encouraged to repeat failed courses, sometimes a full semester, or even a full year. These (grade) retention policies are commonly designed to improve the match between students' skill levels and the level of teaching, and thus to help initially low-performing students succeed in college. Grade retention, however, is a controversial policy, as little is known about its effectiveness to persistently boost students' performance in higher education. The effects of grade retention on individual student outcomes are difficult to predict theoretically (c.f. Manacorda (2012)), which motivated a number of empirical studies. While positive effects may arise because of learning gains and a better match between students' knowledge and the level of teaching, negative effects can occur because of stigmatization by teachers or classmates, lower self-confidence, and slow adjustment to a new classroom environment. Researchers have so far focused on retention in primary and secondary education. Recent studies find positive effects on grades, especially for primary school children. Yet, grade retention increases dropout rates of children during high school. Overall, the effects of grade retention appear to be age-dependent, with rather positive results for primary school, and rather negative results in high school.

The effects of grade retention and course repetition in higher education may differ from results in primary and secondary education for at least three reasons. First, mature students may cope better with negative events, and thus, the negative effects may in general be less pronounced for older students. Moreover, stigmatization by fellow students and instructors may be mitigated because university students are less exposed to small classroom settings. Second, the

effects of grade retention on dropout probabilities may be higher for university students. In contrast to high school education, university education is voluntary. Furthermore, university dropouts have better outside options than high school dropouts. Third, university students may benefit especially from repeating the first year. Some students need additional time to develop new study habits, such as self-guided learning. For these students, grade repetition may provide a valuable chance of adjusting.

We derive the following conclusions in a higher education setting: Retention increases dropout probabilities significantly. Students who have to repeat a full year are 10 percentage points more likely to drop out after the first year than students who are immediately promoted. We find large and persistent effects on subsequent academic performance due to the repetition of first-year courses.

EXPERTISE OPINION

The data collected was obtained through an interview (see *annexes A*) made to a Professor of Basic Intensive English Lic. Griselda Perez Navarro of the Foreign Language Department from the University of El Salvador. The labor experience of the Lic. Griselda Perez Navarro as a teacher is five years. She has been working in CENIUES and language academies. She is expert in English language teaching. The levels she has been working on are: with children, teenagers and adults. Concerning talking about adults, she has been working with the basic, intermediate and advanced levels. The principal objective of the interview was realized to verify some intrinsic factors that are affecting the students' development in Basic Intensive English subject.

According to the information obtained through the interview, the expert considered that some intrinsic factors that are affecting the development of students in Basic Intensive English subject are self-esteem, anxiety, motivation and fear. These factors can affect in a negative way to the students in any level they are. In addition, some methodological strategies that the teacher uses in class to improve the language skills in students are: some skills are probably more difficult than others. In basic English, she tries to have a very interactive class, in basic English she tries to ask and answer questions, ask other students, in class she organizes students in small groups and does activities that can be perform in the whole class, reinforce students' self-esteem by doing pairs or group activities so they can get confident while sharing their ideas or point of view about a topic. All of these methodological strategies are essential for the participation and engagement of students.

Didactic material is essential to the teaching process. Some didactic materials to development of the teaching class in English Major Teaching students, in Basic Intensive English are: according with the professor, that depends on the topic, most of the time, what she does is look for information related to the topic. She has some short texts probably that they can read and understand. Then they share what they have read and can express themselves about what they have learned

about the text. Also, she tries to use authentic material that can catch their attention and motivate them to speak and being more critical thinkers about different topics. Some of the activities that the teacher uses to develop the learning process of English Major Teaching students are: when she has basic groups, she makes small groups, peer groups, in this way they are not afraid to express themselves. In the activities she tries to include more students in the group, this can go little by little, so they can express themselves without fear, so in this way they are talking in the class little by little. Also, she tries to have activities that can be performed in groups and interactive so that they get involved in the topic and good environment.

The Self-esteem in students affects their academic process. She considers that self-esteem is the factor that can affect the most, since students stop participating in any activity that can help them to develop their skills. Some students make jokes or something like that, when they are not able to speak or express something, probably because of some mistakes in the pronunciation of words. Self-esteem related to speaking skill, it can affect. Moreover, the academic background influences the failing in the Basic Intensive English subject in the Foreign Language Department because speaking about the academic background, if we go back to high school teachers are not teaching the English language as it is supposed to be taught. So they come to the university with a lot of questions regarding to vocabulary or grammar, because they were not able to perform well the language in high school. In our country, English classes in high school is not consider as an important subject, so that some teachers assigned to the subject are not well prepared to teach the language and that leads a bad or low level in this language (English).

The language anxiety affects the learning process of English Major Teaching students in Basic Intensive English. Anxiety affects when we probably have an oral test. For example, the day we have this test, nervousness can affect the performance of that test. The teacher said that, when we talk about anxiety in students, we relate immediately nervousness or fear, so she considers it can affect

directly to students motivation. In addition, motivation is a very important factor for the successful learning process in the students. Yes, certainly, motivation not only affects English but also everything related. Motivation is something that teachers can develop a little bit. It is, if students are not motivated to learn the language or practice it, they are not going to be able to improve any skill.

Some assessments that teacher uses to increase the level of learning of English Major Teaching students are: If we are talking about assessment, what she thinks is better for them is to express what they think and not just repeat information from the book. She thinks that, she thinks that those assessments are more effective in producing language and not just repeating what the book says. For the teacher, reading activities, since in Basic English courses students tend to have limited vocabulary so that they are scared of speaking, since they do not know vocabulary that can help them to express themselves. Finally, the contents of a textbook used in class can affect or benefit students' academic performance. For her, the book is given you a guideline, how you can teach those topics. But it is not necessary to follow the exercises step by step. You can give students more authentic material so they will be able to be in touch in real life. The book is a guideline how to teach but that does not mean that you must only be focused on the book. You can have more activities and vocabulary. The textbook can be used as a guideline about the topics that can be used in each unit, but it is necessary to use extra materials that can help students to develop well the topics.

On the other hand, it can be taken into account a psychologic point of view from Licda. Amparo Cabrera. So, it is important to mention that there are some students from private and public school and they can have some English knowledge. However, there are others who do not have any idea about the English language. But there are some of them who have already taken English courses to get the same English level of their classmates. In those cases, they take an exam to know if their English knowledge is enough for studying English Major Teaching. Although some effectiveness characters can be related to explain how intrinsic factors can affect those situations.

Nevertheless, it is possible that other students can be motivated; it means that there are cognitive characteristics. They have to do with the previous knowledge acquired. Also, it is necessary to establish that knowledge starts in the early stage. So, if the children cannot acquire this stimulation, they do not understand what they read. Children can codify; however, they do not develop an oral comprehension. It means that there is a mix between cognitive and intrinsic factors.

Also, it has to be taken into account their previous English knowledge. Moreover, she expressed that can be established of their memory capacity because one factor is the anxiety. Students have to speak in English and they have to think about how that works with them. So, the motivated part has to be present in them. Students have to think if they have a speaking skill or a previous English knowledge to improve. It can help them although they feel anxious.

HYPOTHESIS

HYPOTHESIS AND VARIABLES

Work Hypothesis:

There is a significant relationship between the intrinsic and methodological factors that affects the academic performance of English Major Teaching students in Basic Intensive English.

Vi: Significant relationship between intrinsic and methodological factors.

Vd:The academic performance of English Major Teaching students in Basic Intensive English.

Null hypothesis:

There is a low relationship between intrinsic and methodological factors that affects the academic performance of English Major Teaching students in Basic Intensive English.

Vi: Low relationship between intrinsic and methodological factors.

Vd:The academic performance of English Major Teaching students in Basic Intensive English.

OPERATIONALIZATION OF VARIABLES

HYPOTHESIS	VARIABLES:	CONCEPTUALIZATION OF VARIABLES.	Instrumentation of variables.
<p>Work Hypothesis:</p> <p>There is a significant relationship between the intrinsic and methodological factors that affect the academic performance of English Major Teaching students in Basic Intensive English.</p>	<p>Vi: Significant relationship between intrinsic and methodological factors.</p> <p>Vd: The academic performance of English Major Teaching students in Basic Intensive English subject.</p>	<p>Significant relationship=High inference in learning process.</p> <p>Intrinsic factors=external factors affecting academic performance of students graders:</p> <p>Methodological factors=factors that affect the learning and teaching process.</p> <p>Academic Performance=It is the measure of how well you do in an educational setting. The grade point averages as a convenient summary measure of the academic performance of students.</p>	<p>Intrinsic Factors: Researchers will use Survey, interview.</p> <p>Methodological factors: Researcher will use Interview to the teacher about the intrinsic and methodological factors.</p>
<p>Null Hypothesis.</p> <p>There is a low relationship between intrinsic and methodological factors that affects the academic performance of English Major Teaching students in Basic Intensive English.</p>	<p>Vi: Low relationship between intrinsic and methodological factors.</p> <p>Vd: The academic performance.</p>	<p>Low relationship= It is not enough inference in the learning process.</p> <p>Intrinsic Factors=Psychologist factors affecting the learning process.</p> <p>Methodological Factors=Teaching methodologies that the teacher is applying.</p> <p>Academic Performance=Final grade earned in the course.</p>	<p>Academic performance: Researchers will use the grades achievement of these students.</p>

RESEARCH METHODOLOGY

This chapter introduces how this research is going to be carried out. This will describe the methodology of the research in terms of its positioning, according to the Non-experimental paradigm and the arguments that justify the Non-experimental research, on which this research is based. In addition, this will present the implications of the Qualitative approach and the role of researchers in the approach to understand the factors that affect the teaching of English in English Major Teaching students in Basic Intensive English. Likewise, the Case Study Method is addressed as the basis for the approach to the object of study, the research procedures; techniques and tools to obtain and analyze, and then refer to the logic that is linked to the data with the research questions and the criteria for their interpretation.

TYPE OF STUDY

The research is "Non-experimental paradigm" because the subject of the study examines the relationship between Intrinsic and Methodological factors and English Teaching students who are studying Basic Intensive English and who have enrolled that subject from 1 up to 2 times.

"Non-experimental designs include research designs in which an experimenter simply describes a group or examines relationships between preexisting groups. The members of the groups are not assigned randomly and the experimenter does not manipulate an independent variable". Non-experimental designs are used simply to answer questions about groups or about whether there are different groups.

The focus of this research is intrinsic and methodological factors that affect the learning process of English Major Teaching students. This research will describe the learning process of this group of students and factors that are related to fail the Basic Intensive English subject from 1 up to 2 times. Moreover, this research depends on the interpretation, observation or interactions of these groups of study to reach a conclusion. This means that as Non-experimental researchers should be relied on correlations and surveys(see

annexes C) applied to English Major Teaching students of Basic Intensive English related to psychological and methodologies factors that affect their learning process.

For this, some surveys, observations, semi-structured interview, and in-depth interview (*see annexes A, B and C*) will be used to collect necessary data that will be helpful to answer the research question.

TYPE OF RESEARCH METHOD

The Qualitative approach in this research is based on the characteristics of the research problem. The research questions have been developed with the intention of identifying new knowledge about the intrinsic and methodological factors that affect the learning of English Major Teaching students in the subject of Basic Intensive English. The object of study is a phenomenon that happens around a group of English Major Teaching students who study the subject of English by first or second enrollment. To achieve this, the object of study will be approached from the Case Study Method and supported by more than one data collection instrument: Interview, participatory observation, survey. (*See annexes A, B and C*).

In this sense, Qualitative research is relevant for studies like this one, because it confers the role of observer of the causes and consequences that English Major Teaching students have in order to take first and second enrollment to Basic Intensive English, starting from that context. It is pertinent to point out that the experience of English Major Teaching students from the Qualitative approach must be approached in a global way. (Nuan, 1992). "Instead, the goal of survey research is to get the information about learner's and opinions. Survey research will often have qualitative and quantitative components". "The most commonly techniques for data collection in Qualitative research generally are: document analysis, the interview (*see annexes A and B*), the self-report, observation (participant and direct observation) and survey" (*See annexes C*). That is why as a research group we have decided to use the semi-structured interview and a survey with a combination of opened-ended questions and multiple choices items. (*See annexes A, B and C*).

The Case Study is the ideal method to find "How" and "Why" of a phenomenon. "Unlike other types of empirical research, this methodology is considered as a Qualitative research technique, since the development of this focuses on the exhaustive study of a phenomenon." "The instruments to collect data can include surveys (see *annexes C*), interviews (see *annexes A and B*), documentation review, observation (direct and participant), and even the collection of physical artifacts". The case of "1 up to 2 enrollment" in itself is important for what it reveals about the phenomenon and for what it can represent in the education system of English Major Teaching students in Basic Intensive English subject, there is an intrinsic interest in these students who are studying Basic Intensive English in first and second enrollment.

A case study research paper examines a person, place, event, phenomenon, or other type of subject of analysis in order to extrapolate key themes and results that help predict future trends, illuminate previously hidden issues that can be applied to practice, and/or provide a means for understanding an important research problem with greater clarity. A case study paper usually examines a single subject of analysis, but case study papers can also be designed as a comparative investigation that shows relationships between two or among more than two subjects. The methods used to study a case can rest within a quantitative, qualitative, or mixed-method investigative paradigm.

A case study encompasses a problem contextualized around the application of in-depth analysis, interpretation, and discussion, often resulting in specific recommendations for action or for improving existing conditions.

Does the case represent an unusual or atypical example of a research problem that requires more in-depth analysis? Cases often represent a topic that rests on the fringes of prior investigations because the case may provide new ways of understanding the research problem. For example, if the research problem is to identify strategies to improve policies that support girl's access to secondary education in predominantly Muslim nations, you could consider using Azerbaijan as a case study rather than selecting a more obvious nation in the Middle East. Doing so may reveal important new insights into recommending

how governments in other predominantly Muslim nations can formulate policies that support improved access to education for girls.

Does the case provide important insight or illuminate a previously hidden problem? In-depth analysis of a case can be based on the hypothesis that the case study will reveal trends or issues that have not been exposed in prior research or will reveal new and important implications for practice. For example, anecdotal evidence may suggest drug use among homeless veterans is related to their patterns of travel throughout the day. Assuming prior studies have not looked at individual travel choices as a way to study access to illicit drug use, a case study that observes a homeless veteran could reveal how issues of personal mobility choices facilitate regular access to illicit drugs. Note that it is important to conduct a thorough literature review to ensure that your assumption about the need to reveal new insights or previously hidden problems is valid and evidence-based.

Does the case challenge and offer a counter-point to prevailing assumptions? Over time, research on any given topic can fall into a trap of developing assumptions based on outdated studies that are still applied to new or changing conditions or the idea that something should simply be accepted as "common sense," even though the issue has not been thoroughly tested in practice. A case may offer you an opportunity to gather evidence that challenges prevailing assumptions about a research problem and provide a new set of recommendations applied to practice that have not been tested previously. For example, perhaps there has been a long practice among scholars to apply a particular theory in explaining the relationship between two subjects of analysis. Your case could challenge this assumption by applying an innovative theoretical framework [perhaps borrowed from another discipline] to the study a case in order to explore whether this approach offers new ways of understanding the research problem. Taking a contrarian stance is one of the most important ways that new knowledge and understanding develops from existing literature.

RESEARCH INSTRUMENTS

For the data collection, the researchers will apply a series of instruments (see annexes A, B and C) and techniques, such as survey about the intrinsic factors (see *annexes C*) which affect the learning process of the students. An interview to the teacher (see annexes A) about students leaning progress which be developed during the semester for teaching Basic Intensive English. Moreover, the researchers will use grades achievement of the student's result. On the other hand, a pilot test will be administered as a small-scale trial, where a few examines take the survey and comment on the mechanics of this instrument. The intention will be related to find any problems with the test instructions, instances where items and formatting could be no clear and other typographical errors and/or issues.

POPULATION AND SAMPLE

The current research will be done in the Foreign Language Department of the University of El Salvador, semester I-2019, San Salvador, El Salvador. The population will be students from English Major Teaching; registered in the Basic Intensive English.

SAMPLE

This research is a Non-experimental and Case Study research of a group of students from English Major Teaching from First Semester of Basic Intensive English. To develop this research, it will be necessary to look for personal information and the experience that students have in the learning process and the skills to study Basic Intensive English level.

POPULATION

The population will be composed by students of Foreign Language Department, whose population is 28 students in Basic Intensive English subject. The sampling frame will be obtained by the students, who enrolled the subject of Basic Intensive English, group 02, in the morning schedule. The sample for this research will be 14 students who constitute 50% of the population that takes this subject in first and second enrollment.

EXPECTED RESULTS

Intrinsic factors are important aspects that affect the learning process. Some psychologists have studied about the influence such as self-esteem, motivation and foreign language anxiety. All of them interfere to the success and accomplishment for every skill in the performance of every student. So, the team has taken into account this aspect that is so important. Moreover, the students, who have enrolled the subject for second time, are the half of the total students that were registered. Then, the team expects, first, to get relevant data in order to the research to be reliable. Second, it is to find out the methodologies used by the teacher. This will be accomplished in order to create a comfortable way for teaching for future research projects to show how the current situation related to intrinsic factors are, and how teaching methodologies deal to improve the learning process environment. Finally, to compare the learning process for those students who have enrolled Basic Intensive English first time and who have done for second time.



DATA ANALYSIS

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT.

IN-DEPTH INTERVIEW

Topic: Intrinsic and methodological factors that affect the academic development of English Major Teaching students, who have enrolled Basic Intensive English subject from 1 up to 2 times at the Foreign Language Department, Semester I/2019.

Student name: _____

Age: _____

Place of living: _____

1. Why did you decide to study English Major teaching?

According to the students answers; they decided to study English major teaching to have more opportunities to get a job. They realized about how different areas look for people who can speak English language.

2. Did you feel afraid in your first English classes?

When students were asked about this question, most of them expressed that were a little bit nervous and felt afraid in their first classes.

3. Which English skill do you practice the most?

Most of the students practice speaking skill. Moreover, students put in practice this skill during the classes.

4. Do you consider that speaking is the most difficult English skill and why?

According to the students responses; speaking is the most difficult skill because of the pronunciation. Also, they have to use the appropriate accent to bring the correct message.

5. Do you have someone else to whom you practice English?

When students were asked about this question, the majority of them said that they have friends who help them to practice English language. So, those people motivate them to continue learning.

6. How many hours do you study English outside of the classroom?

According to the students responses; they study around one hour at home. However, some other expressed that they studied around two hours every day.

7. Do you have any distraction when you study?

When students were asked about it, they mentioned that the music distracts them. Also, any noisy can take their attention.

8. Do you think learning a second language can change your lifestyle?

According to the students' responses; when a person acquires the knowledge to speak a second language, there is a changing in the lifestyle. People start to meet new friends and they can exchange cultures or new ideas.

9. Why is learning a second language important?

Where students were asked about it, they said that learning a second language offers more opportunities for improving life. Moreover, they mentioned the fact of growing in professionalism area.

10. Are there more advantages of disadvantages for learning a second language?

According to the students` responses; there are more advantages for acquiring a new language. It brings the opportunity to have more possibilities for a job, study abroad, read books and travel around the world.

11. Did you have any basic knowledge of English language before entering at the University of El Salvador?

According to the results obtained. Most students responded that they had no basic knowledge of the English language before entering at the University, so it was a little difficult for them to adapt to a new environment. Some of them had some previous knowledge of the English language.

12. Do you think you have given the most in your studies especially in the Basic Intensive English subject?

According to the interview, most students responded that they have given the most in their studies, especially in Basic Intensive English subject. But the background that students have affects them a lot because in high school, many of them did not receive good English language learning, or did not receive English. Also, low self-esteem affects the academic development of the students.

13. Do you have to work to pay for your study?

According with the information obtained, Most of the students responded that they had to work to pay for their studies.

14. What do you like the most about the English class?

Some responded that what they like the most about the English class are the games and the activities that are carried out. Others said they like to write in English. And others participate in classes.

15. What is something you do not like about the English class?

Some of them said that something they do not like about English class is the short time they have to practice the language. Other student says that she does not like it, when she does not understand the words. And another said there are a lot of activities which are not related to the class.

16. Have you ever had healthy, economic or affective problems that affect your development of English language learning?

According with the interview, students recognize that the biggest problem they have to face is the economic, which in some way affects their academic development in English language learning. One of them would have preferred to go to an English academy.

17. Do you understand your teacher pronunciation words in classes?

Some said they understood a little, because the teacher spoke very fast. Another said that she did not understand the pronunciation of the words.

18. Are you in agreement with the speaking, listening and writing activities that your teacher prepares during the classes?

One of them was in agreement with the speaking, listening and writing activities that the teacher prepares during the classes. Another says that sometimes she was agreed with the activities carried out in class. Others at the beginning was agreed with the activities.

19. Do you feel comfortable with the mood of your teacher?

Most answered that they felt comfortable with the mood of their teacher. Only one person said she did not feel comfortable.

20. Did the relationship with your teacher allow you to ask for questions when you had a doubt?

Some responded that sometimes they had the confidence to ask or clarify any doubts, others said they did not have the necessary confidence and some said they had enough confidence to ask the teacher and clarify the doubts they had about the class.

21. Do you think the classroom size was appropriate for the amount of students?

Most of the students answered that the classroom size was appropriate but some said that there were a lot of students in a small classroom, sometimes they did not have enough desks in the classroom.

22. Do you think the contents of the textbook used in class help you in your oral performance?

Students answered that the book is a guide that helps a lot. The book can help in oral performance because they can use vocabulary and grammatical structure studied in classes, but it is not enough. You need more information and practice a lot inside and outside the classroom.

23. Did the teacher use variety of activities to enhance oral skills?

All the students responded that their professor use variety of activities to enhance oral skill. This is the principal tool that helps students improve their fluency and vocabulary in classroom.

24. Does the teacher organize the classroom to make an interesting environment?

Most of them responded that their professor organizes the classroom to make an interesting environment. The confidence and environment in the classroom help to develop a successful learning.

25. Do you know the consequences about grade repetition?

All the students mentioned that they know the consequences about grade repetition. Some of the consequences are the waste of time and they cannot finish the English teaching major on time. Another one is if you enroll more than three times, it is necessary to change their major. Also, it can affect global grades at the end of the major.

26. Why are you taking the subject for second time?

Some students mentioned some different reasons that they are carrying the subject for second time, one of them is because it is a duty as students, and to get ahead in the studies, also finish the major. Another reason was because she was sick, and lost some activities that affected her grades at the end, also she did not have money to pay her transportation, and lost classes.

27. Does the repetition affect your self-esteem?

Most students answered that repetition affect a little bit, because carrying a subject in second enrollment affects self-esteem, at the end it affects students' performance and grades.

28. Do your parents and friends support you although you are taking the subject for second time?

Students answered that they are supported by their parents and friends although they are taking the subject for second time. It is important that families support them in this stage to achieve this goal.

29. Does the Foreign Language Department give you a follow-up?

Most of the students said that they received a follow-up by the Foreign Language Department. So, they can have this follow-up before enrolling subjects.

30. Do you eat healthy food?

Most of the students said that they eat healthy food because it is essential if you want to keep your body healthy and with energy all the time.

31. Do you live far away from the University?

Most of the students live far away from the university, some need to travel almost two hours to the university.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

This research has focused on answering the general question: "What are the intrinsic and methodological factors for English Major Teaching students that affect the learning process to fail at Basic Intensive English subject?" To respond to this question, it was necessary to use some instruments, such as surveys (see annexes C) and an interview (see annexes B), which were done to students who took Basic Intensive English subject. The main objective of these instruments was to verify some factors that were affecting the development of the students in the subject of English. According to the data collected (see annexes D) through these instruments, some factors that affected the development of students in the subject of Basic Intensive English were such as academic and linguistic factors. Therefore, this allowed some methodological strategies that the professor used in class to improve language skills in students.

In addition, the research objectives have been accomplished because causes and consequences were found which interfere in the learning process of Basic Intensive English subject. One of them is that students get nervous in class, and other one is that students get frustrated when the professor gives them instructions; but they do not understand. Another very important aspect to take into account is the background of the students, because many of them did not have basic knowledge of the English language before entering the University, this affected them very much in their performance, because many of them in high school did not receive a good learning of the English language, or did not

receive any English during that time. So it was a bit difficult for them to adapt to a new academic environment. Other essential thing to think is the economic aspect. Many students recognize that another problem they have to face is the economic difficulties that do not allow them to perform well in their studies. Also, an important factor to consider is low self-esteem. Low self-esteem affects the academic development of the students because they do not have enough confidence to function properly in class for fear of making a mistake. It means that the intrinsic factors do not allow them to get concentrated in the subject at all. To clarify the second objective about the usage of the methodology, it was found that the students are in agreement and enjoy the way how the teacher prepares and develops the class; they can put in practice the abilities which they feel comfortable with.

Finally, it has been developed for different purposes, and it has showed various results. So, this research was based in some objectives, and one of them is to identify causes and consequences that influence the learning process to fail Basic Intensive English subject. Then, there are some other objectives, which were necessary for figuring out an answer, and they are about “identify to what extend self-esteem affects students` language learning,” and “investigate how anxiety influences on students` English learning as a foreign language in Basic Intensive English”. Also, there are hypothesis that were stated in the process. The first one is “students, who are more motivated to learn, obtain better academic results”. The second one: “there is a significant relationship between the intrinsic and methodological factors that affects the academic performance of Basic Intensive English subject”.

RECOMMENDATIONS

With the purpose of helping the Foreign Language Department, the following recommendations are suggested for being taken into consideration:

➤ **Recommendations for the Authorities.**

According to this investigation, it is suggested that there could be more groups of Basic Intensive English subject for students. Also, it is advisable that new schedules can be set up for students that take Basic Intensive English subject. The University authorities specifically of the Foreign Language Department should try to improve the conditions of every classrooms (environment, size, amount of desks, technology, and so on) to benefit all the students so that this takes part of their motivation to attend classes and improve their academic performance. Besides, it is important to have an area that gives attention to these students. So, the authorities could create an oral team, teachers' team or even social service students can help these students. It is suggested that the Foreign Language Department of the University of El Salvador to continue supporting this type of research in order to address issues that significantly affect the student population.

➤ **Recommendations to students of Basic Intensive English subject from Foreign Language Department.**

When teachers explain a new topic, students must pay attention carefully. So, they can get concentrated about very important details during the class, and it helps them to improve their skills every day. But students, who understand the

instructions very well, could share the knowledge for others that do not do. Besides, students could organize their time, so they can attend to feedback when the teacher asks for. Teachers have the help of teacher assistants, so students have a major opportunity for having extra classes. Also, they can figure out their doubts, and get better results in their evaluations. Moreover, students should take importance for the English skills which they need to improve and the teacher let know about it. Learners should trust their own abilities and capacities in order to be more motivated and energetic to become effective foreign language learners. What has being suggested here is that motivation is also something students have to reinforce in the classroom with meaningful participation, and constantly communication with teachers.

Finally, students could work in the skills which they do not feel confident with, and look for other classmates that can help them about it.

➤ **Recommendations to English teachers of Foreign Language Department.**

First, teachers have to use appropriate methodologies and techniques of English teaching language related to the level of the course. Textbooks are not always professionally designed and do not always fit the curriculum and closely correspond with the aims of the teaching program and the needs of the students. The Textbooks should be carefully evaluated and selected before being used for a language program. In addition, teacher has to recognize that teaching and teachers are fundamental for participation. If the teacher is perceived to be accessible, well prepared and sensitive to the needs of the students, the students are committed to working more, to get more out of the

session and are more willing to express their opinion. They have to teach and have a deep knowledge of the subject. Furthermore, it is necessary authentic material as much as possible so that students have more contact with real language. Also, Teachers need to enhance their learners' self-esteem in order to make them confident to take risks and solve different language problems for better achievement in their learning process. Teachers need to help learners to overcome their fear towards speaking the foreign language. Teachers need to motivate learners and raise their self-esteem, because learners will speak successfully if they find their teachers help them get more confidence towards speaking achievement. It is important that the professors take notice about of the intrinsic factors like self-esteem, motivation and anxiety during class activities and provide students with relevant feedback so that they could overcome their weakness and perform better in the target language. It is important to develop tasks and activities which are effective in increasing the students' self-esteem and motivation and lowering their anxiety for a more effective language learning. Also, a more helpful and friendly learning environment is important where students feel they are accepted and understood by peers and professors. Finally, language teachers should consider self-esteem as a motivating force that can improve language learning processes and more enhancing student self-esteem as one of goals of language learning.

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ANNEXES

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT.



INTERVIEW (Annexes A)

Topic: Intrinsic and methodological factors that affect the academic development of English Major Teaching students, who have enrolled Basic Intensive English subject from 1 up to 2 times at the Foreign Language Department, Semester I/2019.

Purpose of this interview: is to verify some factors that are affecting the student's development in English language.

Labor experience:

Teaching time English: _____

Other place before _____

Levels to teach: _____

Think about teaching Process.

1-What intrinsic factors do you think are affecting the development of the student in English subject level I?

2- What methodological strategies do you use to improve the languages skills in your students?

3-Which didactic materials do you use to develop the teaching class?

4- What activities do you use to develop the learning process of English Major Teaching students?

5- Does the self-esteem in students affect in their academic process?

6-How the students' academic background influences the failing in the English subject in Foreign Language Department?

7-How does language anxiety affect the learning process in English Major Teaching students in English subject Level I?

8- Is the motivation crucial to successful learning in the students?

9-What kind of assessment do you think are most effective to increase the level of learning in your students?

10- How can the contents of a textbook used in class affect or benefit a student's academic performance?

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FOREIGN LANGUAGE DEPARTMENT.



IN-DEPTH INTERVIEW (Annexes B)

Topic: Intrinsic and methodological factors that affect the academic development of English Major Teaching students, who have enrolled Basic Intensive English subject from 1 up to 2 times at the Foreign Language Department, Semester I/2019.

Student name: _____

Age: _____

Place of living: _____

1. Why did you decide to study English Major teaching?
2. Did you feel afraid in your first English classes?
3. Which English skill do you practice the most?
4. Do you consider that speaking is the most difficult English skill and why?
5. Do you have someone else to whom you practice English?
6. How many hours do you study English outside of the classroom?
7. Do you have any distraction when you study?

8. Do you think learning a second language can change your lifestyle?
9. Why is learning a second language important?
10. Are there more advantages or disadvantages for learning a second language?
11. Did you have any basic knowledge of English language before entering at the University of El Salvador?
12. Do you think you have given the most in your studies especially in the Basic Intensive English subject?
13. Do you have to work to pay for your study?
14. What do you like the most about the English class?
15. What is something you do not like about the English class?
16. Have you ever had healthy, economic or affective problems that affect your development of English language learning?
17. Do you understand your teacher pronunciation words in classes?
18. Are you in agreement with the speaking, listening and writing activities that your teacher prepares during the classes?
19. Do you feel comfortable with the mood of your teacher?
20. Did the relationship with your teacher allow you to ask for questions when you had a doubt?

21. Do you think the classroom size was appropriate for the amount of students?
22. Do you think the contents of the textbook used in class help you in your oral performance?
23. Did the teacher use variety of activities to enhance oral skills?
24. Does the teacher organize the classroom to make an interesting environment?
25. Do you know the consequences about grade repetition?
26. Why are you taking the subject for second time?
27. Does the repetition affect your self-esteem?
28. Do your parents and friends support you although you are taking the subject for second time?
29. Does the foreign language department give you a follow up?
30. Do you eat healthy food?
31. Do you live far away from the University?

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FOREIGN LANGUAGE DEPARTMENT.



SURVEY (Annexes C)

Topic: Intrinsic and Methodological factors that affect the learning process of Students from Basic Intensive English Level I.

Administer to: English Subject Level I, First Semester, Students of English Teaching Major from Foreign Language Department.

Aim: To explore the Intrinsic and Methodological factors that hinder the learning process to fail English Level I.

Directions: Answers the following questions by checking one choice or providing the required information when necessary.

➤ **SELF-ESTEEM.**

1-Which of the following language skills do you feel more confident with?

Reading Speaking Writing Listening

2- Do you feel embarrassed when your teacher corrects your mistake?

Yes No

3-Do you feel afraid of asking questions in your English classes?

Always Sometimes Rarely Never

4-Which grades do you think you will get at the end of this course?

10-9 8-7 6-5 4-0

➤ **LANGUAGE ANXIETY.**

5-During which activities, do you get more nervous? Check one choice.

Speaking Reading Writing Listening

6-Do you feel under pressure because your pronunciation is not good enough to communicate?

Always Sometimes Rarely Never

7-Do you get stressed when the teacher asks a question and you do not know the answer?

Yes No

8-Do you get frustrated when you do not understand instructions in class-activities?

Yes No

➤ **MOTIVATION.**

9-What do you think learning English will be helpful for?

Future career Traveling abroad

Being a more qualified Getting a scholarship

Job candidate

10- What would you do if you failed an exam?

Study hard at home. Nothing in regards

Take tutor class Do not miss classes

Study as a group Be aware of the contents

of the Subject.

➤ **METHODOLOGY.**

11-What kind of methodology strategies does your teacher use in class?

Games Dialogues Songs

Interviews Presentations Role-plays

Pop Quizzes

12-What Kind of source does your teacher use in class?

Textbook

Videos

Power point presentation

Worksheet

Flashcards

Cards

13- Which of the following evaluations do you prefer?

Written evaluation Oral evaluation Listening evaluation

14- Which of the following evaluations do you have to improve?

Written evaluation Oral evaluation Listening evaluation

15- Does the textbook improve your academic performance?

Yes No

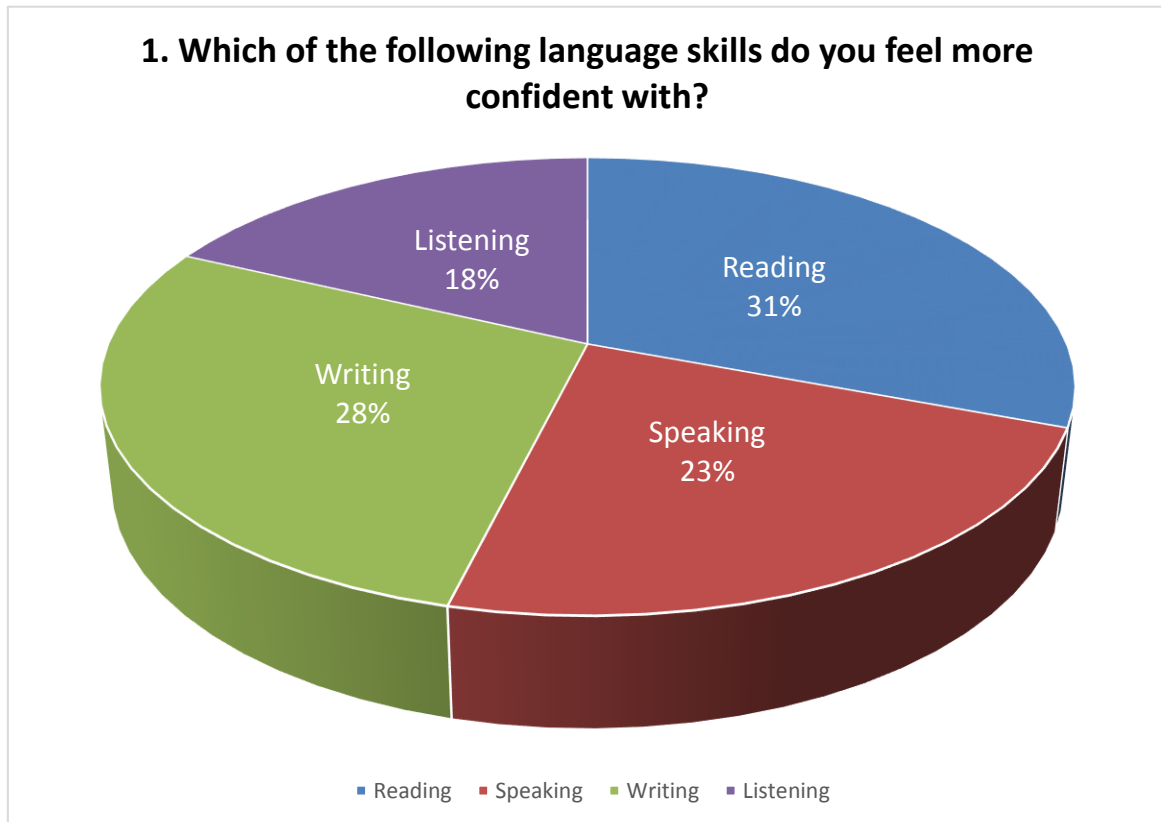
16- What kind of activities do you enjoy to participate?

Songs Role- plays Dialogues Games

➤ **DATA GATHERING. (Annexes D)**

➤ **SELF-ESTEEM.**

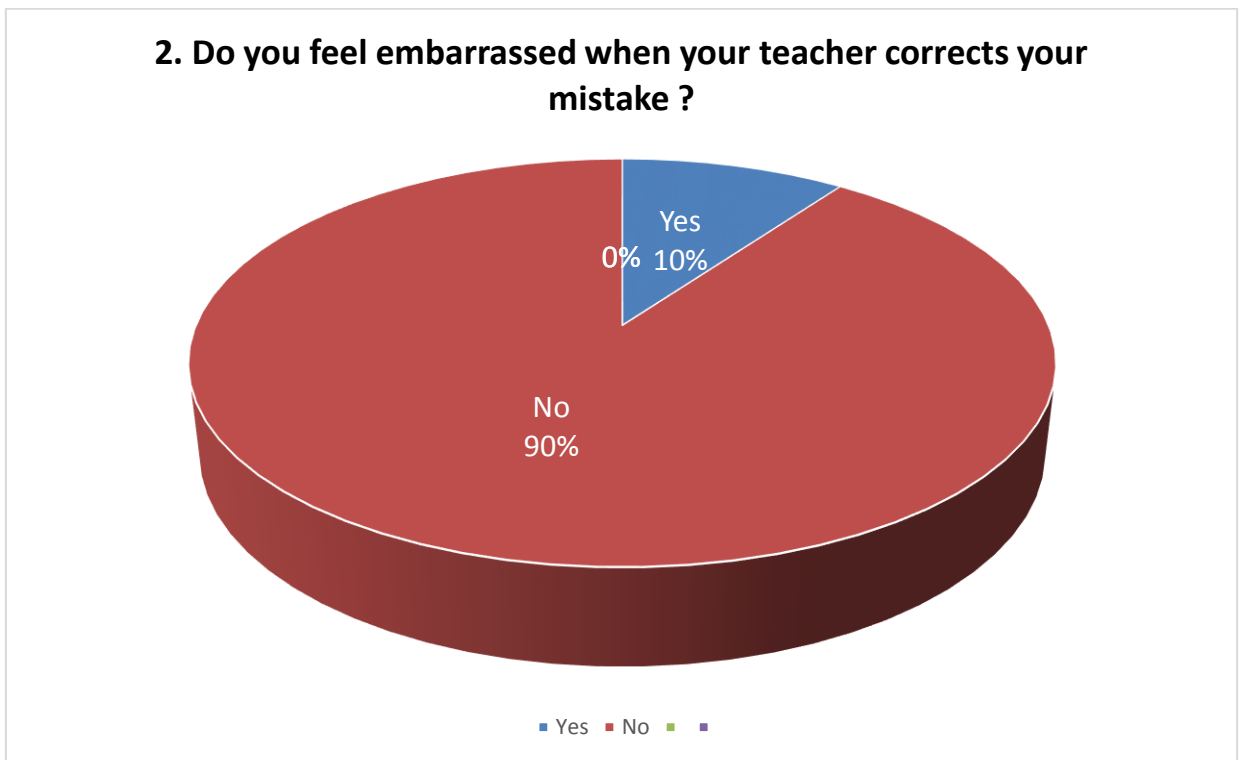
Question 1.



Analysis: The major percentage of students thinks that “Reading” is the skill which they feel more confident with, because they can read, analyze different articles and learn new vocabulary related with interesting topic. Reading provides to students develop their reading comprehension skill.

Interpretation: The graph gives information about 18% of the students feel comfortable with listening language skill, but the 31% of the sample is more comfortable with reading language skill.

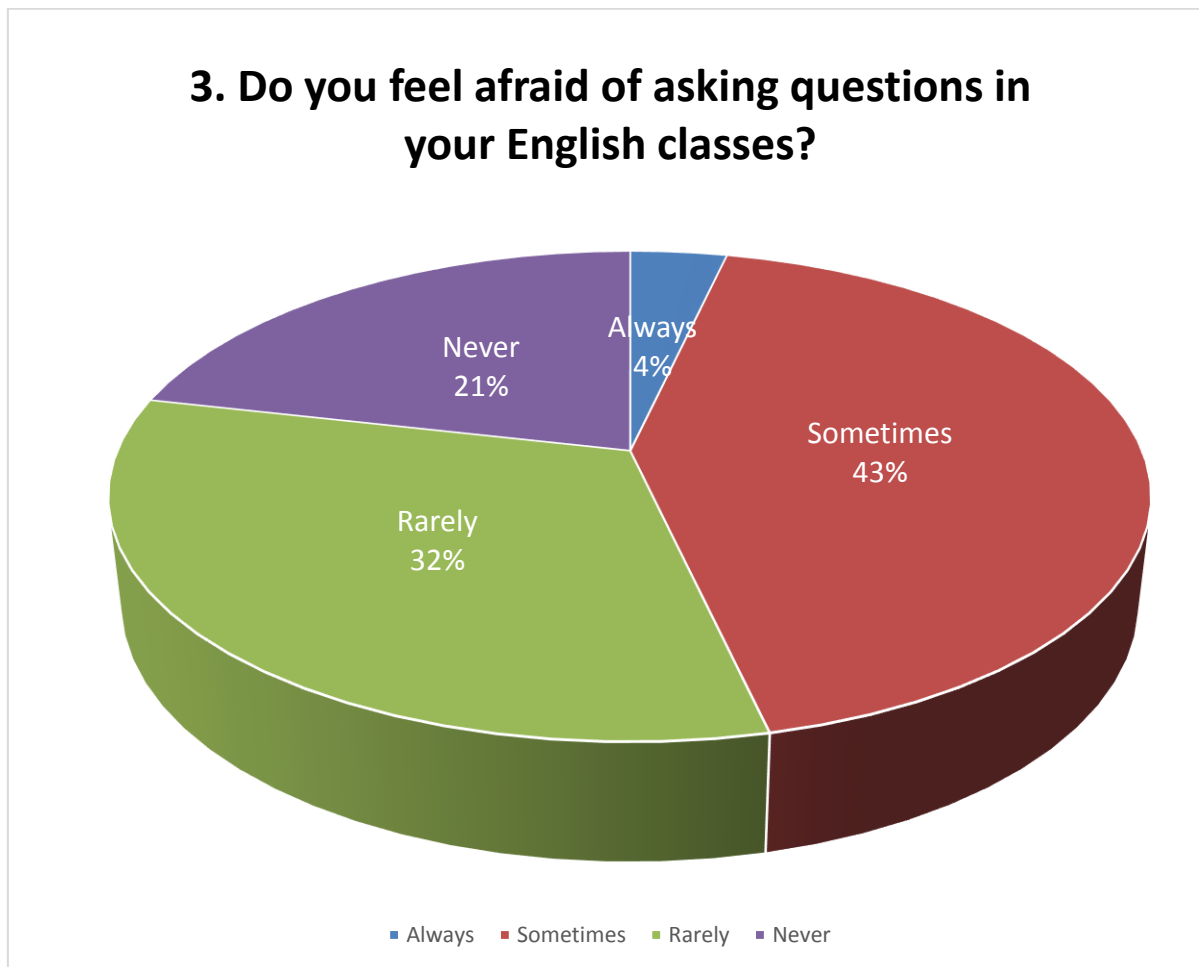
Question 2.



Analysis: Students believe that they do not feel embarrassed when the teacher corrects their mistakes, because the teacher encourages them to improve the areas in which they have a little bit difficult. Also, she corrects them in a good way. Teachers should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

Interpretation: The sample demonstrates over 10% of them feel embarrassed when teacher corrects their mistakes. However, the 90% of the students do not feel embarrassed.

Question 3.

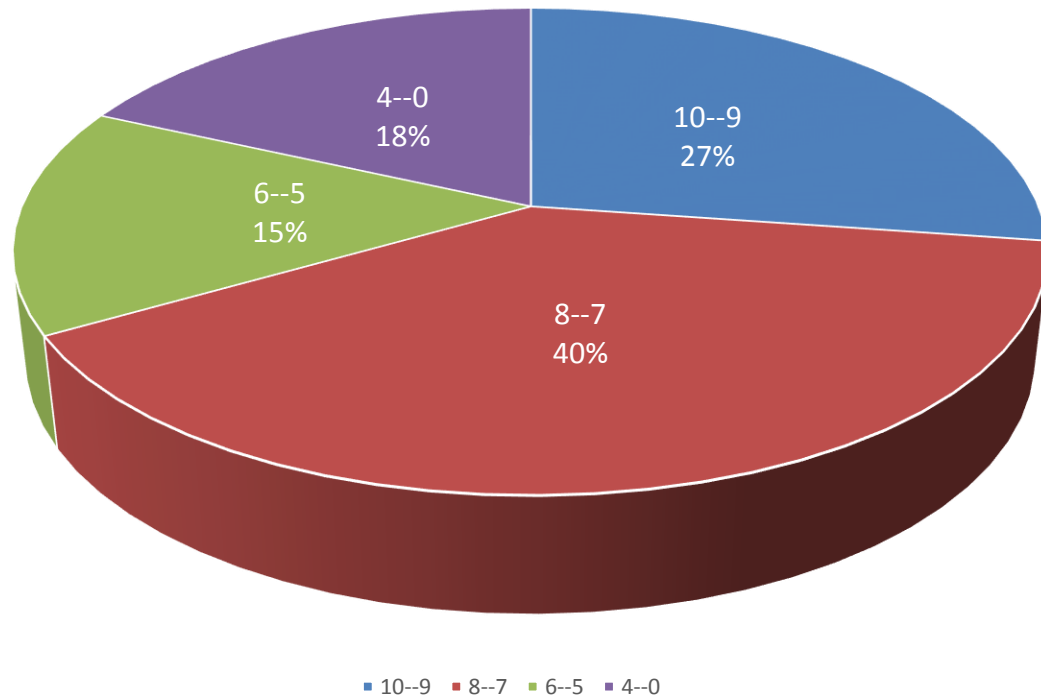


Analysis: The majority of the students think that they sometimes feel afraid of asking questions in their classes.

Interpretation: Students show that they always feel afraid for asking questions in their English class, but around 43% of them feel afraid of.

Question 4.

4. Which grades do you think you will get at the end of this course?

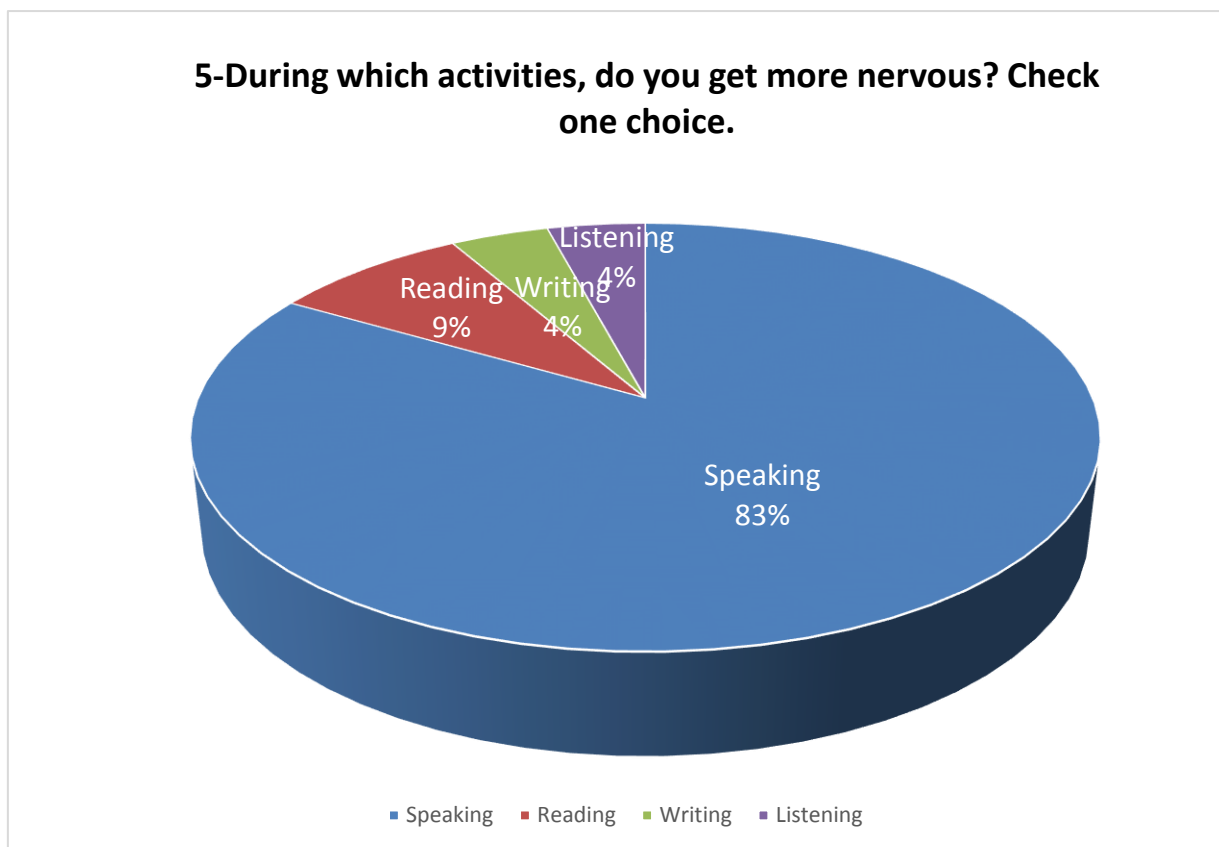


Analysis: The students think that they will get a range of grades in a rating of 8-7.

Interpretation: Students think that 18% of them will get the grade from 0 to 4, and 60% of them will get a grade from 8 to 7.

➤ LANGUAGE ANXIETY.

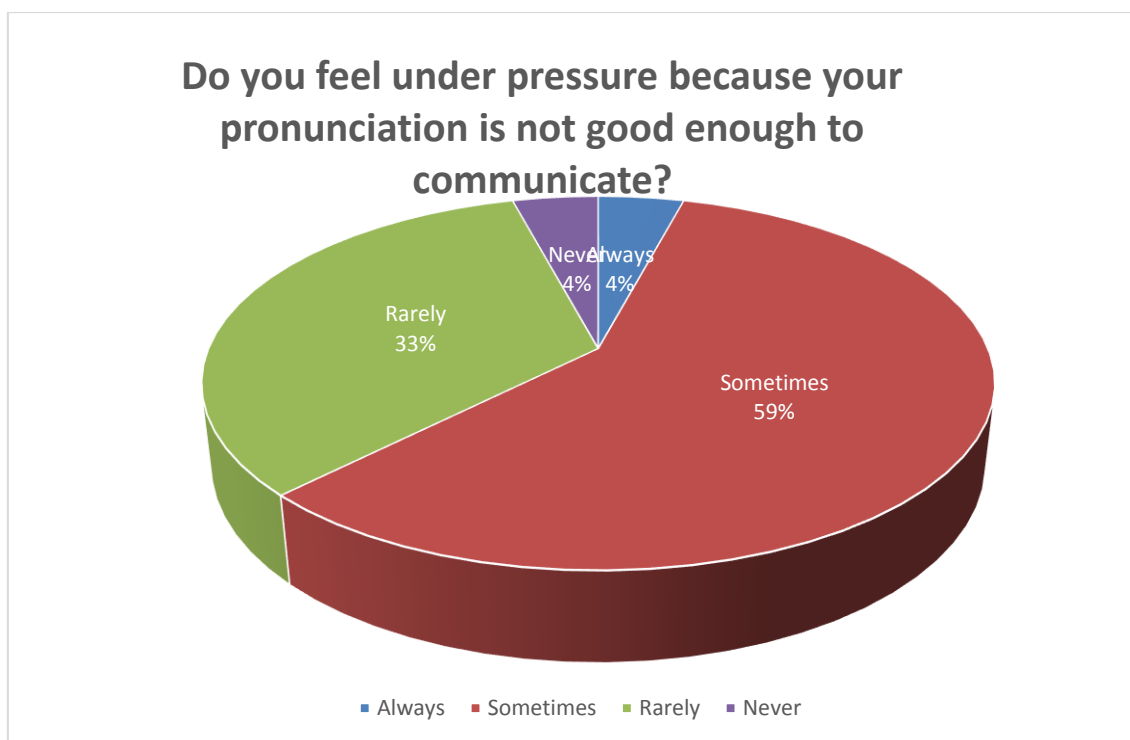
Question 5.



Analysis: The majority of students believe that they get more nervous in speaking activities. Speaking in the target language is requiring more than one mental task at one time like choosing words, pronouncing them, and stringing them together with the appropriate grammatical.

Interpretation: An average of 8% of the students gets less nervous between writing and listening activities. Nevertheless, an average of 83% gets more nervous in listening activities.

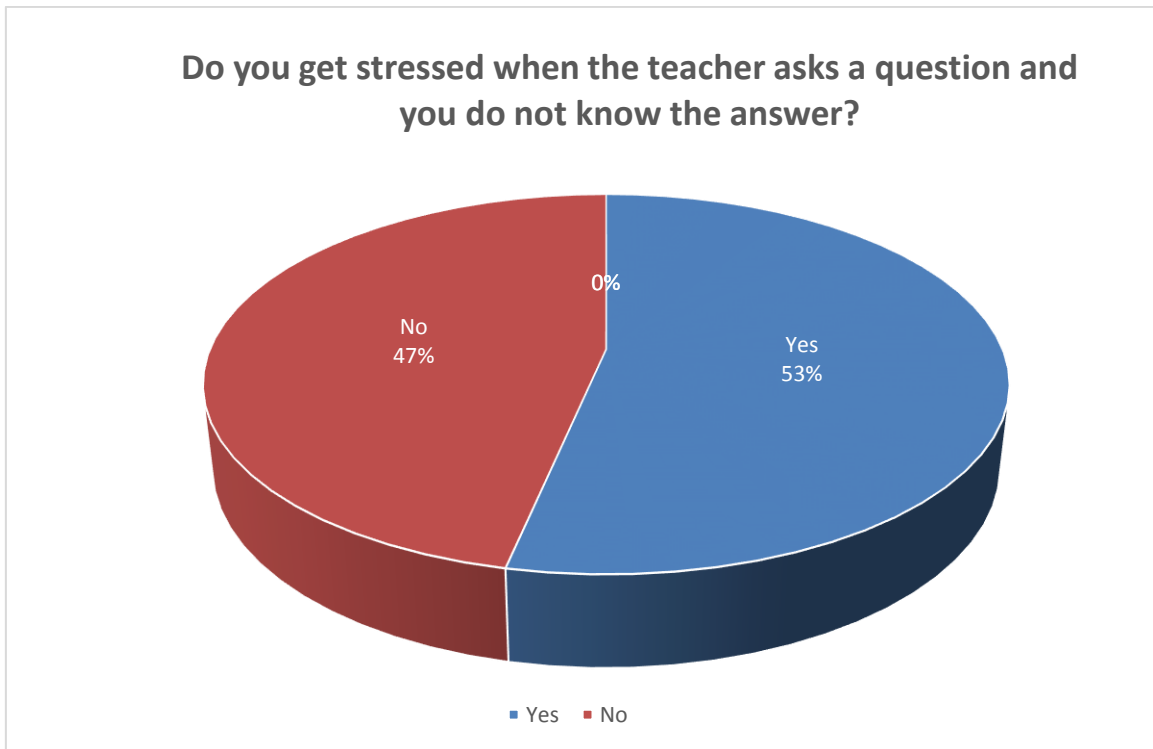
Question 6.



Analysis: In this question English Major Teaching students who study Basic Intensive English subject, have indicated the level of pressure they feel about their pronunciation to communicate. The majority of students believe that they sometimes feel under pressure because their pronunciation is not good enough to communicate.

Interpretation: According to these results, it can be observed that the majority of the students 59% said that sometimes feels under pressure to communicate because their pronunciation is not good enough to communicate, the 33% said rarely, a small fraction of 4% shows that they always feel under pressure and the other 4% indicated never feeling under pressure.

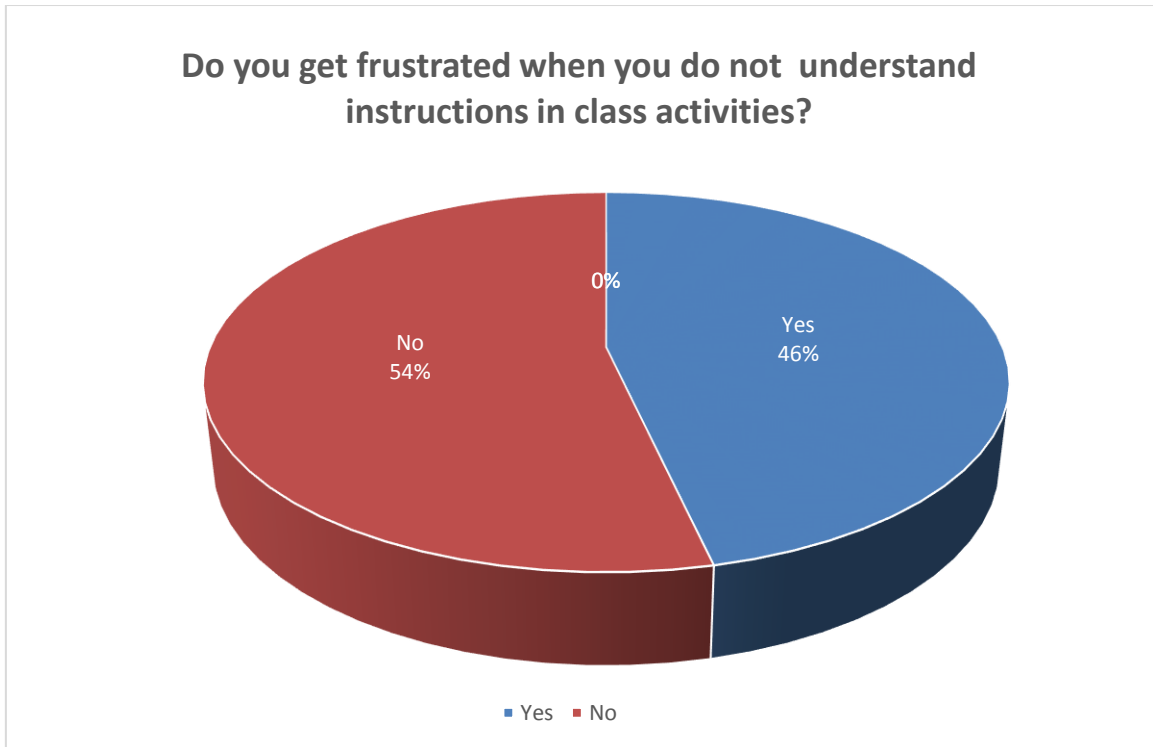
Question 7.



Analysis: According to the information obtained in the survey, the majority of the students said that they get stressed when the professor asks them a question and they do not know the answer.

Interpretation: A significant majority of 53% of the students indicated that they get stressed when the professor asks them a question and they do not know the answer. A small number of 47% of English Major Teaching students said that they do not get stressed about it.

Question 8.

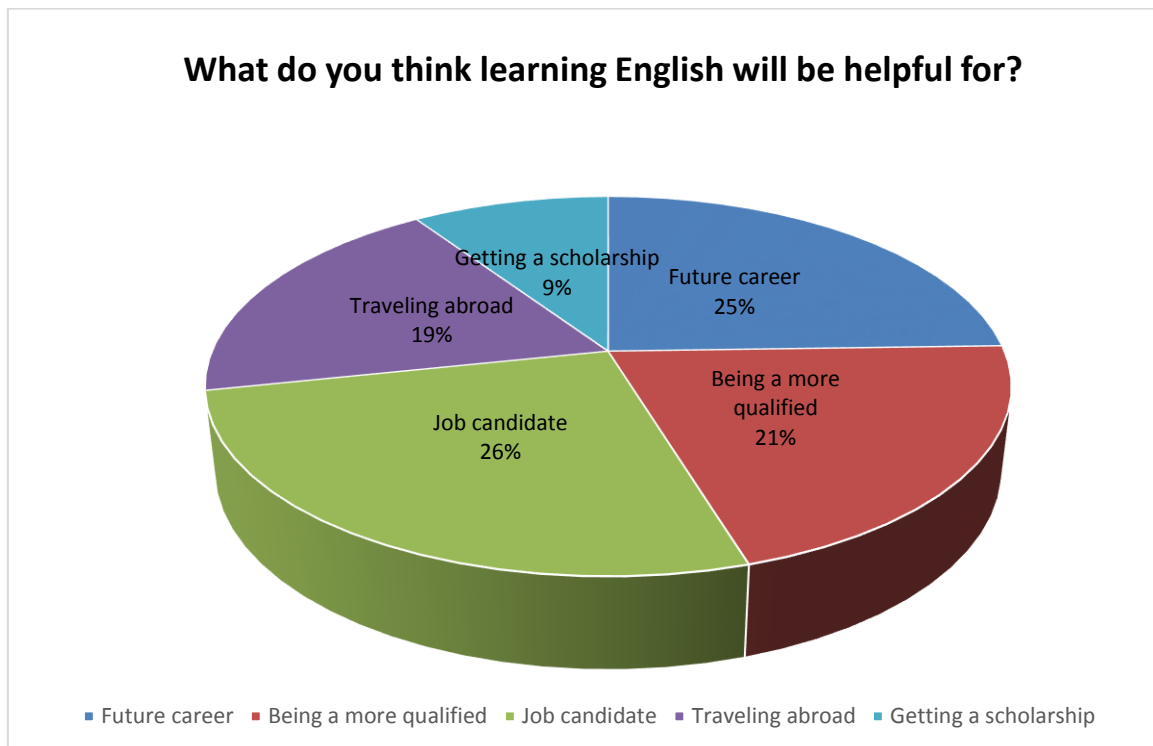


Analysis: According to the results obtained in this graphic, it is indicated that the major percentage of the students think that they do not get frustrated when they do not understand the instructions in the activities that take place in class.

Interpretation: It can be observed that 54% of students said that they do not get frustrated about it. The 46% of students affirmed that they get frustrated when they do not understand the instructions in class activities.

➤ **MOTIVATION.**

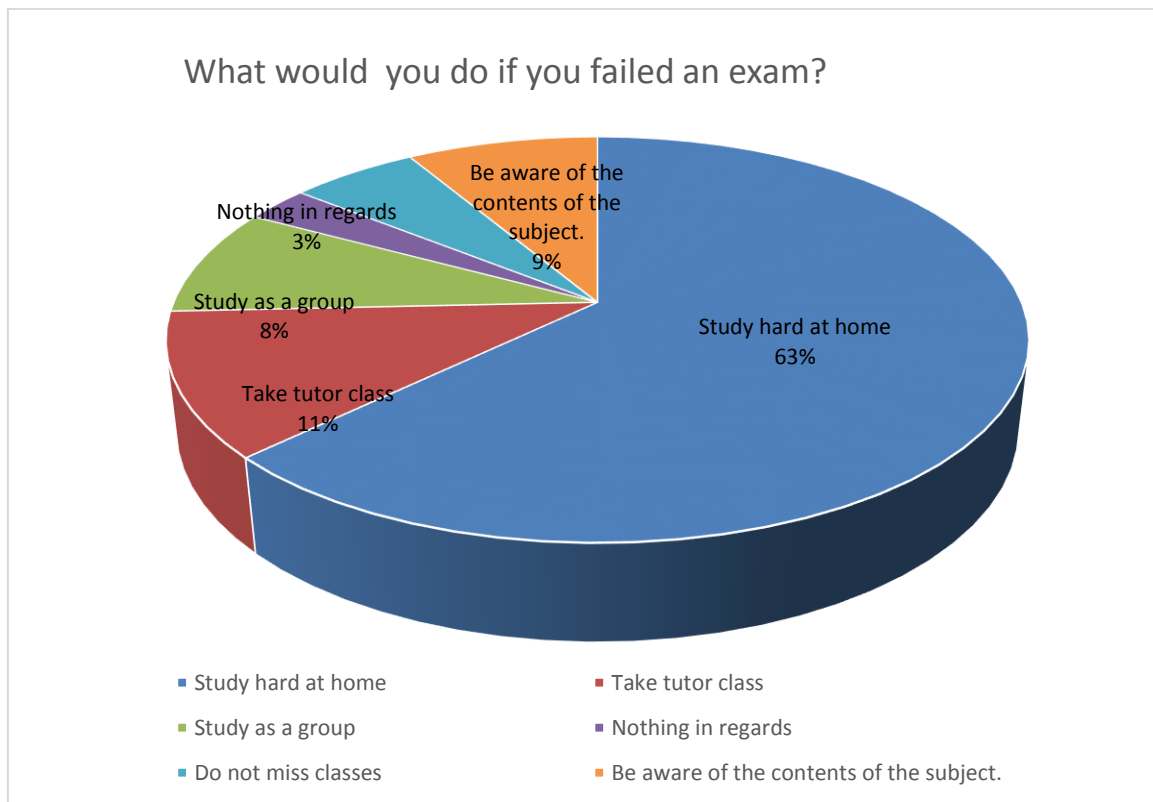
Question 9.



Analysis: The results obtained in this graphic indicate that the students are very clear why learning English language is important. According to the information obtained from the survey made to English Major Teaching students who are studying Basic Intensive English subject. The major percentage of the students said that learning English will be helpful for a job candidate. The other percent of the students answered that learning English is for future career, being a more qualified, traveling abroad and getting a scholarship.

Interpretation: According to the information obtained from the survey made to English Major Teaching students who are studying Basic Intensive English. The 26% of students said that learning English will be helpful to have a better chance of being selected for job candidate in a job, the 25% answered that learning English is for future career, the 21% thinks that learning English will be helpful to them for being more qualified, the 19% answered that learn is for traveling abroad, a small portion of 9% answered that it is necessary to learn English for get a scholarship.

Question 10.

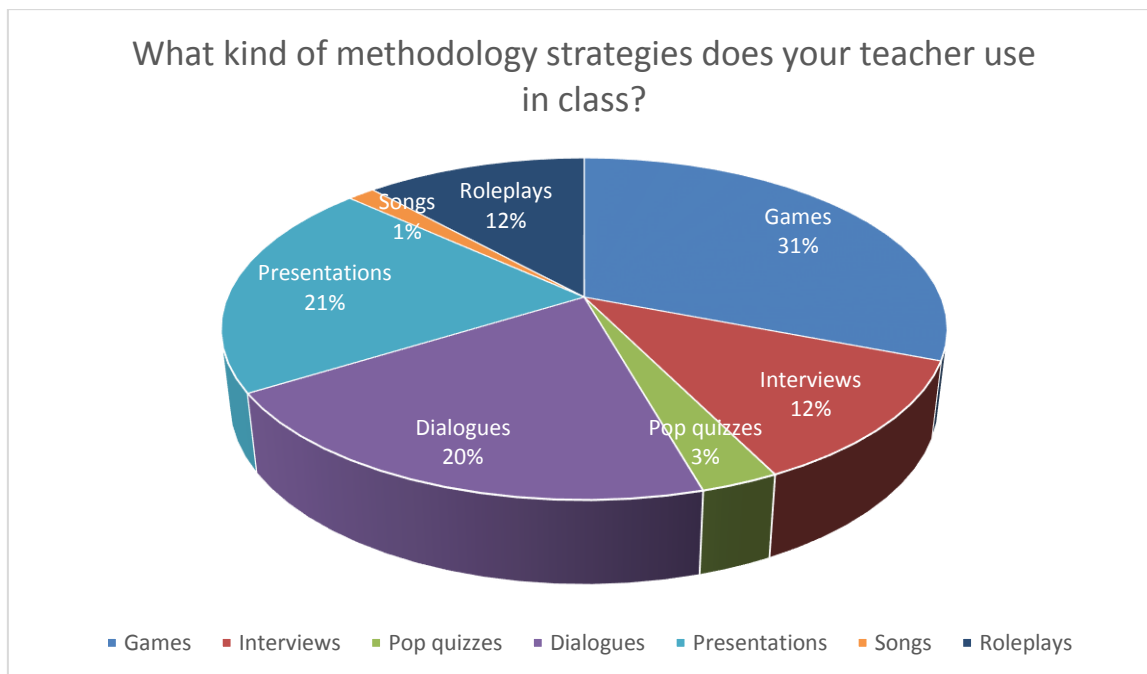


Analysis: According to the information obtained in this graphic, the students indicated that the more available thing would like to do is study hard at home if they failed an exam, because this study habit will improve their grades' course. The second activity that they would like to do is take tutor class. In addition, they would like to be aware of the contents of the subject, study as a group, do not miss classes, and nothing in regards.

Interpretation: The graph describes that 63% of the students said that the main thing they would like to do if they failed an exam is to study hard at home, the 11% of students affirmed that they would like to take tutor class, the 9% said that be aware of the contents of the subject, the 8% said that study as a group, the 6% said do not miss classes, and the small fraction of 3% of the students affirmed what they would do if they failed an exam is nothing about it.

➤ **METHODOLOGY.**

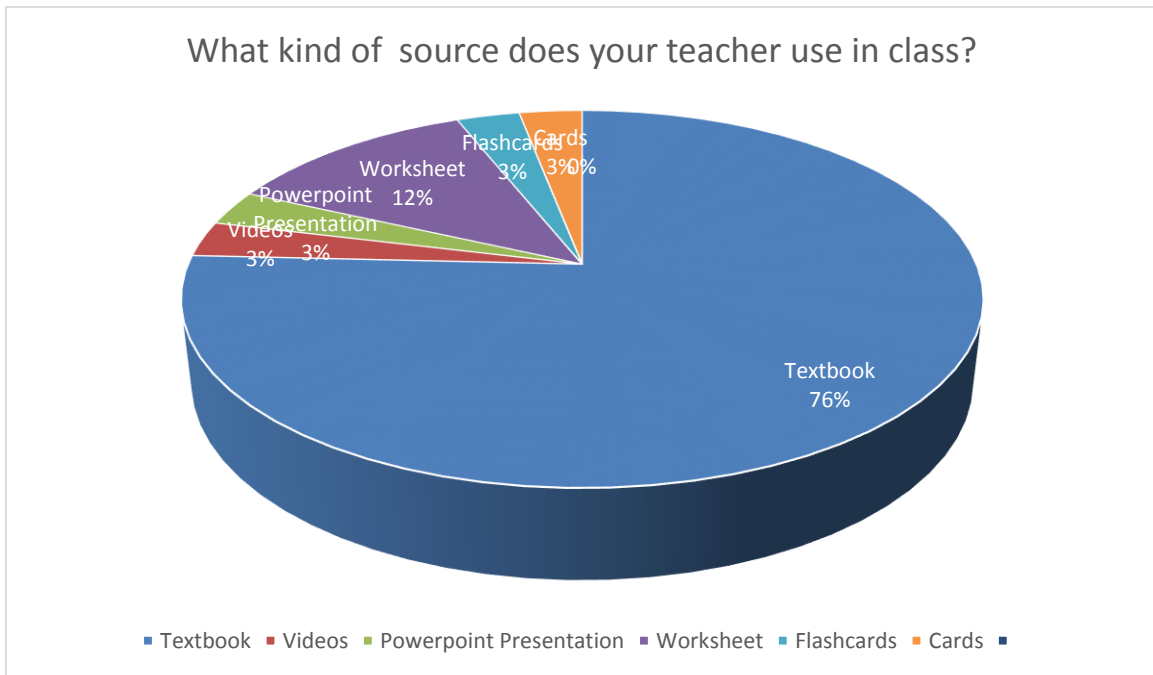
Question 11.



Analysis: According to the information obtained in this graphic, the major percent of students believe that games is the most used methodology strategies by their teacher in class, because they are less difficult to develop in a little time. These strategies can help to know about students' performance reached. The other is presentations, dialogues, role plays and interviews have the same percentage, the other is pop quizzes. Moreover, the last one is songs.

Interpretation: The graph illustrates that 31% of students thinks that games is the most used methodology strategies by the teacher in class, the 21% said that is presentations, the 20% of students affirmed that dialogues, the 12% of students thinks that role plays, the other 12% said that interviews are part of the methodology strategies given by the teacher in class, the 3% said that pop quizzes, a small fraction of 1% of the students thinks that songs is part of the methodology strategies used by the teacher in class.

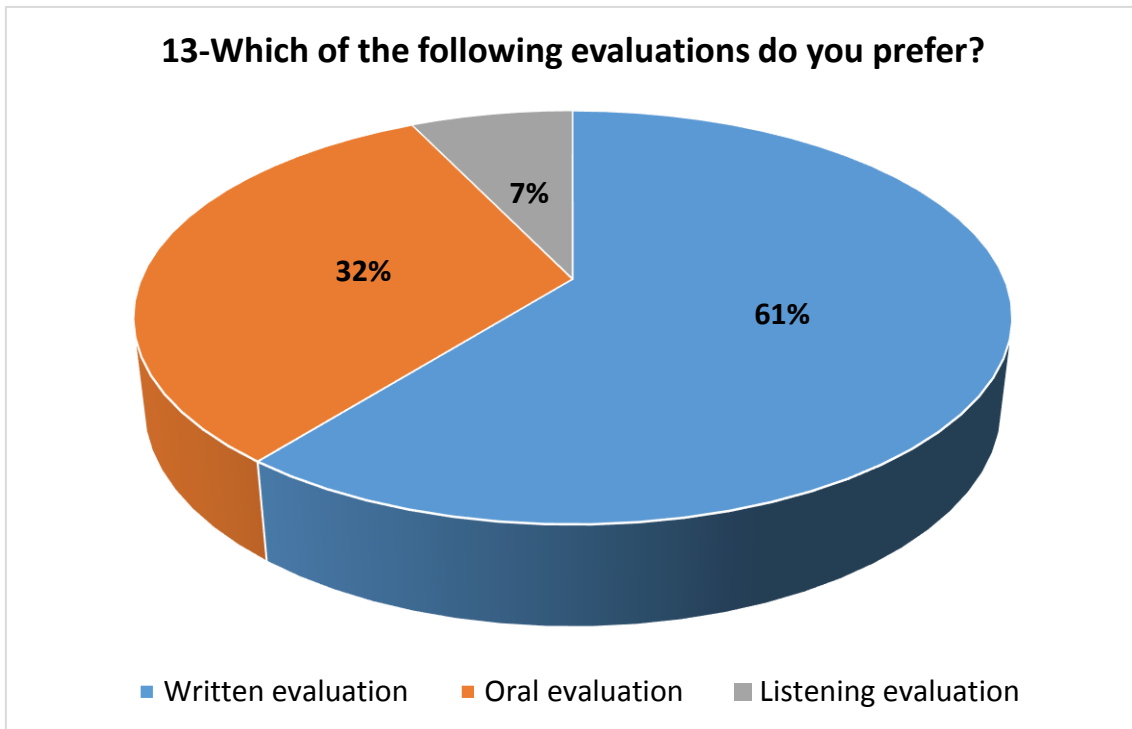
Question 12.



Analysis: The results obtained in this class show that the teacher uses the textbook as a frequently source material. The textbook has a lot of exercise in which they can practice the different learning skills. Then, it is a successful tool for student’s learning.

Interpretation: The graph describes that the textbook is the source which is used by the teacher in class. Its percentage is around 76%.

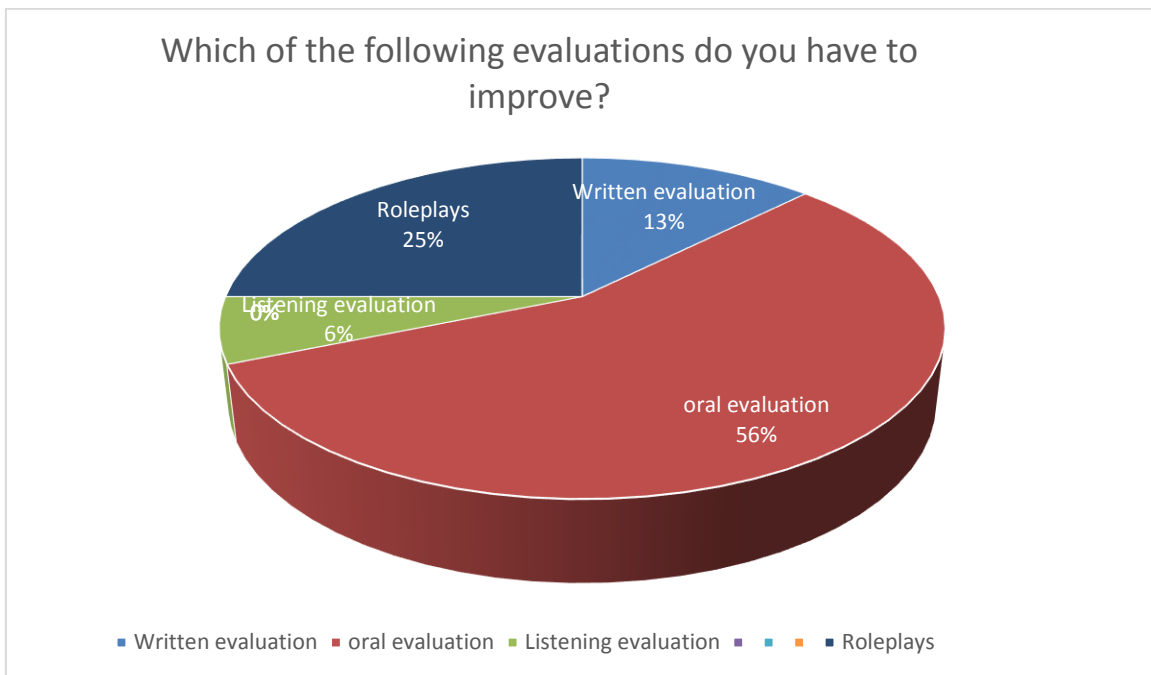
Question 13.



Analysis: Most of the students said that they prefer written evaluations. This is the most useful evaluation to develop, because they can use the vocabulary, and grammar studied in the class. Listening evaluation is the least preferred evaluation.

Interpretation: The graph illustrates that almost 61 % of students prefer written evaluations. However, some of them feel comfortable about oral evaluations.

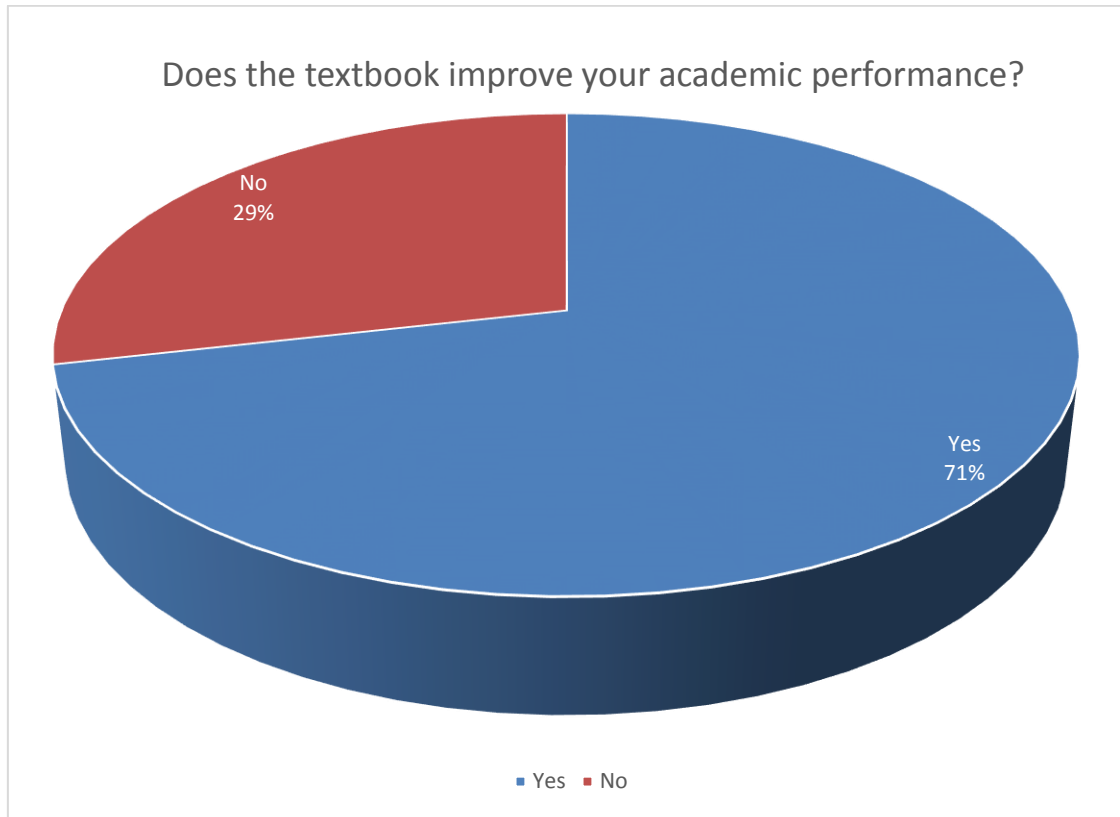
Question 14.



Analysis: This graph indicates that students have to improve oral evaluations. Listening evaluation is the least in which they have to do it.

Interpretation: The graph illustrates that 56% of the students thinks that they must improve oral evaluation. Nevertheless, a fraction of 25 % of them thinks that Role-plays is necessary to enhance.

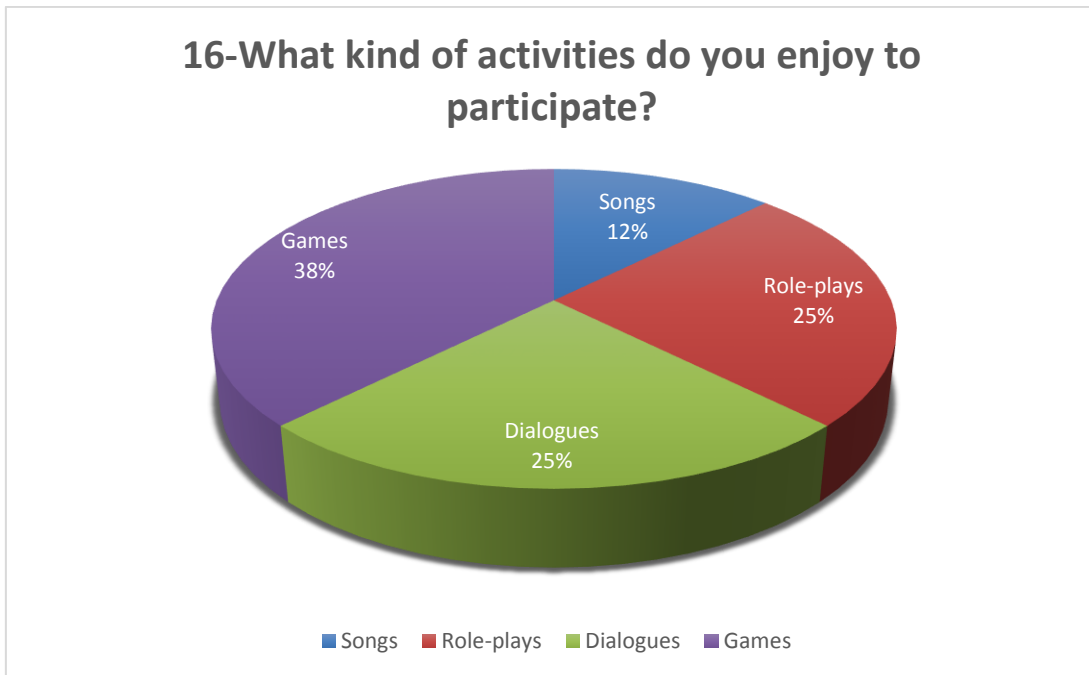
Question 15.



Analysis: The majority of students were in agreement that the textbook improve their academic performance.

Interpretation: An intermediate number of 29 % of the students are not in agreement that the textbook can improve their academic performance. Nevertheless, a significant majority of 71% thinks that the textbook is the most appropriated form to achieve it.

Question 16.



Analysis: Most of students believe that they like to participate in games. This is important to develop the different learning skills.

Interpretation: The graphs show that 38% of students enjoy doing games. Nevertheless, a small number of 12% of them said that songs are what they enjoy doing.