

Factors Affecting English Language Learning in Rural Schools

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ABSTRACT

Nowadays, learning English is essential due to the expectations and requirements at professional levels. The main objective of this research is to know about all aspects that can contribute negatively and positively to students' learning to implement changes in their English teaching and learning language in a rural context. This study was developed through a qualitative approach, using the phenomenological method, and the techniques applied were interviews to gather data from teachers, parents, students, and the director of a public school in a rural context. One of the main results was that teachers need to know the context of the community and students and possess technological, pedagogical, and content knowledge to develop successful classes, reaching meaningful language learning. To obtain better results in English learning in public rural schools, it is necessary to be aware of all the limitations involved during the process of English teaching and learning.

KEYWORDS

Factors, learning, teaching, English language, schools.

RESUMEN

Hoy en día, el aprendizaje del inglés es esencial debido a las expectativas y exigencias a nivel profesional. El objetivo principal de esta investigación es conocer los factores que pueden contribuir negativa y positivamente en el aprendizaje de los alumnos para implementar cambios en la enseñanza y aprendizaje del idioma inglés en un contexto rural. Este estudio se desarrolló a través de un enfoque cualitativo, utilizando el método fenomenológico, y las técnicas aplicadas fueron entrevistas a profesores, padres, estudiantes y el director de una escuela pública en un contexto rural. Uno de los resultados principales fue que los maestros necesitan conocer el contexto de la comunidad y de sus alumnos y poseer conocimientos tecnológicos, pedagógicos y de contenido para desarrollar clases exitosas a través del aprendizaje significativo del idioma. Para obtener mejores resultados en el aprendizaje del inglés en escuelas públicas rurales, es necesario conocer todas las limitaciones que se presentan durante el proceso de enseñanza y aprendizaje del inglés.

Factores, aprendizaje, enseñanza, idioma, escuela.

Introduction

It is not novel that English language learning these days is very important due to the possession of professional competencies. Nevertheless, in learning a new language some factors limit the academic progress of the students, especially in public schools in Guerrero, since they do not have acceptable outcomes in academic achievement.

Also, some public schools in Guerrero are described as ineffective in English learning terms, and, normally, people might not have favorable opinions referencing the lack of complete English progress. To improve results in students and promote better quality in English learning, it is important to identify public schools in Guerrero's needs and implement possible actions to improve their situation.

This research aims to identify more information about how English learning in an elementary rural school in Guerrero can be improved, by studying all the factors that lead not to have enough efficient academic results in English, some of the factors seem to have no relevance but also directly influence the learning process, for instance: a) Parents' role, b) Teaching materials importance, and c) Classroom environment.

Regarding the parents' role, children need to have self-confidence, but also it is necessary for someone who support them during the process, and parents play an important role in this sense, Borjian and Padilla (2015, as cited in Borjian, 2015) report that parents' encouragement was an important factor influencing English learning in Mexico. On the other hand, teaching materials are also important. In Mexico, in these days, it is not usual for English language teachers to use new materials, although their importance is supported by many researchers, when working with children, it is important to have their attention, as well as motivate them to continue learning, but it is a challenge to have their attention for a long time, and the use of material helps teachers to teach better and students to learn successfully. Kochhar (2012, as cited in Rabiati, 2017) supports this view by stating that instructional materials are very significant learning and teaching tools. He adds that there is a need for teachers to find necessary and relevant instructional materials to complement classroom interaction and textbooks to broaden and arouse students' interest in the subject. Another essential factor to know is the classroom environment: As explained in the sociocultural theory (Vygotsky, 1978), context is essential because children learn by making sense of the world that surrounds them, according to Fleming and Younger (2012) "Positive classroom environments help to enhance, promote, and encourage students' learning in all academic settings" (p. 2). The classroom is the most important place where students learn, and for this reason, it is essential to implement an excellent way to teach, so students learn with motivation, moreover, having a good environment inside the classroom helps to create effective teaching. Analyzing this data, teachers may benefit from observing and identifying the problems in students' environment and inside the classroom, factors that affect students' learning.

Research Questions

The main research question of this study is:

- What are the factors that affect English language learning in students at a rural school?

The following subsidiary questions designed to answer the main research question are:

- Which teaching factors affect English learning in this school?
- What learning factors affect English language learning?
- What is the school community's opinion on the importance of English learning?
- Which contextual factors affect English teaching and learning in this school?
- What is the student's expected outcome in English learning?

Research Objectives

The main objective of research is the following:

- To describe the factors affecting English language learning in a rural school to generate changes that could be implemented to obtain better results.

The specific research objectives considered in this study are the following:

- To identify the teaching factors that affect English learning in this school.
- To detect what learning factors affect the English language learning process.
- To describe the school community's opinion on the importance of English learning.
- To detect the contextual factors that affect English teaching and learning in the school.
- To find out what the students' expected outcome in English learning is.

Knowing how to communicate in English is a very important aspect of a person's professional profile, due to the increasingly competitive working area currently. This research about factors limiting English learning in a public rural school in Guerrero may be helpful for some reasons: a) to know the factors that could affect English learning and proficiency in a rural school in Guerrero, Mexico; b) to describe the English program in public schools in Guerrero; c) to search for more innovative methods and techniques that could benefit the students' learning; d) to promote the importance of English learning to increase opportunities in the future; e) to reduce student standstill in the area. These aspects are important to improve students' English language proficiency and education in public rural schools in Guerrero.

In this regard, researching this subject is important to find solutions and improve English language learning in Mexico. This study is focused on analyzing an elementary public school's situation, as part of the main education institutions for most Mexicans attending school. Nevertheless, some delimitations in the area have arisen in conducting this research, which are mentioned as follows: little research in the country on the English programs in public schools has been conducted. Furthermore, this research is focused only on teachers and students of English at "Josefa Ortiz de Domínguez" public Elementary School in Mezcala Guerrero, to identify the factors that affect the English teaching and learning process. Additionally, this study only examines students in 5th grade specifically, during their English classes.

Literature Review

During the learning process, it must be considered that there are factors that influence positively or negatively the acquisition of new knowledge, for this reason, knowing the aspects of learning and teaching involved during this process is necessary to achieve the established goal at the time of learning a new language.

The English teaching and learning are student-centered, it is necessary to investigate and make use of different strategies in order to achieve a good performance. According to Moeller and Catalano (2015) "Language is the vehicle required for effective human-to-human interactions

and yields a better understanding of one's own language and culture. Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom" (p. 327).

It is important to know about language learners, their previous knowledge, and the aspects that are involved during their learning process. Learning a language involves difficult tasks in their cognitive skills, furthermore their self-esteem. To explain some characteristics of young learners and their personalities, it is necessary to define "Young learners". As claimed by Harmer (2015), "the term young learner encompasses children from about three years old to the age of about twelve" (p. 81). Then, young learners have different learning processes of acquisition, "because children (up to the age of about eleven) are still in an intellectual stage of what Piaget (1972) calls concrete operations, it is needed to remember their limitations" (Brown & Lee, 2015, p. 110).

During language learning acquisition, an important key factor in obtaining effective results is motivation, when students are motivated the English language acquisition is easier and funnier since learners enjoy activities and pay attention to the class. Borjian (2015) reports that "Students' attitude and motivation play the most important role in English language acquisition" (p.168). Consequently, progress in learning depends on the student's motivation, and due to it, students can be empowered in learning goals. As teachers to increase students' learning acquisition, it is necessary to identify new teaching strategies and implement extra resources that could bring help to students and increase their motivation in the learning process with the purpose of accomplishing their goals.

At the time of creating the new National English Program (PRONI), the objectives sought and desired to be achieved are equally important, these can be several, for example, a general objective, which is according to SEP "To contribute to public basic education schools to strengthen their technical and pedagogical capacities for the teaching and learning of the English language, so that the population in Mexico has access to an education of excellence, relevant and pertinent" (SEP, 2017). According to the "Aprendizajes clave" book, the overall objective of implementing this new program could also be that "students develop skills, knowledge, attitudes, and learning strategies to participate and interact in oral and written social language practices" (SEP, 2018, p.265). Specific objectives are also established, which are explained and required for each advancement cycle, as explained above, in the English program for elementary schools' section, although the SEP has objectives to achieve and an established curriculum that governs its rules up to now, the required levels of English are not achieved according to the program.

There are several factors to be aware of which could affect the process if they are not considered, or, on the contrary, if they are considered, learning could be more effective. For instance, a) Teaching styles, b) Learning styles, c) Large class sizes.

Teaching styles are another event that needs to be considered in the learning process, each teacher has different ways to teach and transmit their ideas, thoughts, and knowledge. As claimed by Brown (2000), teachers play an essential component, some of them are like authority figures, due teachers need to be prepared, furthermore teachers must be guides, confidants, and friends in the learner's process. For this reason, it is important to know what type of teacher they are. Likewise, it is necessary to know the learning styles of each student to improve the language learning process.

According to Handayani (2019), "learning style refers to students' preferred learning approaches for all learning situations while teaching styles refer to the lecturers' behavior, beliefs and selected

instructional methods used to present lessons to students". (p. 610). Knowing their learning styles, it is of utmost importance that as teachers, these aspects are considered to make the learning process less complicated. On the other hand, in Guerrero public schools are recognized due to large class sizes and this aspect could be a factor that affects the English learning process, in this case according to a study, the class size is important since student participation could be less effective, learners inclusive could "hide" from participation easily, furthermore, students do not attend their classes. In contrast, in small classes teachers can use new strategies and activities that could better learning and consequently, student-faculty classroom interaction (Schmidt & Monks, 2011).

Research Methodology

On the way to identify all the factors that affect English language learning in a public school in Guerrero, it is necessary to choose a research approach that meets the desired objective, for this reason, it is necessary to use a qualitative approach. According to Creswell (2012), this approach helps researchers to understand in detail the phenomenon that is in progress. This approach has been selected to know the factors that affect English language learning in a rural primary school in Mezcala Guerrero, Mexico, furthermore, because of the type of needed data based on the participants' experiences and points of view, and specific characteristics of the selected topic to know more about the context, appropriate didactic strategies to be developed by teachers in the classroom for the successful learning of students in this elementary school, and another reason is how this information can be used by the students, teachers, and all the school community to improve both English learning and teaching.

On the other hand, as this research aims at describing the different factors affecting the learning of English as a foreign language, the phenomenological method is used to respond to the research questions. The purpose of this qualitative phenomenological study is to obtain sufficient information to understand what factors work and how they intervene in this context specifically in "Josefa Ortiz de Domínguez" public Elementary School. Obtaining this information requires knowing all the factors that influence the teaching and learning process, using different methods and techniques that facilitate research. In the same way, knowing how students learn this knowledge, what the classroom environment is like, how their parents contribute to their education, and why they are learning English.

The community of Mezcala is in the municipality of Eduardo Neri in the State of Guerrero. It has 5,654 inhabitants, it is 494 meters above sea level, and it is located one hour away from Chilpancingo, Guerrero. Most male residents of this community are dedicated to work in the mining area, which is in the municipality of Carrizalillo, Guerrero, at 1486 meters above sea level, the other small part is still dedicated to fishing, market to places such as Chilpancingo, Zumpango, Xochipala, etc. Mezcala has a percentage of 5.18 people who are illiterate, meaning that they do not know how to read or write (Pueblos America, 2022).

The fifth-grade students of Josefa Ortiz de Domínguez Elementary School and their English teacher are the participants in this research. Other participants are the parents who work in fishing or are merchants normally and earn less but spend more time with their children, unlike the parents who work in the mining area, because they work 12 hours a day, in different areas, such as the underground, with contractors, etc. In addition, the school English teacher is 37-year-old who teach twice a week, on Tuesdays and Thursdays; he has a degree in Education. And the last participant is the director of this school who oversees the entire school, and because he is originally from Mezcala, he can have good control over the school.

Five data collection instruments were used to conduct the present study.

- Interview Guide to Students: The interview guide consists of questions that are linked to the context of the students and the community in which the research is conducted.
- Interview Guide to Teachers: The interview is composed of seven questions which were helpful to know some of the difficulties that the teacher faces to teach English in this community.
- Interview Guide to Parents: The attitudes that a child has when learning a new language are important, but it is also important to know the parents' opinion about school in general and about English specifically.
- Interview Guide to the Director: The principal is the highest authority in the school, in addition to knowing the level that the school has in each of the subjects or courses, he also can observe the teaching difficulties that the teachers in this school are going through and thus be able to suggest some changes that are required.
- Observation Field Notes: The purpose of this data collection instrument is to obtain evidence of the students' performance, as well as to know how the teacher introduces the topics if he/she manages to capture the students' attention, and additionally, what materials are used in class and if these have any key importance for the students' interest in the language.

Main Findings

Related to what was analyzed in the study, some outstanding facts can be highlighted:

- The role of parents during the learning process of their children is of utmost importance. Not being involved in their children's English learning makes students feel less motivated, the opposite is the case with students whose parents show a great interest in their learning process, thus not involved parents decrease students' class attendance and therefore, their learning.
- The lack of support through the national English program (PRONI) in this institution makes it difficult to obtain the established results, because the necessary materials are not available in the institution, in addition, the teacher does not have the sequence of what should be taught and how to teach it.
- The large number of students in class affects the process of learning English in this institution, it directly affects how the class is developed, having many students decreases the time in which the teacher can solve the doubts of all or supervise that everyone understands the subject and working properly.
- The duration of the class is 50 minutes, two days per week, it is insufficient to provide a quality class for such a large group of students, making it difficult to obtain good results due to the lack of frequency of the classes.

Conclusions

After the previously analyzed results, it can be stated that:

- Most of the students show interest in learning and improving their English skills due to the participation they show during class.
- Students who have higher academic achievement and greater English language skills are those whose parents are attentive and involved in their educational process.
- The large size of the students' group and the short time of a class makes it difficult to review activities, participation of all students, and the solution to their doubts; so there is not enough time for the number of students in the classroom.
- In this context, Information and Communication Technology plays an important role in

the implementation of activities, this is due to the lack of tangible teaching materials in the institution. In this regard, making use of technological resources might facilitate the exchange of information and enhance English learning.

- There is not an appropriate teaching methodology that includes the four English macro-skills of speaking, listening, reading, and writing in the learning process to increase students' English language proficiency.
- The teacher needs to know the context of the community, and his or her students, in addition teachers need to have technological, pedagogical, and content knowledge to develop successful and meaningful English classes. It is observed since students take an active role in evaluating their progress in English learning through participation in activities, and parents take an active role through the progress observed in their children.
- During the research conducted, it was observed that some of the teaching factors that affect the learning process of English in this institution are the lack of an established English program in this area since without the intervention of PRONI, English teaching loses meaning, since there is no specific order of what is taught, how and why, in addition, the teachers do not have enough teaching materials for the teaching of this foreign language.
- Some of the learning factors observed in this institution are mainly the lack of parental intervention, since there is no direct support between parents and teachers, and students lose interest or motivation to carry out their activities when they do not see that their parents are involved in their educational process. Another important factor detected during the observations made is that some of the students do not know how to write or read, making it difficult for them to learn a new foreign language such as English.
- According to the interviews conducted with the participants during this research, all agree that the community considers vital to learn the English language. In a context where mining is the livelihood of most families and most students have the desire to continue studying, traveling, and doing great things, it is of utmost importance to implement a good program that provides students with the foundations to achieve their goals.
- Mezcala, being a community where most of the families derive their livelihood from mining, it is of great importance to acquire a foreign language such as English, because the people of this community are looking for opportunities to work in the mine and get a well-paid job. This affects positively the process of learning English in the students because they are motivated to get a better job if they know the English language, being hired by a Canadian mining company.
- During this research much was said about the lack of motivation of the students as a limiting factor, however, at the time of conducting the interviews with the students, it was found that all the students showed enthusiasm for learning English because they like to be in contact with the language, some of them even mentioned wanting to travel to English spoken countries, some others would even like to learn another language.

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