

Factors Associated in EFL Learning Process Bachelor's Degree in education at UNAPEC University, Dominican Republic.



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INTRODUCTION

Education in the Dominican Republic is regulated by the Ministry of Education, in accordance with the General Education Law 66-97, which guarantees the right of all the inhabitants of the Dominican Republic to education. In pre-university level curricular design, English is one of the nine subjects taught in public school, so that learning English from an early age (5th grade of primary school) is part of the purpose of said design. Dominican schools, however, most public schools begin their first contact with the English language, students are approximately between 9 and 10 years old, which translates into a certain delay in coming into contact with this language. According to what was published on February 11, 2013 by the Ministry of Education of the Dominican Republic entitled: «Identification of advances in the scientific and literary disciplines associated with the area of Foreign Languages that must be taken into account for the revision and updating of the curriculum . », Final Product, it is proposed that learning foreign languages responds to a fundamental need in the training of the citizen of these times, since it develops the communicative competence of students so that they can understand and express themselves efficiently, orally and in writing, with members of other societies in different contexts. Likewise, respect and appreciation of one's own cultural identity and that of other societies, as well as plurality, both in the local and global environment, is encouraged. Likewise, learning a foreign language contributes to the personal development of students because: It facilitates the search and processing of information and a more efficient use of Information and Communication Technologies. -It expands the cultural universe of the individual, by enabling greater exchanges of artistic, scientific, historical and technological productions that humanity has been building. It facilitates access to more and better opportunities in the educational, labor and professional areas. -Favors the development of linguistic and met linguistic awareness, concept formation, logical reasoning, creativity, and skills. All these reasons create the perfect environment so that the development of language skills is of vital importance not only for students, but for all Dominican citizens.

The methodological and curricular renewal of learning a foreign language begins by recognizing the needs of our time, that is the key to understanding education in skills: a know-how that resizes educational work. Language is the instrument of thought and learning. Through language skills (oral expression and comprehension, written expression and comprehension) we receive information, process it and express our thoughts. Therefore, language skills have a decisive influence on the quality and precision of the information we receive, in turn, this information is the raw material for the elaboration of our thoughts. It is not possible to have clear thoughts from fuzzy information. The development of these skills in a process that occurs gradually during the life of school. One of the most challenges for Universities in Dominican Republic has been to introduce Competence approach into pedagogical practices. Implementing a curriculum from this perspective has generated massive collaboration from multiple sectors to achieve this great challenge

Linguistic variations, which have particular lexical, phonetic and morph syntactic features are characteristic parts of the language, they occur because it is part of the culture of each country, therefore, it is a dynamic phenomenon that is constantly changing. In the same way that speakers from distant geographic regions have less linguistic contact than speakers from the same geographic area, it is a well-established fact that within a geographic area people readjust their speech more with people from the same social group. Socialists have been a preferred field of study of sociolinguistics that tries to see how social relations are reflected in linguistic facts. Socialists are characterized by a set of speech features of a certain social group that are more stable, differing from other variations of a social type such as elaborate and restricted codes, whose appearance is more influenced by the context or situation than by the membership in the individual's social group. However, it is a known fact that the characteristics of certain particularly prestigious restricted codes can be adopted as characteristics

of the socialist of the speakers most linked to that context. **The objective of this research is to study the relationship between linguistic variations and reading comprehension.** The sample consisted of 82 students, 24 males (29%) and 58 females (71%), from a Career of Education in English oriented to teaching. In a correlation methodological design, it was detected that linguistic skills, at the phonological, lexical, morphological and syntactic level are significantly related to the understanding of the text (literal knowledge, inferential knowledge and global understanding) In order to carry out the tasks and activities that are required to address the communicative situations in which they are involved, students use various competencies developed in the course of their previous experience. In turn, participation in communicative events (including, of course, events specially designed to promote language learning) results in further development of the learner's skills, both in immediate use and in long-term use. All human competencies contribute in one way or another to the user's communicative capacity and can be considered as aspects of communicative competence. However, it is useful to distinguish between general skills less related to language and language skills themselves.

Marques (2010) highlights that the current information society, characterized by the widespread use of information technologies in social life and by a strong trend towards economic and cultural globalization, leads to a new culture that involves new forms of see and understand the world, the use of new machines and instruments and the implementation of new values and norms of social behavior, although the theory on which the research is based must always be borne in mind, which is carried out in the educational field, especially when the recipients are children and adolescents.

Each individual must develop a prior reasoning that adequately identifies the most effective type of communication (who is the recipient, the communicative intention, how to express himself, etc.) Therefore, communication will begin as the response to a innate need that will become learned and become part of one of the most important competencies of every human being. According to Pizarro de Zulliger (2013), the neuroscientific orientation now brought to the educational field, demands a great challenge for the teacher in the sense of expanding the understanding of learning processes, not only from cognitivism or socio-psychological orientation but also from its actuate anatomical; conceived from deep analysis, reflections and contrasts. The knowledge from neuroscience offers new paradigms that explain how learning processes develop, as well as to what extent they operate to reinvent the way of doing things.

In this society of mobility of cultures and access to knowledge, the English language becomes a primary tool to build a representation of the world; in a basic instrument for the construction of knowledge, to carry out learning, for the optimal management of new technologies and for the achievement of full social and cultural integration. Likewise, and as a consequence of the role it plays in the construction of knowledge, language is closely linked to thought processes and the mastery of linguistic skills such as, for example, cognitive skills, motor skills or skills related to planning and controlling one's own learning activity.

Education specialists agree that technical skills can be taught much more easily than soft skills. Many employers, managers and experts in labor matters especially trainers argue that, if you have workers with great communication, negotiation and interpersonal skills, they should be retained in your organization.

Alvarado (2015) and Mauren (2015) state that a survey conducted by the Human Resources Management Society (SHRM) in 2014, on the gap between economic conditions and the skills demanded, found that 2,583 respondents cited critical thinking / problem solving (40%), professionalism / work ethic conduct (38%), leadership (34%), and written communications (27%) as the top four skills employees fail . The survey also raised that you can have the best processes and the best technology, but if your people are not capable of communicating them, if they do not effectively demonstrate that they can work as a team, have critical thinking and emotional intelligence, they will not help their business succeed. The experts surveyed also agree that technical skills can be taught much more easily than language skills. Simon (2015) and Eichhols (2015) state that non-cognitive or socio-affective skills are transcendental in today's society.

Cummins (1984), Hakuta and Díaz (1984, 1986) and Oller (1981) show the benefits of mastering a second language, after having reached a certain level of cognitive development in a first language, this makes the individual develop a

Language Variation and Changes from Classroom.

Focus the attention on **Language and Linguistic Classes:** Students as a learning center, one of the great satisfactions of this approach is to be able to show the gradual but certain progress of the students. works and practices presented, allows you to confirm that you believe that education is and will forever **be the most powerful weapon.** What theory should be used in the school? What is the role of the teacher? What is happening in today's school? In the continuing essay, we going to be talking about the different theories and approaches that should and shouldn't be used in class, all of this is going to be center on the constructivist approach, which is the current theory being used in schools. Language variation and change is an integrated subfield of linguistics that includes dialectology (the study of regional variation in language), historical linguistics (the study of

how languages change over time), and sociolinguistics (the study of social variation in language). Research on language variation and change involves strong connections to both theoretical and experimental linguistics, as well as a wide range of other allied fields, such as computer science, the humanities, psychology, and the social sciences. One strength is sociology, which looks at intergroup and intergroup variability at the phonetic level. The research addresses language changes, diachronic syntax, film and television language, lexical variation, of borrowed words and the change of sound. The variants that the language offers more explicitly in general terms can be summarized in three:

A.- individual or group variation within the same linguistic community, fundamentally linked either to the characteristics of the speakers or to the communication situations.

B.- variation in the same language, basically historical changes, which are translated into the evolution of languages itself, including the appearance and disappearance of living languages.

C.- the variation between languages, which includes the analysis of the linguistic typology.

No school, no independent thinker has ever, throughout the history of linguistic studies, denied the existence of linguistic variation in natural languages. However, we have had to wait a long time, perhaps too long, for this reality to be solidly incorporated into the models and theoretical frameworks that predominate in our scientific work. The silence was mainly due to the conception that linguistic variation constituted something superficial, external and, in any case, unsystematic and even alien to the very nature of languages, which is why its interest, even for research and the study, let alone the elaboration of explanatory models, was quite relative. (Vid. López Morales 2000: 11).

It is true that, despite these facts, several important branches of current linguistic thought have remained behind the systematic consideration of variation. "But it is no less true that modern sociolinguistics, on the contrary, has made it its most emblematic flag. easily understands that this has been the case, taking into account that invariance inevitably leads this discipline to a dead end, while variation naturally allows the study of the relationship between linguistic variants and social variants, with which the researcher it can observe and analyze the cases in which the social factors of the speakers actually influence, sometimes, on the languages ". (López Morales 2000: 11). For William Labov (1972), linguistic studies prior to the 1970s were far removed from the reality of natural languages in what he called "the real world", in them an introspective point of view predominated, always on the system linguistic abstract of the "ideal speaker / listener". Hence, his work was, in a way, a challenge to tradition, thus, when he points out "a simple glance at literature would have convinced me that my empirical principles had no place in linguistics: there were many ideological barriers to study of the language in everyday life "(Labov, 1972: XIX; cited by Hernández Campoy and Almeida 2005: 23). Thus, from this same perspective, sociolinguistic variables constitute alternative ways of saying the same thing, that is, of expressing the same referent, although these are socially significant. The variants constitute the set of realizations of a variable at the level of performance, or from the formalist perspective, "the manifestations of the same underlying form, the variables being therefore the labels that characterize or define a set of coded variants" (Hernández Campoy and Almeida 2005: 38). The work below "the teacher as a guide of the process". In this sense, he must be trained in the different areas of knowledge, also, he must be informed of the various methodologies and teaching approaches that can be implemented in the class.

In this sense, approaches and methodologies are really important for designing meaningful classes, nowadays there are many approaches where the students are the center of the class compared to past when the center was the teacher and the schools focused only in the traditional retention of the content without thinking in the particular needs of the students. As mentioned before, In the Dominican curriculum the theory that is been is used is the constructivism approach, which is based on the idea that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner (Elliott et al., 2000, p. 256), in other words, this is the theory that defends that people learn based on their experience and previous knowledge, also, as we mentioned, it defends that students are the center of the class and the teacher is the guide in the learning-teaching process.

In the other hand, pedagogues have contributed to find strategies that can help teachers in their class, also, psychologists and professionals in the area have developed theories and approaches so that new knowledge is effectively acquired. It's important to know that theories and approaches are changing and advancing over time as the society is changing and emerging new needs .

Furthermore, theories and approaches seek to infer the presence or absence of learning, such as the case of Bruner, who developed a theory of a constructivist nature, known as discovery learning. The main characteristic of this theory is that learners discover facts and relationships for themselves (L. 2020), which differs from the conditioning theory in which students do the task in response to a stimulus, moreover, discovery learning refers to the student's own experience and their

interest in learning. In school, this should be one of the main focuses because students will go from being in an educational center to living his own experience.

METHODOLOGY

Based on the contributions of great researchers on the historical impact of linguistic variations, the following question was raised: How does the impact of linguistic variations contribute to the development of reading comprehension competence in students of the English language education degree? oriented to the teaching of the UNAPEC University In order to answer this question, both linguistic skills and reading comprehension should be evaluated in certain groups of students, and then the data obtained should be related. To this end, language skills (independent variables) and reading comprehension (dependent variables) should be previously defined (that is, narrow).

Based on the question stated, the following hypothesis was formulated: «the linguistic variations of the students, of the Bachelor's degree in English oriented to teaching in the phonological, lexical, morphological and syntactic planes, are significantly related to literal knowledge, with inferential knowledge and with global understanding of the text ». The following variables were included in the research design, grouped into three categories: 1) attributive or assigned variables (characteristics of the students): intellectual, instructive and sociocultural level; 2) independent variables (linguistic skills): lexicon, morphology, syntax (oral and written) and phonology; 3) dependent variables (reading skills): literal knowledge, inferential knowledge and global understanding of the text.

The lexicon is conceived as the system of words that make up a language. On the other hand, "lexical ability" refers to the words that an individual can use in their understanding and expression.

Morphology studies the shape of words, whose basic component is the "morpheme", which is added to the root, to express variations (of gender, number, voice, mode, time or person). Thus, this study explored the knowledge and use of morphological rules, referring to the bending and formation of words. Through the different blocks that make up the battery used, the use of plural rules, possessives, third-person verb forms, regular verbs and irregular forms of nouns and verbs, as well as the formation of complex nouns and the derivation of adjectives, were evaluated. Syntax refers to the rules about the order of words to form sentences and establish their grammaticality. The internal structure of the sentence is made up of lower syntactic units: the constituents. These possess, to

turn, syntactic category (noun phrase, verb phrase or adjective phrase) and perform a syntactic function (subject, predicate, direct object, indirect object, circumstantial complement). In this research the syntactic knowledge of the students has been evaluated in two modes of the code: oral and written. In the oral modality, the ability to construct different types of sentences has been evaluated: simple, passive, coordinated, subordinate (comparative, causal, conditional, and concessive).

This approach encourages social development and helps the child from an early age to develop skills having good and better social relationships, considering the effectiveness of creating study groups to encourage student motivation.

Theories and approaches should be the teacher's manual, not only they should know approaches, but also they need to distinguish how to put them into practice and use it depending on the context presented in the classroom, the more educated the teacher is in his methodology and in the different strategies more significant is the learning process in the students. Students learn passively and most learning activities are directed and controlled by the teacher. Due to this, constructivism has served as the basis for great advances within education in general, since it goes from being a closed, general and archaic process, predominated by old methodologies and strategies, to being what we have today, a process personalized, open and up-to-date, which creates and expands many more opportunities for growth for both student and teacher.

Consequently, this has also been a great contributor to the development of competency assessment since this model creates the perfect setting for the development of the requirements of this process. Today we have an educational process that seeks for the student to take control of his learning and, with him, of all the experience that it involves; a process which seeks for students to develop fully, achieving achievements and objectives.

In other words, a process that truly focuses on student preparation in all its aspects. Finally, although there are many aspects and factors to improve in the educational field, undoubtedly constructivism has totally changed the course that the educational process took, opening and creating immensity of opportunities to continue in its advancement process. Education has always been a fairly complex issue, since both the educational process and everything that it involves within itself have been quite controversial. It is no secret to anyone that Education as such is a double-edged sword since this can be both the beginning and the end of everything, placing it in one of the fundamental aspects to be perfected. The way in which human beings acquire information and use it for a specific purpose have also changed, the data sources are vast, since the

application of new technologies such as the internet and its derivatives, students have obtained an invaluable learning tool that we would have already wished we had in earlier times not so distant. As I see it, a series of educational processes are being presented that instead of achieving more significant learning, mechanical and rote learning are developed, due to a labor perspective of education in which the goals are not the learning itself, nor the integral development of the subject, but professional competences and skills, learning memory processes that only allow a utilitarian use of information, valuable knowledge that is forgotten because they can't be related to significant elements of the profession.

RESULTS

The analysis of the data, obtained in the various evaluation tests, has made it possible to establish some relevant results to obtain a satisfactory answer to the question posed in the research.

In the first place, a correlation analysis was made between linguistic and reading variables, the results of which are included in the correlation matrix (Table 2).

Globally, positive correlations have been found between all the variables, highlighting, in the first place, the high correlation between the reading variables, that is, between literal and inferential knowledge and reading comprehension (.92 and .89) and between literal knowledge and inferential (.64). These results are similar to those found in other studies (Defior, 2010; García Madruga, Luque and Martin, 2015).

A positive correlation has also been detected between linguistic variables. Above all, an important correlation has been detected between the variable's "lexicon", "morphology" and "syntax". From this it can be inferred that no linguistic ability works in isolation; rather, these skills constitute a "system."

In all cases, the linguistic variables correlate positively with the reading variables. In the first place, the variable «syntax, in written mode» stands out, which correlates, in order of importance, with the variable «global understanding» (.51), as well as with the variables «inferential knowledge» (.49) and "literal knowledge" (.45). These same correlations have been detected in the variable «syntax, in oral mode». Likewise, the variable "morphology" significantly correlates with the reading variables: "global understanding" (.38), "inferential knowledge" (.35) and "literal knowledge" (.34).

These data are congruent with the results of other studies, in which it has been proven that students who are efficient in oral language analysis, especially in morphosyntax, at the beginning of schooling, have a high probability of being better readers. In the same way, the variable "phonology" correlates significantly with the reading variables, especially with "global comprehension" (.39) and with "literal knowledge" (.36). This implies that, at any level of text processing, it is important to know the graphemes and their correspondence with the phonic units; therefore, phonological awareness is an important component in mastering written code.

In short, after having consistently verified the existence of correlations between linguistic variations and reading variables, highlighting the variable «syntax», the hypothesis that language skills are related to reading comprehension is confirmed.

In view of the results of the correlation analysis, it was explored, through three linear regression analyzes, to what extent the linguistic variables predicted the levels of reading competence.

In the first block, the linguistic variables were introduced, to check to what extent they explained the «global understanding of the text», considered as a dependent variable. Table 3 shows the summary of the model and Table 4 shows the coefficients that correspond to this first block. It can be observed, in the corrected R squared, that language skills explain 36% of the score obtained by students in "global understanding of the text". The variable «syntax» stands out as the first predictor, in the two modalities of the linguistic code, whose beta scores are the highest (.363 and .256). This is followed, although with less predictive value, by the variable's "phonology" and "lexicon", whose specific weights are shown in Table 5. Finally, the low incidence of the variable "morphology" is striking.

The results obtained in the regression analyzes can be summarized as follows:

Ultimately, the hypothesis that linguistic variations affect reading skills is confirmed. However, although the linguistic variations evaluated in this study influence the set of reading variables, this influence is more pronounced in the global understanding of the text. On the other hand, mastery of syntax, in any of its modalities, is the skill that has the greatest impact on reading competence.

Percentage of students in the English Education Career oriented to teaching at UNAPEC

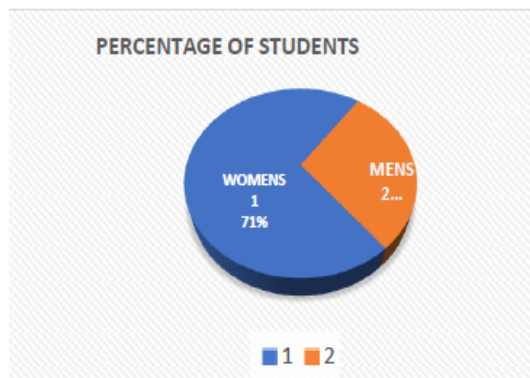


TABLE 2. Correlation matrix between linguistic and reading variables

Knowledge	Literal knowledge	Inferential knowledge	Reading comprehension	Phonology	Lexicon	Syntax (written)	Syntax (oral)	Morphology
Literal knowledge	1.000							
Inferential knowledge	.644**	1.000						
Reading comprehension	.920**	.892**	1.000					
Phonology	.358**	.353**	.392**	1.000				
Lexicon	.308**	.292**	.331**	.321**	1.000			
Syntax (written)	.450**	.494**	.519**	.488**	.318**	1.000		
Syntax (oral)	.395**	.455**	.466**	.028	.153	.180	1.000	
Morphology	.349**	.351**	.386**	.288**	.275**	.308**	.242**	1.000

TABLE 3. Summary of the first regression block

Model R	R Squared	R squared corrected	error to estimate of l
.621	.385	.366	14,30

TABLE 4. Coefficients of the first regression block

	Coefficients not standardized	Typical error	Coefficients standardized	t	p
	B		Beta		
(Constant)	-15,944	8,269		-1,928	.056
Lexicon	.156	.092	.117	1,702	.091
Phonology	.137	.070	.138	1,961	.052
Syntax (written)	.411	.081	.363	5,066	.000
Syntax (oral)	.241	.065	.256	3,714	.000

TABLE 5. Summary of the second regression block

Model R	R Squared	R squared Typical error	Estimated corrected
.497	.247	.223	17,46

TABLE 6. Coefficients of the second regression block

	Coefficients		Standardized	t	p
	not standardized	Typical error			
	B		Beta		
(Constant)	-13,797	10,092		-1,367	.174
Lexicon	9,885E-02	.112	.067	.883	.378
Phonology	.117	.085	.106	1,366	.174
Syntax (written)	.443	.099	.355	4,474	.000
Syntax (oral)	.188	.079	.181	2,376	.019
Morphology	-7,187E-02	.058	.097	.737	.462

TABLE 7. Summary of the third regression block

Model R R Squared R squared Typical error Estimated corrected

3	.504	.254	.231	19,09
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TABLE 8. Coefficients of the third regression block

	Coefficients		Standardized	t	p
	not standardized	Typical error			
	B		Beta		
(Constant)	-5,733	11,037	-.519	.604	
Lexicon	.183	.122	.114	1,497	.136
Phonology	.107	.093	.089	1,142	.255
Syntax (written)	.471	.108	.344	4,354	.000
Syntax (oral)	.167	.086	.146	1.932	.055
Morphology	-3,193E-03	.107	.002	-.030	.976

CONCLUSION

The set of results obtained in this research shows that the linguistic development of students in the career of Education in English oriented to Teaching at UNAPEC University in a progressive and ascending way with a relevant role in achieving the maturity of the race.

However, the correlational nature of the data presented does not allow to establish a causal relationship between language skills and reading problems, but it can provide some clue about the variables that should be taken into consideration when trying to overcome difficulties in understanding texts.

Specifically, specific teaching is necessary, especially for those students who have difficulties in understanding and assimilating information, included in different types of text. This teaching approach (by competencies) in the career refers to the promotion and implementation of strategies that develop the language that allows to extract meanings, integrate ideas and make inferences. In addition to contributing to lexical enrichment, it would also positively affect reading comprehension to enhance the use in classrooms of vocabulary teaching techniques, whose effectiveness has been demonstrated (keywords, semantic maps, inference of meaning by context, etc.). that addresses the linguistic variations in the real contexts of everyday life.

Although the research work has focused on the relationship between linguistic variations and reading comprehension of the students of this specific career, there are other environmental conditions, such as the type of communication within the family or the characteristics of the learning situation, between They are teacher-student interaction, which undoubtedly exert a great influence on the development and reading maturity of students. These are variables that could be addressed in further research 13 14 .

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