Effects of the Teaching-Learning Process on new Students in the Area of Modern
Language

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Abstract

The teaching and learning of a foreign language is a complex process; since there has been a change in the pedagogy of the foreign language from a specific foreign language method to the measurement of linguistic performance and competence. In all areas of learning, motivation is essential to succeed.

The aim of this study is to analyze the effects on the teaching-learning process of new students in the area of Modern Languages, at UASD, during the second semester of 2018.

To know the incidence of this effect, a quantitative and qualitative methodology (written test, questionnaire and interview) was used to better understand the problem. The study was carried out with 33 new university students from the language area.

In order to improve the development or improvement of English language skills, the exam note of the first partial was used as an experimental group, and finally, to know the level of teacher satisfaction, students used the survey.

The results achieved, as well as the favorable level of satisfaction of teachers and students show us the significance and value of the experience, especially in terms of participation, interaction and communication that was established among the participants; they are also indicated. Some limitations are found regarding the need for continuing education in the area of language, especially in English.

Key words: Effects, English, teaching-learning process, modern language.

Introduction

The teaching-learning paradigms have been transformed into the latest trends, which has allowed to evolve, on the one hand, from the educational models centered on teaching to the models aimed at learning, and on the other hand, to the change in the profiles of teachers and students (Escribano, 2004).

Foreign language learning and teaching refers to the teaching or learning of a non-native language outside the setting where it is commonly spoken. A distinction is often made between learning "foreign" and "second" languages.

A second language implies that the student resides in an environment where the acquired language is spoken. In the area of research, the term acquisition of a second language (SLA, for its acronym in English) is a general term that covers the learning of foreign languages and researches the human capacity to learn languages other than the first language once it has been acquired (Moloney, R., Harbon, L., 2010).

In this sense, the new educational models demand that teachers transform their role as exhibitors of knowledge to learning monitors, and students, from viewers of the teaching process, to participatory, proactive and critical members in the construction of their own knowledge. In this sense, the new educational models demand that teachers transform their role as exhibitors of knowledge to learning monitors, and students, from viewers of the teaching process, to participatory, proactive and critical members in the construction of their own knowledge. (Escribano, 2004).

Our objective is to analyze the effects on the teaching-learning process of new students in the area of Modern Languages, at UASD, during the second semester of 2018.

The issue that arises as a research problem is given that this problem has been detected in new students in the area of language, since the program is a blended modality, that is, students attend two or three times as the week to classes and they do not have any other contact with the teacher or with their classmate until the following week; which shows that students without an English base remain practically in the air.

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

Chapter I: Introductory Part of the Investigation

Statement of the Problem

In the field of education, there is a general agreement to define learning as a change in behavior, which normally occurs within a set of intentional activities and interactions, the result of which is precisely learning. This behavior modification is, therefore, the result of a process involving various factors related to the dimensions of teaching and learning and that is where the teaching-learning phrase arises.

This occurs because this problem has been detected in new students in the area of languages, since the program is a blended modality, that is, students attend two or three times a week to classes and do not return to have no contact until they return to school, which shows that students without a base in English are left with gaps, so they do not retain well taught. In addition to the little dedication of the students in learning languages, which causes that the class becomes monotonous, disinteresting and little significant. The materials also play an absolutely significant role, the quality of the strategic tools, didactics or pedagogy that are exposed to the students have great influence on their oral, grammatical, communicative and written production, however the materials are a main factor for education of foreign languages. Using appropriate strategic procedures facilitates comprehensively comprehension teaching as a transcendental factor. So the UASD, is presenting in in new students, a problem in the methodology that teachers are applying in the teaching-learning process, the students affirm that the process is not being implemented well, that they do not understand when the teacher explains, that is causing concern, deconcentrating that affects the attention and interest in the subject, and antler career.

New students are having difficulty reading, writing, understanding and speaking in English, which raises the interest of investigating the following questions. - What aspects influence the teaching of a foreign language in new students in the UASD? - How important is the educational center to teacher preparation during the teaching - learning process? - What cognitive domain do the students have of new entry, to read, understand, write and speak in the English language?

Justification

Nowadays, mastering the English language has become a fundamental necessity to face the challenges of the 21st century, in a panorama dominated by globalization, competitiveness among educational systems, the internationalization of professions and scientific and technological progress. If you know that language, any professional will be opened many doors in the world of work and will be facilitated the improvement of opportunities. Hence, universities are called to achieve excellence in the training of professionals trained in the specific areas of their profession, with solid knowledge of a foreign language, especially English, to be considered the universal language.

It is considered of great importance the assimilation and comprehension in its entirety of the English language as part of the social formation of the individual that allows him to introduce himself in the world of the same. The purpose of investigating this topic is to obtain answers about the effects of the teaching-learning process of new students in the area of Modern Languages, at UASD, during the second semester of 2018.

At the same time present which effects should be taken into account in the teaching-learning process of foreign languages; also reflect a theoretical contribution supported by different explanations of experts in the subject, which will serve as a methodological

foundation for their professional development, understanding the attitudes of teachers and students to significantly facilitate the teaching-learning process of foreign languages.

To this presented problem, a solution must be sought, because it is affecting in a psychological and emotional way the new students of this prestigious institution, so with this research we will look for the possible factors that are troubling you.

Objective

General Objective

To Analyze the Effects of the Teaching-Learning Process on New Students in the Area of Modern Language at UASD, During the Second Semester of 2018.

Specific Objectives

1. To define the different concepts of the problem under study.
2. To evaluate the aspects that influences the teaching of a foreign language in new students in the UASD.
3. To describe the methodology used by teachers for teaching the foreign language.
4. To establish what is the cognitive domain that new students have to read, understand, write and speak in English.
5. .To investigate what is the level of performance in the English area of children from initial with attention deficit.

To respond to the research objectives we ask the following questions:

Research Questions

1. Which aspects influence the teaching of a foreign language in the new students of the UASD?

2. What is the importance of the educational center to teacher preparation during the teaching-learning process?

3. What cognitive domain do new students have to read, understand, write and speak in the English language?

Delimitation

The following work was delimited at the Universidad Autonoma de Santo Domingo UASD, National District, Dominican Republic, during the second semester of 2018. The problem to be addressed is the effects of the teaching-learning process on student's new entry into the area of modern languages, of that prestigious educational institution.

Geographical Context and Historical Backgrounds

Historical Review of the UASD

"LA UASD is a public university in the Dominican Republic. La UASD was religiously affected with the Catholic church of the Dominican Order. It initially hosted four colleges: Medicine, Law, Theology, and Arts and was modeled after the Universidad Alcalá de Henares (University of Alcalá) in Spain. To this day, the school still has ties to the University of Alcalá, though which it jointly offers (sometimes) the PhD degree of Entrepreneurial Sciences. (https://www.uasd.edu.do/index.php/informaciongeneral/historia)

Although it currently isn´t offering doctoral degrees, La UASD has offered and awarded PhDs in the past for 8 different programs: Educational Leadership, Pedagogical Sciences, Entrepreneurial Sciences, Social Cooperation and Intervention this is the literal translation, it seems off, Educational Psychology and Human Development, Economics, Sociology, Philosophy for global world, Education and Psychology, and Democratic Societies: the State and the Law. However, all of these programs have been in cooperation

with international universities, as they don´t have the capacity to offer their own, stand-alone program. They offer 5 Masters 'and 97 Undergraduate degrees and is located in Santo Domingo, the capital of the Dominican Republic. La UASD was founded in 1538 under the name Universidad Santo Tomas de Aquino (St. Thomas Aquinas University) through Papal Bull *"In Apostolatus Culmine"* by Pope Paulo III, But it wasn´t recognized by Royal Decree until 1558.

This of often the reason for disputes with the Universidad National Mayor de San Marcos (UNMSM) in Peru over which was the "true" first university if the Americas. Although UNMSM began operating in 1548 (10 years after La UASD), it obtained official Royal Decree from Spain in 1551 (7 years before La UASD). I like to adhere to the notion that La UASD was the first institution of higher education in the Americas. La UASD suspended its operations in 1801 when Haiti invaded the Dominican Republic and temporally took control from Spain and reopened in 1815 when the colony was handed back to the Spaniards, at which point it became a secular institution. Between 1815 and 1821 the school operated under Provost José Núñez de Caceres, who in 1821 led efforts against Spain and obtained independence from Spaniard sovereignty. This independence, however, was short-lived and is now known in Dominican Republic history as the "Ephemeral Independence": it lasted from December 1dt, 1821 to February 9th, 1822, a little bit over two months. In 1822 the Dominican Republic was invaded by Haiti again (YES), Haiti (https://www.uasd.edu.do/index.php/informacion-general/historia).

Antecedents

In the search of antecedents that have a close relation with the objective of study, a field research work has been carried out in the different universities of the country, and others at an international level, yielding the following data:

In the Universidad Tecnológica de Santiago UTESA, there is the monograph titled "Factors of teaching and learning the English language in new students" carried out in the year 2000 and supported by Maritza Fernandez O. and Ruth Noemi Cyprian B., The conclusion reached in this investigation was the following: "I work with the new students in an enriching experience. It is necessary to be clear that since they are boys who come from different havoc of society, not all have a base of English proficiency, for which they deserve patience and understanding, so we must know what we should demand. The teaching and learning of the English language is important and necessary, because this language is a vital instrument for intellectual and professional development, so it is essential to prepare students for the challenges that new times demand. These students come with a development according to their mother tongue, and as they increase their progress in a second language or culture, it will no longer be that difficult subject that they do not know about right now.

At the National University of Evangelical UNEV, a monograph was found, the theme of which is "Analysis of the strategies used in the English language learning of new students, during the second semester of 2009. This was supported by Ana Antonia Fernandez, arriving at the following conclusions:

"On the greatest difficulties that can arise in the teaching of the English language, students and teachers agree that they focus on interrelationships. Among the methods that were used in the educational center, both memorial and repetition were highlighted, not to

mention the inductive and the deductive, ensuring that they manage to provide meaningful learning and that their classes are attractive and interesting. On the other hand, 90.5% of the students and 100% of the teachers said that the students have basic knowledge of the English language, although these data contradict the information they offered that students are not always able to understand or write a simple text. Although teachers and students say they agree with the textbooks used, they do not stop saying that if the decision to choose them was in their hands, they would exchange them for interactive books where there is not so much emphasis on grammar but on the conversation.

In the other universities of the country, say O & M, UTESA, PUCMM, UAPA, UNAD, the same researches were carried out as in the previous ones, not finding any monograph or thesis related to the study topic.

Definition of Terms

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

1. *Effects*: A change which is a result or consequence of an action or other cause. (https://en.oxforddictionaries.com/definition/effect).

2. *Teaching-Learning Process:* is the combined process where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.( https://www.igi-global.com)

3. *English*: The term "English" is a derivation of "Anglos", the official name of the Germanic tribe that brought a primitive English to what would become the United Kingdom. However, this word can also refer to the name of England. (https://conceptodefinicion.de/ingles/).

Chapter II: Review of the Literature

Some Conceptualizations

Teaching- Learning.

Teaching-learning constitutes one of the basic nuclei and one of the specific reality spaces of the study of didactics, teaching is closely related to the concept of learning and the concept of learning determines the proper concept of teaching. (Escribano 2004)

Teaching and learning are two essentially correlated terms sustained and nurtured by a dynamic relationship, the didactic relationship. It is an evident fact that the concept that a pedagogical philosophy elaborates the process of learning and personality development, determines the corresponding concept of didactic act (Titone 1981).

According to Titone expresses that teaching and learning are two essentially correlative terms, which are sustained and nurtured by a didactic relationship. Where the concept that a pedagogical philosophy elaborates of the process of learning and personality development corresponds to a didactic act, Scribe also expresses that this teaching process must be closely related to the concept of learning, the two authors express the specific relationship of didactics during the systematic teaching-learning process.

Without teaching there can be no learning, this close relationship between teaching and learning is what has led to the widespread use of teaching-learning concept in reality, two different notions, but united in a binomial that expresses their relationship of interdependence. It is important to emphasize that the teaching-learning processes occur in specific contexts that condition both teaching and learning (Parcerisa 2007). Parcerisa expresses that without teaching there cannot be any type of learning, since both work

collectively, whose relationship leads to the widespread use of the teaching-learning concept in teaching. Since they are two different notions that are united in a systematic way, they express their relationship of interdependence. One of the importance of these teaching-learning processes is that they occur in a specific context that conditions both teaching and learning.

Teaching-Learning Process

Moreno, Garcia, (2008) "express that the form or style of teaching derives from the idea that one has about what learning is and how learning occurs. An important key is the ability of the subject to understand the demands of each task and control their own learning process; this is commonly known as learning. "The traditional school has been based mainly on reproductive models, in a teaching that sought to inculcate knowledge that the student should be able to repeat at a given time, a good disposition to learning can only be achieved with the first approach.

The ability to understand what has been studied, to exercise reflection and to value and know how to functionally use the knowledge acquired is a very different way of conceiving learning, the teacher is limited to assessing positively or negatively the successes and errors of the answers that the student previously it has memorized and now it must be able to reproduce, the student is an information processor, capable of selecting and ordering everything that is going to be supplied, to be able to reproduce it when necessary. The teacher considers how the student thinks and what mental processes he develops to assimilate this information. Learning is equivalent to producing a personal representation of the content under study (Garcia, 2008).

Teaching-Learning of Foreign Languages

Atienza, Blanco (2005) "express that intercultural competence, as part of a broad competence of the speaker of a foreign language, identifies a person's ability to activate in an adequate and flexible way when faced with actions, attitudes and expectations ". Both teachers and students constitute a community of lifelong learning, since the teacher himself must be considered at the same time a student who is learning to solve problems.

The teaching-learning process is, therefore, simultaneous and bidirectional. Obviously, it leads to a decisive change in relation to the type of competence that has to seek to achieve in the process of teaching-learning languages. Such competence should be defined not only as a communicative competence, but as an intercultural competence. On the other hand, it should not be forgotten that there is a great variety in the modes and rhythms of learning.

These different styles, habits and expectations of student learning, especially in the learning of languages, are sometimes mediated by personal experience and by the world of meanings where people live and develop. This complexity of variable and the diversity of subjects imply that proposals for interventions that are varied, rich, complex, that constitute multiple opportunities for interventions and involvement for the subjects must be offered. Although you cannot order the desire to learn, you can wake up, so the methodological framework must be plural and flexible not only in relation to the contents but also to the learning activities and procedures (Blanco, 2005).

Moya, Albentosa (2003) "argue that the author Krashen defends that a second language is not consciously learned through the explicit study of its grammar, but is acquired by using it in real communicative situations, in a natural and unconscious way,

just like the language maternal, principle of this that, although it has aroused controversy and discussion since its formulation between linguists and methodologists, has to be taken into account in the teaching-learning process of a foreign language at early ages, where the main objective is to sensitize the child to other forms of oral communication and contribute, ultimately, to its integral development and basic training. " He says that in terms of the methodology of teaching foreign languages, there has been a profound evolution over recent years.

Starting from traditional conceptions that considered language as lists of grammar rules, structures or functions (central elements of what is taught and learned in the classroom) and where what was important was what is learned, there have been gradual changes in the methodology where the concept The main focus is on how to learn, that is, the new methodology focuses on the learning processes themselves Roman (2008).

Concept of English

According to Ethnologue (1999), English is probably the third language in the world in number of speakers who have it as their mother tongue (between 300 and 402 million people), and the second most spoken, behind Mandarin Chinese, if It also counts those who have it as a second language, however it is the first by territorial expansion of the speaker. English is an Indo-European language of the western Germanic group. Although due to the sociolinguistic of the British islands from the Viking invasions and the subsequent Norman invasion, has received important loans from the northern Germanic languages and French, and much of its lexicon has been reworked on the basis of Latin cultism. The last two influences make English probably one of the most atypical Germanic languages in both vocabulary and grammar. The author states that the living linguistic relative most similar to

English is undoubtedly Frisian, a language spoken by approximately half a million people in the Dutch province of Friesland, near Germany, and on a few islands in the North Sea.

The similarity between Frisian and English is clearer when one compares Old Frisian with Old English, since the restructuring of English by foreign influences has made Modern English a language markedly less similar to Frisian than it had been in ancient times Wardhaugh, (2001).

Second Language

Ostler, Nicholas (2005), "any language learned is called second language, in addition to the mother tongue, after having acquired the first. This second language is acquired for convenience, by necessity (in the case of immigrants) or, more commonly, to use it as a lingua franca. In some countries, school subjects related to the acquisition of a second foreign language are traditionally called ". It is necessary to distinguish the concept of the second language from that of bilingualism, since the same individual can have more than one language as native or maternal and in that case the second language denomination does not apply.

Acquisition of a Second Language

According to different studies, the acquisition of an L2 is influenced by a series of factors that will strengthen or weaken it. One of these factors is the personality factor that is believed to be an influential factor in learning L2. Before delving deeper into the discussion of personality factors. (Bailey et al., 2000).

Burt, Dulay and Krashen (1982). Technically, the term "acquisition" refers to collecting an L2 through exposure and the term "learning", on the other hand, refers to the conscious study of an L2. However, in this document, both terms are used interchangeably,

since the main focus would be on the role of individual personality factors in the SLA process from an Islamic perspective and the process involved will be learning through exposure and conscious learning.

Burt, Dulay and Krashen (1982, as cited in Mohideen, 2001) used the term "second language" to refer to foreign and host languages other than the mother tongue or mother tongue. In this document, the focus of the SLA is placed on the use of the English language, as it often has the official status of a strong L2. In general, learning an L2 is not a set of easy steps, since young children acquire their first language or their mother tongue. It is rather a long and complex task in which a student has to struggle to reach beyond the confines of his first language into a new language. It is possible that some learners have to work hard to acquire the knowledge of an L2, while others can acquire great skill without many problems and others are governed by certain needs and interests that influence how they actually perform. Many researchers would now accept that it is not only important to know other aspects of the foreign language, but also the fact that different learners in different situations learn an L2 in different ways in which these differences may be the result of the indirect influence of the factors of personality (Bailey et al, 2000).

Middle English

From the nomadic conquest of England in 1066 to the 15th century, the kings of England spoke only French, which was the language of the court. As a result of this, a large number of French words were passed into Old English, some of which formed doublets with Saxon words. In addition, Old English lost most of its inflections, process from which the average Englishman was born. Around the year 1500, the great vocalic displacement transformed the average English into modern English.

Characteristics of the English Language

Some particularities of English require special attention by the Spanish speaker, because you will find them inescapably in your readings. For example: Idiomatic phrases are very typical and numerous. Although this phenomenon is present in our language, it is accepted as a normal part of it almost without taking into account its presence. The difficulty in English lies in the fact that these phrases are not directly translatable from their components; we must learn to recognize each one as a unit of meaning and look for its equivalent in Spanish. For example, the equivalent of the phrase to a great extent is: considerably, to a large extent; as well as means as well. Also known as idioms or idiomatic phrases idiomatic phrases are characterized because their meaning is not easily recognizable, even when the meaning of each of its components is known. Consider, for example, each of the elements that form the following idiomatic phrases of Spanish: from good to first, if by hand it comes, by the way, of course, to ignore, to throw away. It is evident that the understanding of each component does not help to understand these phrases, (Paul, 2008).

For this characteristic, if you want to read fluently, it is essential to recognize the most common idiomatic phrases in the scientific-technical style. To solve the difficulty that may present the reader should be guided, once again, by the context. If the literal translation does not make sense, you should consult the dictionary. Two-word verbs, which also constitute idiomatic phrases, can be difficult to understand reading. For example: to carry out an experiment (carry out an experiment); to put off writing the report (answer the writing of the report). The passive voice forms are more frequently used than in Spanish.

Orthography

The spelling of English was fixed around the fifteenth century. Although since then the language has undergone significant phonetic changes, especially in the vowels, which makes spelling is not a safe guide to pronunciation. As an example we can consider the sequence -ea-, which has up to seven different pronunciations only partially predictable from the phonetic context-Sound According to Brians, Paul (2008).

Grammar

English has many of the typical features of European languages. The name presents difference between singular and plural. In modern English unlike its predecessor the Old English name does not make distinctions of gender or case. Case differences are restricted in modern English to the pronoun, as is the case, for example, in Romance languages.

In the verbal system, English, like German and Romance languages, has undergone a similar evolution. They have created "composite forms of perfect" to express the perfect aspect and "periphrastic forms" with the verb be to express the progressive or continuous aspect. Another similarity is the development of future forms from auxiliary verbs. An important difference between English and other Germanic languages and romances is the weakening of the subjunctive mood. Likewise, English, like German, Dutch or Romance languages, has created genuine defined articles from demonstrative forms (Brians, Paul, ibd).

Teaching Materials in the Teaching-Learning Process

Calvo (2005) argues that once the teachers have managed to know the different contents that will present to the students and have sequenced and ordered them in space and time planning them, and, in addition, it is already clear what type of didactic method will be the most appropriate to be able to develop the formative action, it is time to establish to

what resources or didactic resources it will appeal and, for this, it is bound, in some way, to know the possibilities that exist in this regard. A didactic resource is any instrumental means that helps or facilitates teaching and enables the attainment of the objects of learning that are intended. In some cases, such as in programmed teaching or computer-aided training, it is the support that is used for the alleged practice of formative action, and is the essence of the method. In other cases, different media, resources or didactic resources can be used for the same method, in which case they become auxiliary material that, as a rule, must be carefully studied in terms of the suitability of its use. The teacher is the one who must choose among the many existing, or design a specific one for a specific application.

The didactic means should be developed openly to allow teachers to work with a certain variety of teaching. It is convenient, therefore, to take into account that, as auxiliary pedagogical instruments, the means and systems or didactic resources have no other objective than to facilitate student learning. The teacher must choose the content and the type of didactic support he will use in his formative actions, based on the following elements, the specific subject to be taught, the needs and the learning situation of the students, the environmental conditions, the time available for the application, therefore when the teacher chooses a didactic resource also has to take into account, the utility that will effectively have for the student and to achieve the proposed objectives, the characteristics of the audience, that is, if the composition of the class is homogeneous or heterogeneous, the cultural level, the number of participants and average age, the economic limitation, the time available for the program and for the didactic resources and the specific characteristics of the medium or didactic resource, (Calvo, 2005).

Which Aspects Influence the Teaching of a Foreign Language?

Teaching learning approaches involve the meaning of learning and teaching and beliefs on what is the role of students and teachers (Chan and Elliott, 2004).

In constructivist or in-depth learning teaching approaches, the student is not the passive receiver of the information but has the role of accessing, processing and structuring the information actively. Teachers that have this perspective are expected to set their active learning perspectives more to work, to support cooperation among students, and to encourage students more on undertaking the learning responsibility (Schunk, 2015).

In the meantime, students that have this perspective can be said to have important advantages like solving unstructured problems, developing a positive attitude towards learning, being successful academically (Cano, 2005; Schunk, 2015).

Teachers and students who have this perspective are expected to adopt modern education philosophies more (Ornstein, 2015). However, in traditional or surface learning teaching approach teacher is the source of information and the student is the passive information receiver. In this approach teacher centered strategies are more likely to be set to work. Furthermore, we can say that students that have this perception are more incompetent in solving unstructured problems, developing a positive attitude towards learning, and with regards to academic success (Cano, 2005; Schunk, 2015). Teachers and students that have traditional or surface learning teaching approach perspective are expected to adopt traditional education philosophies (Ornstein, 2015).

What Cognitive Domain or Skill Should Students Possess?

They are considered as basic skills to the inherent receptive and productive linguistic capacities of the human being. Reading and listening are predominantly receptive skills, while speaking and writing are productive skills that not only require the ability to

recognize the different elements of the language but also combine them in a creative way to produce a new discourse or text writing (Cano, 2005; Schunk, 2015).

These communication skills are generally used in an integrated manner, that is, we usually talk and listen or read and we write at the same time. The two basic oral skills are:

a)  Listening comprehension. It is an interactive process that consists of perceiving and constructing messages through countless cognitive and affective mechanisms. Is essential understood what others say in order to answer or respond to another person. In spite of its importance, in the past auditory comprehension was normally abandoned in the teaching of foreign languages until the communicative approach made teachers understand the importance of this basic linguistic ability (Brown, 2001).

b)  The Oral expression. The acquisition of oral skills is a gradual and directed process, in which the student practices the language in a real way through discussions, conversations or other strategies that motivate him to express himself orally. The communicative approach has put the oral ability as the most important objective. The two basic skills that refer to the written language are:  The reading: Reading is an interactive process that develops best when associated with writing activities, listening comprehension or oral expression. (Bernaus, 2001).

According to Goodman's Kenneth (1970, cited in Brown, 2001), reading is a process that includes factors such as: intellectual abilities (strategies to infer or interpret meaning, retention of information, experience to understand a text, etc.) and knowledge of a variety of signs linguistic (morphemes, syllables, words, phrases, etc.). Writing is normally considered a type of reinforcement and extension of the other skills of: listening, speaking and reading. It is very important in the process of learning the English language as it initially helps develop oral expression and hearing (Brown, 2001).

Chapter III: Methodology and Data Collection

This document defines the methodology to effectively meet the purpose of the research topic, with different stages to follow to achieve scientific knowledge of the research. To improve the problems those arise during it.

Method

The method we use in this field research is the deductive method, this method allows considering as a starting point or primary basis the content and general data.

Instruments

According to the purpose of the research, two instruments were used to collect information, one was the observation technique (to directly observe the problem and, therefore, represent as accurately as possible what happens in reality Piéron (1986). Questionnaire that was administered to English teachers to gather information about this situation, it was carried out during the second semester of 2018. This will allow us to detect any problem that may arise. As main sources we study books of research, education and electronic information about the teaching process, learning, etc. that is, it has been studied what are the effects that cause and affects the problem itself in the population that works to reach possible results.

Technique

For data collection, we use the interview technique and the observation that will be applied to teachers and students of the Autonomous University of Santo Domingo Centro UASD.

Design of the Investigation

The term research design refers to the plan or strategy designed to obtain the information that is desired. The present investigation has a non-experimental design of descriptive-exploratory and descriptive-explanatory type because the causes and consequences in which the phenomenon appears were taken into account, in the same way bibliographic reviews were made to establish the characteristics and fundamental factors of the subject matter of study, and at the same time, the phenomena that affect said problem as they occur in their natural context and then update them. In this type of design according to the same author, the researcher should limit himself to observing existing situations, given the inability to influence the variables and their effects.

Population

The universe object of study in this project is the new students of the area of English of the UASD. The research was carried out during the English classes, in the second semester of the year 2018, with a population of 33 students and 5 teachers, in the Municipality of Bonao, Monseñor Nouel Province.

Schedule (Chronogram) of Activities

Calendar of Activities

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

Chapter IV: The Results and Data Analysis

Expect Results

In this chapter, the data collection based on the effects of the teaching-learning process on new students in the English area, is presented in a detailed manner, the results provided by the searches of the applied instruments in accordance with the purposes of this study, which was demonstrated between the correlation of effects and processes in the area of English as a foreign language, carried out in two stages. The first consisted of direct observation on the object of study, I mean knowing the subjects of the study to identify their needs and the situation to be studied. The second was applied a questionnaire and / or test, to follow up the teaching-learning process and determine the possible causes, followed by an analysis and interpretation of the information. The research was carried out at the Autonomous University of Santo Domingo, UASD, during the second semester of 2018. The questions serve as a guide in relation to the objectives:

Table No.1 Scope of the English language that has difficulty

| Item | Frequency | Percentage |
|------|-----------|------------|
| a. Vocabulary | 2 | 6.06 |
| b. Translation | 6 | 18.18 |
| c. Conjugation | 12 | 36.36 |
| d. Written expression | 7 | 21.21 |
| e. Oral expression | 4 | 12.12 |
| f. Auditory comprehension | 2 | 6.06 |
| | | |
| Total | 33 | 99.99% |

Souse: questionnaire of the effect of the process teaching learning in new students.

Based on the reality and the perceived by the students on the question in what area of the English language do you have difficulties? between the areas cited as potential sources of difficulties to the hours to learns English, most of the students not considered the vocabulary, the oral expression or the auditory comprehension as possible sources of difficulty for them, when in reality they are the most difficult that they have. We think that

this lack of consideration it's because they do not have difficulty in Spanish that is their

mother language, for that they do a transfer from Spanish to English.

Table No.2 Language of communication between the student and their classmate.

| Item | Frequency | Percentage |
|---|---|---|
| English | 5 | 84.85 |
| Spanish | 28 | 15.15 |
| Total | 33 | 100% |

Souse: questionnaire of the effect of the process teaching learning in new students

The response of our students reflects this reality that exists in our country where the

foreign language does not always occupy a main place among students, but they do so in

their mother tongue. Among the languages that we are studying the great majority of

students prefer their mother language, with a (84.85%), the other (15.15%) choose the

English.

We think the preference of the language is relation with the level that have each one

of their. Given that they have the most high level in Spanish, this is converted, thus in their

prefer language, for knowing how to talk and communicate without difficulty.

This is the most relevant data that we have analyzed since in the rest we have not found a

significant difference.

Conclusion

According to the main findings of this investigation, we can say that it exists: The examination systems were declared as one of the most important problems by the students in the "Education System" category, which they considered were not addressed to the needs of the students. The students thought that the instructional programs did not focus on all the language skills and lacked practical application. Similarly, the instructors focused on the quality of the methods and the lack of practice in the courses while explaining the reasons for the failure in the process of learning foreign languages.

Similarly, students and teachers thought that schools and classrooms were not well equipped for teaching and that they had been considered barriers to language learning. The category "Teaching materials", on the other hand, had the least number of concepts in problems during the process of teaching and learning languages. It was found that teaching materials did not cause more problems on the part of teachers and students in language learning.

Teachers stated that students need the opportunity to learn in their preferred styles to allow them to learn as much as possible. Not only the students, but also the instructors considered a well-equipped linguistic environment as a solution for the problems related to language learning. In addition to the findings described above, it is important to highlight the population studied, since most of the students arrive in the classrooms without a maximum level of preparation related to another language.

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Attached

QUESTIONNAIRE OF THE EFFECT OF THE PROCESS TEACHING LEARNING IN NEW STUDENTS

1.      Institution_____2. Teacher´s name_____
3.Class Level _____ 4. Age_____5. Sex_____

The instrument, mentioned, allows collecting specific information of different answers related to the teaching-learning process and its effect on new students of a foreign language, it is composed of 10 items that allow describing the characteristics of the situation.

1.  Comprehends and utilized everyday expression and phrases straightforward in the class.

    a)  Yes

    b)  No

2.  Can you communicate in homework straightforward and every day that not required

    more interchange directly of information about question quotidian?

    a)  Yes

    b)  No

    c)  Hardly ever

3.  Which area of the English language has difficulties?

    a.  Vocabulary

    b.  Translation

    c.  Conjugation

    d.  Written expression

    e.  Oral expression

    f.  Auditory comprehension

4. What language do you communicate with your classmates?

    a. Spanish

    b. English

5. What languages do you like speak more?

    a. Spanish

    b. English

6. The system education agrees to the needs of the students.

    a. Yes

    b. No

7. Do you agree that English and Spanish is the official language of the country?

    a. Yes

    b. No

8. Are the instructional programs focused on language skills?

    a. Yes

    b. No

9. Are the school and classroom very equipped for the teaching of a foreign language?

    a. Yes

    b. No

10. The teaching material is in accordance with the current concepts of each level.

    a. Yes

    b. No

Thank you