

National Autonomous University Of Nicaragua
UNAN- Managua Ruben Dario's Campus
English Department
Graduation Seminar



Problem

The majority of the students do not have sufficient confidence in themselves in order to participate in classroom activities. Therefore, the same students always take part in the class. The majority of students result low proficiency in English.

Theme

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria high school cause low proficiency in their English class.

Authors

Lester Javier Moraga Mercado
yenis Maribel Jarquín González

Submitted to:

Prof: George Crisanto Saintclair

Introduction



We chose to research lack of participation in oral activities by 7th grade students, section B and C, at Concepcion de Maria High School because we consider oral activities to be very important for students to practice at an early age in public schools. Our investigation will show some weaknesses that teachers and students have in class.

We also give some strategies for all English teachers to encourage participation in oral activities in order for English classes to be more dynamic and successful.

Problem

The majority of the students do not have sufficient confidence in themselves in order to participate in classroom activities. Therefore, the same students always take part in the class. The majority of students result low proficiency in English.

Sub-Problem

1. Students are not exposed to the language outside of the classroom.
2. Students do not receive any attention from their parents at home.
3. The teachers do not give the same opportunities for all the students in class, which decrease motivation among students.

Theme



Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria high school cause low proficiency in their English class.

General Objective

To recognize the teaching learning process that goes on in the classroom: teaching strategies, techniques, internal and external motivation, and students' participation in the eighth grade at Concepcion de Maria secondary school in Masaya during the second semester of 2012.

Specific Objectives

- To analyze the teaching strategies and techniques in the oral English activities in order to increase participation.
- To verify the internal and external motivation that the students have in order to include all students in the speaking activities.
- To learn about the activities that interest the students in order to develop the speaking abilities of the English language.

Theoretical/ Framework

The topic of this research is related to the lack of confidence that seventh grade students demonstrate in the classroom. We have noticed that seventh grade students, sections B and C, do not have sufficient confidence to participate in oral English activities. The majority of the times, the same students take part in the speaking exercises. This is a problem because the students that do not participate are not practicing and improving their English speaking abilities. Also, if the students do not participate, it is difficult for the teachers to evaluate their knowledge. Due to these problems, the teacher in charge of sections B and C, needs to implement different techniques and strategies in order to incorporate the participation of all the students in the class.

Many students are not exposed to English outside of the classroom. They therefore do not know the material of the class very well because they do not practice at home. They do not have the initiative to learn another language. It is possible that they do not study because they work to support their families. In order to improve this problem, we suggest that the teachers help the students create a study schedule and give them extra time to turn in assignments.

Another part of the participation problem is that the parents of the students do not have time to dedicate to their children at home. What affects the students' grades is the lack of attention given to them by their guardians. Many students do not receive the moral support from their families to devote time for studying and other school activities. We suggest more school visits from the parents with the English teachers to resolve this issue and to provide information about the progress of the student.

Often times, students are not motivated to participate and they are not interested in receiving class. For that reason, teachers need to provide incentives to participate and come to class. The opportunities in English speaking activities have to be the same for all the students, no matter their abilities. All students must have the chance to participate and be included in the class. It is important to create a positive learning environment where everyone feels comfortable sharing.

The English teachers need to put in practice speaking activities according to the level of the students and use activities that interest and motivate the students. When the teachers and the students integrate in the activities, the English class is more dynamic and successful. For that reason it is important that everyone takes part and learns.

Ethnographic Study

Observation in Section B

The class started at 4:30 pm on Thursday in the afternoon. The English teacher is Jasmina Gamboa. She has been an English teacher for six years and has worked at Concepcion de Maria for three years. In Section B, there are 35 students in the class but only 32 students attend. The ages of the students are 12 and 13.

First Mrs. Gamboa welcomed the students and did the attendance. Then she discussed a Bible verse with the students and checked their homework. Next she wrote the topic of the class on the board. The content was the simple present. The teacher gave three rules about conjugating the simple present. Mrs. Gamboa walked around the class to check that all the students had copied the information. Later she explained each rule and selected three monitor students to explain the rules to the class.

Mrs. Gamboa applied activities in pairs. We noticed that in many pairs only one student was doing the work, while the other student copied the information. This type of activity does not allow every student to demonstrate their ability. Another thing that we observed was that when the students asked the teacher for help she told them to ask their partner.

After the students finished the partner activity, the class orally reviewed the answers. In this moment, we observed problems with the students' pronunciations that were not corrected. Also, the same five students gave all the answers. Mrs. Gamboa did not encourage other students to share nor did she ask if everyone understood the exercise.

Final Report about the Observation in Section B

- The students only copied rules off the board and did not practice the correct pronunciation of the material.
- In Mrs. Gamboa's lesson plan did not encourage individual work and the chance for every student to participate.
- Mrs. Gamboa was eating during the class and did not provide a good example for the students.
- Only five students orally took part in the exercises.
- The students began to talk when the other students were reviewing the exercises and Mrs. Gamboa did not say anything about it.

Observation in Section C

The class started at 12:30 pm in the afternoon on Friday. The English teacher is Katia Bracamonte. She has been an English teacher for eight years and she has worked at Concepcion de Maria for three years. In Section C there are 35 students in the class but only 25 students attend class. Their ages are 13, 14, and 15.

First Mrs. Bracamonte wrote the theme on the board and did the attendance. The topic of the class was the simple present. She wrote the rules on the board and the students copied them. She only spoke English to the students but used many complex words and spoke very fast. We observed that many students seemed confused and looked around and started to laugh. When she explained the rules of simple present, she did not use many examples. Her sentences were long and she did not give enough time for the students to copy. Some students were copying the examples slowly.

After, the students did a conjugation exercise in their notebooks. Later, Mrs. Bracamonte called random students to the board. Many did not know the answers and were very nervous to speak in front of the class. When the students knew the answer, Mrs. Bracamonte told them to repeat the answer aloud. The students spoke very quietly or just went back to their seats. Mrs. Bracamonte copied the homework on the board from the week before but only half the students had completed.

Final Report about the Observation in Section C

- The teacher did not greet the students and did not do a dynamic activity to start the class.
- She did not use many examples.
- Mrs. Bracamonte spoke too fast for the students to understand and she spoke very softly.
- The students asked their peers to explain the activities because they did not understand the instructions that the teacher gave.
- Half of the students did not do the homework.
- The students seemed uncomfortable speaking in front of the class.

Historical Background

Concepcion de Maria high school was founded in the city of Pacayita, municipal of Masaya in 1959, eight kilometers outside of the city of Masaya. The name Pacayita derives from a hill with the same name. This means Hura de Tierra and the community was founded by seven families, each containing seven to ten members. This area is very attractive because of its cool climate.

The school is located in the center of the community, with an area of 6,615.69 meters squared. The school is located north of Nazareno church, south of the property of Mr. Vincente Aleman, east of the cemetery, and west of the property of Mrs. Otilia Latino. It was built with the help of the community. It had five classrooms between 1970 and 1985. During this time the school had a complete primary school with multi-level teaching and a student population of 100, growing progressively. In 1990, Concepcion de Maria added a secondary school in order to decrease the distance students in the rural communities had to travel to study. The secondary school began with only seventh grade; by 1995 the school had all grades in the afternoon, with a population of 250 students. In that same year, the first graduation ceremony took place, dedicated to all of the parents of the students who had obtained their dream of having a high school education.

Today, the school has ten classrooms for primary students and twelve classrooms for the secondary students. The majority of the students are from the communities: Pacaya, Pacayita, Tunel, and QuebradaOnda. The majority of the students come from poor families that work in farming, or sell foods in the market in Masaya. The population of this area is very devout and worships the Virgin Mary. The secondary school has a high demand for new students and it has prevented students in the community from commuting long distances to study. Due to the existence of the school, the transportation system has improved in Pacayita. Also, a library was built in order to help the students with their assignments. When the secondary school began, it had a significant demand which allowed the construction of new classrooms. Unfortunately, the school is not included in the municipal budget and therefore does not receive money from the Ministry of Education to improve the school structure and other necessities. In order to compensate for this lack of funding, Concepcion de Maria has always worked together with the parents of the students to meet the needs of the school.

Theories

Why some students in 7th grade, Section B and C, have problems in communicative language activities.

Create a motivational environment:

The following classroom conditions and strategies will help create a classroom climate that encourages learning.

- Create an attractive, enriched environment. Get students involved by asking them to decorate their own classroom. Use student work to decorate when possible, to validate the work and to show examples of good work.
- Develop lessons at a level that challenges students but is not too difficult or confusing.
- Give clear directions. Ask students to repeat the directions.
- Engage all students actively. For example, while one student makes a presentation, other students take notes or use a rubric to assess the presentation.
- Demonstrate consistently that you believe all students will learn. For example, use short positive words to praise good work and behavior (e.g., great idea, fantastic, good job, sensational, super). Better yet, if you teach in a local language, brainstorm with students words of praise in their language and use them.
- Teach to different learning styles. For example, write key word on the board or use a diagram or visual, and so on.
- Make learning intrinsically interesting by relating lesson content to the students' life and local environment. For example, make connections between the lesson and local current events or common life experiences in that region.
- Use vivid, novel, or different attention getters at the beginning of the lesson. Use objects or pictures, have students read a poem or quotes, have a diagram on the board, or play some music.
- Vary lesson presentations to keep teaching from going stale. Limit lectures or presentations to 15 minutes before directing a student activity. Break the class period into two or three different activities (e.g., lecture, group work, and report out). Be sure each activity segues smoothly into the next.
- Structure learning experiences so students feel successful. Develop activities at an appropriate level or difficulty and consider ways they can participate at two or three levels so all students can succeed.
- Set clear behavior expectations and consistently reinforce expectations.

Learner Anxiety

In teaching speaking you are asking your students to perform, to speak up in front of their classmates. As a result, many of your students may experience stress during these activities. Whether the anxiety is a help or a hindrance often depends on the degree to which it manifests itself in your students. For example, no anxiety might result in a student's not caring or putting any effort into speaking English; too much might block learning. But a small amount will bring your students to an optimal state of alertness. Your role is to monitor this level of anxiety, and while not aiming to eradicate it altogether, to make sure that this level is kept reasonably low. There are various techniques you can use to prevent anxiety from taking over.

First, you can provide in your classroom a sort surrogate "family" which offers support and the sort of encouragement which leads to independence and enables your students to go out and use English in the real world outside of the school compound.

Second, be specific in your feedback. When you praise a student, do so around a precise point. Empty praise becomes meaningless very quickly. But by underlining a specific item that you know a student has worked hard at, you can offer the meaningful recognition that builds a student's confidence. An example of this specific praise is: "Well done. You managed that conversation well."

Third, while including an element of competitiveness in some of your activities, you should take care to prevent this competitiveness from getting out of hand. To balance out the win-lose tendencies, which undoubtedly exist in your class, make sure that you are including cooperative activities such as "Two Heads Are Better than One."

Basically, maintaining the balance between cooperation and competition means recognizing that your students have different learning styles and that whereas some like the hurley-burley of racing against the clock or each other, others prefer pacing themselves and work better in a quiet environment.

In-Class Methods and Tasks

1. Memorizing material: Having read my rather negative depiction of dialogue memorization, you may be surprised to see it suggested here. However, for beginning-level students, a good case can be made for some memorization of sentences or short dialogues that contain a large percentage of high-frequency phrases and sentences like How are you?, What is that?, My name is... and so forth.

2. Choral Drill: Choral drill is essentially the all-class, repeat-after-me exercise in which you say something and students repeat it. While choral drill is of limited value in building communicative language skills, it can be useful for practicing pronunciation and intonation, for reviewing material, and for getting beginning-level students more accustomed to opening their mouths and speaking.

3. Classroom Chat: Classroom chat is my term for informal conversation between you and students in the classroom. In some ways, classroom chat is actually more valuable as listening practice than speaking practice because of the limited amount of time each student spends speaking. However, teacher-student interaction can be a good model of genuine communication if you are really interested in what you ask students about, and the motivational impact of conversation with a native speaker may improve students' attitudes toward speaking English in ways that go beyond the practice it provides.

4. Model-Based Dialogues: Model dialogues are a staple item in textbooks used for oral skills courses, so the question is how to use these dialogues. As I have suggested, beginning-level students sometimes benefit from simply memorizing short, basic dialogues, but as learners move on and the dialogues get longer, this approach is less and less useful.

5. Role Plays: Role plays are a form of pair practice that allows students the freedom to play, improvise, and create. As Ur (1981, 10) points out, many students feel freer behind the mask of a role, and the element of creative play involved in role plays can do much to make a lesson livelier.

6. Cocktail Parties: Cocktail parties are a free form of speaking practice in which students get out of their seats and converse with different partners in a style similar to that of a cocktail party. The basic rules of a cocktail party are that (1) you should talk to more than one person rather than talking to the same person the whole time, (2) you should generally stand as you chat rather than sitting, and (3) after talking with someone for a while, you must close your conversation and move on to someone else.

Hypotheses

The problem is the difficulties of the students of 7th grade, Section B and C, in Concepcion de Maria secondary school in English speaking activities are:

- 1.Lack of interest from the students in oral activities.
- 2.Students are not able to pronounce simple words.
- 3.The majority of the students do not receive help from their parents or tutors.
- 4.Poor strategies for oral activities by the teacher.

Population and Sample

A. Population



The population includes the students of 7th grade, Section B and C, which attend in the afternoon (60 students) in the foreign language English at Concepcion de Maria secondary school.

B. Sample

Our samples were 40 afternoon shift students of foreign language English at Concepcion de Maria secondary school, 20 from each section.

Conclusion

Our conclusion, from all the information we obtained, was based on the principle causes of why the students have different problems in oral English activities. We found that the majority of the student population has difficulty practicing and pronouncing simple words because they do not like to practice their pronunciation in and out of class.

In addition, the teachers use few techniques and strategies, and their lesson plans are very short. What causes a subpar English class is a lack of interest from the students in oral activities. Also the relationship between teachers and students is distant in the sense that after class, the teacher does not accept questions or comments about the class.

In the two the sections B and C, the teachers always give the opportunities to the best students and do not include the students who struggle. Rarely, both teachers repeat new words the amount of times necessary for the students to learn. The teachers do not give the correct the pronunciation to hardly any students in the class. When the students practice pronunciation in pairs and in groups, they take advantage of the time to talk about things not related to English. Some examples that the teacher gives are too long and difficult for the students to understand.

The motivation of the students is not very high and the teachers do not do anything to improve the bad atmosphere of the class. They do not work to motivate the students to learn. Also, we observed that the students who try to participate in oral English activities do not do so in order to learn but in order to pass the time.



The students do not seem to receive help or support from their parents or family because they work long hours far from home. Also, the students do whatever they want in the school and at home because they do not have proper supervision from their family. In some cases, nobody corrects their bad behavior.

Finally, the teachers should make sure that class expectations for oral English activities are known. All the students should be motivated during the entire class in order to obtain better results. They should include interesting themes to motivate the students, according to the reality of their lives. Also, the class should include games and fun activities to keep the students interested. It is important to promote the activities that inspire students to speak.

Instruments

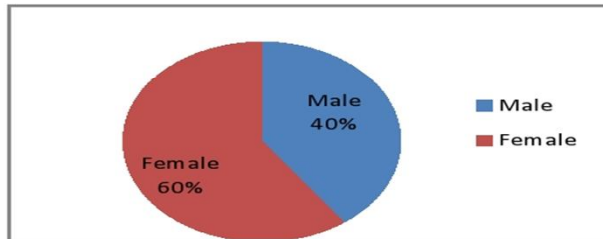
We will use surveys and interviews with easy questions for classroom observation to obtain information about the students in the English classes. Our objective is to collect many observations in order to understand the reason why the students have problems in oral activities.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

Statistic Table

SECTION "B"

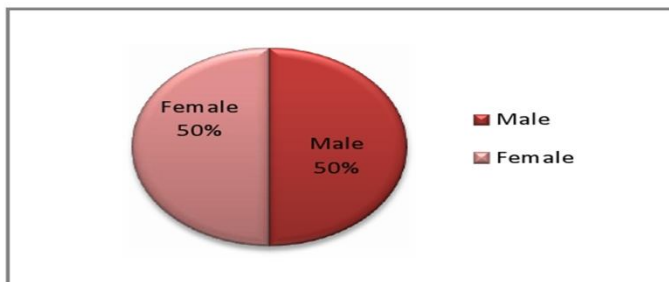
Sex	No. of students	%
Male	8	40%
Female	12	60%
Total	20	100%



Out of 20 students surveyed, 12 are female that represent 60%, and 8 are male represent 40%.

SECTION "C"

Sex	No. of students	%
Male	10	50%
Female	10	50%
Total	20	100%

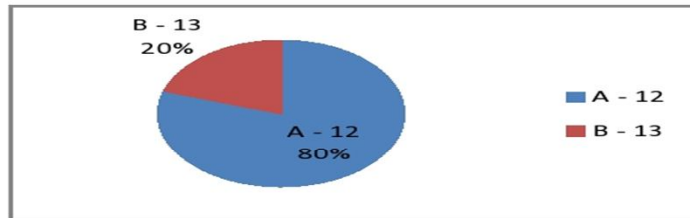


Out of 20 students surveyed, 10 are male that represent 50%, and 10 are female that represent 50%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

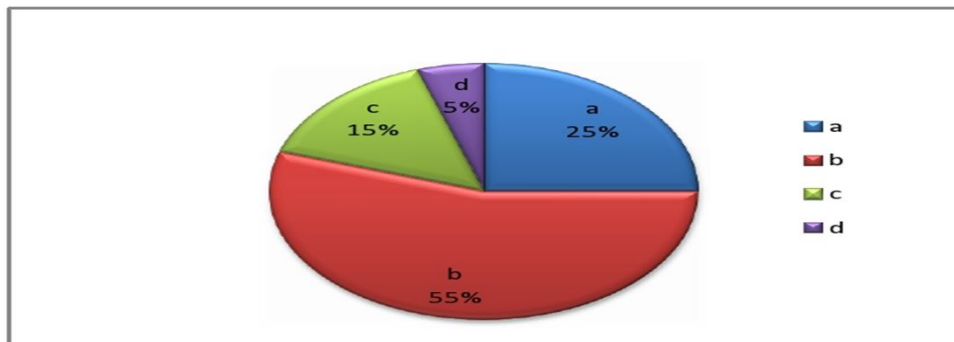
Age	No. students	%
A - 12	16	80%
B - 13	4	20%
Total	20	100%



Out of 20 students surveyed, 12 years old that represents 80%, 13 year old that represent 20%.

SECTION "C"

Age	No. students	%
a-12	5	25%
b-13	11	55%
c-14	3	15%
d-15	1	5%
Total	20	100%

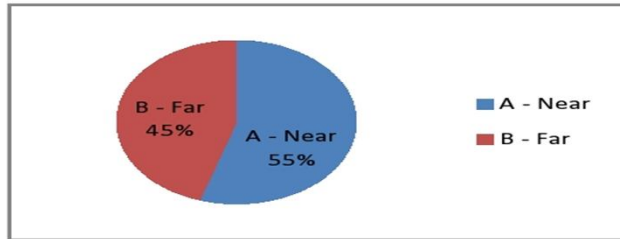


Out of 20 students surveyed, 12 years old that represent 25%, 13 years old that represent 55%, 14 years old that represent 15%, 15 years old that represent 5%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

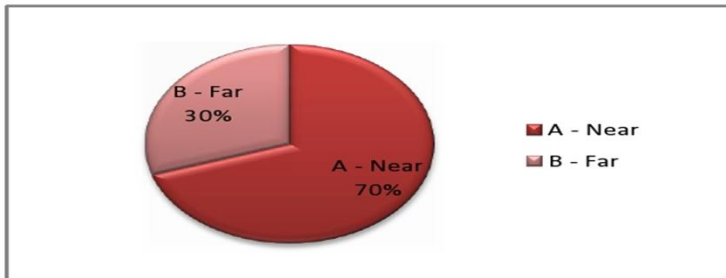
How far are you from the School?	No. students	%
A - Near	11	55%
B - Far	9	45%
Total	20	100%



Out of 20 students surveyed 11 live near of the school that represent 55%, 9 students live far away from the school and represent 45%.

SECTION "C"

How far are you from the School?	No. students	%
A - Near	14	70%
B - Far	6	30%
Total	20	100%

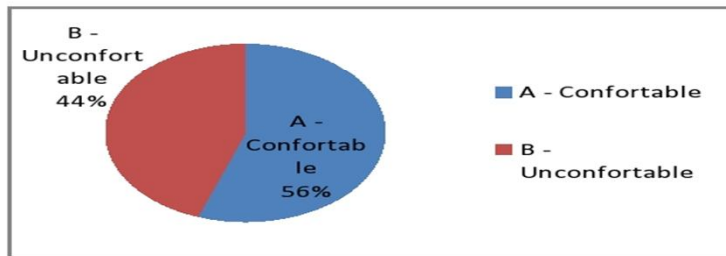


Out of 20 students surveyed 14 live near of the school that represent 70%, 6 students live far away from the school and represent 30%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

How is your class environment?	No. students	%
A - Comfortable	10	50%
B - Uncomfortable	8	40%
C - Bad	2	10%
Total	20	100%



Out of 20 students surveyed, 10 said that the environment is comfortable, that represent 50%, 8 said the environment is uncomfortable, that represents 40%, 2 said the environment is Bad, that represent 10%.

SECTION "C"

How is your class environment?	No. students	%
A - Comfortable	10	50%
B - Uncomfortable	8	40%
C - Bad	2	10%
Total	20	100%

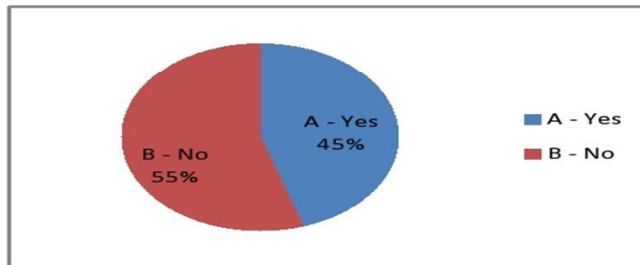


Out of 20 students surveyed, 10 said that the environment is comfortable, that represent 50%, 8 said the environment is uncomfortable, that represents 40%, 2 said the environment is Bad, that represent 10%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

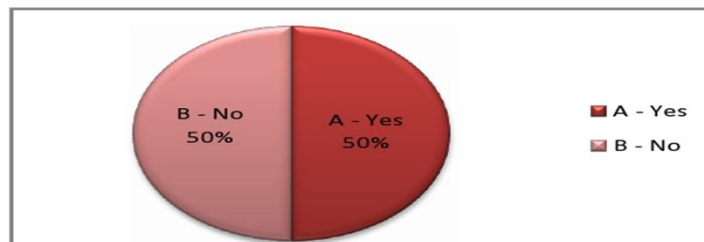
Do you like to speak English?	No. students	%
A - Yes	9	45%
B - No	11	55%
Total	20	100%



Out of 20 students surveyed, 9 said that I like to speak English, that represent 45%, 11 said that I don't like to speak English; that represents 55%.

SECTION "C"

Do you like to speak English?	No. students	%
A - Yes	10	50%
B - No	10	50%
Total	20	100%

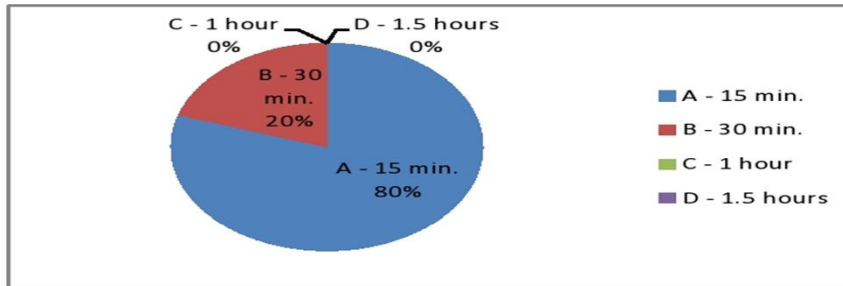


Out of 20 students surveyed, 10 said that I like to speak English, that represent 50%, 10 said that I don't like to speak English; that represent 50%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

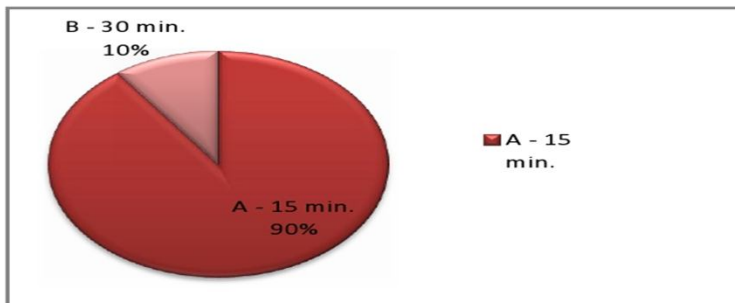
How many hours do you practice speaking English every day?	No. students	%
A - 15 min.	16	80%
B - 30 min.	4	20%
C - 1 hour	0	0%
D - 1.5 hours	0	0%
Total	20	100%



Out of 20 students surveyed, 16 said that they practice English 15 minutes, which represent 80%, 4 said that they like practice English 30 minutes that represent 20%.

SECTION "C"

How many hours do you practice speaking English every day?	No. students	%
A - 15 min.	18	90%
B - 30 min.	2	10%
Total	20	100%

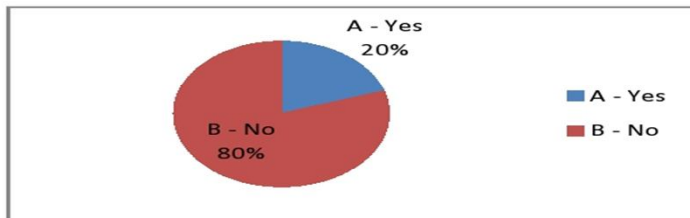


Out of 20 students surveyed, 18 said that they practice English 15 minutes, which represent 90%, 2 said that they like practice English 30 minutes that represent 10%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

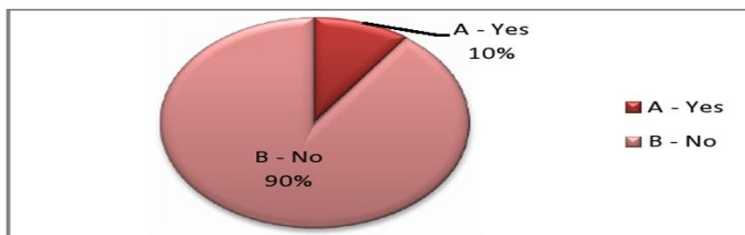
Do you look up new words in the dictionary?	No. students	%
A - Yes	4	20%
B - No	16	80%
Total	20	100%



Out of 20 students surveyed, 4 said that they look up new words in the dictionary, that represent 20%, 16 said that they don't look up new words in the dictionary; that represent 80%.

SECTION "C"

Do you look up new words in the dictionary?	No. students	%
A - Yes	2	10%
B - No	18	90%
Total	20	100%

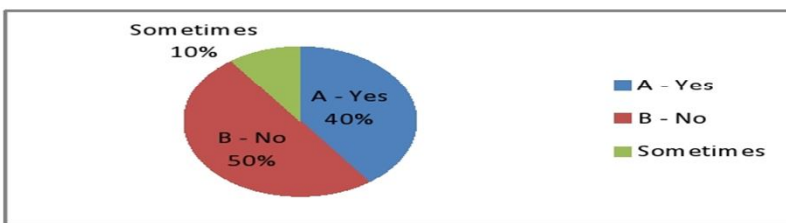


Out of 20 students surveyed, 2 said that they look up new words in the dictionary, that represent 10%, 18 said that they don't look up new words in the dictionary; that represent 90%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

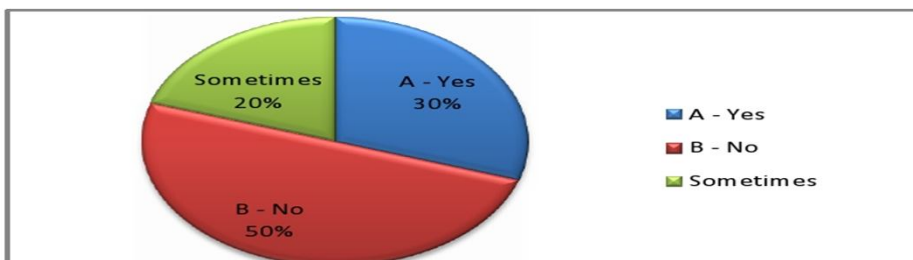
Do you participate in oral English activities in class?	No. students	%
A - Yes	8	40%
B - No	10	50%
C - Sometimes	2	10%
Total	20	100%



Out of 20 students surveyed, 8 said that they participate in oral English activities, that represent 40%, 10 said that they participate in oral English activities, that represent 50%, 2 said that they participate in oral English activities, that represent 10%.

SECTION "C"

Do you participate in oral English activities in class?	No. students	%
A - Yes	6	30%
B - No	10	50%
C - Sometimes	4	20%
Total	20	100%

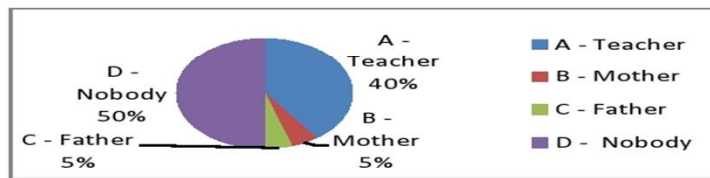


Out of 20 students surveyed, 6 said that they participate in oral English activities, that represent 30%, 10 said that they participate in oral English activities, that represent 50%, 4 said that they participate in oral English activities, that represent 20%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

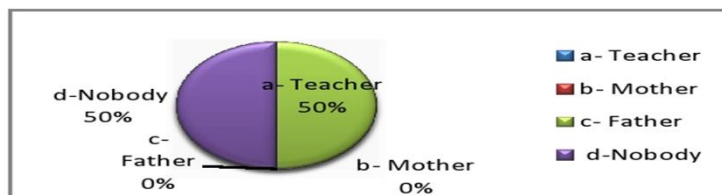
Who helps you with your pronunciation?	No. students	%
A - Teacher	8	40%
B - Mother	1	5%
C - Father	1	5%
D - Nobody	10	50%
Total	20	100%



Out of 20 students surveyed, 8 said that receive help in the pronunciation from the teacher which represent 40%, 1 said that he receive help in the pronunciation from his mother which represent 5%, 1 said that she receive help in the pronunciation from her father which represent 5%, 1 said that they don't receive help in the pronunciation from nobody which represent 50%

SECTION "C"

Who helps you with your pronunciation?	No. students	%
a- Teacher	10	50%
b- Mother	0	0%
c- Father	0	0%
d-Nobody	10	50%
Total	20	100%



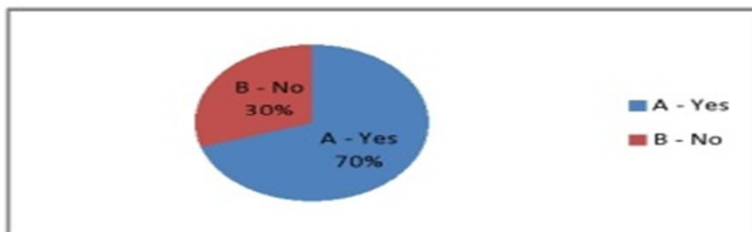
Out of 20 students surveyed, 10 said that receive help in the pronunciation from the teacher that represent 50%, 0 said that he receive help in the pronunciation from his mother which represent 0%, 0 said that she receive help in the pronunciation from her

father which represent 0%, 10 said that they don't receive help in the pronunciation from nobody which represent 50%

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

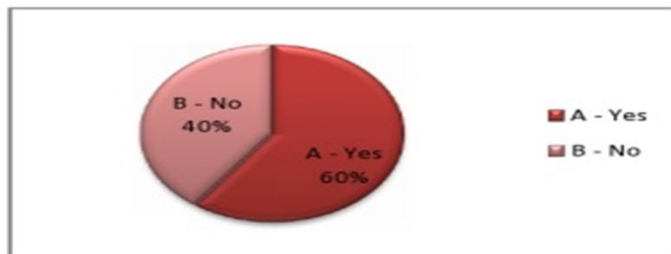
Does your English teacher use simple words?	No. students	%
A - Yes	14	70%
B - No	6	30%
Total	20	100%



Out of 20 students surveyed, 14 said that English teacher use simple words, that represent 70%, 6 said that English teacher doesn't use simple words; that represent 30%.

SECTION "C"

Does your English teacher use simple words?	No. students	%
A - Yes	12	60%
B - No	8	40%
Total	20	100%

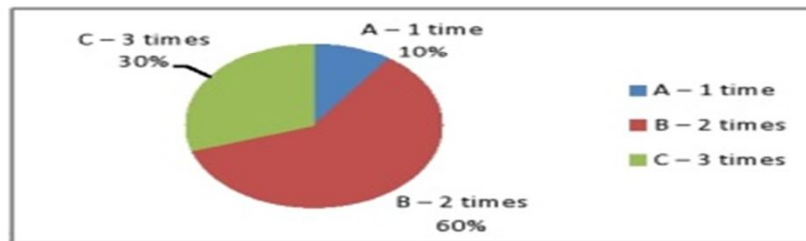


Out of 20 students surveyed, 12 said that English teacher use simple words, that represent 60%, 8 said that English teacher doesn't use simple words that represent 40%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

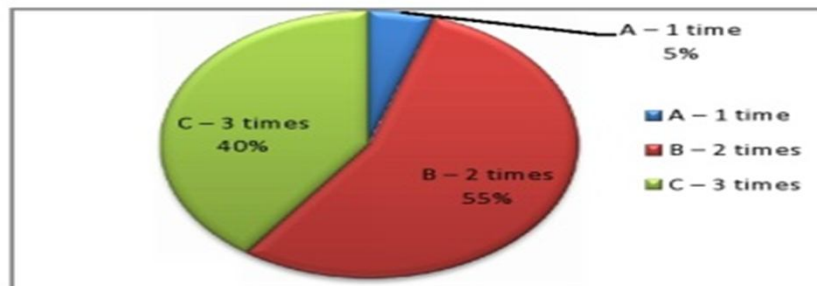
How many times does your English teacher repeat new words?	No. students	%
A – 1 time	2	10%
B – 2 times	12	60%
C – 3 times	6	30%
Total	20	100%



Out of 20 students surveyed, 2 said that English teacher repeat new words one time, which represent 10%, 12 said that English teacher repeat new words two times which represent 60%, 6 said that English teacher repeat new words three times, which represent 30%.

SECTION "C"

How many times does your English teacher repeat new words?	No. students	%
A – 1 time	1	5%
B – 2 times	11	55%
C – 3 times	8	40%
Total	20	100%

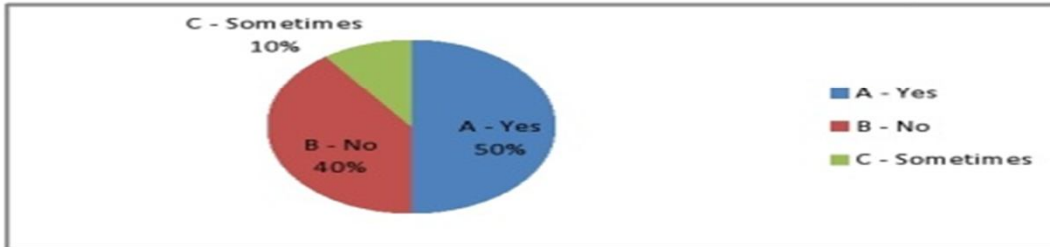


Out of 20 students surveyed, 1 said that English teacher repeat new words one times which represent 5%, 11 said that English teacher repeat new words two times which represent 55%, 8 said that English teacher repeat new words three times which represent 40%

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

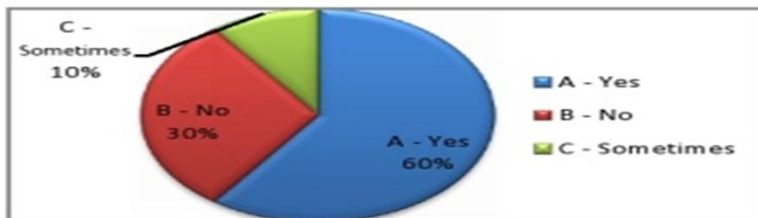
Does your English teacher correct your pronunciation?	No. students	%
A - Yes	10	50%
B - No	8	40%
C - Sometimes	2	10%
Total	20	100%



Out of 20 students surveyed, 10 said that English teacher correct their pronunciation, which represent 50%, 8 said that English teacher doesn't correct their pronunciation, which represent 40%, 2 said that English teacher sometimes correct their pronunciation, which represent 10%.

SECTION "C"

Does your English teacher correct your pronunciation?	No. students	%
A - Yes	12	60%
B - No	6	30%
C - Sometimes	2	10%
Total	20	100%

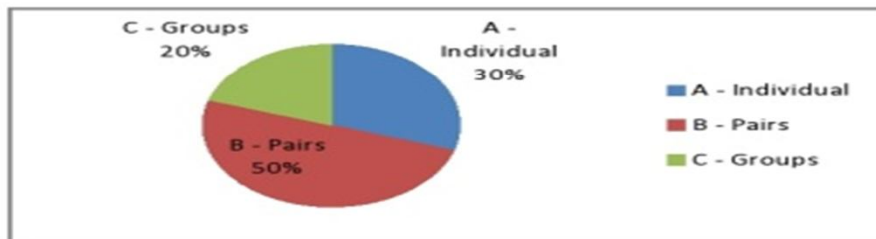


Out of 20 students surveyed, 12 said that English teacher correct their pronunciation, which represent 60%, 6 said that English teacher doesn't correct their pronunciation, which represent 30%, 2 said that English teacher sometimes correct your pronunciation, which represent 10%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

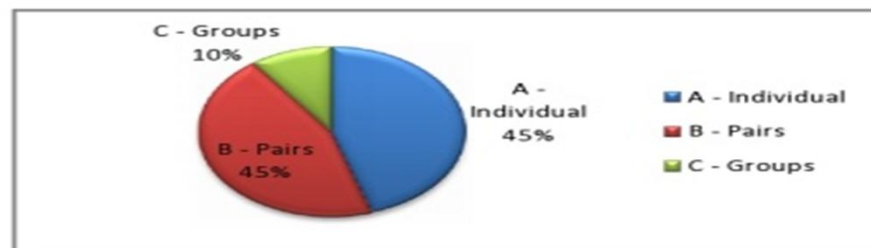
How does your teacher evaluate your pronunciation?	No. students	%
A - Individual	6	30%
B - Pairs	10	50%
C - Groups	4	20%
Total	20	100%



Out of 20 students surveyed, 6 said that teacher evaluate individual pronunciation, which represent 30%, 10 said that teacher evaluate in pairs pronunciation, which represent 50%, 4 said that teacher evaluate their pronunciation in groups, which represent 20%

SECTION "C"

How does your teacher evaluate your pronunciation?	No. students	%
A - Individual	9	45%
B - Pairs	9	45%
C - Groups	2	10%
Total	20	100%

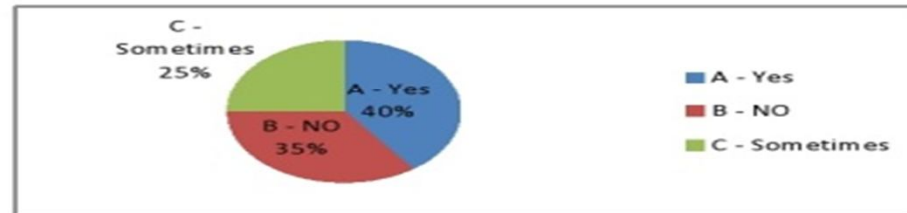


Out of 20 students surveyed, 9 said that teacher evaluate individual pronunciation, which represent 45%, 9 said that teacher evaluate in pairs pronunciation, which represent 45%, 2 said that teacher evaluate their pronunciation in groups which represent 10%

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

Does your English teacher give opportunities to participate in oral activities?	No. students	%
A - Yes	8	40%
B - NO	7	35%
C - Sometimes	5	25%
Total	20	100%



Out of 20 students surveyed, 8 said that teacher give opportunities to participate, which represent 40%, 7 said that teacher doesn't give opportunities to participate, which represent 35%, 5 said that teacher give opportunities sometimes to participate, which represent 25%

SECTION "C"

Does your English teacher give opportunities to participate in oral activities?	No. students	%
A - Yes	8	40%
B - No	6	30%
C - Sometimes	6	30%
Total	20	100%

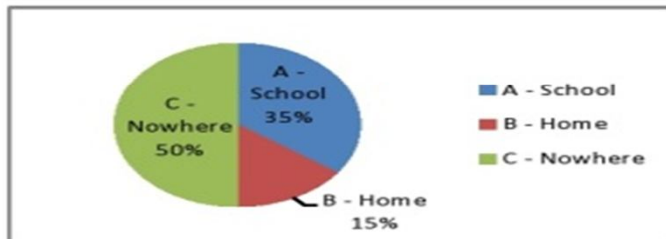


Out of 20 students surveyed, 8 said that teacher give opportunities to participate, which represent 40%, 6 said that teacher doesn't give opportunities to participate, which represent 30%, 6 said that teacher give opportunities sometimes to participate, which represent 30%.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

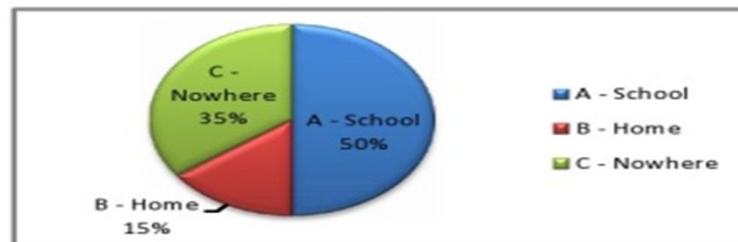
Where do you practice your pronunciation?	No. students	%
A - School	7	35%
B - Home	3	15%
C - Nowhere	10	50%
Total	20	100%



Out of 20 students surveyed, 7 said that they practice pronunciation at school, which represent 35%, 3 said that they practice pronunciation at home, which represent 15%, 10 said that they practice pronunciation nowhere, which represent 50%

SECTION "C"

Where do you practice your pronunciation?	No. students	%
A - School	10	50%
B - Home	3	15%
C - Nowhere	7	35%
Total	20	100%

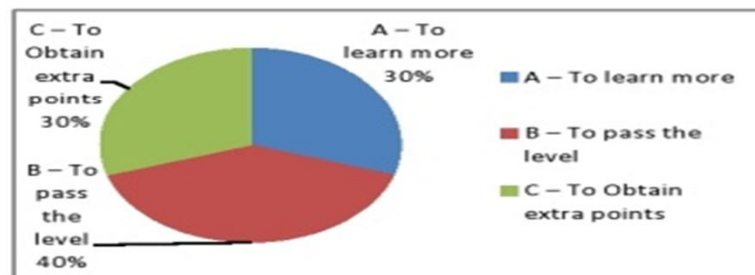


Out of 20 students surveyed, 10 said that they practice pronunciation at school which represent 50%, 3 said that they practice pronunciation at home which represent 15%, 7 said that they practice pronunciation nowhere which represent 35%

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.

SECTION "B"

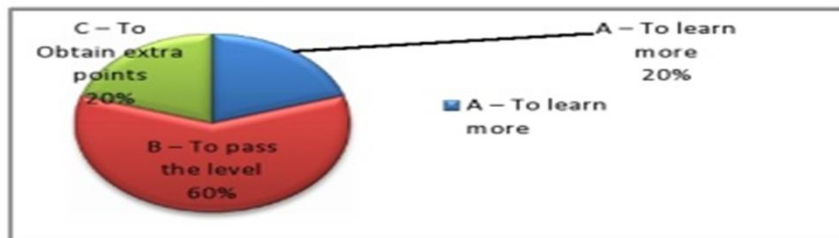
Why do you practice oral activities in class?	No. students	%
A – To learn more	6	30%
B – To pass the level	8	40%
C – To Obtain extra points	6	30%
Total	20	100%



Out of 20 students surveyed, 6 said that they practice oral activities in class to learn more, which represent 30%, 8 said that they practice oral activities in class to pass the level, which represent 40%, 6 said that they practice oral activities in class to obtain extra points, which represent 30%.

SECTION "C"

Why do you practice oral activities in class?	No. students	%
A – To learn more	4	20%
B – To pass the level	12	60%
C – To Obtain extra points	4	20%
Total	20	100%



Out of 20 students surveyed, 4 said that they practice oral activities in class to learn more which represent 20%, 12 said that they practice oral activities in class to pass the level which represent 60%, 4 said that they practice oral activities in class to obtain extra points which represent 20%.

Recommendations

To help the teacher in oral English activities with students:

The teachers could encourage students to work in pairs formed of one monitor student and one low-level student. The pairs should rotate. If some students have difficulties in pronunciation, continue motivating them and give more chances to speak in class. Use simple words that are easy to understand and memorize. Also, use short dialogues and conversations. When the teachers correct and evaluate the students, the teacher has to be aware of the interest level and dedication that the students put forth in the oral activities. The teachers could include various activities in the English class. For example:

- Competition activities
- Pictures and drawings
- Free conversation
- Artistic activities
- Mini-books
- Jeopardy game
- Stories and legends
- Dialogues

We recommend that all of the students give ideas and opinions about the class during oral activities. They should share whether or not they liked the activity. In this way, the teachers can use the same strategies and methodologies in the future. This ensures that the teacher includes activities that interest the students and help them practice pronunciation effectively. Also, the teachers need to speak with the timid students in order to include all students and remember that they are part of the class too. The explanations of the teachers should be short, precise, and concise. This will prevent confusion in the classroom. We recommend the teacher not to yell when repeating words because this could provoke fear in the students. Use a calm and clear voice when practicing pronunciation. The teachers should encourage the students to practice English in the class and at home. They should give the students activities to practice outside of the school to help their pronunciation. We recommend that teachers practice English pronunciation in every moment of the class in order to create a trusting environment between the students and the teacher. We suggest that the teachers talk to the students that have problems in English class, no matter what the issue is. Also, the teachers have to put themselves in the shoes of the students because foreign language class, in the majority of the cases, is received for the first time in public school in 7th grade. In this new stage, the students need the most attention, dedication, and support from the teacher in order to be successful. In this way, the students will have a strong foundation for the next levels of learning.

Bibliography

Peace Corps, 2009. Classroom Management Idea Book. Washington, D.C., (49-50).

Peace Corps, 1989. TEFL/TESL: Teaching English as a Foreign or Second Language. Washington, D.C., (56-57).

Snow, Don, 2006. More than a Native Speaker. Alexandria, Virginia, (113-119).

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.



The students participate individual oral activities in class.



The students work in pair in class.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.



The students practice reading a short story in pair in class.



The whiteboard is broken in section C.

Lack of participation in oral activities by 7th grade students, Section B and C, at Concepcion de Maria High School cause low proficiency in their English class.



There aren't enough chair in the classroom



Students talk about many thing but the English class.

Thanks for your attention.

