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**Title: The Value of Participation in Oral Communication in the
English Language Class**

Undergraduate Research to opt to the Bachelor of Arts Degree in Education,
with Emphasis in English Language Teaching

Course: Seminario de Graduación

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Facultad Regional Multidisciplinaria de Estelí FAREM – Estelí

“2023: Seguiremos Avanzando en Victorias Educativas”

”

Endorsement Letter of Approval

Hereby it is stated that the students: **OSMANI JOSUÉ DÁVILA GONZÁLEZ and MARIANGEL BARRERA OVANDO.**, in compliance with scientific, technical and methodological requirements, have completed their undergraduate program in English Language. They have presented the work *The Value of Participation in Oral Communication in the English Language Class*, in accordance with the stipulated guidelines for undergraduate studies at the National Autonomous University of Nicaragua, UNAN – MANAGUA; in order to qualify for the Bachelor of Arts Degree in Educational Sciences, with a major in English Language Teaching. Therefore, the aforementioned students are authorized to make the presentation and public defense of the undergraduate research project before any examining board that is deemed appropriate.

This letter is issued in the city of Estelí, on the third day of the month of February of the year two thousand and twenty-three.

Sincerely,



Dr. Marjorie N. Gomez

Advisor

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Abstract

This research work helped to inquire about one of the main skills of the English language, such as oral communication, which is of great importance when learning this language. Likewise, it focused on identifying the different reasons why students hesitate to participate in oral communication activities in English class.

In the same way, the study was supported by scientific information closely related to the research problem, which is reflected in the literary review. The main objective of this research was to identify the reasons why students hesitate to participate in oral communication activities in English language classes.

Based on the methodology used, this research was survey research, which was carried out under the quantitative approach, using the application of a questionnaire as an instrument for data collection. The analysis of the data was done through descriptive statistics using mode as the main method of analysis and representing the data in graphs.

Based on the analysis and discussion of the results obtained through the application of the questionnaire, the conclusions were drawn up, giving output to the objectives and answering the research question. It was possible to identify that among the main reasons why students hesitate to participate is poor pronunciation. Likewise, shyness and lack of self-study are reasons that prevent them from participating in the different oral communication activities in the English class.

Similarly, nervousness, lack of motivation on the part of the teacher, and fear of being ridiculed were the main findings during the data analysis. Therefore, different methods should be used to improve students' participation in oral communication activities in English class. Likewise, new opportunities are opened for future researchers to continue improving the methods of teaching the English language.

Resumen

El presente trabajo de investigación ayudó a indagar sobre una de las principales habilidades del idioma inglés como lo es la comunicación oral, lo cual es de gran importancia al momento de aprender este idioma. Así mismo, se enfocó en identificar las diferentes razones por las cuales los estudiantes dudan en participar en las actividades de comunicación oral de la clase de inglés.

De igual manera se sustentó con información científica estrechamente relacionada con el problema de investigación la cual se refleja en la revisión literaria. Esta investigación tuvo como objetivo principal identificar las razones por las cuales los estudiantes dudan en participar en actividades de comunicación oral en clases del idioma inglés.

Con base en la metodología utilizada esta investigación fue una investigación encuesta, la cual fue llevada a cabo bajo el enfoque cuantitativo, utilizando como instrumento para la recolección de datos la aplicación de un cuestionario. Para analizar los datos, se hizo a través de estadísticas descriptivas utilizando la moda como método principal y representándolos en gráficos.

En base al análisis y discusión de resultados obtenidos a través de la aplicación del cuestionario se redactaron las conclusiones dándole salida a los objetivos y respondiendo la pregunta de investigación. Se logró identificar que entre las principales razones por las cuales los estudiantes dudan en participar están, la mala pronunciación. Así mismo la timidez y la falta de auto estudio son razones que les impiden participar en las diferentes actividades de comunicación oral de la clase de inglés.

De igual manera, el nerviosismo, la falta de motivación por parte del docente y el miedo a ser ridiculizados fueron de los hallazgos principales durante el análisis de datos. Por lo tanto, se debe hacer uso de diferentes métodos para mejorar la participación en actividades de comunicación oral de la clase de inglés en los estudiantes. Así mismo, se les abren nuevas oportunidades a futuros investigadores para seguir mejorando los métodos de enseñanza del idioma inglés.

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I. Introduction

In today's world, learning a second language like English is of the utmost importance for personal or professional development. According to Zambano, Vivas & Dueñas (2017), learning English in the new era of globalization is of great importance, mainly for students' overall competencies. Most digital information is in this language. Likewise, the student or person who can communicate in this language without difficulty has greater possibilities in the world to develop professionally or personally.

Based on the above statement, it can be said that nowadays learning the English language is of vital importance. Since it allows us better development both at an educational level and for life. In the same way, it gives us better opportunities in the workplace, allowing us to better communicate with people who speak the English language.

For this reason, when we decide to learn a new language like English, we ought to first start with communication. In this way, we feel more comfortable and try to communicate as often as possible. Likewise, the development of oral communication in the English language is one of the most essential skills that we must improve if we want to communicate in a globalized world. This allows us to communicate and socialize with other people who share the same language. At the same time, English language can help us express our emotions and feelings more easily as in our mother tongue.

That is why we decided to focus on investigating the role of participation in oral communication, which will be carried out with ninth-grade students from the San Isidro National Institute, Matagalpa during the second semester of 2022. It has been presented as a problem that students hesitate to participate in the different oral communication activities carried out by the teacher during the English class. This hesitation to participate has been stated by the English teachers working on this school.

In this research, we have as objectives to identify the reasons why students hesitate to participate in the different activities carried out by the teacher in the English class, in the same way, to describe them. Likewise, we intend to categorize techniques that can help increase the participation of students in oral communication activities.

1.1. Background of the Problem

Taking into account our experience during our time in high school in the study centers that taught us English classes. Most teachers who taught us this subject did not focus so much on participation in oral communication. During almost the entire class period they focused on other activities such as learning new vocabulary, and some grammar rules when writing sentences. The few times that oral communication skills were taken into account were in some activities such as small dialogues between students or when the teacher pronounced new vocabulary and all the students repeated it.

One of the reasons English language teachers focus on grammar and not much on oral communication can be connected to their own preparation. According to Coelho & Henze (2014), teachers who work in the teaching of the English language do not have an advanced command of the English language. For this reason, at the time that teachers are going to develop their study plan they do not have sufficient preparation to be able to develop the class focused on developing communicative competences. Likewise, student learning, in terms of communication, is simply very basic.

In the same way, a review of some studies was made in which some reasons why students hesitate to participate in oral communication activities in English class can be evidenced. According to Savaşçı (2014), in his study entitled *Why are some students reluctant to use L2 in EFL speaking classes? Action research at the tertiary level* which aims to bring to light the reasons for reluctance in EFL¹ oral communication classes and learners' perspectives on this topic, they found some of the following reasons why learners do not adopt active speaking roles in EFL classrooms. For instance, poor command of the English language was the main cause for not participating actively. In the same way, the participants lack the confidence to speak in English, since they are afraid of making mistakes when pronouncing or being despised.

Another reason was fear of failure in public so they rarely volunteer to answer questions or have a conversation with their peers or teacher. This study shows that there can be many reasons why students hesitate to participate in oral communication activities in

¹ English Foreign Language

English language class. Therefore, it is important to dig a little deeper to find a way to improve this skill.

In another study by Maquerhua & Quiroz, (2017), entitled: Strengthening bilingual communication. Interactive methodological strategies to improve oral expression and develop communicative skills in the English language in fourth-grade students "a" and "b" of the secondary level of the Ángel de la Guarda educational institution. Camaná - Arequipa 2016. The main objective of this study was to improve the level of oral expression to develop communication skills in 4th-grade students of the Ángel de la Guarda educational institution since different reasons had been identified as to why the students did not participate during the English class in oral communication activities.

The lack of management of verbal and non-verbal resources, shyness, insecurity, poor oral comprehension, and poor interaction with the same sex and with the opposite sex, were the main reasons. These reasons are one of the main causes that hinder the development of communication skills. Likewise, they do not allow significant learning in students of the English language.

Based on the study carried out by Noguera Carrillo (2012) which is entitled Strengthening the teaching of English in the public National Institute Monseñor Víctor Manuel Soto Gutiérrez, to improve the quality of learning in secondary school students in the rural area of the municipality of Chichigalpa, department of Chinandega, in the II semester 2010 and I semester 2011. In this study, a questionnaire was applied to 6 teachers of the English discipline and 6 randomly selected students from different levels. The results showed that one of the main reasons why students have difficulty in their oral expression could be the lack of inclusion in the English language at an early age.

Another reason is also that no more than 3-4 years ago, students learned English until they reached the 7th grade of high school, even more, so it became a more notorious problem for students from rural areas, it should be mentioned that some private schools taught English classes in primary school before the Ministry of Education in Nicaragua assigned it as another discipline of study. Similarly, the fear of making mistakes when participating in activities that involve oral communication in English class was very noticeable.

1.1. Justification

Participation in oral communication is a skill that each student must develop for the better learning of the English language. During the activities that the teacher performs, everyone must actively participate to engage with the language. So, in this way, the knowledge and skills that each student possesses are put into practice.

Similarly, engaging in oral communication is a challenge for most students, even more so if it is not the mother tongue. However, today in Nicaragua, it is one of the problems that arise in the different study centers. Empirical evidence shows lack of participation from students when the teacher performs oral communication activities in the English class.

That is why we have proposed to investigate the reasons why ninth-grade students at the San Isidro National Institute hesitate to participate in the different activities during English class. Therefore, it is considered a relevant issue and it is a problem that has been presenting itself in recent years without giving a possible solution.

This research will focus on identifying the reasons why students hesitate or do not like to participate in oral communication activities during English language class. Likewise, once identified, it is intended to describe them.

Also, we aim to categorize some techniques that can help increase active participation in students, and in this way, they can more easily develop the ability of oral communication. Likewise, this research is intended to generate very useful information for students, teachers, or anyone interested in learning more about participation in oral communication in English.

1.2. Objectives

General Objective

- To identify reasons why students, hesitate to participate in oral communication activities in English class.

Specific Objectives

- To describe some of the reasons why students hesitate to participate in oral communication activities in English class.
- To categorize techniques that can help increase students' participation in oral communication activities.

1.3. Research Problem:

What are the reasons of students' hesitation to actively participate when carrying out oral activities in the English class?

1.4. Key Terms

- **Oral communication**

Oral communication is the ability to communicate effectively and transmit ideas or information between one or more people. According to Prabavathi & Nagasubramani, (2018), oral communication is the transfer of information from sender to receiver through verbal and visual aid. Examples of oral communication include presentations, speeches, debates, etc. Although the message is conveyed through words, most of the time oral communication is carried out effectively with the help of non-verbal communication like body language and tone modulations.

- **Active participation**

Active participation is when a person's involvement in all aspects of their life is enabled, recognizing their right to participate in activities and relationships as independently as possible. They are encouraged to be less a passive recipient and more an active partner in their care and support. (O'Regan, 2021)

- **Active Learning**

Active learning is defined as anything that engages students in doing things and thinking about the things they are doing. In such a way that to learn to be active, students not only need to do something but also reflect on what they are doing. Active learning is student-centered, involving the student in doing things and thinking about what they are

doing. Students must participate in activities that involve reading, writing, discussing, or solving problems. Likewise, as active participation in the different activities that the teacher develops during the class. (Moore, 2016)

- **Hesitation**

Hesitation when participating in different activities during class is one of the problems that many students present in high school, mainly in English class. According to Surabaya, et. al (2020). Hesitation is the phenomenon when people have speech disfluency in structuring sentences. English Conversation Club is one of the domains where hesitation phenomena occur among EFL learners that practice their conversation.

- **Foreign Language Teaching**

English Language Teaching is the practice and theory of learning and teaching English for the benefit of people whose first language is not English. (educalingo, 2022)

1.5. Organization of the Thesis

The organization of this research work is divided into different chapters. The introduction contains information that describes what the research is about, conceptualizing our topic today. Next, some antecedents closely related to our work are mentioned.

Similarly, it contains a justification arguing the importance of this issue and why it was addressed. It contains a general objective and two specific ones, which serve as the main guide to developing and achieving the purpose of this research work.

In addition, it contains the research question which turned this work into a relevant topic to investigate and some keywords that give the reader an idea about our work.

The academic information is evidenced through the Literary Review, which presents contextualized and argued information from some studies by different authors closely related to our research work.

In chapter three, we describe important aspects regarding the methodology that we use during the preparation of our work, as well as the type of approach, the context in which

the research was developed, the place, and the participants. We also address ethics during the data collection process and the type of instrument used.

In chapter four, we show and analyze piece by piece all the data collected with the application of the instrument and present them through graphs. Then in the chapter five the recommendations a finally, in chapter six, the conclusions that could be reached during the entire research process are presented.

II. Literature Review

2.1. Oral communication in English

Oral communication in the English language is one of the main skills to develop while learning it. According to Mamani Quispe (2020) , oral communication is called the didactic process in which subjects interact by coming into contact with each other, each with their way of being. Therefore, oral communication is a form of interaction between several participants based on verbal communication and depends on the interlocutors and the context.

In this way, during the learning of the English language, students must be in constant participation in each of the activities that the teacher carries out in the classroom. Likewise, they put into practice inside and outside of school each knowledge acquired, since it is an effective way to develop and improve oral communication skills.

Likewise, Perl, Murray & Lutrick (2005), affirms that oral communication is the spoken interaction between two or more people and it is much more complex than it seems. Therefore, it is structured by different elements that together result in the success of exemplary communication or interaction while learning a language.

That is why to have good communication, whether in the workplace or education, oral communication skills need to be developed to their maximum. Although for many it is natural to interact with different people in their native language, when participating in activities that are carried out in English, it is difficult for them to express themselves fluently.

However, oral communication is a unique and learned rhetorical skill that requires you to understand what you say and how you say it. Therefore, by being able to communicate fluently, the student or person who is learning the English language will be able to have the confidence to participate in any activity that takes place at school or elsewhere.

2.2. Oral communication in English as a Second or Foreign language in Nicaragua

The learning of the English language as a second or foreign language is increasing every day, according to Beltrán (2017), English is the most widely used language in the world, which is why many educational institutions have added it to their curriculum. Such is the case of Nicaragua, where the Ministry of Education (MINED) has incorporated the

teaching of English as a foreign language from primary school, so it is considered that the number of people who learn it is increasing every day.

Because English is taught from first grade, the teacher must focus more on communication skills, since students still do not know how to write very well. That is why it is considered that participation in oral communication activities is one of the primary skills to develop when learning a new language.

That is why oral communication in learning the English language requires both language and speech for proper functioning. In this way, when you want to achieve knowledge of a natural language, in this case, English as a foreign language, students must assimilate linguistic components. Likewise, habits and skills must be developed to achieve a better understanding of the auditory field such as speaking, reading, and writing.

Pérez Eugarríos & Urbina Tijerino (2018), describe that the context that exists in the current world, specifically in Nicaragua, learning a second language such as English has become a great need for better training in students. Likewise, people fluent in the English language have better job opportunities, learn about other cultures, use technology, and have better sources of information.

Therefore, learning a foreign language must always be linked to communication. That is why learning English from an early age has become a great need, which today is being addressed in different schools in Nicaragua. In this way, different skills are developed in students, mainly oral communication, and thus from a very early age they can learn to communicate in English just as they do in their mother tongue.

For their part, Acurio Neira & Tapia Molina (2013) state that an English language is a tool that allows communication with people from different countries. In the same way, they affirm that it is the official language in some 75 territories around the world and that currently some 3 million non-native speakers practice it or are learning it.

Likewise, they maintain that the English language by global consensus has been chosen as the language of international communication. Regarding the economy, international trade, and business, the English language is the main way of communication.

Therefore, it is concluded that the English language is currently one of the main pathways for globalization, making it one of the most used languages in the world to communicate and interact with other people. Likewise, oral communication is the main objective of each non-native speaker to be able to communicate and interact with other people who speak English.

For her part, Paredes Dávila (2015), states that in the teaching and learning work of students, English language teaching for many years has reached the limit of grammar teaching. This way of teaching makes it a monotonous and traditional discipline, as has been the case in Nicaragua for decades. This has become uncreative for both English language teachers and students, creating frustrations with little motivation to learn the language. The teaching of the English language should be the top priority in current education. In the world of work, due to globalization, English has become an international language and in labor competition students need a very convincing learning of it for their personal and professional development.

2.3. Active participation in Oral communication in English as a second language

We consider that active participation mainly in the development of oral communication of the English language is about how students demonstrate their abilities to express themselves. According to the activities assigned by the teachers, the students demonstrate all their skills and abilities in oral expression.

Alban Vayas (2018), considers communicative learning as a process by which students carry out activities collectively along with the parameters related to the language they want to know. This method of active participation is considered a means of learning the road. The highest priority of this aspect is the efforts and knowledge that the teacher transmits to the students in the acquisition of the English language.

In the same way, communicative learning in the teaching of the English language is related to active participation, since for students to have good learning, they must develop oral communication skills and interact with other classmates in each of the activities, that the teacher assigns. Therefore, for good development in this skill, students must put into practice what they have learned actively.

2.4. Active participation in Oral communication in English as a second language in high school

From the student's point of view and taking into account the educational regulations in Nicaragua, it should be noted that there is little active participation in English classes by secondary school students. This is because in most schools, other subjects are taught and are given more importance compared to the English class. Another factor is the short study time in the classroom and the few English teachers available with great linguistic proficiency.

From the point of view of Mejia, Aldana, & Ruiz Hernández (2017), active participation or active classes say the opposite concerning how it is taught in the traditional English class. This is not just the routine and traditional exercise in the classroom as the only teaching method, but it is also actively explained very differently from the traditional one since students are involved throughout the class. In this context, learning is considered a meaningful way which gives us a guarantee for learning. Participatory strategies go beyond the traditional knowledge of the student in which the environment plays a fundamental role in the learning of the student, the teacher, and the environment. The student is represented as a primary source.

In the same way, taking into account the interaction and the environment that surrounds the students, strategies must be developed to increase active participation in the activities of the English class. In other words, improving participation today is not an easy task since in a classroom of English classes, in many Nicaraguan schools, there are more than 40 students and a single teacher teaching the class. Considering this as one of the main factors that affects the active participation of students. Participation becomes a challenge for English teachers.

2.5. Advantage of active participation in oral communication activities during the learning of the English language

Taking into account the importance of our participation as students, we stop to think that knowing English is not the only important thing, but also putting it into practice in our daily lives, since English is considered an advantage that allows us to achieve competencies in the labor world. In addition, actively participating in classes helps us to have an advanced knowledge of the English language and generates better opportunities as a student and

professional, such as studying in a foreign country, living in an English-speaking country or transmitting it to other people interested in the subject.

Bagherzadeh-Azar (2020), affirms that traditionally student participation is usually limited to repeating texts or vocabularies learned literally and by heart without giving them the opportunity to express themselves spontaneously and in real time. Even though oral participation is a very important skill that should not be forgotten in the English class. The practice of oral interaction is essential for the proper application of the language in any context. Participation promotes a good development and improves the acquisition of a foreign language, and allows the student the competitive ability in front of the student and labor world, which is why it requires special attention and dedication.

Promoting student participation is of vital importance since participation has its advantages, we must put it into practice in English classes as well as in our daily lives, since it provides us with multiple opportunities both in learning and work. One of the main advantages of putting participation in class into practice is that it increases the student's confidence and develops language skills, achieving optimal development in language learning, at the same time it provides multiple opportunities in their future in the workplace, such as employment opportunities in call centers, tourism or as translators, as English teachers, among other jobs.

2.6. Disadvantage of not participating in oral communication activities during the learning of the English language

Chávez Choque (2020), exposes that student who do not participate present disadvantages in relation to those who actively participate in classes, since participation affects their low school grades on the subject. At the same time, they present more difficulties in learning the language, since putting participation into practice determines the acquisition of the language. In turn, the teacher's support is important for the student.

Due to what was previously described by Choque, we visualize the main disadvantages of not participating, due to the lack of participation in class, since this discourages wanting to learn a new language. In the same way, the students do not develop the language actively in class which limits their optimal learning on the topic that the teacher

develops in class, which affects their development as an active student. In the long run, this affects their confidence to put the language into practice in their working life.

Another negative aspect of not participating in oral communication activities is the lack of knowledge of English. This greatly influences the student, generating disadvantages and creating a lack of motivation not to participate in English activities. A couple of decades ago, English had an optional meaning, studying it in the classroom just as one more subject. Today, it can be considered as something mandatory and a certain deficit in the student and generates a disadvantage in the student and in their school and work environment, thus limiting it to the lack of skills in the world of the language. (Diagonal English, 2022)

Undoubtedly, there are multiple disadvantages by not participating in oral activities, since by not participating the student does not put their knowledge on the subject into practice, which limits the acceptance of new knowledge on the topics taught in the English class. He suffers from a lack of confidence in front of his peers for fear of being ridiculed. Even considering participation in English as a necessity for the student, it is important to put it into practice inside and outside the class because it creates advantages in future job opportunities for the student.

2.7. Reason for students not to participate in oral communication activities during English class

It is important to find out why high school students are not actively participating in English classes because if we understand it, we can help improve this difficulty which is the lack of participation in oral communication.

According to Naranjo Pereira (2005), factors that affect the participation are the lack of attention by the students when the teacher develops the English class or activities within it. Also, the scarce didactic material provided to the teachers, which is essential for the teaching of the English language, is another factor that influences the development of student participation in the class. Therefore, the teacher's lack of motivation for his students can influence a negative factor for them to develop the ability to communicate orally in the English language.

The lack of attention is considered the main reason why the student does not participate in oral activities during the English class, it is the little interest and attention paid to the class. Another reason would be the scarce didactic material that the teacher has to teach a class that motivates the student to participate in the activities, but also as a student we must have our own didactic material and put it into practice at home so that when we get to class, we can participate in all oral English activities proposed by the teacher:

In the study of Jirón López and Gurdian Rojas, the main factors that affect students' English learning in basic education during the second semester 2016, the difficulties presented by students in learning the English language and the factors that affect the assimilation and development of participation in oral communication activities were analyzed. Since these factors affect student learning, the main reason was the lack of interaction with their classmates in the classroom, becoming a limiting factor in the student's availability to participate in oral activities in the English class as expected. It was also found that although students enjoyed learning English, one of the main reasons for not participating actively was the fear of making mistakes in front of their peers. In addition, another main reason why students do not develop participation in oral communication is because of the Lack of time for English class. Finally, it was also found that another reason that limits student participation is the lack of strategies to develop oral communication since English classes focus on grammar (Jirón López & Gurdian Rojas, 2017)

We could argue that one of the main reasons is the lack of interaction with their classmates, which limits developing the student's confidence and therefore wanting to participate in oral activities. From another point of view, the lack of time also plays a very important role. In the process of putting participation into practice since the student, if he had enough time for the activity, would not be worried about the time each class block ends.

2.8. Importance of active participation in the high school students during oral communication activities in English class

Rodríguez (2021), claims that “the participation in the classroom is essential because it transforms the context and the students”. She defines participation as a magic word since it transforms the student's life, in his environment, when he participates, he feels accepted, important and respected. Active participation is a means for transformation. And it is

important because thanks to it, respect and a feeling of acceptance are fostered in a place. It is also a powerful educational tool because when the student participates, he develops confidence and improves his learning and encourages student to have initiative, responsibility and above all it helps him to improve his self-esteem.

Active participation during oral activities is considered extremely important since thanks to this the student has a greater assimilation of the class, in turn learns and puts into practice their previous knowledge. Participation in activities encourages respect for opinions and stimulates trust among students, since due to the lack of confidence that some students have due to fear or doubts about their ability, they do not participate even knowing or knowing about the topic of the class.

Mujica Sequera (2019), explain that the participation encouraged by teachers and accepted by students is important, since it is essential for the process of teaching and learning a new language. If both parties contributed their performance and cooperation, they would ensure the acquisition of quality knowledge. Participation is considered a factor for a good standard of living for people, since it is directly connected with the processes of social adaptation, identity and integration.

Participation in the classroom is important because the student is integrated in a positive way and achieves his identity as part of the process and learning. If the student participates in the activities during the class, he becomes an active participant in the class and the teacher achieves his satisfaction and fulfills his objective of putting into practice active participation in his class, seeing the student involved in the process. At the same time, the student achieves advanced knowledge compared to the one who does not participate actively.

Pérez Galván & Ochoa Cervantes (2017), in their study student participation in a high school, the students surveyed expressed with 28% that participation is a right of the students because it represents the possibility of expressing their opinion. And it was observed that the students consider participation as the opportunity to the simple fact of issuing an opinion, pointing out that it is a right because they also have the opportunity to influence the teaching and learning process by expressing themselves and being taken into account at the time of any activity,

Knowing the opinion of the students of a secondary school about participation, we consider that the student, if he wants to participate in the activities proposed by the teacher, the only thing that he does not know is how to freely express his ideas, so the main reason may be the lack of trust towards the teacher. That is why it is necessary to create an environment full of trust between the student and teacher to achieve greater student participation in oral activities during the English class.

2.9. Active learning in high school students in oral communication activities in English

Active learning can be seen from the content and the process. Classroom activities that fully include students participating in oral communication activities are the main way to improve their knowledge, skills, and attitudes.

According to a study titled *How to lead active learning in your schools*, active learning is said to be a teaching method in which students take an active and fully engaged role in students' education, rather than passively sitting back and absorbing information. This may involve several types of activities, such as classroom discussions, hands-on learning, collaborative group work, or other dynamic teaching methods where students can engage in activities that primarily allow them to develop oral communication skills. (Paragon, 2020)

Based on the above statements, it can be said that taking notes while passively listening to a teacher is less effective than active learning. It is also less desirable than traditional classroom methods due to its lack of 21st-century skills development. Employers value the skills that active students develop in schools above all the ability to communicate. Instead of passively listening to a lesson, students should be involved in the learning process. They should be creating new knowledge, sharing ideas, communicating, and building. This leads students to take ownership of their education and replace the old "sit and receive" teaching method.

Creating successful active learning classes requires teachers to incorporate many essential elements. These include an understanding of effective functional learning tactics and strategies. Effective support is needed for these educators to overcome their fears and develop new strategies. This includes the creation of appropriate environments in the classroom to encourage active learning, as well as the creation of effective supports for their

new strategies where students feel the confidence and freedom to participate in the different activities.

2.10. Importance of active learning in high school students in the English class

Active learning is the activities in which the student participates to make knowledge and learning. The activities are varied, in order to encourage students to think about both the work they are doing and what they are going to achieve, which improves and develops the level of thinking. It also helps to, carry out, evaluate and analyze; which is essential for the application of knowledge in real life (ViewSonic , 2019).

Active learning is important for the student since they are practical activities such as oral activities in the English class carried out by the teacher, through which the student is actively involved and puts all his knowledge into practice and exposes himself to improve as a student and person. They take their knowledge to more advanced levels and thus achieve their development in the language. Active learning uses the student's ability to participate. Leaving aside the traditional way of teaching (Passive student and active teacher) rather putting active learning into practice in class, there are better results for the student in terms of better knowledge and retention of the English language.

In Cambridge Assessment (2019), one of the main benefits of active learning is mentioned, which is the generation of knowledge and understanding, which is one of the aspects that students later apply in different contexts and to various problems. In addition, active learning promotes the autonomy of students, that is, the possibility of emerging more in the learning process. Finally, learners have their own control over what they learn, giving them the necessary skills to develop lifelong learning.

Putting active learning into practice is very necessary for the future of the students since it will allow them to develop metacognitive thinking to solve problems in their lives, which they acquire when participating in oral activities such as group or pair debates, interviews, oral presentations of description, and roll plays. These activities allow active learning to occur smoothly and without stress on the part of the student.

2.11. Activities for to promote active participation in high school students in the English class

Morell Moll (2009), emphasizes that to encourage participation, teachers should take into account aspects of teaching such as: coordinating work in groups or pairs, conducting debates and role plays, asking questions and insisting on constant participation, Inspiring confidence, and providing opportunities to get to know the students and, most importantly, the goal should be to create an inclusive environment for all students in the class.

It is vital to take into account the above aspects to achieve the active participation of the students, being the environment as the most important factor to ensure that students perform optimally in the English class and develop their optimal learning of the language for life.

Among the most relevant activities to promote participation in classes are getting to know a new class, discussions, and games (memory game, Pictionary, or find the person, songs and music, and picture stories).

Huaman Guerra (2019), states that didactic resources are those activities that are useful for the teacher. The most important ones are mentioned below: Getting to know a new class: This is an activity to break the ice on the first day of classes, which allows students to get to know each other better using communication skills and participation in English, Discussions: This type of activity allows students to develop communication and social skills related to a foreign language. Games: they are activities that the teacher uses to motivate students in an active and participatory way to make the English language teaching process meaningful, examples: memory games, Pictionary, or find the person. Songs and Music are those fun activities that the teacher uses to capture the interest of the students and give creativity to the class. Picture stories are those materials that are made by a series of images or posters that are related to each other, which allow the development of participatory communication skills, through which the student manages to create stories in the English Language.

As an English teacher, it is important to implement innovative learning techniques in each class, as the new activities will stimulate and facilitate the active participation of students, so that students develop the confidence to participate even when they make

mistakes, and they will be there with availability to carry out the English activities. Because when students are involved in a recreational environment, the class becomes more attractive and ensures that high school graduates to develop confident in communication skills and to become participants in the globalized world of the English language.

Pearson (2022), considers that English activities for high school students should be more interesting, dynamic, and attractive, to attract their attention, and motivate them to develop their taste for the English language. Since the behavior of adolescent students directly influences their academic grades. The activities have the objective of helping students to feel motivated to participate dynamically and to discover their full potential to develop the English language better. Among the activities we have: The Scrabble contest: it is the most outstanding game to develop the language, it increases long-term memory, develop the semantic field, and promotes accuracy in using English. And another activity is the spoken portrait: find the suspect, it is an effective activity for high school students to learn English, hone their descriptive ability and questions in English, and therefore develop their artistic and participatory side of the class.

Although we know that teachers almost always carry out the same activities, making the class a routine, and making students less interested in the English class, to prevent this from happening, it is necessary to develop and practice different types of activities taking into account the group or year to teach the class. Because high school teens and elementary school kids prepare differently for activities if you want to engage students, you should develop activities based on what you want to accomplish in class during the day.

III. Research Design

3.1. Methodology

The present work will be designed according to a quantitative approach, as this is the most appropriate methodology due to the characteristics and needs of survey research.

Hernández Sampieri, Fernández Collado , & Baptista Lucio (2014) , argue that the quantitative approach is which numerical and statistical data is carried out. It is also oriented to find the causes of a problem, fulfilling its objectives, its greatest need is to confirm and verify results of a safe nature.

We decided to use a quantitative approach, since one of the main objectives is to identify the reasons for students' hesitation to participate, for which we will numerically and statistically measure the collected data provided by the participants. In this way we will draw possible conclusions about our research question

To answer our research question: what are the reasons why students hesitate to participate actively in the English class? We will use a questionnaire to collect information.

3.2. Focus type

We will carry out survey research to help us find the possible reasons why students hesitate to participate in oral activities in the English class.

Fraenkel, Wallen, & Hyun (1932), describe Survey research: as a type of research in which researchers, generally interested in the opinions of a group of people on a subject, ask a series of questions, all related to the subject of study, to find an answer.

Survey research would allow us to identify numerically and statistically data in order to get to the bottom of the possible reasons behind our research problem. It will also help us understand students' lack of desire to actively participate during English classes.

This approach will help us to describe some of the reasons and categorize the techniques that can help increase students' participation in oral communication activities and make English teachers aware of the subject, so that they are more aware of the difficulty of students lack of active participation. Participation that students present in their class so that they look for new teaching strategies that motivate students to participate actively in the English class.

We will adopt the questionnaire form of multiple-choice questions, which is convenient for participants to answer, it will also help us researchers to obtain data that is straightforward to analyze.

3.3. Context and Participants.

3.3.1. Context.

The study was carried out in the urban area in the San Isidro National Institute, which was built in 1964. San Isidro is located in the department of Matagalpa, and serves more than 1000 students in morning, evening and Saturday modalities, all grades of secondary from 7th to 11th grade. In total, the school has 4 English teachers.

At the time of carrying out the application of the instrument, each of the participants was invited to meet in the same place and at the same time. This way, it was possible to verify that each participant answered the questionnaire.

3.3.2. Participants.

We worked with 9th grade A high school students from the San Isidro National Institute, with a total of 34 students of which 19 were women and 15 were men between the ages of 14-16. Still, only 12 offered to participate and were interested in the topic.

For the application of the questionnaire (instrument), there was the voluntary participation of 12 students of which 9 were women and 3 were men of 9th grade A of the San Isidro National Institute.

3.4. Ethical issues.

To protect the identity of the participants, we only call them participants, numbering them from 1 to 12. And to confirm their participation, we wrote a letter in which they voluntarily gave us their signature as proof of voluntary participation. Similarly, at the time of applying the questionnaire, no photographs or videos were taken so as not to expose the identity of the participants.

3.5. Instrument.

According to Hernández Mendoza & Duana Avila (2020), Instrument is a resource or a means that helps to carry out an investigation; it is the use of information gathering techniques.

According to García Muñoz (2003), a questionnaire is a type of research instrument used in the data collection and recording procedure. It is an evaluation technique that covers quantitative aspects of the participants in an investigation.

For this reason, for data collection, we will apply as instrument a survey with a questionnaire with multiple choice questions.

IV. Analysis of Data

In the chapter that follows, the results are presented through descriptive statistics obtained from the questionnaire applied to a group of 12 students from the San Isidro National Institute in the year 2022.

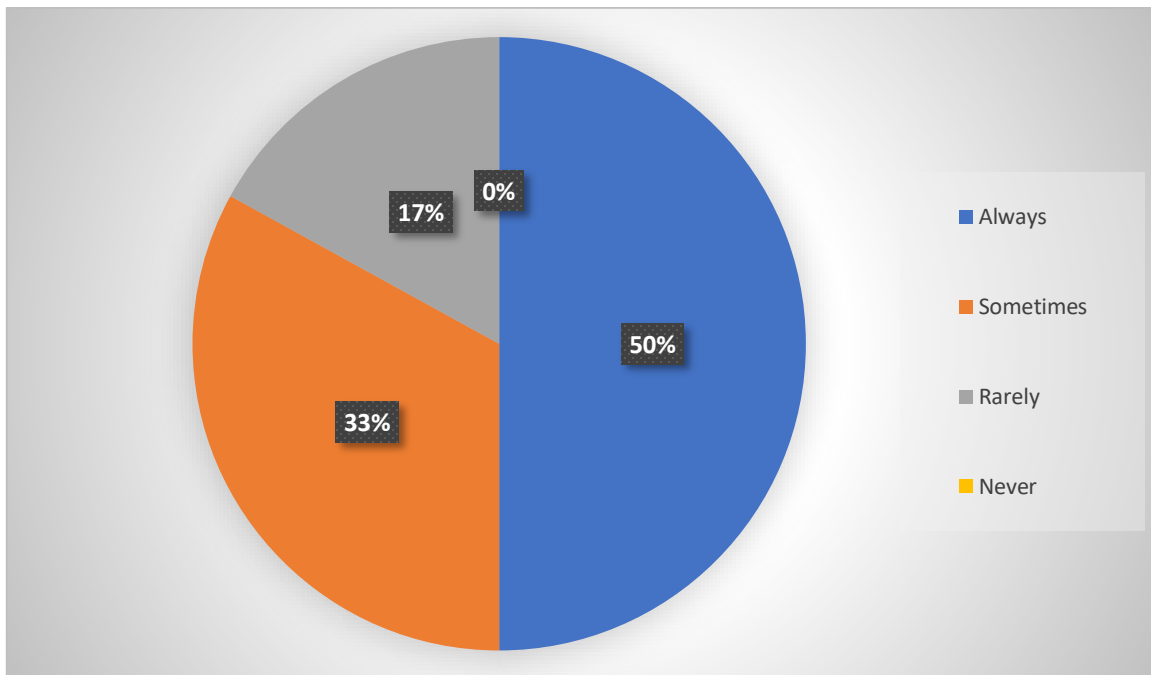
Fernández Fernández, Cordero Sanchez, & Córdoba Largo (2002), define descriptive statistics are records of information and observations made on a specific population of people that provide a series of data that must later be ordered and presented in an easily understandable way. Similarly, descriptive statistics develop a series of techniques to present and reduce the different data observed.

Likewise, to carry out the analysis more clearly, a file was created in Microsoft Excel, where all the data obtained were inserted to later obtain the mean (average) of the data and the median ordered from least to greatest. After analyzing the mean and the mode, we used tables and represented the data in pie charts.

We particularly focused on the mode which is the value of the variable with the highest repetition frequency. In a distribution not grouped into intervals, a column of frequencies is observed, and the mode is the most repeated. Although in some cases the distribution of variables has more than one mode, they can be called binomial and trimodal or even frequency distributions that present both the absolute and relative modes. The mode calculations are simple and easy to interpret (Ruiz Muños, 2004).

Based on the answers obtained that the participants gave, choosing one of four options per question, the analysis of the questionnaire was carried out paying attention to frequencies.

Graphic 1 - Does the teacher promote participation in the English class?

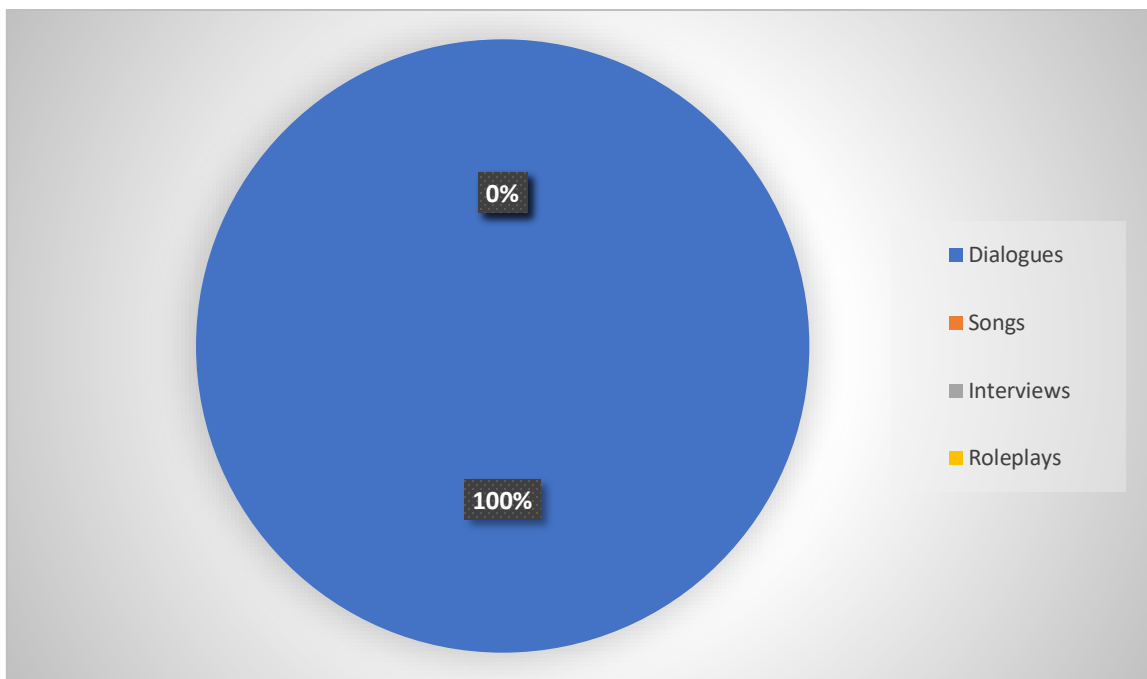


Source: Self-made

According to question number one, 50% of the participants select option A where the answer is always. This shows us that the teacher does promote participation during the English class. However, 33% of the participants express that sometimes and 17% that rarely.

Through the highest percentage of the incorrect answer obtained, it is evident that the teacher in most of the classes makes an effort to promote active participation during the English class, even if it is not in its entirety. In other words, improving participation is not an easy task for the teacher, which is why many times in classrooms in Nicaragua there are more than 40 students in each section and only one teacher. Likewise, teachers find it difficult to promote active participation in students because there is very little time to develop the English class.

Graphic 2 - What kind of activities does the teacher do to develop oral communication?

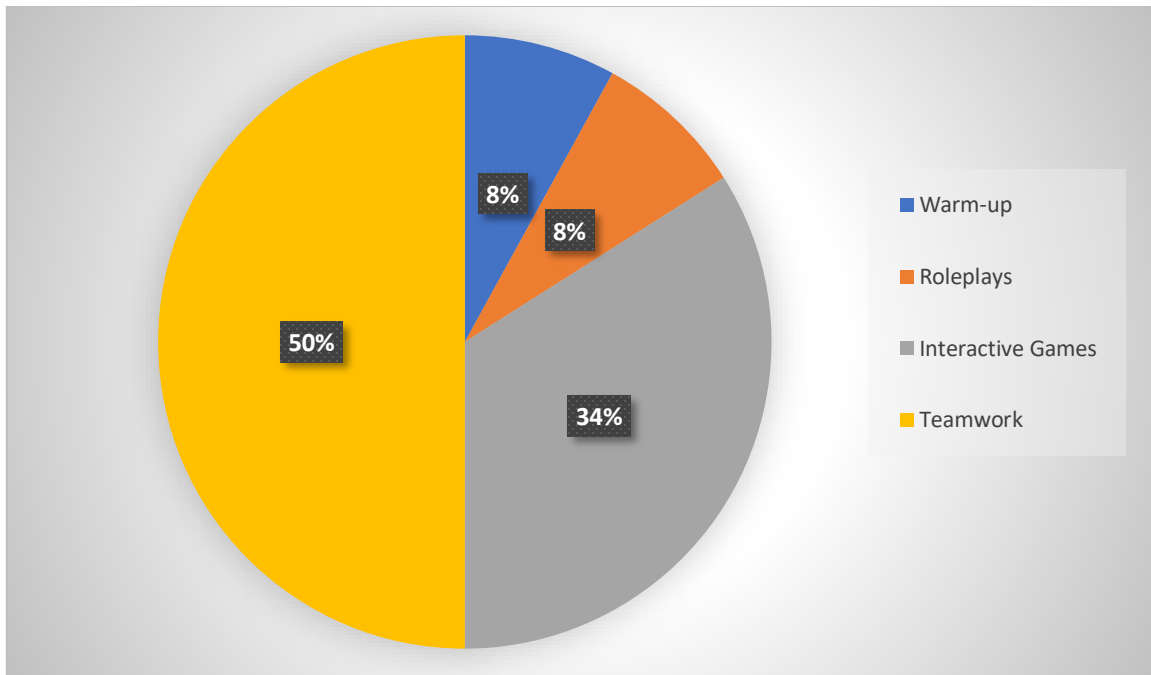


Source: Self-made

Based on the answer obtained in question number two, 100% of the participants selected option A, where the answer was the use of dialogues as a method to develop oral communication in the English class. This shows us that the teacher does use methods for oral participation in English. However, the teacher is limited to a single activity, which shows that there is no diversification of activities since the use of dialogues is the only activity used by the teacher. In the same way, dialogue is not a recommended activity to promote participation but to verify pronunciation.

Therefore, different activities help develop active participation in students, relating to the study by Mamani Quispe (2020), who explains that debate, role-playing, and interviews are activities that promote and develop the capacity of critical sense. In the same way, these activities allow students to confront knowledge and develop communicative competence, which is very beneficial to promote motivation to participate in oral activities in the English class.

Graphic 3 - What activity motivates you to participate in the English class?

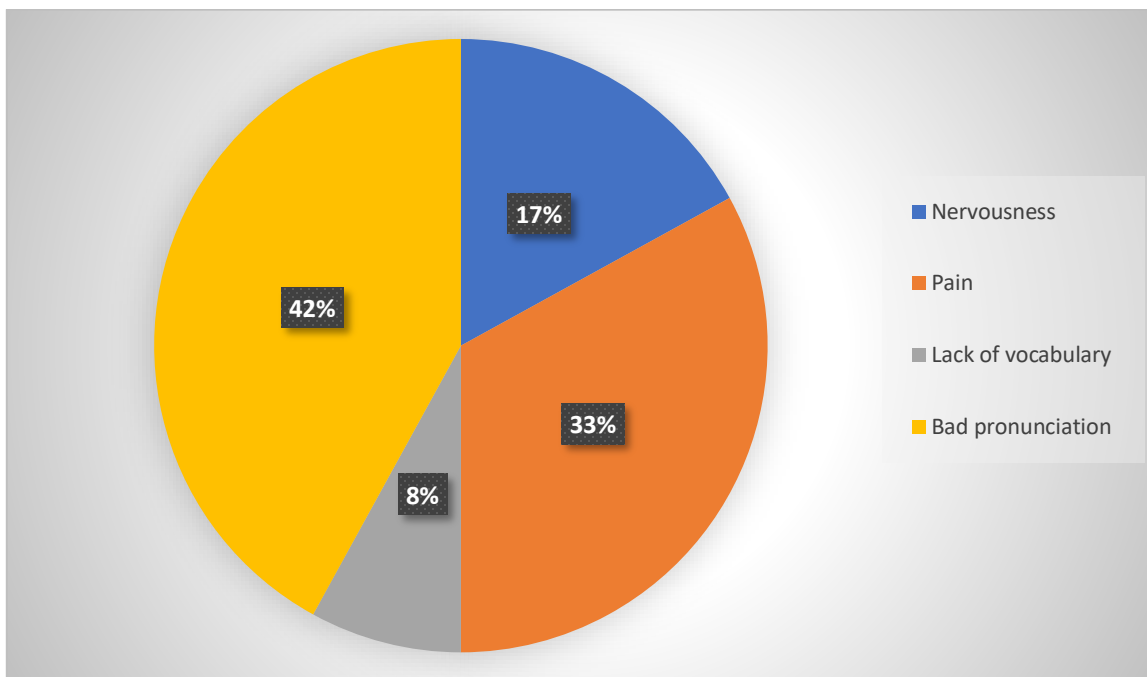


Source: Self-made

Regarding question number three, 50% of the participants agreed with his answer, selecting option D teamwork as the main activity that motivates them to participate in the English class. This is the answer with more frequency in repetition. 34% of the participant's selected option C interactive games, 8% option B Roleplays and the other 8% selected option A Warm-Up.

This shows that the main activity that motivates students to participate in English class is teamwork. Likewise, it shows us that most of the students achieved better interaction in oral activities during English classes when they work as a team. According to what Morell Moll (2009) expresses, when working in a group trust is created and students are allowed to get to know each other. In the same way, better knowledge is conceived but above all, an inclusive environment is created for all students who receive the English class.

Graphic 4 - What prevents you from participating orally in the activities that take place during the English class?

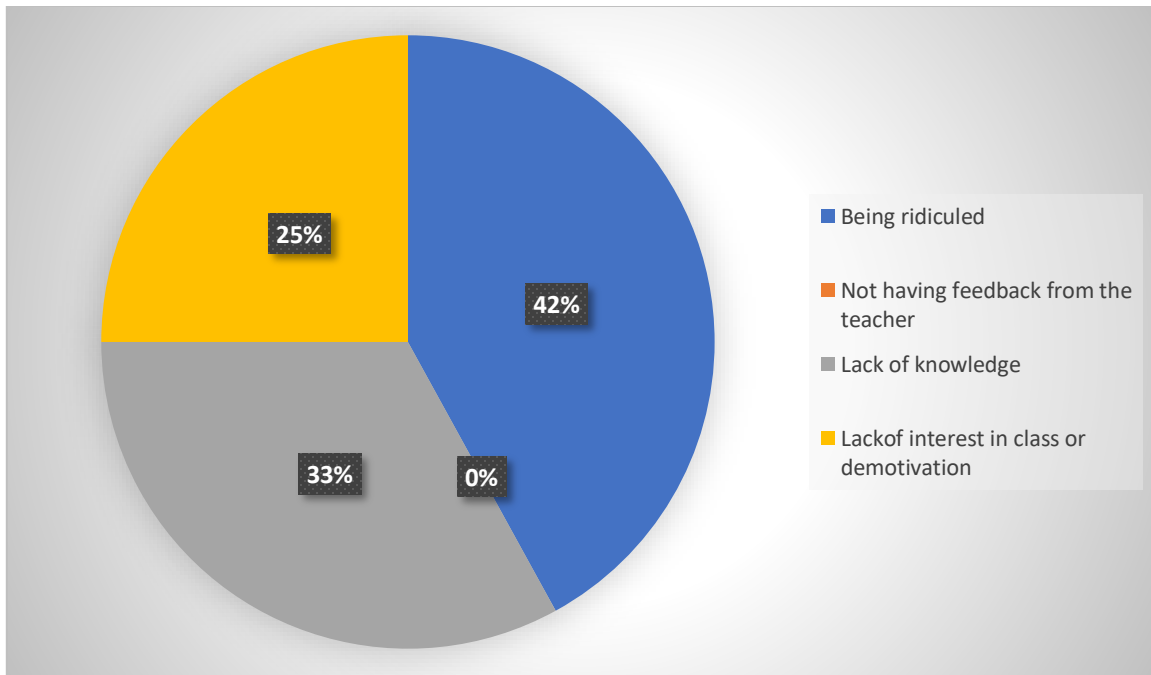


Source: Self-made

According to question number four, 42% of the participants select option D, where they consider that bad pronunciation is the main cause that prevents them from participating in oral activities during the English class. In the same way, 33% of the participants selected option B, where grief is another of the reasons that prevent them from participating. 17% selected option A nervousness and only 8% selected option C lack of vocabulary.

Based on option D, which was the most selected, it can be seen that poor pronunciation is the main reason that prevents students from participating in oral activities in the English class. Therefore, to improve bad pronunciation during the development of the English class, the main activity is practice, where the teacher can develop activities that involve all students such as reading aloud, repetition of words, and the use of songs. In this way, students learn to listen and at the same time improve their pronunciation.

Graphic 5 - What are the main reasons why you do not participate in English class?



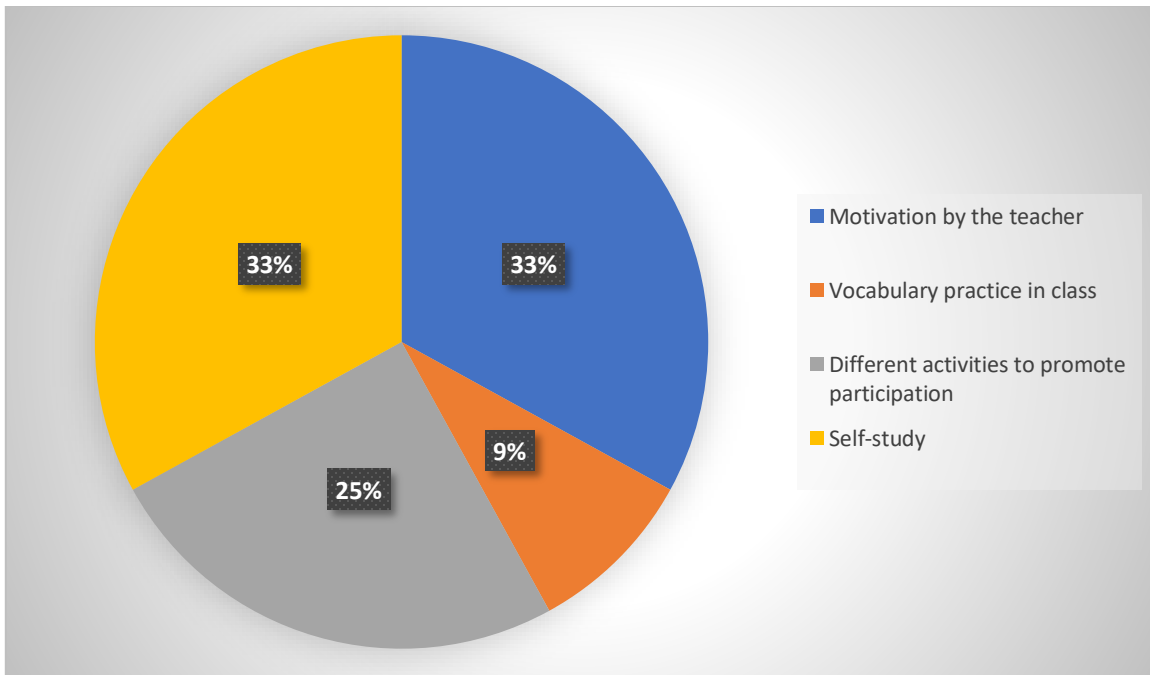
Source: Self-made

Regarding question five, the answer with the highest selection number was option A, where 42% of the participants expressed that the fear of being ridiculed is the main reason why students do not participate in the oral activities they carry out. The teacher during the English class. 33% thought that lack of knowledge is another reason and 25% of the participants selected lack of interest or demotivation.

Therefore, the fear of being ridiculed is the main reason why students do not participate in class. This is due to the lack of trust that exists between students in the classroom and which can be improved through activities that include everyone such as roleplays, warm-ups, and Memory games. In this way, the teacher can promote participation and create trust among all students, who are not afraid of making mistakes since it is part of the English language learning process.

In the same way, students should try to build trust among all and not be teased if a classmate makes mistakes so that they can participate and learning is more effective.

Graphic 6 - What would help you be confident to participate in the English class?



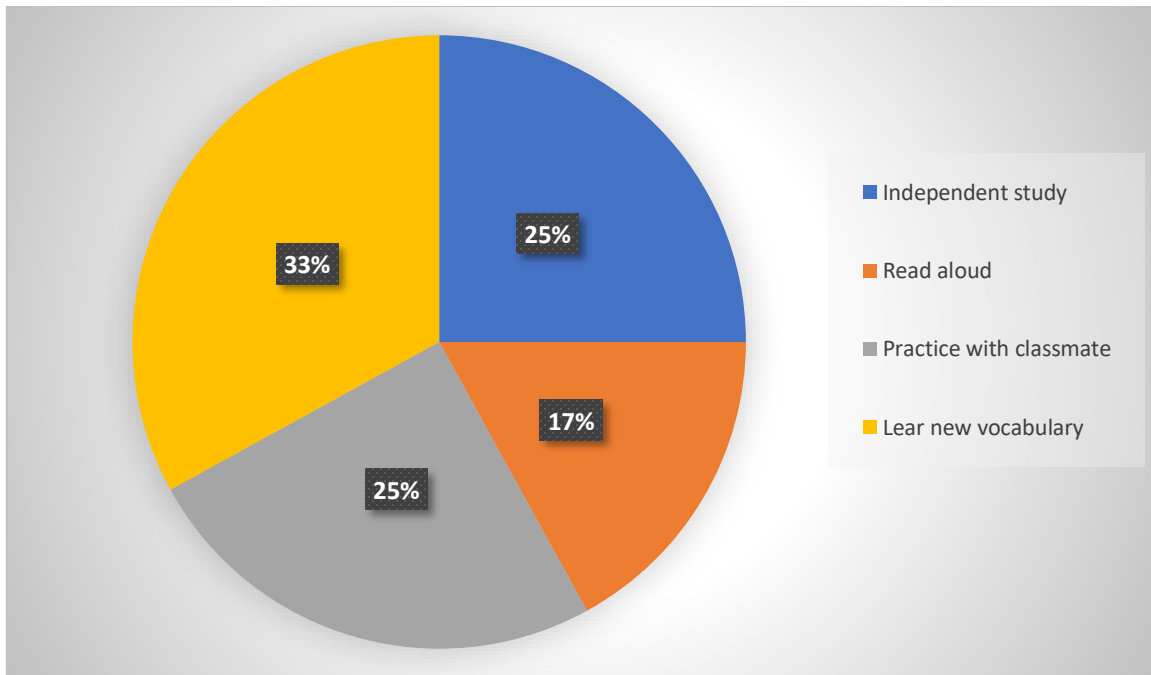
Source: Self-made

Based on question number six, the answer was bimodal, so there was the same percentage in the selection of two answers by the participants. 33% of the participant's selected option A, which refers to motivation by the teacher, and another 33% selected option D, self-study. Therefore, it is evident that both options are the main sources that help students to have the confidence to participate in oral communication activities during English class.

Referring to the responses of the participants, it can be said that the teacher plays a very important role in terms of student participation since it is essential that they generate confidence to participate during the English class. Therefore, teachers are urged to always encourage students to practice and participate during English class.

Likewise, promote dynamic activities or interactive games that build confidence in students to interact with other classmates. Similarly, students practice the habit of self-study and learning new vocabulary as it is another way to improve pronunciation and participation. In this way, better results will be reflected during the English class.

Graphic 7 - What would help you improve oral communication in English?



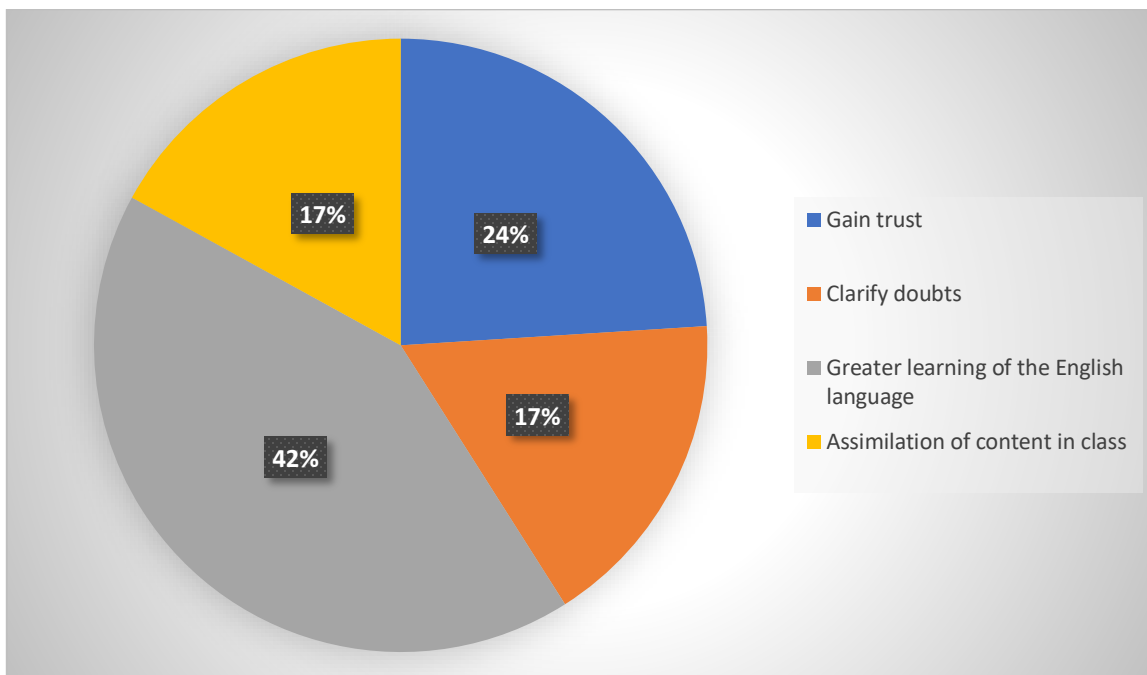
Source: Self-made

Based on question number seven, the most selected response by 33% of the participants was option D, in which it is expressed that learning new vocabulary is one of the main reasons that would help improve oral communication in English. 25% of the participant's selected option A, an independent study, and another 25% selected option C, practice with partners. Only 17% selected option B, read aloud.

In this way, it was possible to show that learning new vocabulary is one of the main reasons that would help improve oral communication and interaction among students. Therefore, the teacher must make use of dynamic activities where he teaches new vocabulary in the classroom, such as the use of songs with their lyrics, picture stories, and interactive games. This would favor the students since their vocabulary would be more extensive, they would lose their fear of interacting, and they would improve their participation in oral activities in the English class.

Likewise, independent study is another source of learning new vocabulary and improving learning to develop communication skills in the English language using songs, videos, and mobile applications.

Graphic 8 - ¿ What are the advantages of putting participation into practice during the English class?



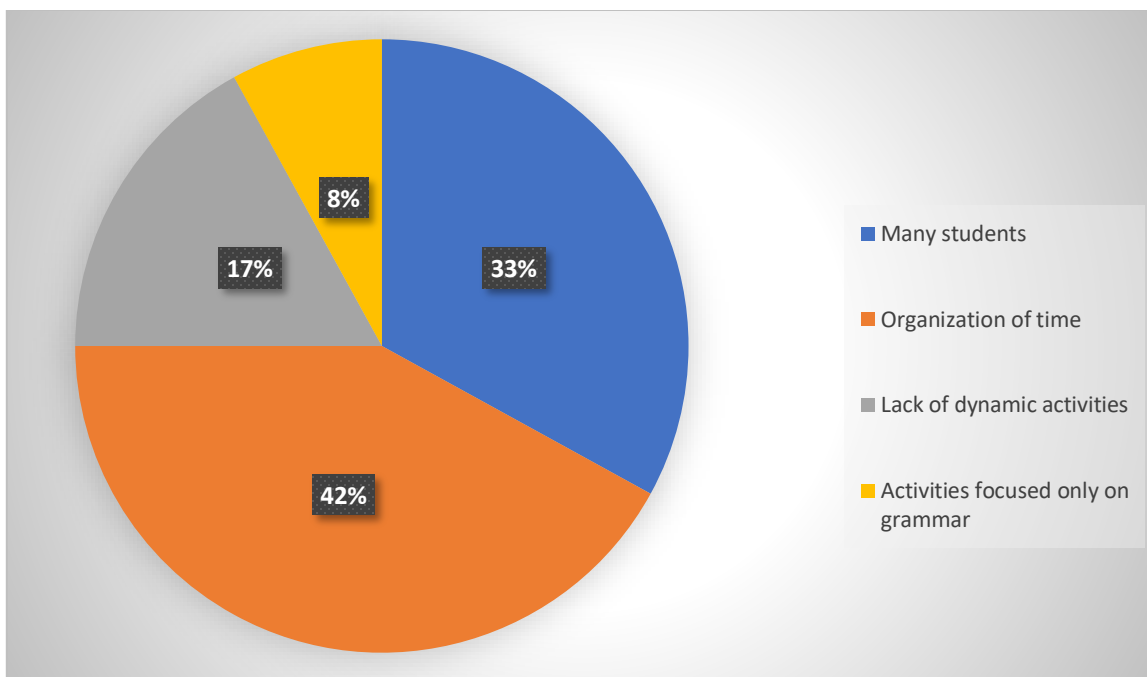
Source: Self-made

In reference to question number 8, the answer most selected by the participants with 42% was option C, greater learning of the English language. 24% selected option A, to gain confidence, and the other remaining percentage selected option B, clarification of doubts, and option D, content assimilation.

In this way, it can be seen that one of the main advantages of putting active participation into practice during the development of the English class is that a greater learning of it is obtained. In the same way, it allows the clarification of doubts and a better assimilation of the contents.

Therefore, when students put their knowledge into practice, they favor the development of their learning and at the same time generate greater confidence. That is why students must participate in the different activities that the teacher develops in the English class, in this way they will develop different skills in the English language that will serve them both in personal and professional development.

Graphic 9 - What prevents you from participating in oral activities in English class?



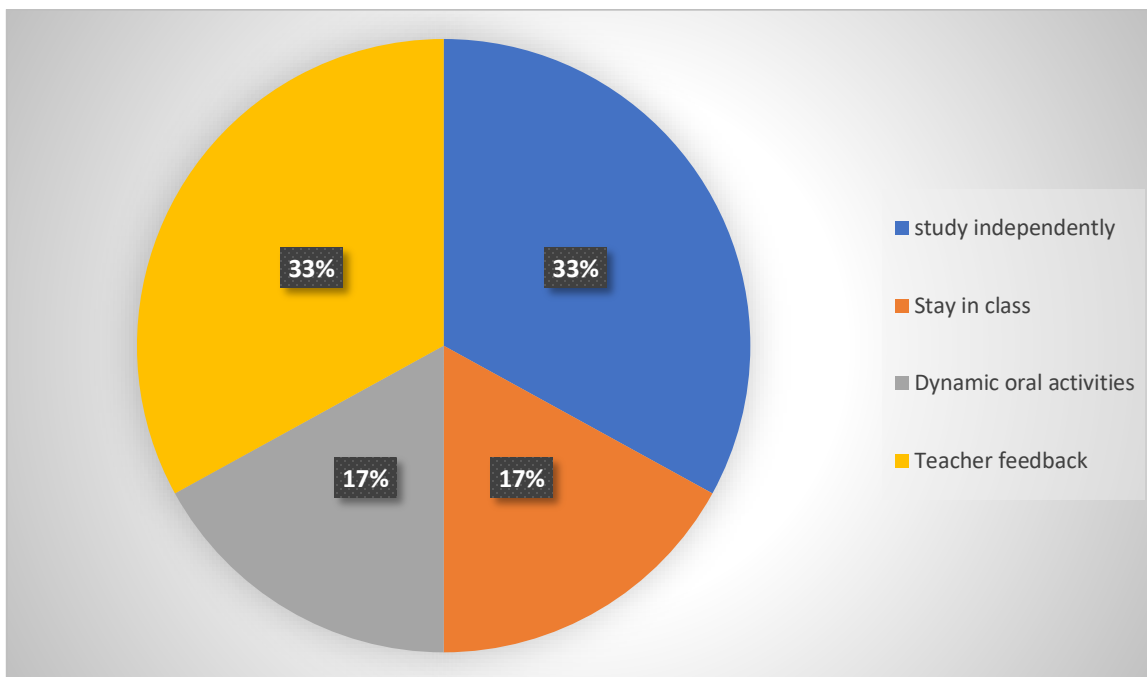
Source: Self-made

Based on question nine, the answer that had the highest number of selections was option B, where 42% of the participants agreed that the organization of time is one of the main causes that prevent them from participating during the English class. 33% of the participant's selected option A, many students. 17% selected option C, lack of activities, and only 8% selected option D, activities focused on grammar.

Taking into account option B, which was the most selected, it is evident that one of the main causes that prevents students from participating in oral communication activities is the organization of time. This means that many times, due to the little time that the teacher has to develop the class, not all the activities are carried out as planned.

In the same way, it affects both the development of the class and the participation of the students since the time that is given to them is very little for everyone to participate in the oral activities during the English class. Likewise, student learning remains incomplete and does not fully develop their abilities. Therefore, the organization of time when planning by the teacher is very important, since in this way he can promote the participation of all students so that everyone can participate.

Graphic 10 - What suggestions do you have to develop active participation during the English class?



Source: Self-made

Based on question number ten, the response was bimodal, so there were two options selected by the participants with the same percentage. 33% of the participant's selected option A, independent study, and another 33% selected option D, teacher feedback. 17% selected option B, not missing classes, and the other 17% selected option C, dynamic oral activities.

Based on the answers with the highest percentages, it shows us that the majority of students agree that independent study is one of the main activities that can help improve active participation during class. This is evidenced through participation during class since many students who practice this habit have greater confidence and knowledge when participating in the activities that the teacher carries out in the English class.

In the same way, the teacher's feedback to the students is one of the most effective methods to develop active participation during the English class, thus creating an environment of trust without fear of making mistakes. Therefore, it is shown that both options are important to develop new knowledge and generate a greater environment of trust during participation in oral activities in English language classes.

In response to our research question, what are the reasons why students hesitate to actively participate in oral activities in English class? During the analysis of results, different reasons were found for why students hesitate to participate actively in the English class. Among the main reasons are poor pronunciation, shyness, and lack of self-study, these being the most prominent during the analysis of the questionnaire applied to the participants.

Other reasons found are the lack of diversification of activities to promote oral communication during class by the teacher. Lack of English vocabulary, nervousness, grief, and fear of being ridiculed by students. Likewise, the disinterest showed by the students during the English class.

In the same way, not having feedback and the lack of motivation during the English class with the teacher are reasons that influence the lack of oral participation of the students.

Based on these reasons, it is evident that there are different problems during the teaching and learning of the English language in the ninth-grade students of the San Isidro National Institute. In the same way, the different reasons why students hesitate to participate in oral communication activities during English class are evident. Therefore, a clear answer to the research question is given.

V. Recommendations

Based on the discussion and analysis of the results obtained, the following recommendations are presented.

- **For students:**

- Students are recommended to practice each one of the lessons developed during the English class, in this way the assimilation of the contents will be easier, and they will achieve more effective learning.

- It is suggested that students develop the habit of self-study outside the classroom, where they can use different methods, such as reading, learning new vocabulary, practicing with other people orally, listening to songs in English, watching videos and podcasts in English, record themselves speaking, in this way they will be able to develop the different communication skills of the English language.

- Students are recommended to build trust among all and not be teased if a classmate makes mistakes so that they can participate and learning is more effective during the development of the English class.

- **For teachers:**

- Teachers are urged to always encourage students to practice and participate during English classes. Likewise, promote dynamic activities or interactive games that build confidence in students to interact with other classmates.

- Teachers are recommended to organize time well when planning, in this way they can develop the English class as a whole. In the same way, make use of different dynamics that motivate all students to participate in the different oral activities that take place during the English class.

VI. Conclusions

In conclusion, it is important to highlight the value of participation in oral communication in English language classes, since it is one of the main skills that must be developed when learning this language.

However, today it is a problem that can be observed in the different study centers in Nicaragua, where many of the students hesitate to participate in the different oral activities that the teacher develops in the English class. That is why we undertook the task of investigating the main reasons why students hesitate to participate in oral communication activities in the English class at the Instituto Nacional San Isidro during the year 2022.

Taking into account the research problem, what are the reasons of students' hesitation to actively participate when carrying out oral activities in the English class, the objectives were raised, which were the main guide to carrying out the research. As a general objective, it was proposed to identify the reasons why students hesitate to participate in oral communication activities in English class. Similarly, the specific objectives were to describe these reasons and categorize some techniques that help improve participation in oral communication activities in the English class.

Taking these aspects of the research as a reference, and after analyzing and discussing the results obtained through the application of a questionnaire, it was possible to reach the following conclusion, giving output to the objectives set and answering the research question.

It was possible to identify the different reasons why students hesitate to participate in oral communication activities in English class. Among which is that mispronunciation is one of the main reasons that prevent students from participating.

Other reasons are shyness, nervousness, and fear of being ridiculed, so when they participate, they are afraid of making mistakes and being mocked by their peers, where it can be seen that there is not an atmosphere of trust between them. In the same way, it became evident that the lack of motivation, the lack of vocabulary, and the lack of independent study are reasons why students do not participate too.

In the same way, the lack of vocabulary is a reason that prevents students from interacting during oral activities in English, which is related to the fact that they do not have a habit of self-study outside the educational center. Also, the lack of motivation on the part of the teacher towards the students is a reason why they do not participate, where it was showed that new methods are not used to improve the interaction between students, using only traditional techniques such as the use of dialogues. Which leads to limiting participation, so it is not an activity to promote participation but to develop pronunciation.

During the research process as researchers, we found ourselves with different limitations such as time, because we began to request permission to enter the institute, and it was the exam period, so it was a little difficult for us to get permission. Another limitation was that the students would leave soon on vacation and not all agreed to participate in answering the questionnaire. And another difficulty was when creating the graphs in the analysis of results since we did not have the knowledge to use the Microsoft Excel program.

Based on the results of this research, it is considered to be of great importance, which is why it exposes the different reasons why students hesitate to participate in oral communication activities in English class. This gives opportunities to future researchers to investigate more about this topic and to propose activities that help improve student participation in oral activities that teachers develop in the English class. In the same way, research can continue to improve the learning of the English language and ensure a better education for future generations.

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VIII. Anexes

8.1. Letter for the signed consent of the participants



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UNAN-MANAGUA

Facultad Regional Multidisciplinaria FAREM – Estelí.

Reciban un cordial saludo apreciados estudiantes:

A través de este consentimiento firmado, nosotros como estudiantes de la FAREM Estelí de la carrera de inglés V año, queremos hacer constar de manera formal su compromiso por ayudarnos en nuestro trabajo de investigación. En el cual de forma voluntaria aceptan responder un cuestionario que nos brindará información importante para llevar a cabo nuestro trabajo de investigación. Las preguntas que este contiene son relacionadas a la clase de Inglés. Por lo tanto pueden sentirse libres y responder cada una de las preguntas encerrando la respuesta que ustedes elijan. La información que ustedes nos brinden será procesada y analizada para después usarla en nuestro trabajo.

Para proteger sus identidades sus nombres serán omitidos o reemplazados. De esta manera su seguridad no será afectada bajo ninguna circunstancia. Sin más que decir se le pide a cada participante nos brinde su firma para confirmar su compromiso en ayudarnos. De igual manera se les agradece de antemano por su colaboración.

Nombre de la Investigación:

Oral Communication Participation.

Nombre de los investigadores:

- Osmani Josué Dávila González.
- Mariangel Barrera Obando.

He leído la información provista y a través de mi firma confirmo mi participación voluntaria para la realización de dicho estudio.

Nombre	Firma
1-	
2-	
3-	
4-	
5-	
6-	
7-	
8-	
9-	
10-	
11-	
12-	

Fecha: Diciembre, 08th 2022



8.2. Instrument

Questionnaire

1- ¿El profesor promueve la participación en la clase de inglés?

A) Siempre B) A veces C) Pocas veces D) Nunca

2- ¿Qué tipo de actividades realiza el profesor para desarrollar la comunicación oral?

A) Diálogos B) Canciones C) Entrevistas D) Roleplays

3- ¿Cuál actividad le motiva a participar en la clase de inglés?

A) Warm up B) Role plays C) Juegos interactivos D) Trabajo en equipo

4- ¿Qué le impide participar oralmente en las actividades que se desarrollan durante de la clase de inglés?

A) Nerviosismo B) Pena C) Falta de vocabulario D) Mala pronunciación

5- ¿Cuáles son las principales razones por el cual no participa en la clase de inglés?

A) Ser ridiculizado B) No tener retroalimentación del docente

C) Falta de conocimiento D) Falta de interés a la clase o desmotivación

6- ¿Qué le ayudaría a tener confianza para participar en la clase de inglés?

A) Motivación por parte del docente B) Practica de vocabulario en clase

C) Diferentes actividades para promover la participación D) Autoestudio

7- ¿Qué le ayudaría a mejorar la comunicación oral en inglés?

A) Estudio independiente B) Leer en voz alta

C) Practicar con los compañeros D) Aprender nuevo vocabulario

8- ¿Qué ventajas tiene poner en práctica la participación durante la clase de inglés?

A) Ganar confianza B) Aclaración de dudas

C) Mayor aprendizaje del idioma inglés D) Asimilación de contenido en clase

9- ¿Que le impide participar en las actividades orales en la clase de inglés?

A) Muchos estudiantes B) Organización del tiempo

C) Falta de actividades dinámicas D) Actividades enfocadas solo en gramática

10- ¿Qué sugerencias tiene para desarrollar la participación activa durante la clase de inglés?

A) Estudiar independientemente B) No faltar a clase

C) Actividades orales dinámicas D) Retroalimentación del docente