

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA  
FAREM - MATAGALPA**

*GRADUATION SEMINAR TO GET THE BACHELOR DEGREE IN ENGLISH*



**THEME:**

*“Methodological strategies of the basic English skills applied in the curricular transformation in the teaching-learning process in Matagalpa and Jinotega during the second semester 2010”*

**SUB-THEME**

*“Factors that raise the affective filter in the development of the English Speaking Skill with the New Curricular Transformation in Students of 9<sup>th</sup> grade, morning shift of Eliseo Picado Institute Matagalpa, during the Second Semester 2010”*

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## **THEME**

“Methodological Strategies of the Basic English Skills Applied in the Curricular Transformation in the Teaching and Learning Process in Matagalpa and Jinotega, during the Second Semester 2010”.

## **SUB-THEME**

“Factors that raise the affective filter in the development of the English Speaking Skill with the New Curricular Transformation in Students of 9<sup>th</sup> grade, morning shift of Eliseo Picado Institute – Matagalpa, during the Second Semester 2010”

## **DEDICATION**

I dedicate this research paper to my God for allowing me living this special moment; for giving me health, strength and wisdom for concluding my career.

*Odalys Cruz Centeno*

## **DEDICATION**

First of all, I dedicate this research paper to the special being giver of life: “God” who has always guided me, who has given me health, strength, wisdom and intelligence to achieve my goal.

To my parents: *Victorino Barrera* and *Haydee Aguilar* for their love, understanding and unconditional support to finish with success this shared dream.

To my sister: *Jarling Anielka Barrera*, for being with me in good and bad moments, for continuously encouraging me in the most difficult moments.

*Suleyka del Carmen Barrera Aguilar*

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***Odalys Cruz Centeno***

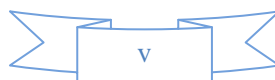
## **ACKNOWLEDGMENT**

My special gratitude to “God”, a permanent source of inspiration, for his love, mercy, and for allowing me the life, health, strengths, wisdom and intelligence because without his help it would not have been possible to achieve this goal. Thanks God!

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*Suleyka del Carmen Barrera Aguilar*





## **TEACHER'S VALUATION**

It is a compromise and responsibility for students of English Major at UNAN – FAREM Matagalpa to investigate the problems that are affecting the English Teaching and Learning process. For this reason the members of this Graduation Seminar decided to focus this research in the topic **“Methodological Strategies of the Basic English Skills Applied in the Curricular Transformation in the Teaching and Learning Process in Matagalpa and Jinotega, during the Second Semester 2010”**.

The focus of the Curricular Transformation is based in the Communicative Approach since it makes emphasis in communication; therefore teachers should develop their classes so that at the end of high school students demonstrate they are competent enough to produce the language in a real context communicatively.

As tutor of the Seminar **“Factors that raise the affective filter in the development of the English Speaking Skill with the New Curricular Transformation in Students of 9<sup>th</sup> grade, morning shift of Eliseo Picado Institute – Matagalpa, during the Second Semester 2010”**, I consider that it fulfills with the objectives and the requirements of a Graduation Seminar, therefore it is ready to be defended.

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Licenciada Ligia Pineda Ruiz

Tutor

## **SUMMARY**

This seminar is about factors that increase the affective filter in the development of the English Speaking skill with the new curricular transformation in students of 9<sup>th</sup> grade; its main objective is to analyze the factors that interfere in the students' learning when using English in a communicative context in order to look for effective strategies and techniques that help students to overcome their difficulties and get a meaningful learning.

For the development of this research topic the issues addressed are: The new curriculum, the Speaking skill, the affective filter. It also analyzed the main factors that increase the affective filter in the students while using the target language in a communicative way.

With regard to the conclusions, it is concluded that there is not confidence neither motivation toward learners, there is also lack of individual attention due to the quantity of students in the classroom for that reason they need motivating activities and more time to learn English. On the other hand, the educative system continues to be a barrier for the students' learning (assessment, programs). Unless teachers respect the students' learning styles and rhythm, it is very difficult for students to overcome a high affective filter.

It was found that students want to learn English, and are interested in the subject, but the teaching techniques and strategies are not according to students' preferences which decrease their level of motivation because of routine activities that make them refuse to participate and become passive students.

## **I. INTRODUCTION**

Despite the importance of developing the Speaking Skill, for many years teaching speaking has been undervalued and English Language Teachers have continued to teach Speaking using repetition (traditional teaching). However the New Curriculum Transformation requires that the goal of teaching speaking should improve students' communicative skill, because only in that way students can express themselves and learn how to follow the social and cultural rules, therefore to develop these skills students need to be free of negative factors.

This research paper was about factors that raise the affective filter in the development of the English Speaking skill in the new curriculum transformation, with the purpose of analyzing the factors that increase the affective filter in students while using English in a communicative context. This paper also intends to identify ways to deal with these factors in order to create a confident environment for students through the use of appropriate methods and strategies that make them speak English without the interference of negative factors that make them feel insecure when expressing themselves. In order to gathering this information, books, magazines, and web sites were used. Theoretical and empirical methods were also applied, such as surveys to students, interviews with the teacher and observation guide for the teaching and learning process.

This research topic is descriptive because the aspects presented in this investigation provide information that occurs in the reality of a specific school. It is also an explanatory study due to the fact that there was not specific data in which it was needed to investigate. The population of study was of two English Teachers, two Head masters and 243 students: 46 students of 9th grade A, 52 students of 9th grade B, 40 students of 9th grade C, 53 students of 9th grade D, and 52 students of 9th grade E, from which it was taken a sample of 39 students (9th grade E) equivalent to 75 % of population. The variables measured in this research were:

- \* The New Curriculum Transformation.
- \* Factors.
- \* Affective filter and.
- \* English Speaking Skill.

## **II. JUSTIFICATION**

This research is about factors that increase the affective filter in the development of the English Speaking skill in order to find ways to deal with them, and at the same time to suggest effective strategies to reduce the high affective filter in students when using the second language, due to the fact that some students obviously fear speaking English in front of their peers. Perhaps this happens because of the way in which the teacher organizes the speaking activities, the way of making the students use the language or may be factors that interfere in the students` performance, in which students are accustomed to accumulating knowledge and are never expected to practice the language.

This research topic is important because when we know factors that raise the affective filter in students to use the target language we can look for appropriate strategies and techniques that help students with high affective filter. With this work we will provide English teachers some ideas and strategies to be used in the development of their classes in order to lower the students` high affective filter and to achieve the speaking development in students without fear.

In fact, the strategies suggested in this work will be helpful for English teachers to apply them in the development of their classes to help the students break the ice and take risks to speak freely.

### **III. OBJECTIVES**

#### **GENERAL OBJECTIVE.**

- To analyze the factors that raise the affective filter and ways to deal with them in the development of the English speaking skill in the students of 9<sup>th</sup> grade, morning shift of Eliseo Picado Institute Matagalpa during the second semester 2010.

#### **SPECIFIC OBJECTIVES.**

- To identify difficulties and factors that interfere in the development of the English speaking skill in the students of 9<sup>th</sup> grade, morning shift of Eliseo Picado Institute Matagalpa during the second semester 2010.
- To describe methods and strategies applied by the teacher to reduce the high affective filter in the development of the English speaking skill in the students of 9<sup>th</sup> grade, morning shift of Eliseo Picado Institute Matagalpa during the second semester 2010.
- To critique the current practice of teacher according to the new curricular transformation to reduce high affective filter in the development of the English Speaking skill in the students of 9<sup>th</sup> grade, morning shift of Eliseo Picado Institute Matagalpa during the second semester 2010.
- To suggest effective strategies for lowering the high affective filter in the development of the English Speaking skill in the students of 9<sup>th</sup> grade, morning shift of Eliseo Picado Institute Matagalpa during the second semester 2010.

## **IV. DEVELOPMENT**

### **I. The curriculum transformation.**

The curriculum transformation implemented in Nicaraguan classrooms arises from the necessity to form critically-minded students able to confront the current society. It is pretended to improve the quality of education in all aspects taking into account the students' knowledge and environment as well as to provide students with a quality education orienting learning toward life skills.

With the new curriculum transformation it is intended that each citizen should develop the innovative ability to carry out into practice their acquired knowledge. The new curriculum is the key for building knowledge, skills, attitudes and the acquisition of values. On the other hand, the new curriculum is a compendium of information useful to improve the educative system because this new education curriculum was designed thinking in students' environment and real life. An advantage of the new curriculum is that students are learning things related to their needs and interests, and the topics are associated to their environment needs.

It is important to mention that many years ago students were just learning and accumulating knowledge because they were just writing and listening, but they did not produce the language as nowadays is done. It was a barrier in Nicaraguan high schools, especially when students came to the college without knowing anything due to lack of practice, because when the students just write and listen they forget, but if students listen, write, read, and speak they do not forget, accordingly they improve their learning through the practice of the four skills.

Nowadays students are more exigent referring to Education, students must build their own learning as the curriculum is based in competences. It is flexible and it is focused on helping the students to produce the language as soon as possible by expressing their opinions, ideas, feelings, and interests in which students build their self-confidence and self esteem. With the new curriculum teachers are facilitators and students build their own knowledge.

A negative factor with the new curriculum is the time factor because teachers may design several strategies and techniques in order to gain positive effects on language acquisition, and

students could be willing to carry out the activity, but usually there is not enough time to finish it and as a result students and teachers are left unsatisfied. (Urbina., 2009).

### **A. Objective**

“One of the purposes of the new curriculum transformation is to break behavioral paradigms and memoristic learning in order to maximize the potential of the students’ intelligence, talents and interests by promoting autonomy, creativity, attitude changes and thinking mode”. (Canelo, 2009 pp.3)

In short, its purpose is to form future critic citizens who are critically-minded with capabilities, principles and values that our country is demanding.

### **B. Vision**

“Its vision is to assure education to future citizens with scientific, technological and productive knowledge, civic values, ethical moral and basic skills that secure integral formation, human rights respect, the ethnic, religious, politic, and cultural diversity that allow them to confront and to seek solution to the different problems around them.” (Canelo, 2009 pp.3)

According to this statement, the curriculum transformation is intended to create future citizens with extensive knowledge and skills that let them develop with success in their own reality through an organization by competences areas and disciplines with pedagogical and active methodologies and global interdisciplines as well.

It is considered that the new curriculum transformation has been designed to develop the students’ knowledge so that the knowledge that they acquire be put into practice in their field of study.

“The new curriculum vision is to form teens and adults with high education in the human development with fundamental competences, principles and values for being applied to situations of the real life thus an efficient insertion in labor world, to give continuity to studies in superior or technical education.” (Canelo, 2009 pp.3)

Its purpose is to form open minded persons with analogical reasoning, able to have new perceptions, new ideas to share with people who are around them and carry them out in their future as well.

### **C. Approach of the foreign language in the new curriculum transformation.**

The high school education as part of Media and basic Education as well; to continue to go into depth the educative practices in the communicative cultural area, it is considered necessary to develop linguistic bases in students familiarizing them with the target language component.

Communication is an inherent necessity in the human being. When we feel the need for communication with others, we use the language as a means to solve it, for instance: to ask for or to give information, to start or to finish a conversation, to order, to express opinions, and to give suggestions etc. This communicative attitude is not just to know how to say something otherwise, where, why, who say it, including gestures and visual language.

Current pedagogical research has made possible to know that the language learning does not just develop multiple linguistic intelligences, but rather multiple intelligences, which has given great importance toward English learning. The linguistic intelligence involves the capability of carrying out an appropriate communication in a certain context. The communicative competence means, to develop knowledge, abilities and linguistic skill, sociocultural and intercultural. In Nicaragua and all over the world, English is relevant in science, technology, industry, trade, tourism, education, scientific researches, spoken and written means of communication, sociocultural and commercial interchanges.

The communicative approach arises from a need to develop a new innovative pedagogical approach that contributes the intellectual, social, and moral strengthening of the students by solving problems through experiments, critical thinking development and different points of view in meaningful contents for the students. It is important to point out, that with this approach the students will demonstrate and develop comprehensive abilities and skills in which they will use their knowledge to solve new problems in communicative situations by using the experience, reflection, abstraction and application.



The functional communicative approach corresponds to the language notions. The curriculum is organized by functions such as: to identify, to report, to reject, to accept, to decline, to ask for permission, to apologize etc.

Notions are general and specific. The general notions are abstract, concepts such as the existence, the space, the time, the quantity and the quality. They are domains in which we use the language to express thoughts and feelings. General notions of the time and space are the concepts of: place, movement, dimension, speed, time and frequency. Specific notions correspond the contexts and situations, for example: personal identity is a specific notion in which the name, address, phone number and personal information is given.

Other specific notions are to travel, the health education, the shopping, services and free time. We can say that learning a foreign language is so important to develop the human being intellectually because it is the most efficient way for another culture comprehension. In the current society the English domain is taking relevance each day due to it is considered one of the components of competitiveness at national level because it is part of the basic components that favor job opportunities.

“While studying English, students also have the opportunity to develop technological competence by using online resources for language learning.” (*Urbina., 2009*).

The new curriculum approach of the foreign language is communicative, which leads the students to use the language in a more communicative way according to the development of their capabilities. However, to master the language it is important to provide the students with practice inside the Nicaraguan classrooms.

Accordingly, the new curriculum tries to form students with good bases to confront future situations in their field of study, students able to do a better work when they become adults, however working with the new curriculum has its disadvantages; one of them is that the new curriculum and the government do not provide the necessary tools to achieve those expected goals. This lack of didactic and supplementary materials to be used by the teacher and students makes the implementation of these new ideas difficult, especially when one of the demands of the new curriculum is the use of these materials to facilitate the students’ successful learning.

Furthermore, the class hours in this subject are not enough for the students to attain a good dominion of English because mastering the target language requires continuous practice

The communicative approach that is supporting the new English curriculum, leads to the correct use of the language communicatively in which students express their ideas through speaking without care about grammar. However, when the students are learning a second language they are experimenting something new in their life; their affective filter could become high or low depending on the factors interfering in their learning process. Furthermore, when students face anxiety, shyness, nervousness and frustration their affective filter is high, but when there are not factors that interfere in their language acquisition and their learning is developed in a comfortable environment their affective filter is low. As a result the students take risks attempting to use the language productively and receptively so that they feel ready to try out their newly acquired language for meaningful purposes such as practices of communicative competences where the students can speak, listen, write, and read in the target language.

## **II. Speaking skill**

### **A. Definition:**

“Speaking is a productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and values more than just pronouncing words”. (Ur, 1996).

There are four key skills when learning a language: Listening, Speaking, Reading and Writing. It is considered that speaking has a higher importance than the other skills due to nowadays English has become a need for different purposes especially for oral communication. According to the Nicaraguan new curriculum speaking is the approach of the foreign language.

It is known that speaking is to express our ideas in the foreign language, but it is more difficult to perform it than the other skills because it requires more students` endeavour. The Speaking skill is developed through oral practice, and when students do not practice it is difficult to produce the target language.

“Speaking is considered as an activity used by someone to communicate with others through the language production such as: expressing ideas, feelings, and thoughts as part of our daily activities”. (Ur, 1996)

As mentioned before speaking is different from the other skills because with listening, reading

and writing we can do it alone without help of anyone else. For instance:

We can listen to the radio alone, we can read a book, we can write a letter, but we can not really speak alone, if we do it, it can be dangerous because people can think we are crazy or they may take us away.

According to the survey given to students, some students demonstrate that they consider English to be important to practice in their everyday life where it is necessary. (See graph 13). In the teaching process of English as a foreign language, most of the time the teacher uses the target language in order to get students accustomed to listening English and later on be able to produce it through the oral practice. Therefore, it is the teacher's role to prepare different communicative activities which make more emphasis on speaking so that students make use of the language even in simple way in order to help students with little or no knowledge to sufficient English Speaking environment through the continuous practice.

There is a 67% of students who expressed that speaking is the most practiced skill in the classroom, but the way in which the teacher develops the speaking activities is not according to their preferences. (See graph 16). Most students prefer to work in small groups, where they can feel in a more comfortable environment to use the language and they also need more creativity. (See graph 14)

Regarding to teaching methods used in the classroom it was found that the teacher often uses pair work, group work and individual work where students' position is by row. On the other hand, there is a little average of students who do not like English and hence they are not interested into use the language in a communicative way. As teacher we need to enrich ways of teaching through the application of different methods and strategies in order the results of the teaching and learning process would contribute more input to reach a successful learning.

Regarding to the observation, it was found a level of insecurity by the teacher while teaching English, because the teacher made mistakes frequently. Perhaps the teacher does not feel good to be observed by another teacher of the same specialization. Whatever the reason, the teacher demonstrated little motivation to involve the students, and little practice of communicative activities which could be the result of lack of interest in students.

In the new curriculum it is clearly stated that one of the objective of the English subject in Nicaraguan high schools is to develop the ability to communicate in English, either in written or

oral form. Unfortunately, the fact has shown that for students it is quite difficult to improve their speaking ability because they are accustomed to use their native language in their daily life more than using English, so there are many factors that affect students when they are asked to express something in English. Those factors are: nervousness, insecurity, social influence, fear, lack of motivation and embarrassment. The majority of students say that they fear to use the language because of nervousness and insecurity, aspects that do not allow the students to express themselves in a normal or relaxed way (See graph 9). This means that there are still shy students with little or not self confidence, which is why they prefer to write instead of speak or use the language orally.

We can not deny the fact that students still consider speaking as the most difficult skill to be mastered. In class teachers realize that there are students who can communicate and are able to point the answer of the questions even in simple forms. According to the survey given to students it is difficult to achieve language production in all students because when they try to use it they get nervous and feel confused when expressing something as they experience a certain level of insecurity and fear to make mistakes and there is little help by the teacher to make them produce the language. It is also evident that in English class the teacher and students have limited time to practice the speaking skill and it has a negative effect on their ability to use the target language as the old saying “*Practice makes perfect*” because good speaking skills are the result of continuous practice. If there is not practice in the speaking skill it would not be possible to overcome the difficulties of the students in the speaking performance.

Through the survey given to students it was found that the teacher does not provide confidence to students to ask questions about their doubts. This data was confirmed through the observation in which it was noticed that the teacher is not so available for students who show little understanding for the topic. This issue is one of the factors that interfere in students’ performance, it makes them refuse to produce the language and as a result they prefer to practice and learn the language by writing. (See graph 18).

“Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998)

The author says that speaking is a skill developed little by little, it starts from organizing words then ideas until to be able to transmit it to the others in different ways.

Speaking is a crucial part of second language learning and teaching because it is not just a repetition of words or memorization of dialogs, it is to build something new to be expressed in different situations of the real life. Despite its importance of learning English a 15 % of students assure that they are learning English for a requirement not because they are interested in learn it. However, it is part of the teacher's role to promote its importance for the future. It is considered that the teacher is expected to have right teaching techniques and strategies to encourage negative students in order to offer them a positive environment where they can see its great importance when becoming to establish relationship with foreigners (for future perspectives). Improving the speaking skill in students may be difficult but it is in our hands to build an adequate environment to motivate them to speak even though they are preparing for the future but they need to start. When the teacher achieves interest for the subject in students they will probably be more open to use English.

### **B. Speaking skill importance.**

Speaking is a very important skill in the second language learning. The ability to communicate in the second language clearly and efficiently contribute to the success of the learner in school and success later in every phase of life as the new curriculum expects. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, it is better to provide a rich environment where meaningful communication takes place in order to develop basic interactive skill.

It is important to think in many opportunities that a student would miss because of fear or lack of interest in practicing this skill. Therefore, the teacher's role is to create a classroom environment where students have real life communication, and to transmit the importance in mastering this skill in nowadays and for the future as well. It is thought that the speaking skill is sometimes overlooked by some students as being unimportant, it is likely that they think they will never be called to speak in public or maybe they think that they are not going to use English in any time, perhaps they have an impression that the speaking development is only for

people in sales marketing; this is false, need for communication may result when it is not expected and it is useful for any time of life.

### **C. Speaking strategies in the new curriculum.**

The communicative activities designed for the new curriculum transformation are a complement that provide ideas to English teachers to develop the communicative competences in students in real situations, but we do not really know if all of these activities are effective to lower the student's high affective filter because there are factors that interfere in students' performance such as: Anxiety, nervousness, shyness etc. Those factors are a barrier in the second language learning. That is why teachers have to take into account those aspects before choosing communicative activities to be carried out with students. It is also necessary for teachers to ask themselves a few questions when preparing for communicative activities like: What can I do to create a context? What is the purpose of the task? How can I generate interest in the activity? What type of groupings will be appropriate? How can I involve all students? How can I create a confidence environment? Etc.

Most teachers recognize that communicative activities are opportunities for learning, but what goes into making a communicative activity a success? The truth is, the success of communicative activities depends on preparation and performance, but this includes both, what is done by the teacher before the class starts and what is done in class to set up the task. Pair work activities are almost always determined by the work the teacher does before the students begin the activity itself.

Below is the speaking activities suggested for English teachers in the new curriculum:

#### **A Shoppers' Nightmare.**

Students are divided in to clerk and shoppers. Clerks set price of items. Shoppers have the option of negotiating the price. There are 2 winners in this version: The shopper who accumulates the most products and the clerk who makes the most money.

#### **What is the question?**

Students are divided in two teams; give some examples of answers in search of questions. Ask, What's the question?, and get the students to correctly say the corresponding questions for your

answers. Next, read and answer to a question and say, What's the question?, the fastest player to respond wins a point for his/ her team. New contestants come to the front for a new round

### **Toilet paper Icebreaker.**

This activity is used as a “getting to know you”, icebreaker on the first day of class.

1- The teacher takes a toilet paper roll and takes several squares of toilet paper, then hands the roll to a student. The teacher tells the student to take some, more than three.

2- After everybody in the class has some paper, we count the squares we have, and then we have to tell that many things about ourselves, in English.

### **Chain Spelling.**

The teacher gives a word and asks a student to spell it, and then a second student should say a word beginning with the last letter of the word given. The game continues until someone makes a mistake or a word that has been said already, then he / she is out. The last one remaining in the game is the winner.

### **Describing Appearances and Characteristics of people.**

Each student is given one sheet of paper; one student sits at the front of the room. He/she describes a person and the rest of the class draws the person being described. Once the student has finished describing that person then he/she reveals who it is and each student shows his/her drawing. The laughter from this is Hilarious as the impressions tend to make the character in question look funny.

### **Classroom Rules: Must and Must not.**

Prepare small pieces of paper each with both one thing students must do and one thing students must not do. Tell the students that they are supposed to form sentences that explain classroom rules. Divide the class into groups (of four if possible, so that everyone gets a chance to speak).

Give each group the pieces of paper. The winning group, the group that finishes first, reads their sentences aloud. (Each student of the group reads one or two sentences depend on the size of group).

### **Act Out an Activity.**

This is a game like activity to teach continuous tense. One student simply acts out some activity (e.g. cooking) and the other students guess what the student is doing by saying the complete sentence. Example. Petter is cooking.

### **Headmaster Game.**

Have each student take out a piece of paper and their dictionary. Write on the board: You are the new headmaster of this school. You have two years to make this the perfect school. You can have as much money as you want, but you must spend it all in 2 years.

- What changes would you make immediately?
- What changes must be gradual?
- What would you do to make it the better school?
- What changes would you make?

Be specific. For example, do not say hire better teachers. You must say how you would find better teachers or what kind of teachers you would hire. Also remember you must think like a headmaster, not like a student! Making school easy and letting the students do not do exam or assignment will not make parents happy!

Give the students 15 minutes to work alone. Then put them in groups of 3-5 with a leader to organize their thoughts. Each group's leader will give its "report" to the other students during the following class period. (Help them if possible)

### **Can you find what difference is?**

Ask a volunteer to go out of the classroom. While the student is out of the room, the other student changes their sweaters, shoes and so on. Bring the student who went out of the classroom back inside. He/she has to guess the differences (In English of course).



### **Fold - over Stories**

Give each student a sheet of paper. Write the following words on the board in a vertical line: Who, What, How, Where, When, Why. Explain that everyone will be writing a sentence story. Write an example on the board, explain, asking for suggestions.

- Tell them to write someone's name at the top of their paper (a famous person that everyone knows); fold the paper over one so no one can see it, then pass the paper to the person on their right.

- Write on the received paper what the subject did (suggest funny actions), fold it over and pass it on to the right.

- Continue to write one line, how they did it (adverbs), fold and pass; where – pass; when-pass; and last of all, why (because...) and pass it one more time.

- Have the students unfold their stories, and read them silently. Help them to read if they do not understand.

- Ask one student at a time to read "their" story aloud, or turn the stories in for the teacher to read. Funny!

### **Descriptions**

- Write down names of every student in your class on pieces of paper.

- Give the name to students. Try to make two students describe each other.

- Ask them to describe the person whose name is on the paper.

- After they finish, give the description to the person who is described. He/she has to find any writing mistakes on the paper.

- Students work in pairs to correct the two papers.

### **Last Student Standing**

To review information for any subject, play a game called “The Bump Game”, have the students line up, facing you, call out a question for review, and if the students think they can answer, they raise their hands. Call on only the first one that “you” see. If that student can answer the question within 3 seconds, she/he may gently bump with an elbow the person to the left or the right of her/him and that person must go and sit down. The last person standing is the winner. The students love to play this as it gets them up and moving. Always caution them to listen carefully because you repeat questions over many times during the playing of the game, and they may miss it if they are not paying close attention.

### **Human Bingo**

Create a bingo card, in some of the squares write a phrase such as “has climbed a mountain”, “ride a bike”, “has run a marathon”, “work for a charity”etc. Things that would be interesting to know about someone. At the start of the class give each person a copy and tell them to find one person who has done each thing. E.g. ask the other players whether they have climbed a mountain or whatever. If the player been asked has done that activity they sign their name to that box. Players can only each time they meet the person ask one question before moving on (but they can meet the person again later and ask another question). Keep going until someone has all of the boxes filled in.

### **Descriptions**

Ask for 2 students volunteers to come up and stand in front of the class. Explain to them that they are going to be part of an experiment about different perceptions. Ask the class to begin to describe the two classmates who are standing before them. Let the descriptions go on for a few minutes, examples might be: hobbies, music they like etc. Ask the 2 students how accurate the descriptions of them were. Let them point out things that were right on and things that were not true, at all. Point out to students how we all assume certain things to be true about people based on how they look.

## **Eternal Mingle**

This is an excellent all-purpose communicative activity for big classes. It is effective because it just about ensures a high level of student participation. It also lowers inhibition levels, encourages student centred correction and frees the teacher to observe and field questions from students. The possible variations are endless. It can be used as an icebreaker, for drills, or as an initiator of free conversation.

- Hand out a slip of paper to each student.
- Delegate a word, phrase, a question beginning, a concept, a topic etc. This depends on your lesson focus. Explain to students that they are to write a sentence or question including the word/phrase.
- Model an interaction with a student. Supposing you are practicing questions, ask a student your question, then listen to the response and reply if necessary. Then get the student to ask you his/her question. After the exchange switch paper and randomly choose a new partner for a new exchange.

## **Discussion Questions**

Doing this question “What do you think?” (Interesting topics) everyone will have opinions. Example. What can animals do that people can not? How do you like to communicate?

- What is happening in information technology now? (Urbina, 2009)

## **D. Activities to promote speaking.**

### **1. Discussions**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form

groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

## 2. Role Play

One way of getting students to speak is role playing. Students pretend they are in various social contexts and have a variety of social role. In role play activities the teacher gives information to the learners such as who they are or what they think or feel. Thus, the teacher can tell the students that you are David, you go to the doctor and tell him what happened last night, and So forth. Role playing refers to the changing of one’s behaviour to assume a role, either unconsciously to feel a social role, or consciously to act out an adopted role. It is a way of bringing situations from real life into the classroom. When we do role play, we ask students to imagine:

- A role: in other words, they pretend to be different person (e.g. a waiter, a doctor);
- A situation in other words, they pretend to be doing something different (planning a holiday);

Both a role and situation. (Example: a police officer asking about a lost bag). In role play, students *improvise*. The situation is fixed, but they make up the exact words to say as they go along (So Reading a dialogue aloud is not the same as role play. The situations we used for role play should as far as possible be within the experience of students. In general, the more familiar a role or situation is the easier it will be:

-People familiar to students from everyday life, e.g. parents, brothers, sister, teachers, shopkeepers, police officers.

-Characters from the textbooks and from others books or from television.

*Advantages of role play:*

1. Increases motivation.
2. Give a chance to use language in new context and for new topic.
3. Children, teenagers and adults often image themselves in different situations.
4. Encourages students to use natural expression and intonation, as well as gestures.

### **3. Simulations**

Simulations are very similar to role-plays, but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

### **4. Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task can not be completed if the partners do not provide the information the others need. These activities are effective because everybody have the opportunity to talk extensively in the target language.

### **5. Brainstorming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely.

The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

## **6. Reporting**

Students ask questions to their classmates then they report to the teacher what the other said. to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth then tell the report to their friends or to the teacher.

## **7. Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

## **8. Picture Describing**

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

## **9. Find the Difference**

“For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures”. (Kavy, 2006)

## **III. Factors.**

### **A. Affective factors.**

Affective factors are internal elements that contribute to the character, feeling and emotions of

the people. Every teacher should be aware about the importance of helping the students in the management of emotions, especially when they are learning a foreign language, by taking into account the students' situations as well as their needs. This could be achieved through motivation as part of affective factors.

All teachers are conscious about the importance of affects in the teaching and learning process, especially when teaching a foreign language. Teachers have to take into account the students' situation, their learning needs and purposes as well. Motivation is a complex topic which treats with theories, interpretations, and strategies. In the instructional context teachers should be aware of two types of motivation. Besides understanding motivation, teachers also need to recognize that, due to individual learning styles, different students will respond to different motivational strategies in the classroom.

### **1- Motivation.**

Motivation is regarded as a key component of a model of language learning. Because of its importance to language learning, there is growing interest in the creation of motivation that can help develop methodological applications to improve the teaching and learning process of a second language. Students could have a variety of reasons to be motivated because they want or they need. For some people, motivation may be in the form of integrative motivation because they wish to integrate themselves into the culture of English; in labor camp benefits, for being better, to have a better job or position, to gain respect, to have high hierarchy level, among other things.

“Attitudes are components of motivation which refers to the combination of effort plus desire to achieve the goal of learning plus favourable attitudes toward learning the language” (Gardner, 1985)

It is said that motivation is related with positive attitude of students when learning a language and the availability as well. It is considered that depending of the attitudes of students, teachers can realize their level of motivation, one of them could be the effort, if they are called on to participate and they do not try, it is possible the presence of a negative factor that may be influencing in their learning. It is worrying to find a 44% of anxious students of their home

environment; it is a fact that this factor can discourage a student until become to act out in a negative way. (See graph 4).

Accordingly, teachers should be the transmitters of motivation toward the students due to a motivated learner will be able to absorb more information and input than a similarly-unmotivated learner. It is important to take into account the diversity of students present in a classroom, probably some of them are open to learn English, and others reject it due to each student is motivated differently and will therefore act on his/her environment in a unique way. It is in our hands to work with those students in order to motivate them in their language acquisition. Through the observation it was noticed that the teacher is not a good a provider of motivation to students. It is said that students are encouraged to learn a second language when teachers make use of different teaching techniques and strategies that make the class funnier, where students get involve so that they acquire the language in a meaningful way through active participation. Moreover, students will be able to catch the teacher's explanation when it is according to their interests.

It is known that negative attitudes toward the foreign language and group which often comes in stereotypes and superficial contact with the target culture can impede the learning of the language; Conversely, positive attitude toward the foreign language and group increases the level of motivation in learners to the extent to become transmitter of motivation to the others. Based on the interview applied to the teacher she said that she uses different teaching strategies to develop the contents, conversely in the observation it was noticed that the activities used by the teacher do not satisfy students, so the teacher should be creative, use interactive activities which promote a greater understanding of the language in order to make the students speak English.

Motivation is a positive behaviour of a person that can also influence others. It is considered that motivation must be one of the elements present in the human being, especially in learners of the foreign language due to a motivated learner will be always ready to learn and probably will be able to transmit motivation to other students. According to the survey to students, most of them expressed that their parents are a motivation source because they treat them as important person in their life. In fact, this is a good source that favour the students in their



learning. The 97% of polled students said that they are treated by their parents as person able to do a good work, this means that there is a level of motivation in students. The role of the teacher is to continue motivating those students. It is also important to take into account and to work with the 3% of students who expressed the opposite.(See graph 5)

Support from home is very important for students' motivation to learn a foreign language. If parents value both the native language and English and show interest, and support their children in their progress, children will definitely be more motivated to learn the second language. All teachers are conscious about the importance of affects in the teaching and learning process especially when teaching a foreign language, teachers have take into account the students' situation as well as their learning needs and objectives.

In classrooms students are intrinsically motivated when they are interested in learning tasks and outcome for their own sake, and that results in internal feelings of self-determination and competence, both students who want to be better than their classmates and desire to take over or take control of the room, they feel interest in to learn in order to acquire the second language. On the other hand, motivation in second language acquisition could be for developing the skill of communication or they feel comfortable, when students have personal interest in the people and culture represented by the other language group; students are intrinsically motivated if they carry out some actions to achieve some successful learning, such as earning a reward or avoiding a punishment.

“Motivation is a desire or availability that a person has to transmit it the others”. (*Gardner, 1985*).

Motivation is vital in language learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the target language, enjoy the learning process, and experience a real communication. Moreover, experience of success and satisfaction has a strong connection with motivation knowing their improvement and achievement, students always gain the feeling of success in order to their language become satisfy their interests so learners need to be in a stress-free classroom and develop different tasks. It is necessary that there is confidence between the teacher and students so that much communication in the target language is developed.

Motivation is not always conscious, and negative or positive feelings about a given activity may be only indirectly related to the activity itself. As we know a motivated student, will do or learn better than one that is not depending on their needs, situation, and interest.

“Motivation is an inner drive, impulse, emotion or desire that moves people to a particular action. In terms of needs or drives, as a hierarchy of needs, which stem from basic physiological needs (air, food, shelter) to higher needs of safety, belonging, self-esteem, and the need for self actualization”.(Brown, 1994).

As the author says, motivation comes from the inner part of the human being that makes him act out. Teachers have to think up motivating activities so that students have the opportunity to practice the speaking skill through communicative activities in which they can interact with one another in a natural way. It is said that the learning process will occur unconsciously in learners, especially when they produce the language while playing, which is a good way for the language acquisition they are learning. Furthermore, when the teacher plays the role of motivator the students learn grammatical structures without knowing, because motivating activities make the students take an interest and involve themselves in the activities to produce the language even in simple way. This also makes them feel able to fulfill different tasks. It is considered that students learn according to their conditions and preferences. In the survey applied to students it is reflected that the 85% like English and just the 15% of them said the opposite; this data shows that there is motivation in the majority of students to learn English, but it is also important that the teacher makes the students aware of the importance of learning English nowadays and for their future.

“Motivation is the feeling nurtured primarily by the classroom teacher in the learning situation” (Gardner,1976)

It is said that motivation in students depends on the ambience that the teacher creates in the teaching process. With regard to this statement, the moment of truth or the enhancement of motivation occurs when the teacher closes the classroom door, greets his or her students with a warm, welcoming smile, and proceeds to interact with various individuals by making comments or asking questions which indicates personal concerns.

In the statistic results of the survey applied to students the 59% of them said that the teacher does not give confidence to students, (graph 7) and therefore they feel afraid to participate. Obviously when the students are learning a foreign language, they need to be in an adequate environment to have success in their learning. An important factor of motivation is the reward by the teacher, if students are being rewarded by the teacher, their motivation to learn the language increases. In the survey it is clearly stated that the 28% of students are rewarded for their participation even when they make mistakes, but it is worrying to think that most of them said the contrary. (See graph 13)

“The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation that encourages in a low filter” (Krashen, 1981)

It is said that a good teacher is someone who creates a confidence environment with the students to make them feel comfortable and help them to break the ice in the language acquisition. The author says that a good teacher is someone who motivates and establishes confidence with students so that they are ready to learn. Teachers can play many roles in the course of teaching; one of them is to reward the students in their achievements and help them in their failures, although in the reality some teachers tend to discourage the students through their acts or expressions. Motivation is an energizing factor that may help teachers sustain and direct students` behavior. Therefore if the students receive motivation immediately the effect could be greater.

According to Krashen (1981) “When the students have a high motivation, self confidence, a good self image, and a low anxiety they will be successful in the second language acquisition”.

The more motivated the learner is the more successful he/she will be in the second language learning. The author states that motivation is the center of the success in second language acquisition. In the survey applied to students the statistic data show the following: 79 % of students expressed that they feel nervous when they are asked to speak something in English, the 46 % of them feel anxious, the 41 % said that they feel bored doing speaking activities, the 74 % said that they feel shyness because of their little knowledge of the language, and there is also a 67 % of confused students when trying to speak English, this could be because of lack of security or perhaps because of lack of motivation.(See graph 6)

Accordingly, in the interview the teacher said that nowadays it is difficult to find shy students. The teacher believes that maybe they act in this way because of lack of self study or interest and as a result they show difficulties like the above mentioned. She also said that she is always available to help the students.

It is important that the teacher takes into account those results and look for strategies that help the students to overcome those negative factors so that students have success in their learning. Accordingly, there is also an average of students who expressed their preoccupation for their home environment, and that this is one of the reason for the factors above listed. It has been found that 15% of students who have family problems and a 28% with health problems.(See graph 3) Consequently, it could be said that there are a lot of factors that have an impact on the students` learning, they affect in a direct and indirect way.

Gardner (1985) distinguishes between integrative and instrumental motivation. “Integrative motivation is when a learner has an interest in learning a second language because of a sincere and personal interest in the people and culture represented by the other language group. Instrumental motivation is when the learner has an interest in learning a second language because of practical advantages that will occur to someone who speaks it”.

It has been also found that in countries where there is likely to be little contact with native speakers, but where the language is necessary for business and career purposes; Instrumental motivation can be more powerful than integrative. It is considered that the pupil who has higher integrative motivation also receives more questions from teachers, volunteers more answers, gives more correct answers and receives more positive reinforcement.

There are two kinds of motivation. Motivation at the learning situation level is influenced by a number of intrinsic and extrinsic motives.

### **1.1. Intrinsic motivation.**

“Intrinsic motivation is when students are motivated by internal factors, as opposed to the external drivers of extrinsic motivation. Intrinsic motivation drives the students to do things just for the fun of it or because it is a good or right thing to do”. (E, 1996).

Most of the time it is said that students who are learning English have to live in the country where English is spoken in order to achieve any real language acquisition, the fact is that intrinsic motivation is crucial for a successful learning, but it is not real that students have to live away to learn because the key for learning a new language is not to be conformist, it is to try to learn from everywhere. Hence beginner who like English struggle in order to reach their goal such as business and career purposes or likely to be little in contact with native speakers, they have a desire to be better without reward because they feel an internal wish to speak English in a near future. In classroom learners with high motivation generally do better in second language acquisition, it determines the extent to which second language learning is achieved, but it is important to mention that teachers' role here is to create an environment where students feel motivated in order to get engage all students in classroom activities, teachers have the task of thinking in their students' needs, level, and be a supportive for them, especially in second language acquisition, if the classroom lessons are motivating the student will feel motivated to accomplish it and the acquisition will occur unconsciously as. Malone (1973) said ‘Activities intrinsically motivating are those in which students will engage for no reward’. In short it is when students involve because the activities are interested for them. The author says that exist researches on motivational theory into a synthesis of ways to design environment that are intrinsically motivating. This synthesis is summarized in the following table:

| <b>Factors That Promote Intrinsic Motivation.</b> |   |  |
|---|---|--|
| <b>Factor</b>                                     | <b>Description</b>  | <b>Related Guidelines</b>  |
| Challenge   | People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal | <ol style="list-style-type: none"> <li>1. Set personally meaningful goals.</li> <li>2. Make attainment of goals probable but uncertain.</li> <li>3. Give enroute performance feedback.</li> <li>4. Relate goals to learners' self esteem.</li> </ol> |

|             |   |   |
|-------------|---|---|
|             | (intermediate) level of difficulty.   |   |
| Curiosity   | Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity. | <ol style="list-style-type: none"> <li>1. Stimulate sensory curiosity by making abrupt changes that will be perceived by the senses.</li> <li>2. Stimulate cognitive curiosity by making a person wonder about something (i.e., stimulate the learner's interest).</li> </ol>   |
| Control     | People have a basic tendency to want to control what happens to them.   | <ol style="list-style-type: none"> <li>1. Make clear the cause-and-effect relationships between what students are doing and things that happen in real life.</li> <li>2. Enable the learners to believe that their work will lead to powerful effects.</li> <li>3. Allow learners to freely choose what they want to learn and how they will learn it.</li> </ol> |
| Fantasy     | Learners use mental images of things and situations that are not actually present to stimulate their behavior.  | <ol style="list-style-type: none"> <li>1. Make a game out of learning.</li> <li>2. Help learners imagine themselves using the learned information in real-life settings.</li> <li>3. Make the fantasies intrinsic rather than extrinsic.</li> </ol>   |
| Competition | Learners feel satisfaction by comparing their performance favorably to that of others.  | <ol style="list-style-type: none"> <li>1. Competition occurs naturally as well as artificially.</li> <li>2. Competition is more important for some people than for others.</li> <li>3. People who lose at competition often suffer more than the winners profit.</li> <li>4. Competition sometimes reduces the urge to be helpful to other learners.</li> </ol>   |
| Cooperation | Learners feel satisfaction by helping others achieve their goals.   | <ol style="list-style-type: none"> <li>1. Cooperation occurs naturally as well as artificially.</li> <li>2. Cooperation is more important for some people than for others.</li> <li>3. Cooperation is a useful real-life skill.</li> <li>4. Cooperation requires and develops</li> </ol>  |

|             |  |   |
|-------------|--|---|
|             |  | interpersonal skills.   |
| Recognition | Learners feel satisfaction when others recognize and appreciate their accomplishments. | <ol style="list-style-type: none"> <li>1. Recognition requires that the process or product or some other result of the learning activity be visible.</li> <li>2. Recognition differs from competition in that it does not involve a comparison with the performance of someone else.</li> </ol> |

The table shows some examples of factors that enhance the intrinsic motivation in learners and at the same time it has ideas in which those factors can be carry out in order to help the students to sustain their intrinsic motivation. Note that even though the above chart describes intrinsic motivation as the most important to be developed in the human being. However, most of the activities in which teachers, students, and other people engage are most directly influenced by extrinsic rather than intrinsic motivation.

**1.2 Extrinsic motivation.**

“Extrinsic motivation is when students are motivated by external factors, as opposed to the internal drivers of intrinsic motivation. Extrinsic motivation drives students to do things for tangible rewards or pressures, rather than for the fun of it”. (E, 1996).

When students do something, they have to explain why they do it. If students are being rewarded extrinsically for doing something, then they can explain the others that they are doing it for the reward. In this way, rewards can decrease internal motivation as people work to gain the reward rather than because they like doing the work or they believe it is a good thing to do. In effect, extrinsic motivation can change a pleasurable into work. Extrinsic motivation comes from a source external toward the students; such rewards could be a grade, a prize, or positive feedback.

There are a variety of specific actions that teachers can take to increase motivation on classroom tasks. In general, these fall into the two categories discussed bellow: intrinsic motivation and extrinsic motivation. (Huitt, 2001)

| Intrinsic  | Extrinsic  |
|--|--|
| <ul style="list-style-type: none"> <li>• Explain or show why learning a</li> </ul> | <ul style="list-style-type: none"> <li>• Provide clear expectations</li> </ul> |

|  |  |
|--|--|
| <p>particular content or skill is important</p> <ul style="list-style-type: none"> <li>• Create and/or maintain curiosity</li> <li>• Provide a variety of activities and sensory stimulations</li> <li>• Provide games and simulations</li> <li>• Set goals for learning</li> <li>• Relate learning to student needs</li> <li>• Help student develop plan of action</li> </ul> | <ul style="list-style-type: none"> <li>• Give corrective feedback</li> <li>• Provide valuable rewards</li> <li>• Make rewards available</li> </ul> |
|--|--|

**B. Factors that raise the students` affective filter when using the foreign language.**

First of all the teaching and learning process is carried out by the teacher who should be aware that there are a lot of factors present in the students in order to avoid causing more damage to them. It is known that there are many factors that raise students` affective filter such as: anxiety, boredom, lack of self esteem, lack of self confidence etc.

Bond (1987) “found seven factors that could result in a quiet child (1) low intellectual skills, (2) speech skill deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural divergence in communication norms.”

If these factors were presented in students before learning English obviously their affective filter was high, therefore if students continue having these troubles, their filter will increase due to bad treatments from their parents, judgments from their peers or shameful situations from prior classmates and teacher. In the interview the teacher stated to have a good relationship and communication with students. This is a very important aspect that helps the students to control themselves so that they feel in confidence to produce the language as they can without care about make mistakes. However, through the survey applied to students, they said that the teacher does not give confidence to them which has a negative influence in students to produce English in a communicative and relaxed way. (See graph 7)



## 1. Affective filter

“Affective filter is an imaginary wall that is placed between a learner and language input. If the affective filter is on, the learner is blocking out input. The filter turns on when anxiety is high, self-esteem is low, or motivation is low. Hence, low anxiety classes are better for language acquisition. Another implication is that too much correction will also raise the affective filter as self-esteem in using the language drops.” (*Krashen 1981*)

As Krashen said, the high affective filter is a barrier in students’ learning; it disturbs the students’ for the comprehension, concentration and analysis especially if education is carried out in an environment where self-confidence and self-esteem do not exist due to negative factors that prevent the students to express their ideas or opinions. On the contrary it is important to bear in mind that teachers are providers of motivation to students to make them try to express something in English by allowing them make mistakes because mistakes are normal in learners. It is said that a low filter is necessary for the language acquisition to take place in a learner, and that is why every teacher must look for the appropriate strategies to maintain a low affective filter so that the Teaching and Learning process flows naturally in order to favor the students in their learning by offering a pleasant environment free of anxiety.

According to the survey applied to students it is evident that most of them like English and therefore they are motivated in producing the language. However it was also found that there are still shy, nervous and anxious students that for their condition they feel confused when attempting to use English in an oral way. As a result the learning process will provoke boredom in students due to lack of concentration and attention toward the class they may present. To help those students who feel confused it is necessary that the teacher makes the class explanation as clearly as possible. Furthermore classroom management is important to avoid discipline problems and to achieve the students’ attention taking into account that the teaching and learning process must be motivating for students. The more motivating the class is the most interested the students will be.

According to the statistic data most of polled students stated that the teacher speaks more English than Spanish in the classroom, and as a result students feel confused because they are not accustomed to the language and it makes comprehension difficult. Also, the lack of vocabulary is another confusion factor for the students. This statement was confirmed in the

interview applied to the teacher who said that the most common factors that affect the students' learning are: lack of self study, little vocabulary, lack of security, mispronunciation, and lack of interest

As Krashen proposed a low affective filter is necessary for acquisition to take place. Based on the statistic data the students are being affected by: anxiety, low self-esteem, and low motivation. The anxiety they said they feel is due to being called on to participate all the time in English, and also the teacher assesses more the speaking skill which is good for students, but the teacher has to take into account their learning style, rhythm, vocabulary knowledge, the teacher also must prepare a relaxed environment, good speaking activities, and fun activities to make the students feel part of the group, make them feel important for their peers and teacher as well before asking them to perform this skill. Applying these strategies the teacher will foster in the students a good self esteem and the students will feel motivated to participate without asking them.

High school teachers should start by knowing well their students, find the factors that affect their learning to look for useful strategies for maintaining a low affective filter, low anxiety by promoting self esteem and self confidence, and take into account their interests from the beginning of the year. This will allow for the development of an ambience of confidence where they feel they are taking into account and they can communicate to the teacher. It will also help the students to have good relationship with their peers and teacher hence the teaching and learning will be a success at the end of the year. According to the survey the students tested expressed they like this subject and are interested in learning English so it is important that the teacher takes advantage of those students and apply motivating activities that make the students enjoy the class while they are learning. On the other hand some of the students expressed feeling nervous and anxious when talking. In this case the teacher must prepare these students before asking them to talk in front of the whole class, demonstrate to them that he / she is a support and reward them when participating, all the while motivating them to do it more consecutively to become more familiar with the speaking skill activities.

Another important aspect is that the teacher should be clear when explaining the contents, should use vocabulary known by the students, according to their level, use their social context to explain them, and when planning think in students' environment. As a result all students will

comprehend and acquire the language successfully. Having present these aspects before carrying out the activities in the classroom the teacher can maintain good classroom management, they will not get bored, they will remain interested in the class, and many discipline problems disappear. Students who are paying attention, who are involved in activities that appeal to their interest and needs, do not act up and often help the control more rambunctious classmates, and the learning acquisition will be fun and interesting for all the students.

“An optimal input occurs when affective filter is low. The affective filter is a screen of emotions that can block the user from being too self-confidence or too embarrassed to take risks during communicative exchanges “. (*Krashen, 1982*)

It is known that, the success in second language acquisition takes place when students’ feelings, emotions, and affects are influencing them in a meaningful way. This allows for good development of the speaking skill in order to interact in the classroom. Success in second language learning occurs when the teacher promotes confidence to students; it helps shy students to take risks to participate that encourage confidence in their peers in order to achieve interaction where all students get involved in the process. Unfortunately there is lack of confidence by the teacher.

Success in the second language acquisition occurs when self confidence is promoted in the classroom and when the weaknesses, difficulties, and negative factors interfere in students’ learning are exposed in the group to overcome these barriers; When all these aspects are discussed in class to find solution, the students will produce the language and will accomplish tasks successfully.

According to Krashen (1981) “The second language acquisition in the students depends of the affective filter he or she receives and the degree to which the student is open”

The second language acquisition in learners depends of the conditions in which the students are and the way they are treated by the teacher. The author states that, the students will be ready to acquire a new language when there are not factors that block their learning acquisition. Through the survey applied to students it was found that students bring personal problems from their

home. Those factors affect their learning and convert them into passive, shy, bored, nervous, and insecure students.

“The affective filter hypothesis states the way how affective factors relate to the second language acquisition process” (Krashen 1982)

It is known that affective factors have a certain relationship or influence in the second language learning; hence the success of the student’s learning will depend on the factors that influence in the second language acquisition. In short, when students show negative attitudes in the learning process they tend to fail, and when it is the opposite the results will be successful. According to the statistic data the majority average of students said that the teacher is not a good provider of confidence and does not offer help to those quiet students

“The affective filter is defined as a psychological factor that filtrates the amount of language received by a second language learners’ brain” (Krashen 1981)

The author means that the affective filter is a term used to express feelings, attitudes and emotions that students may have when learning a foreign language. Their affective filter could be high or low; when students present a high affective filter in the second language learning their perception level and understanding will be poor that is why the affective filter is considered as a bridge to guide students to the success or failure depending on the conditions in which they are or from the input they receive from the others. Psychological factors have an influence in students’ learning; therefore their performance will depend from the psychological conditions they present. So the presence of negative factors in students are a barrier in their learning, but when the conditions are appropriated it will help the students to use the language naturally. The students said that they get along with their classmates and exist a good relationship among themselves, but their relationship with the teacher is poor which it does not allow them to express their doubts or to ask questions.

When students have economical and emotional problems this tend to block their mind and interest in the lesson, as a result they fail in the learning process due to psychological disorder so they are thinking in other things but not in the class. Referring to the survey there is a certain average of students who stated that their economical situation affects them in their studies.

“We will be able to keep the filter low by no insisting on too early productions before the students are ready, teacher and students language associate progress in second language acquisition with speaking fluency”. (Krashen1989).

It is important to take into account the students’ conditions when we ask them to speak English; teachers’ role is to prepare the students until they feel able to produce English in the class through motivating activities where they can interact each other and improve their speaking skill with the continuous practice and participation. On the contrary the teacher has to help the students to keep their filter low by not attempting in correcting errors at the moment to avoid students’ negative reactions such as: nervousness, anxiety, shyness or the effect on putting the students on the defensive.

The most common problems in students when learning a new language are feelings of anxiety, apprehension and nervousness which are commonly expressed by them. According to the theory these feelings provoke negativism in learners, all these factors are called *high affective filter*, or better said *students’ insecurity*. It occurs because students are not familiarized with the language and therefore it is difficult for them to use the language. In the survey applied to students they said that speaking is the most practiced skill. (See graph 16) It is good that the teacher makes an effort to develop the speaking skill in the classroom by using the vocabulary to the students’ level. In the interview the teacher said to assign free topics to students to talk about it in the class, but free topics are not recommended to achieve a goal therefore it is necessary to be specific according to the achievement indicator of each class, On the other hand it was observed some students who do not engage in the different activities and do not show interest for the subject because of the way of developing the contents.

All English teachers know the importance of creating a good environment when teaching a foreign language so they know the students will be able to learn if teacher’s treatment is adequate, therefore it is important that the teacher’s attitude is positive so that students feel in confidence to ask questions. The most important is to be a supportive for students which will contribute to their success. According to the survey most of the students expressed their need for being attended individually by the teacher in order to clarify their doubts and to receive a positive feedback; unfortunately the teacher neither gives confidence nor provides individual

attention to students as a result they deny participating in class. (See graph 12). On the other hand the teacher said that one of the factors that affect students to develop the English speaking skill is lack of self-study and mispronunciation which make students feel unsure when they try to perform the language.

## 2. Anxiety

“It is a psychological and physiological state characterized by cognitive, somatic, and emotional, behavioral components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, apprehension, fear, or worry. Anxiety is a generalized mood condition that can often occurs without an identifiable triggering stimulus like fear, which occurs in the presence of an observed threat. Additionally, fear is related to the specific behaviors of escape and avoidance, whereas anxiety is the result of threats that are perceived to be uncontrollable or unavoidable.” (Brown, 1994)

It is known that anxiety is a problem developed in the students' brain and affects their learning acquisition and behavior in a negative way. When anxiety is present in the students, teachers can notice it through the physical effect they face, another signals of anxiety are: heart palpitation, muscle weakness, tension, fatigue, nausea, chest pain, shortness of breath, stomach ache, and headache. The presence of anxiety in students is beneficial when they want to be the first into participate; this kind of anxiety is described as facilitator of the learning process, also it can be harmful when fear, nervousness or shyness impede the students to express their ideas freely.

Currently students participate more in class and also ask questions when they do not understand or when they have doubts about something. Despite of this the statistic data shows that there is still an amount of students who feel anxious while learning a foreign language or while attempting to use the language. (See graph 6)

According to the interview the teacher said that anxiety comes from the insecurity students have, fear of making mistakes or to be wrong, and also because of lack of language domain which cause fear to what the other may say; this point of view is related to the observation because some students refuse to participate by saying I can not! I do not know how to say it! Or it is not correct what I say. It is important to bear in mind that some students bring anxiety problems from their homes, as teacher our role is to help those students so that they can overcome this difficulty.

It is considered that anxiety is a reaction that arises suddenly in students when they have to perform any task or assignment in front of the teacher and classmates from which will depend their score. Regarding to the observation this happen in students for fear of making mistakes. According Horwithz (1986) “Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system”

With regard to (Bond, 1987) External signs of anxiety may include pale skin, sweating, trembling, and pupil dilation. A student who has anxiety may also experience it as a sense of dread or panic. Although panic attacks are not experienced by every person who has anxiety, but they are common symptoms. Panic attacks usually come without warning, and although the fear is generally irrational, the perception of danger is very real. A person experiencing a panic attack will often feel as if he or she is about to die or pass out.

It is said that anxiety does not only consist of physical effects; there are many emotional ones as well. They include feelings of apprehension, trouble concentrating, jumpy feelings, nightmares, irritability, restlessness, and sometimes they feel that their mind is blank. In the survey applied to students it was found a 46% of anxious students as the graph 6 shows it. Accordingly they prefer to do the speaking activities in small groups than for the whole class because of nervousness they feel while talking in front of the whole group and also for fear of being cause of laugh when they make mistakes.

According to teachers, anxiety is considered a negative factor in language learning, and several teaching methodologies in modern approaches indicate that anxiety must not be present in learners, therefore teachers should keep a relaxed environment where students feel that the teacher is like their best friend, who can help them to find answers to their problems, this would be possible if the teacher gives confidence to students to achieve communication between them. The theory says that anxiety is a normal reaction of stress in which human being is exposed due to the different situations that each person experiences in the course of life; the same happen with the students, they have different problems around them; may be at school, at home or with the society which make them to be anxious at the moment of their learning. A good way to create less stressful classroom environment is when the teacher is sociable, friendly, and impartial with

students and makes them feel able to accomplish challenging tasks with a good level of self esteem.

A truly communicative approach is where students are given chances to produce the language even with incorrect use of grammar by emphasizing on the use of speaking activities like drama role plays, debates Etc. so that students interact with their peers in a natural way. It is important that the teacher gives chances to students to make mistakes because *students, who never make a mistake, never make anything*. On the other hand teachers should be positive when providing feedback about their mistakes rather than interrupting and correcting students at the moment which is not recommended. Despite of the variety of techniques named in this work, as well as those reported in previous studies of the language; anxiety seems to continue growing in learners of the foreign language.

### **3. Boredom.**

“Boredom is an emotional state experienced during periods lacking activity or when individuals are uninterested in their surroundings. It is a feeling that makes a person feel tired and uninterested. (Fisher, 1993)

The author states that boredom is a negative influence that blocks the students’ learning and arises when the students’ first experience is unpleasant, it may grows up with powerfully negative feelings toward the second language for instance; lack of motivation by the teacher, dislike and misunderstanding about the subject, the environment and even physical conditions of the students. Learning can and should be pleasure. It is known that, a motivating class activates the student’s performance and reduces the boredom in them. English language skill will be developed successfully if the students are motivated.

It is considered that boredom is a condition characterized by perception of one's environment as dull, and lack of stimulation. It arises by routine activities and lack of variety which provoke discourage in the students at the moment of their learning. Regarding to the interview the teacher stated that students develop the activities individually, in pairs, and in small groups which was confirmed by students through the survey. There is a high average of students who said that the teacher does not implement motivating activities such as role plays, games etc which do not take



an active interest in the students. According to researches it is known that games are fundamentals in the acquisition of a foreign language especially with beginners. On the other hand, boredom can be a symptom of clinical depression or helplessness in the students. Some philosophies say that if children are grown in an environment lack of stimulus, and they are not allowed or encouraged to interact with their environment, they will fail to develop their mental capacities. Boredom is often related to the learning, it may occur when a student is not challenged enough, or too challenged. A study of 1989 indicated that an individual's impression of boredom may be influenced by the individual's degree of attention, as a higher acoustic level of distraction from the environment correlated with higher reporting of boredom. According to the survey applied to students they stated that the environment in the classroom is not so pleasant for the Teaching and Learning Process, moreover the strategies the teacher uses to develop the contents are not so good for them that is why it was found a 41% of bored students who demand more creativity and motivation in the teacher. (See graph 6).

Boredom depends of the condition in which students are, for example: Imagine yourself confined in a small room with no windows, no telephone, no television set, no books to read, no interesting pictures on the wall, and no visitors you will fall down in unbearable boredom. In the teaching and learning process happen the same, too many written exercises, the same teaching methods and strategies will provoke boredom and lack of interest in students. Hence the audiovisual media stimulate the students' interest because they acquire the foreign language easier by using their senses, of course if teachers have available these resources it is important to take advantage of them to make the class funnier, less traditionalist, and interesting for students.

#### **4. Lack of self-confidence.**

It is said that lack of self confidence is product of insecurity in learners of a foreign language which will contribute to the failure in the language acquisition.

“It could be easily be claimed that no successful cognitive or affective activity can be carry out without some degree of self-confidence, knowledge of yourself, and believe in your own capabilities to successfully perform that activity”.(Brown,2004. p,154.)

The author stated that a student who does not trust in himself presents difficulties to perform activities where he has to demonstrate what he has learned previously. Lack of self confidence in

students could be by little or not motivation by their family, embarrassing situation occurred in students that make them feel unable to continue forward or to overcome it despite of positive reinforcement offered by their teacher. Accordingly, when the students do not trust in themselves they often feel nervousness or shame, hence they show difficulties to perform in front of their classmates, when using the target language.

Lack of self confidence is a reality in students and it is growing today which hinder the success in learners, that is why self confidence is a mirror in which people see and accept themselves as they are, believe in their capabilities and abilities and acknowledge their strengths and weaknesses. According to what the teacher said, lack of confidence in students is due to lack of self study, little vocabulary and also fear to make mistakes, which provoke insecurity to speak English. However the higher average of polled students said that the teacher does not give confidence to them and therefore this is a factor that influence negatively in the students' performance.

According to (Laine, 1987) **Lack of self confidence symptoms:**

- Difficulty in mustering enough courage to take any kind of initiative due to fear of failure.
- Fear of other people's opinions.
- Fear of criticism.
- Pretending to be somebody they are not.
- Assuming others is better than oneself.
- Avoiding social gatherings and events.
- Giving reasons for everything he or she does.
- Taking defensive postures like folding hands accompanied by crossing legs.
- Seeking people's approval.

Lack of self confidence stems from insecurity, however, this insecurity can be triggered by several factors: *Neglect*: During childhood not receiving parent's love and attention while growing up. When the child grows up he or she lands up being a timid person, unable to face the world with confidence.

*Abuse*: Another reason for lack of self confidence in children is abuse. Sexual abuse during childhood years can result in lack of self confidence in adulthood. Several children facing sexual

abuse become shy and withdrawn, so they avoid making friends and remain aloof. Moreover, families with history of alcohol, drug abuse, are also seen to result in children with low self esteem.

*Appearance:* Children who are fat often find it difficult to boost their self confidence. With ridicule at schools' peers, these individuals begin to suffer from poor self image. Having thinner friends who can fit into fashionable clothes as compared to their baggy outfits, they begin to look down upon their appearance and begin to shy away from social gatherings. (*Yeshe, 1967*)

**Techniques to help the students to build self-confidence:**

- A. The first step to overcoming lack of self confidence is to stop condemning yourself. Just stop nailing yourself for the weaknesses you see within you. You are fearfully and wonderfully made and you are valuable to God! You need to embrace the fact that as humans we are bound to falter, bound to fail, bound to make mistakes.
- B. Allow students to make mistakes.
- C. Talk, you have spent enough time ruminating about people's opinions and what they think of you.
- D. Acknowledge your strengths and weaknesses. Realize that you do not need to strive to be perfect, because this will only exhaust you.
- E. Make them feel safe and supported.
- F. Ask them to talk in a way they feel comfortable, not for the whole group.
- G. Convince the students by telling them that they are able to.
- H. Reward them by saying "you can do it", "nobody is perfect" we learn from mistakes and so on.
- I. Make the students take risks to talk.
- J. Tell the students explicit (verbal and non-verbal) that you do indeed believe in them.
- K. Have them make lists of their strengths, of what they know or have accomplished so far in the course. (*Brown, 2004*)

"Positive self concept, high self esteem, positive attitude, clear understanding of the goal for language learning, continuous participation in the language learning process, the relevance of conducive environment that could contribute to the success of language learning"(Hussin, 2001)

According to this assertion, when the students learn the language in an appropriate environment it will help them to have success in the English language learning. A positive student tends to develop

the language with fluency, whereas a shy student for his/ her conditions or inferiority complex is going to present difficulties in the speaking development or in the language learning. A student sure of his / her ability will be suitable for the language acquisition.

### **5. Lack of self esteem**

“The term self-esteem has been used in much the same meaning as ‘self-concept’ and has been found to be strongly linked with language anxiety”. (*Krashen 1989*). According to this statement low self esteem depends of the way how you see yourself, the concept you have of the person you are; for example, a learner who is totally negative of himself, in fact he is a student with low self esteem, that is why it is said that students who have a high level of self-esteem are less likely to be anxious than those with low self esteem.

### **IV. Affective principles.**

These principles are characterized by a large proportion of emotional involvement. Here we can look at feelings about self, about relationships in a community of learners, and about the emotional tie between language and culture.

#### **A. Language ego.**

Learning a new language involves developing a new mode of thinking, a new language ego.

It includes the meanings and differences of words, phrases and terms, it also refers to those students who feel capable to do something, those who feel stronger than the others like to know more vocabulary, to think and speak in English with fluency (they feel more than the others). The language ego is identified with a second language; ego can easily create a sense of defensiveness, fragility and rising of inhibitions. (*Brown., 1994*)

Students who study a second language feel fragile because of the native language ego, for this reason teachers must be patient and display a supportive attitude toward the students. As you learn a second language very often you will find yourself in a stupid situation, therefore the teacher must not forget that students are very ambitious but they are also capable. Students do all their best. It is considered that there are still students in the classrooms who for believing to be able to perform the Foreign Language, they often try to overwhelm their classmates by showing them attitudes that

hurt them or make them feel bad. In short, students have a feeling of superiority, or independence, and as a result the others will decrease their motivation level to use the language.

*While teaching a second language the teacher should take the following into consideration:*

When students should be corrected, how planned and structured should the activity be? How much should be explained, and how should the student be treated. Teachers must always praise the students; it could be through verbal or non-verbal assurance. The student must believe in the teacher and in himself.

You should start teaching the language from an easy level to a difficult one.

One of the important things in teaching a second language is to teach learners not to be afraid of producing and interpreting the language.

Create an atmosphere for the students so that they can try out the language freely.

Always provide students with challenges, a technique that makes the learning process neither too easy nor too difficult. (Brown, 1994)

## **B. Self-confidence.**

Self confidence plays an important part in every aspect of learner's life. It is known that students have the capacity to do something good and firmly decide not to give up. Krashen referred to self confidence as one of the variables that affects the affective filter when is little or not in a learner.

“Self confidence is learners’ belief that they indeed are fully capable of accomplishing a task at least partially, a factor in their eventual success in attaining the task” (Brown 1994). As the author said, when learners are completely sure of themselves they will be successful in their learning. A very simple phrase that confirm that a learner has a good self confidence and self image is “I can do it”. Accordingly the teacher has to give ample verbal and non verbal assurances to students; it helps a student to hear a teacher affirms a believe in the student’s ability. As teacher we are called on to sustain self confidence where it already exists and to build it where it does not.

The higher average of students said that the teacher does not give confidence to them. This data shows that the lack of confidence by the teacher toward the students is a factor that raise the affective filter when trying to use the foreign language and it also demotivates them.

### **C. Risk taking**

“Successful language learner in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become “gamblers” in the game of language, to attempt to produce and to interpret language that is bit beyond their absolute certainty” (*Brown 1994*)

Taking risks and experimenting beyond creates better long-time retention. When learning a second language risk taking is very important. It is known that when the students take risks to talk they will become less shy and more free and communicative in speech. Risk taking makes the students to try out their newly acquired language.

Tips to make the students to take risks:

- Create an atmosphere in the classroom that encourages students to try out language, to mention a response and not to wait for someone else to volunteer language.
- Provide reasonable challenges in your techniques – make them neither too easy nor too hard.
- Help your students to understand what calculated risk taking is, lest some feel that they must blurt out any old response.
- “Respond to students risky attempts with positive affirmations, praising them for trying while at the same time warmly but firmly attending to their language”. (*Brown 1994*)

### **D. The language culture connection.**

Schuman (1983) proposes that “A learner is successful at acquiring a L2 to the degree that he or she acculturates into the target language culture. The modification of attitudes, knowledge, and behavior toward those of the target culture, acculturation is determined by the degree of distance between the learner and members of the target language group. This distance can be between social groups which affect opportunity for interaction or it can be psychological in nature such as experiences of cultural shock or motivation to learn. The context for learning the target language

(the classroom) must attempt to reduce social and psychological distances to provide more opportunity for input, interaction, and output”.

The language culture connection focuses on the interconnection of language and culture. For instance, when anyone successfully learns a language he or she will also learn something of the culture of the speaker of that language. Therefore when teachers teach a language, it is also necessary that they teach a complex system of cultural customs, values, and ways of thinking, feelings and acting of that language because students need to know about the target culture.

Language Culture Connection helps attract parents eager to put their children into successful learning environments.

- Students will discover new abilities and interests.
- Foreign language instruction helps further prepare students to succeed on achievement and college entrance exams.
- Academic performance of the school community is energized when Language Culture Connection instruction is integrated and embedded within the traditional classroom. (Brown 1994)

### **E. Self-esteem.**

Horwithz (1986) says that “Self esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent" or "I am incompetent") and emotions such as triumph, despair, pride and shame. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer, and feel proud of that in particular") or have global extent (for example, "I believe I am a good person, and feel proud of myself in general").

According to Horwithz self-esteem is a personal judgment of worthiness and admiration by oneself and it is expressed in attitudes that the students hold toward themselves. Self esteem in students indicates the extent to which students believe in them to be capable, significant and worthy. In short, it could be said that self value, self love, self-worth, self-regard, self-respect and self-integrity correspond to a good self esteem in students. On the other hand when these

aspects are not present in students, their learning acquisition will be poor or definitely they will be failed students.

According to (Branden, 2000). Description of self-esteem includes the following primary properties:

1. Self-esteem as a basic human need. "Makes an essential contribution to the life process". "It is indispensable to normal and healthy self-development, and has a value for survival."
2. Self-esteem as an automatic and inevitable consequence of the sum of individuals' choices in using their consciousness.
3. Something experienced as a part of, or background to, all of the individuals thoughts, feelings and actions.

"Self-esteem is a basic human need or motivation. Self esteem is included in the hierarchy of needs, and there are two different forms of esteem: The need for respect from others and the need for self-respect, or inner self-esteem. Respect from others entails recognition, acceptance, status, and appreciation". (Maslow, 1986)

With regard to this statement self esteem is something that the human being needs to strengthen or improve it when there is not a good level of self esteem by confronting to their fears and trusting oneself. The way in which the students see them is of great importance for the personal development, therefore students need comprehension from their classmates and teacher in all the aspects of their life. In the classroom, self-esteem can be built by; rewarding, telling the students their approval and enhancing students opportunities in the foreign language classroom which will help them to have success in their learning. As teachers we can exert an influence both on the performance and wellbeing of our students.

## **V. Methods and strategies.**

"A method is a generalized set of classroom specifications for accomplishing linguistic objective. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. Methods tend to be concerned primarily with teachers and



students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials.” (Brown,1994)

### **A. Methods and strategies used by the teacher.**

The use of different methods and strategies is very important during the teaching process because they help teachers to keep the students motivated and to catch the students’ interest in the lessons so that they are able to interact with their peers and teacher as well. According to the survey, the students stated that the teacher uses group works, individual works, pair works, opinion exchanges, interviews, and brainstorming; the teacher also uses the body language to provide examples and to explain new words’ meaning. Comparing this information with the information given by the teacher through the interview, it was found that both statements are true. (See graph 11)

According to the teacher it is important to bear in mind that students need to be prepared before producing the language so that they start from easier to more difficult. What the teacher frequently does before to start the new contents is brainstorm from students through asking questions directed to the whole group in order to achieve the students’ participation without calling them by their names. For the teacher free topics are also a good alternative to prepare the students for a speaking activity, because when they talk of a topic of their preference, the motivation and the interest to do it will be greater. Examples of free topics could be from their everyday life, from their likes or dislikes, experiences etc.

Despite of what the statistic shows there are still shy students and for their condition they do not participate in class; the teacher does not agree with this statement, what she says is that nowadays it is difficult to find out shy students, therefore the teacher affirms that when students are afraid or nervous of speaking it is because of little vocabulary, lack of security, lack of self study, lack of interest (they do not care English) or lack of practice. As a result students worry about what the other will say for their speech or when making mistakes.

### **B. Methods for lowering the high affective filter.**

“Methods were an umbrella term for the specification and interrelation of theory and practice” (Brown, 1994).

It's known that the use of different methods by the teacher is useful for the development of the class. It means that classes taught through the use of different methods to practice or to teach a topic motivates the students to learn and help to get a better understanding as well. Generally, learners of a foreign language are nervous and sensitive especially to peers; they worry about what the others think of them when they speak in English.

With regard to (*Brown, 1994*) Students are in many ways much more fragile than adults. Therefore, teachers need to help them to overcome such potential barriers to learning by:

- Helping the students to laugh with each other at various mistakes that they all make.
- Being patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students.
- Eliciting as much as oral participation as possible from students, especially the quiet ones, to give them plenty of opportunities for trying things out.

**According to (*Brown, 1994*) Moreover, it's important to stimulate the students' learning by:**

- ✓ Creating a pleasant relaxed atmosphere in the classroom.
- ✓ Developing a good relationship with the learners.
- ✓ Personalizing the learning process.
- ✓ Familiarizing learners with the target language culture.
- ✓ Designing techniques appeal to the genuine interest of the students and present them in a positive enthusiastic manner.
- ✓ Encouraging students in some way to develop or use effective communicative strategies.
- ✓ Using oral exercises in which learners talk about what interest them instead of topics assigned by the teacher
- ✓ Making a communicative language teaching in which language is taught to enable learners to accomplish certain specific functions.

“The heart of communicative activities is interaction. The communicative purpose of the language compels us to create opportunities for genuine interaction in the classroom; an interactive technique will provide the students to take the risk to talk among themselves.” (Brown, 1994)

As the author states every teacher must apply communicative activities where students use the language in a natural way through the interaction with the teacher and classmates. According to the interview the teacher uses different teaching methods to make the students speak English, but when the observation was carried out it was noticed that there is not interaction in the classroom hence students do not show interest to participate on account of lack of motivating activities.

It is considered that motivation is crucial in language teaching. One well known way to arouse students' interest can be achieved by bringing something new into the language class like comics strips that can be efficient for this purpose. Comics are usually funny for learners, applying them with methodological purposes they will have autonomy, the same effect as using games in English teaching, it brings a cheerful atmosphere into the classroom and are useful to teach speaking, so they can imitate each personage as well as act out. Certainly these kinds of activities motivate the students to use the language, it makes the development of the contents more interesting and students' involvement will be great. In addition it contributes to the development of the communicative competence which includes non-verbal communication.

### **Affective methods to reduce the high affective filter:**

- dialogues (short and useful - open dialogues)
- interviews (pair work on personal information )
- personal charts and tables
- range of preference – opinion polls on favorite activities etc
- revealing information about yourself – Example: what I had for breakfast
- activating the imagination.

### **C. Learning strategies. (Lockhart, 1996)**

#### **1. Memory strategies**

Memory Strategies help students to store and retrieve information. When students are taught with this strategy they just accumulate knowledge through memorizing without producing something new, nonetheless with the new curriculum transformation students are called on to learn so that they produce those acquired knowledge in a real context.

## **2. Cognitive strategies.**

Cognitive Strategies enable learners to understand and produce new language. This means they help to develop the students` knowledge in the language production, if they are in good conditions to learn a foreign language.

## **3. Compensation strategies.**

Compensation Strategies allow learners to communicate despite deficiencies in their language knowledge. In short, they lead the students to take risks to talk as they can and help to break the ice in students with high affective filter.

## **4. Metacognitive strategies.**

Metacognitive Strategies allow learners to control their own learning through organizing, planning and evaluating. These kinds of strategy lead the students to make a self reflection in order to improve their learning process to be successful in the future.

## **5. Affective strategies.**

Affective Strategies help learners gain control over their emotions, attitudes, motivation and values.

It is considered that teachers must never forget that in the classrooms there is an amount of students with different emotional states, it is recommendable to provide the students affect through affective strategies such as; encouragement words or expressions, etc every time is necessary.

Affective strategies include tasks which have no specific language learning goal but are intended to improve the motivational climate of the classroom and to develop the students` interest, confidence, and positive attitude toward learning. In a foreign language class students

may keep a journal in which they write about their feelings, fears, and satisfactions in relation with the experiences they have in the class. They may share these with their classmates and the teacher, and attempt to resolve concerns as they arise.

According to the survey applied by students some of them said that the teacher uses short expressions to encourage them to participate in class, but there is also a little quantity that are not been encouraged by the teacher. In the interview the teacher said that always helps the students to produce the language, and when some of them refuse to do it the teacher uses expressions to encourage them to say something without care in grammar which help to make the students talk.

## **6. Social strategies.**

1- Social Strategies help learners interact with other people.

As all of us know, cooperative work is an opportunity for students to establish confidence and to interact each other in a relaxed atmosphere.

## **VI. Affective strategies to reduce the high affective filter in the development of the English speaking skill.**

Affective filter refers to the complex of negative emotional or motivational factors that may interfere with the reception and perception processing of comprehensible input “The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their affective filter. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong affective filter even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike deeper” (Stevick, 1976).

A method that increases the filter is correcting errors while the students are speaking in front of the whole group, because beginners are too sensitive at this stage. Unfortunately errors correction is the typical teacher’s reaction which is an obstacle for students’ improvement.

The affective filter refers to emotional and mental blocks that can impede the language learning in students. As Krashen (1989) said “Learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in language acquisition; low motivation, low self-esteem, and anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition”. It is considered that teachers must be sure about what they do inside of the classroom, if they have this inner security the teaching process will be successful for students. On the other hand attitudes, knowledge, and behavior toward the target language will be determined by the degree of confidence between members of the group from which the student is part; teachers have to take into account that their purpose is to provide more opportunity for input, interaction, and output in order to get progress in students’ language acquisition. Accordingly when learners are not mistreated they will integrate in situations that require authentic communication which occur when their affective filter is low.

The following items focus on what the teacher can do to reduce the students’ high affective filter. (Krashen, 1994)

- Have a set of discipline system that manages the class while allowing students to feel free to speak.
- Maintain a positive atmosphere in the classroom.
- When threat and fear are absent, the brain appears to be able to engage in more complex processes.
- To provide second language classroom activities meaningful to create ideal learning opportunities for students to learn more information in a shorter time, with less effort.
- Always praise students to build confidence.
- Create activities which have communicative learning as its main goal.
- Ensure that the target language inputs are comprehensible for the students’ level.

- Use textbooks and supplemental material when teaching English. Respect the silent period for language learner by no forcing them to language and offering new material until they have had time to properly understand it.
- Teach the lessons using emotions, music, role-play, games, charts, bright colors, posters, and puzzles utilizing both hemispheres of the brain and effective teaching strategies will provide a supporting and nurturing environment that will lower the affective filter for second language learners.
- Making sure that students feel safe in the classroom; safe to take chances and ask questions and safe from being wrong or being teased.
- Teachers should work to create language learning activities that allow students time for reflection and for processing of the information.
- Never discourage communication in the classroom. All of this is directed toward the improving of the target language. Teachers need to learn the techniques that match their students learning styles.
- Frequently checks for understanding.
- Avoid the common practice of calling on individual students at random, which may be stressful for those who don't have the correct answer or who don't like to be called on in class.
- Increase understanding, achievement and motivation with creative interactive activities and techniques for incorporating (TPR).
- Create an interactive environment that promotes a greater understanding of vocabulary, grammar and culture of the target language.

## **VII. Methodological suggestions to develop the English Speaking Skill.**

1) English teachers should acknowledge the existence of the high affective filter in students particularly when speaking English language and take initiatives for its effective reduction; furthermore they should maintain a good management of the classroom, identify individual signs of nervousness, apprehension and anxiety in the students which are the most common

symptoms of high affective filter to apply appropriate strategies to help them counteract these feelings.

2) As students reported lack of practice of speaking skill in their previous language learning experiences a significant cause of their communication apprehension, a truly communicative approach should be adopted by providing students an adequate environment to practice their speaking skill.

3) For active participation in the classroom discussion, it should be ensured that students are provided friendly, learning-supportive environments. This can be done by teachers' friendly, helpful and cooperative behavior, making students feel comfortable when speaking in the class.

4) As students appear to be acutely sensitive to fear of making mistakes, teachers should encourage students to have the confidence to make mistakes in order to acquire communication skills. Furthermore, as a positive response to students' concern over the harsh manner of teachers' error correction, teachers' selection of error correction techniques recommended, should be based upon instructional philosophy and on reducing defensive reactions in students.

5) In order to allay students' fear that their mistakes in front of the teachers will influence their end of course grades, more emphasis should be given to formative assessment (assessment for learning) and feedback rather than summative assessment (assessment of learning) and feedback.

6) The teachers should initiate discussion in the class about the feelings of anxiety and should take measures to reduce the sense of competition among them.

7) To encourage students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail. They should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.

8) It is also recommended that teachers should confront students' erroneous and irrational beliefs by cultivating in them "reasonable commitments for successful language learning" More importantly, students should be guided as to how to direct their attention away from self-centered worries when they are speaking a second/foreign language.

9) EFL teacher should create a classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.



(Tanveer, 2007)

**Teachers maintain low affective filter in the following ways:**

- ✓ Do not test students on the material they are working with .This eliminates a major source of anxiety.
- ✓ Do not force the students to perform when they are not ready and willing to do so speaking is always voluntary.
- ✓ Use authentic materials –feature, movies, newspapers and magazines etc. Rather than English textbooks. Boredom is less likely with these materials, since they are the kinds of things normal people enjoy in real life.
- ✓ Do not use exercises, drills or any of tasks that has no sensible purpose other than language practice.
- ✓ Teachers function as partners and mentors (positive roles), but not as judges (negative roles). All testing and placement is done at the program level not by the individual teachers. This helps prevent feelings of alienation and hostility toward teachers.
- ✓ Make small groups in the performance of communicative activities because this helps maintain positive attitudes, confidence and good will among the group members. (Brown, 2004)

**Some of the affective strategies that can be used are the following:**

- ✓ Keep communicative activities in the teaching and learning process until to complex situations, because communicative activities play a determinant paper.
- ✓ Take into account the students' preferences and display opportunities complementing, mixing up deform of presenting the content through audiovisual media and procedures that involve the students in the use of draw, corporal expression, gestures, and drama.
- ✓ Make the students aware about the importance of the subject for their future and tell them that they will have good opportunities in their professional and field of study.

## **V. CONCLUSIONS.**

1) The main difficulties interfering in the development of English Speaking skill are: Lack of individual attention to students, little vocabulary knowledge, lack of self study, lack of self confidence and motivation by the teacher in the classroom. The main factors that are interfering are: insecurity, nervousness, shyness, anxiety, and health problems.

2) The methods and strategies used by the teacher are: individual and small group works, personal interviews, brainstorming without point out the students' name, questions directed to the whole class and free topics to talk.

3) The purpose of the new curricular transformation is to use the language in a communicative way based on real life situations that requires communication; however the current practices of the teacher do not fulfill the students' necessities especially those with high affective filter while learning English. In short, there is still traditionalism in the teaching process.

4) Some strategies that could be helpful for English teachers are:

- To take advantage of students' motivation for learning English to promote cooperative learning through communicative activities by providing enough confidence to them to achieve their active participation.
- To start the English class with a warm up activity before engage them in speaking activity
- To create an environment free of negative factors.
- To affirm each student's talents and strengths.
- To emphasize competition between students and encouraging small group works where they can take risks more easily.
- To elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities to use the language.
- To be patient and supportive to build self esteem, yet at the same time be firm in your expectations of students.

- To provide plenty of extra class learning opportunities, such as assigning an English speaking movie, having them listen to an English speaking TV or radio program, getting an English Speaking conversation partner.
- To form a language club and schedule activities where students have the opportunity to perform activities and to establish confidence among them.
- To give homework that involves a specific speaking task with a person outside the classroom, listening to a radio or TV program.
  - Do not force the students unwillingly
- To establish a good relationship with students and be available to help them.
- To reward the students for their participation and use encouragement words even if they make mistakes.
- To use as much as possible dynamics to develop the speaking activities.
- To help students any way that motivates and makes them feel in confidence to work with the language.
- To develop activities that engage students in real life situations to make them use the language. These activities could be shopping, sells, ordering in a restaurant etc.
- To use techniques that allows students creativity such as drawings, craftwork, acting etc.
- To teach the lessons with physical activities (TPR) where students act out things that let them get involve and forget their fear.
- To encourage students to reward each other with supportive to help maintain self confidence.
- To display enthusiasm in the classroom in order transmit positive energy to students.
- To be sensitive to students who appear to be discouraged or quiet then do what you can to help them.
- To vary the activities where students can work in pairs, small groups and for the whole group so that interaction students – students takes place.
- To be open to the changes to help students in their learning to the extent of getting students with capabilities and abilities as the new curriculum expect.
- To provide opportunities to students for collaborative work and shared knowledge.
- To reduce teacher speaking time in class while students increase their speaking.

- To provide written feedback like: your presentation was really great! It was a good job! I really appreciate your effort!
- Do not correct students' pronunciation mistakes while they are speaking.
- Circulate around the classroom to ensure that students are involved in the activity and see whether they need your help while they work in groups or pairs.
- To provide the vocabulary beforehand that students need in speaking activities.
- To diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
- Motivate students to be inquisitive learners and generate new and interesting ideas about the topics studied in class.
- To provide pre, while and post speaking activities to make your lessons more meaningful and motivating.
- Use drama to keep your students active.
- Make sure you adopt and adapt activities to your own students' need, interests, and level.

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# VII. Appendices

**Instrument 1**

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA  
FAREM- MATAGALPA  
OBSERVATION GUIDE**

This observation guide has the purpose of identify difficulties and factors that interfere in the development of the speaking skill in the teaching and learning process.

School: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_

**I. Classroom environment and conditions:**

1. Is the classroom clean? Yes\_\_\_ No\_\_\_
2. Is the classroom in good conditions? Yes\_\_\_ No\_\_\_
3. Do all students have scholar furniture? Yes\_\_\_No\_\_\_
4. Is there any supplemental material? Yes\_\_\_ No\_\_\_

**II. Distractor elements:**

1. Is there discipline problems? Yes\_\_\_ No\_\_\_
2. Is there interference of other people? Yes\_\_\_ No\_\_\_
3. Do students use distractor elements such as cell phone, cards, make up, etc in the class?  
Yes\_\_\_ No\_\_\_

**III. Ways of motivation by the teacher:**

1. Does the teacher promote the subject' importance?  
Yes\_\_\_ No\_\_\_
2. Does the teacher promote active participation of the students in the classroom?  
Yes \_\_\_ No \_\_\_
3. Does the teacher reward the students for their participation?  
Yes \_\_\_ No \_\_\_
4. Does the teacher motivate the students using verbal phrases?  
Yes\_\_\_ No\_\_\_
5. Is there a good relationship between students and teacher?  
Yes \_\_\_ No \_\_\_
6. Does the teacher show optimism?  
Yes \_\_\_ No \_\_\_



**IV. Teaching and learning process:**

1. Is there a good classroom management?  
Yes\_\_\_ No\_\_\_
2. Do students receive authentic language input in real world contexts?  
Yes\_\_\_ No\_\_\_
3. Does the teacher use speaking activities?  
Yes\_\_\_ No\_\_\_
4. Do students get involve in speaking activities?  
Yes\_\_\_ No\_\_\_
5. Is the class development according to students' needs / level?  
Yes\_\_\_ No\_\_\_
6. Does the teacher help the students to produce the language?  
Yes\_\_\_ No\_\_\_
7. Does the teacher use supplemental material?  
Yes\_\_\_ No\_\_\_
8. Does the teacher use the body language and provide examples to explain new words' meaning?  
Yes\_\_\_ No\_\_\_
9. Does the teacher make frequent eye contact with the whole class?  
Yes\_\_\_ No\_\_\_
10. Does the teacher move around the classroom?  
Yes\_\_\_ No\_\_\_
11. Does the teacher give individual attention when students do not understand?  
Yes\_\_\_ No\_\_\_
12. How often does the teacher use the native language?  
a). Always\_\_\_ b).Sometimes \_\_\_ c).Rarely\_\_\_ d).Never \_\_\_
13. How often does the teacher use the Target language?  
Always \_\_\_ Usually \_\_\_ Sometimes \_\_\_ Never \_\_\_

**V. Students' motivation**

- 1- Do the students participate actively?  
Yes \_\_\_ No \_\_\_
- 2 – Do students suggest new ideas about the content?  
Yes \_\_\_ No \_\_\_
- 3- Do the students show interest for the class?  
Yes\_\_\_ No\_\_\_
4. Do the students show understanding for the class?  
Yes \_\_\_ No \_\_\_
5. Are there shy students in the class?  
Yes\_\_\_ No\_

**Instrument 2**  
**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA**  
**FAREM**  
**SURVEY TO STUDENTS**

Dear student, this survey is with academic purposes, we ask your collaboration which will be useful for our investigation. Thank you for completing this survey.

GENERAL DATA:

Level: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

**I. Classroom environment and conditions:**

1. In English class you have the following materials:

- |                  |               |                      |               |
|------------------|---------------|----------------------|---------------|
| a) Text books.   | Yes ___ No___ | d) Real objects      | Yes ___ No___ |
| b) Dictionaries. | Yes___ No___  | e) Tape recorder     | Yes ___ No___ |
| c) Flash cards.  | Yes___ No___  | f) Audiovisual media | Yes ___ No___ |

2. Is there a pleasant and relaxed atmosphere in the classroom?

Yes\_\_\_ No\_\_\_

**II. Factors**

- |   |                |
|---|----------------|
| 1. Do you have family problems?               | Yes___ No ___  |
| 2. Do you have health problems?               | Yes ___ No___  |
| 3. Do you have social problems?               | Yes ___ No ___ |
| 4. Do your parents help you in English class? | Yes ___ No___  |
| 5. Does your home environment make you feel?  |                |

- |                 |                |                                  |               |
|-----------------|----------------|----------------------------------|---------------|
| a).Worry?       | Yes ___ No___  | g) Frustrated?                   | Yes ___ No___ |
| b).Happy?       | Yes ___ No___  | h) failed as an English learner? | Yes___ No___  |
| c).Sad?         | Yes ___ No___  |                                  |               |
| d).Comfortable? | Yes ___ No ___ |                                  |               |
| e).Anxious?     | Yes ___ No ___ |                                  |               |
| f) .Shy?        | Yes ___No___   |                                  |               |

6. Do your parents treat you as:

- |                                    |                |
|------------------------------------|----------------|
| a) Important person in their life? | Yes___ No ___  |
| b) A smart son /daughter?          | Yes ___ No ___ |
| c).Able to do a good work?         | Yes ___ No ___ |
| d). Unable student?                | Yes ___ No ___ |

e). Worst student? Yes \_\_\_ No \_\_\_

7. Do your parents worry for your leaning?

Yes \_\_\_ No \_\_\_

8. When producing the language you feel:

a) Comfortable? Yes \_\_\_ No\_\_\_

b) Confused? Yes\_\_\_ No\_\_\_

c) Bored? Yes \_\_\_ No\_\_\_

d) Shy? Yes\_\_\_ No\_\_\_

e).Able to produce? Yes \_\_\_ No\_\_\_

f). Interested in? Yes\_\_\_ No\_\_\_

g). Motivated. ? Yes \_\_\_ No\_\_\_

h). Nervous? Yes\_\_\_ No\_\_\_

i). Anxious? . Yes\_\_\_ No\_\_\_

9. Does the teacher use supplemental material to teach English?

Yes\_\_\_ No\_\_\_

10. Does the teacher give you confidence? Yes\_\_\_ No\_\_\_

11. What things make you feel fear speak English?

a).Insecurity\_\_\_ b).embarrassment\_\_\_ c).Nervousness\_\_\_ d).Social influence\_\_\_

12. Do you get along with your classmates?

Yes \_\_\_ No\_\_\_

### III. Teaching and learning process.

1. Does your teacher develop the contents using:

a) Games Yes \_\_\_ No \_\_\_

b) Group works Yes\_\_\_ No\_\_\_

c) Role plays Yes\_\_\_ No\_\_\_

d) Brainstorming Yes\_\_\_ No \_\_\_

e) Individual works Yes\_\_\_ No\_\_\_

f) Groups discussion Yes \_\_\_No\_\_\_

g) Interviews Yes \_\_\_No\_\_\_

h) Opinion exchange Yes \_\_\_No\_\_\_

I) Pair works Yes\_\_\_ No\_\_\_

2. Does your teacher use the body language and provide examples to explain the new words meaning?

Yes\_\_\_ No\_\_\_

3. Does your teacher make frequent eyes contact with the whole class?

Yes\_\_\_ No\_\_\_

4. Does the teacher move around the class? Yes \_\_\_ No \_\_\_
5. Does the teacher help you to produce the language? Yes \_\_\_ No \_\_\_
6. Does your teacher answer to your questions? Yes \_\_\_ No \_\_\_
7. Does your teacher give you individual attention when you do not understand?  
Yes \_\_\_ No \_\_\_

**IV. Students' motivation:**

1. Do you like English? Yes \_\_\_ No \_\_\_
2. Do you think it is important to learn English? Yes \_\_\_ No \_\_\_
3. Does your teacher encourage you to participate? Yes \_\_\_ No \_\_\_
4. Does your teacher reward you when participate even if you make mistakes?  
Yes \_\_\_ No \_\_\_
5. Do you like to participate in English class?  
Yes \_\_\_ No \_\_\_
6. Would you mind if your teacher correct your mistakes at the moment?  
Yes \_\_\_ No \_\_\_
7. Would you like to have more time to learn English in the classroom?  
Yes \_\_\_ No \_\_\_
8. - How do you prefer to speak English?  
a).In small groups \_\_\_ b) In front the whole class \_\_\_ c). In front of your teacher \_\_\_  
d).The three alternatives \_\_\_
9. Does your teacher assess you:  
a).Written? \_\_\_ b). Oral?\_\_\_ c). Both? \_\_\_\_
10. What skill do you practice more in class?  
a).Speaking \_\_\_ b).Writing \_\_\_ c). Reading \_\_\_ d) Grammar \_\_\_
11. How often does your teacher speak English?

a).Always \_\_\_\_ b).Sometimes\_\_\_\_ c).Rarely.\_\_\_\_ d).Never \_\_\_\_

12. How do you prefer to learn English?

a) Interacting using the environment around you. Yes\_\_\_ No\_\_\_\_

b) By writing Yes \_\_\_No\_\_\_\_

c).Speaking your native language Yes\_\_\_ No\_\_\_\_

d). Using the language Yes \_\_\_ No\_\_\_\_

**Instruments 3**

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA**

**FAREM**

**INTERVIEW TO THE TEACHER**

Dear professor we are carrying out our Graduation seminar, so we ask for your collaboration by answering the following questions. We thank you beforehand.

**GENERAL DATA:**

School: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Answer the following questions about your experience.**

1-How long have you been working as an English teacher?

\_\_\_\_\_

2. There are factors that affect the student's language acquisition and the student's language production. According to your experience what are the most common factors that make the students afraid of speaking English?

\_\_\_\_\_  
\_\_\_\_\_

3. Why do you believe some students get nervous when we ask them to produce the language? Justify your answer

\_\_\_\_\_  
\_\_\_\_\_

4. What do you do with shy students in order to make them to speak? Explain

\_\_\_\_\_

5. What speaking activities do you use with your students?

\_\_\_\_\_  
\_\_\_\_\_

6. What strategies do you use to carry out the speaking activities?

\_\_\_\_\_  
\_\_\_\_\_

7. What difficulties have you found in students when developing the speaking activities?

\_\_\_\_\_  
\_\_\_\_\_

8. What difficulties have you had to develop the English speaking skill with the students?

\_\_\_\_\_  
\_\_\_\_\_

**II. Teaching and learning process.**

1. Adapt your lesson to your students' level? What others aspects do you take into account to teach English?

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2. Do you use any supplemental material to develop the contents?

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3. For the development of the contents do you plan activities that make the students talk? How often do you do it? Justify your answer.

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4. How do you consider your relationship with your students?

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5. Do all students participate when you are developing the class? Justify your answer.

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6. How do you promote self-confidence and self-esteem in your students?

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7. What methods or strategies do you use to low students' the high affective filter to make them produce the language?

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8. According to your experience, what strategies are more effective to low the students' high affective filter and make them to talk?

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| GENERAL VARIABLE   | SUB-VARIABLE   | DEFINITION  | INDICATORS   | QUESTIONS  | SCALE  | TO WHOM?              | ISNTRUMENTS        |
|--------------------|--|---|--|--|--------|-----------------------|--------------------|
| *Affective Filter. | *Motivation<br>*Learning environment<br>*Treatments.<br>*Affective strategies. | Imaginary wall that is placed between a learner and language input. | Classroom environment and conditions.<br><br>Distractors elements. | <ol style="list-style-type: none"> <li>1. Is the classroom clean?</li> <li>2. Is the classroom in good conditions?</li> <li>3. Do all students have scholar furniture?</li> <li>4. Are there any supplemental materials?</li> </ol>  | Yes/No | Students and Teacher. | Observation guide. |
| *Factors.          | *Home conditions,<br>*Ways of learning,<br>*Students' conditions.              | It is the fact can be considered positive or negative.              | *Ways of motivation by the teacher.                                | <ol style="list-style-type: none"> <li>1. Is there discipline problems?</li> <li>2. Is there interference of other people?</li> <li>3. Do students use distractors elements such as (cellphone, cards, and make up) in the class?</li> <li>1. Does the teacher promote the subject importance?</li> <li>2. Does the teacher promote active participation of the students in the classroom?</li> <li>3. Does the teacher reward the students' participation?</li> <li>4. Does the teacher motivate the students using verbal phrases?</li> <li>5. Is there a good relationship between</li> </ol> |        |                       |                    |



|                                    |                                |  |                                       |   |               |                          |  |
|------------------------------------|--------------------------------|--|---------------------------------------|---|---------------|--------------------------|--|
| <p>*The English speaking skill</p> | <p>*Strategies and methods</p> | <p>*It is the productive skill in the oral mode.</p> | <p>Teaching and learning process.</p> | <p>students and teacher?</p> <p>6. Does the teacher show optimism?</p> <p>1. Is there a good classroom management?</p> <p>2. Do students receive authentic language input in real world context?</p> <p>3. Does the teacher use speaking activities?</p> <p>4. Do students get involved in speaking activities?</p> <p>5. Is the class development according to students' needs/level?</p> <p>6. Does the teacher help the students to produce the language?</p> <p>7. Does the teacher use supplemental materials?</p> <p>8. Does the teacher use the body language and provide examples to explain new words' meaning?</p> <p>9. Does the teacher make frequent eye</p> | <p>Yes/No</p> | <p>Students teacher.</p> |  |
|------------------------------------|--------------------------------|--|---------------------------------------|---|---------------|--------------------------|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  | <p>contact with the whole class?</p> <p>10. Does the teacher move around the class?</p> <p>11. Does the teacher give individual attention when students do not understand?</p> <p>12. How often does the teacher use the native language?</p> <p>13. How often does the teacher use the Target language?</p> <p>1. Do students participate actively using the Target Language?</p> <p>2. Do students suggest new ideas about the content?</p> <p>3. Do students show interest for the class?</p> <p>4. Do students show understanding for the class?</p> | <p>Always<br/>Sometimes;<br/>Rarely;<br/>Never</p> <p>Yes/No</p> | <p>Students/teacher</p> <p>Students/teacher.</p> |  |
|--|--|--|--|--|--|--|

|                    |  |  |  |   |        |           |         |
|--------------------|--|--|--|---|--------|-----------|---------|
| *Affective filter. | *Motivation Learning environment Treatments. | *Imaginary wall that is placed between a learner and language input. | *Classroom environment and conditions. | <p>5. Are there shy students in the class?</p> <p>1. In English class you have the with the following materials:</p> <p>a).Text books                      d).Real objects<br/> b).Dictionaries                      e).Tape recorder<br/> c).Flash cards                      f).Audio visual media.</p> <p>2. Is there a pleasant and relaxed atmosphere in the classroom?</p> <p>1. Do you have family problems?<br/> 2. Do you have health problems?<br/> 3. Do you have social problems?<br/> 4. Do your parents help you in English class?<br/> 5. Does your home environment make you feel?</p> <p>a).Worry ?                      b).Happy?                      c).Sad?<br/> d).Comfortable?                      e).Anxious?<br/> f).Shy?</p> | Yes/No | Students. | Survey. |
|--------------------|--|--|--|---|--------|-----------|---------|



|                                     |                                 |  |  |  |               |  |               |
|-------------------------------------|---------------------------------|--|--|--|---------------|--|---------------|
| <p>*The English speaking skill.</p> | <p>*Strategies and methods.</p> | <p>*It is the productive skill in the oral mode.</p> | <p>*Teaching and learning process.</p> | <p>e).Able to produce.?<br/>           9. Does the teacher use supplemental material to teach English?<br/>           10. Does the teacher give you confidence?<br/>           11. What things make you fear to speak English?<br/>           a).Insecurity                      c).Nervousness<br/>           b).Embarrassment      d).Social influence<br/>           12. Do you get along with your classmates and teacher?<br/>           13. Your teacher develops the contents using:<br/>           a).Games      b)Group Works<br/>           c )Role play   d).Interviews<br/>           e)Group discussions f).Brainstorming<br/>           g).Individual Works   h)Group works<br/>           i).Pair works</p> | <p>Yes/No</p> |  | <p>Survey</p> |
| <p>*The English speaking skill.</p> | <p>*Strategies and methods</p>  | <p>*It is the productive skill in the oral mode.</p> | <p>*Teaching and learning process.</p> |  |               |  |               |



|                    |                                  |  |                                       |  |                        |          |        |
|--------------------|----------------------------------|--|---------------------------------------|--|------------------------|----------|--------|
| The new curriculum | Speaking skill and methodologies |  | Students' preferences and motivation. | <p>5. Do you like to participate in English class?</p> <p>6. Would you mind if your teacher corrects your mistakes?</p> <p>7. Would you like to have more time to learn English in the classroom?</p> <p>8. How do you prefer to speak English?</p> <p>a).In small groups</p> <p>b).In front of the whole class.</p> <p>c).In front of your teacher.</p> <p>9.Does your teacher assess you:</p> <p>a).Written      b).Oral   c).Both</p> <p>10. What skill do you practice more in class?</p> <p>11. How often does your teacher speak English?</p> <p>12. How do you prefer to learn English?</p> | Listening reading,writ | Students | Survey |
|--------------------|----------------------------------|--|---------------------------------------|--|------------------------|----------|--------|

|                    |   |  |                        |   |  |          |                                |
|--------------------|---|--|------------------------|---|--|----------|--------------------------------|
| *Affective filter. | *Motivation<br>Learning environment<br>Treatments | *Imaginary wall that is placed between a learner and language input. | *Teachers' Experience. | <p>a).Interacting using the environment around you.</p> <p>b).By writing.</p> <p>c).Speaking your native language.</p> <p>d).Use the Target language.</p> <p>e).Practicing listening, writing, reading, speaking.</p> <p>1. How long have you been working as an English teacher?</p> <p>2. There are factors that affect the students' language acquisition and the student's language production. According to your experience what are the most common factors that make the students afraid of speaking?</p> <p>3. Why do you believe some students get nervous when we ask them to produce the language?(Justify your answer)</p> <p>4. What do you do apply with shy students in order to make them to speak? (Explain)</p> | <p>ing,speaking</p> <p>Always;<br/>Sometimes<br/>;Rarely;<br/>Never</p> <p>Yes/No</p> <p>Free explanation.</p> | Teachers | <p>Survey</p> <p>Interview</p> |
|--------------------|---|--|------------------------|---|--|----------|--------------------------------|

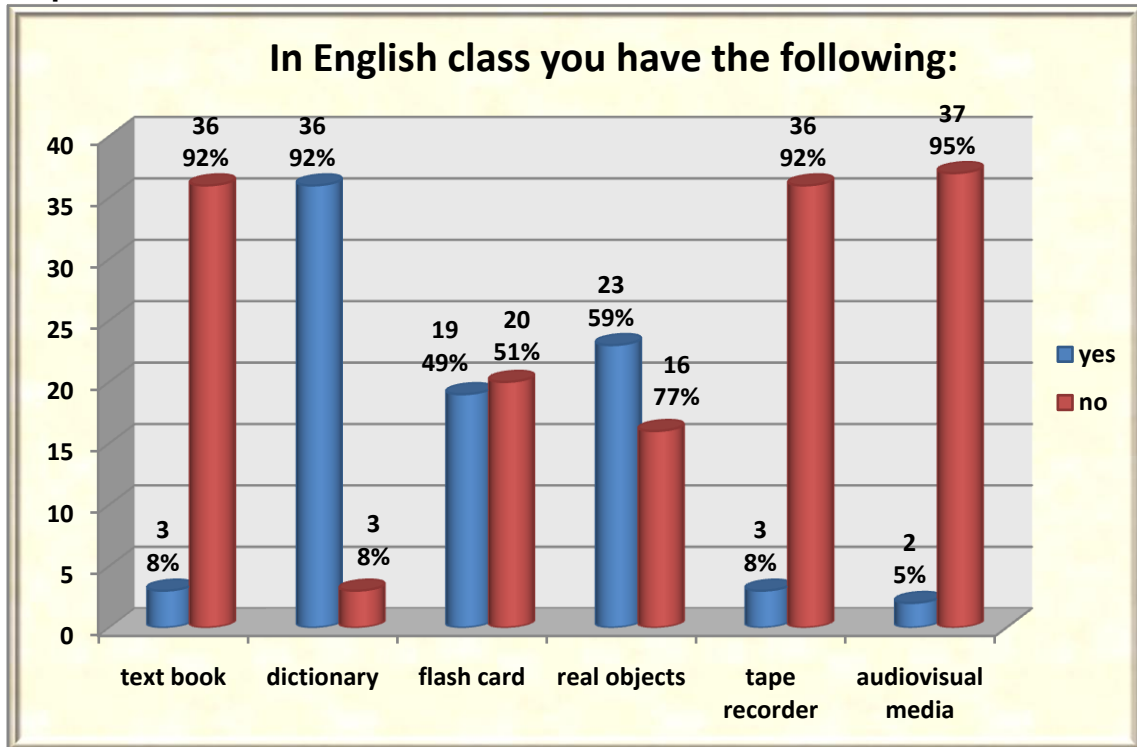




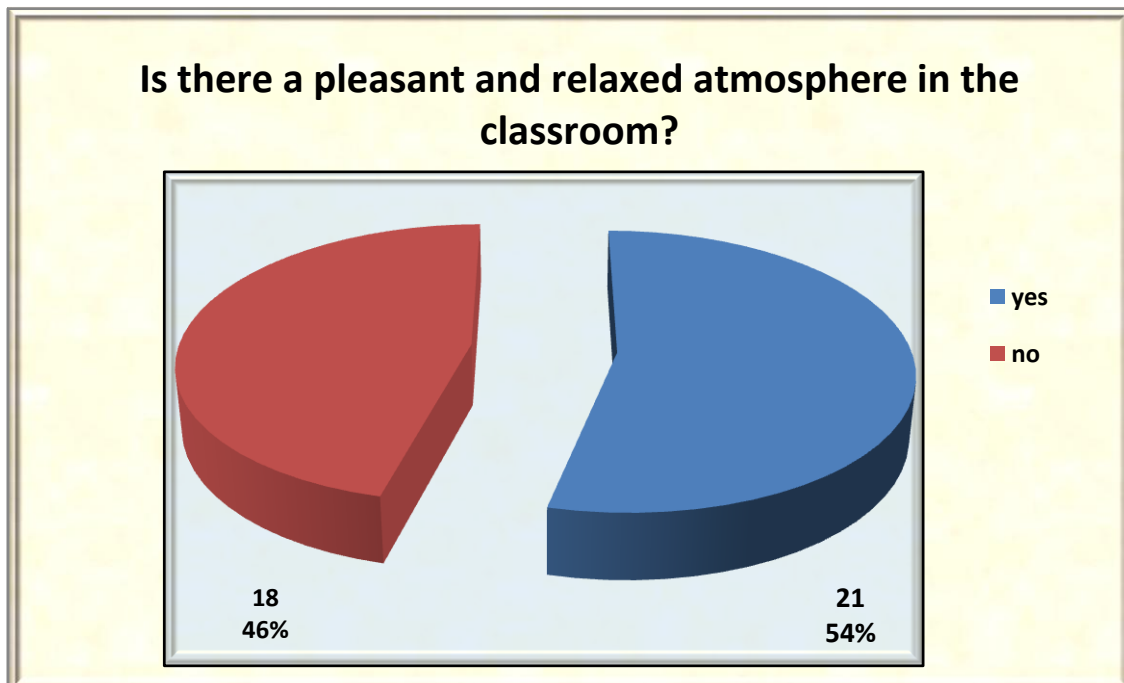
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|--|--|--|--|---|--|--|--|
|  |  |  |  | <p>2. Do all your students participate when you are developing the class?(Justify your answer)</p> <p>3. How do you promote self-confidence and self-esteem in your students?</p> <p>4. What methods or strategies do you use to low the students' high effective filter in order to make them produce the language?</p> <p>5. According to your experience, what strategies are more effective to low the students' high (to <i>break the ice</i>) in the students and make them talk?</p> |  |  |  |
|--|--|--|--|---|--|--|--|

## GRAPHICS

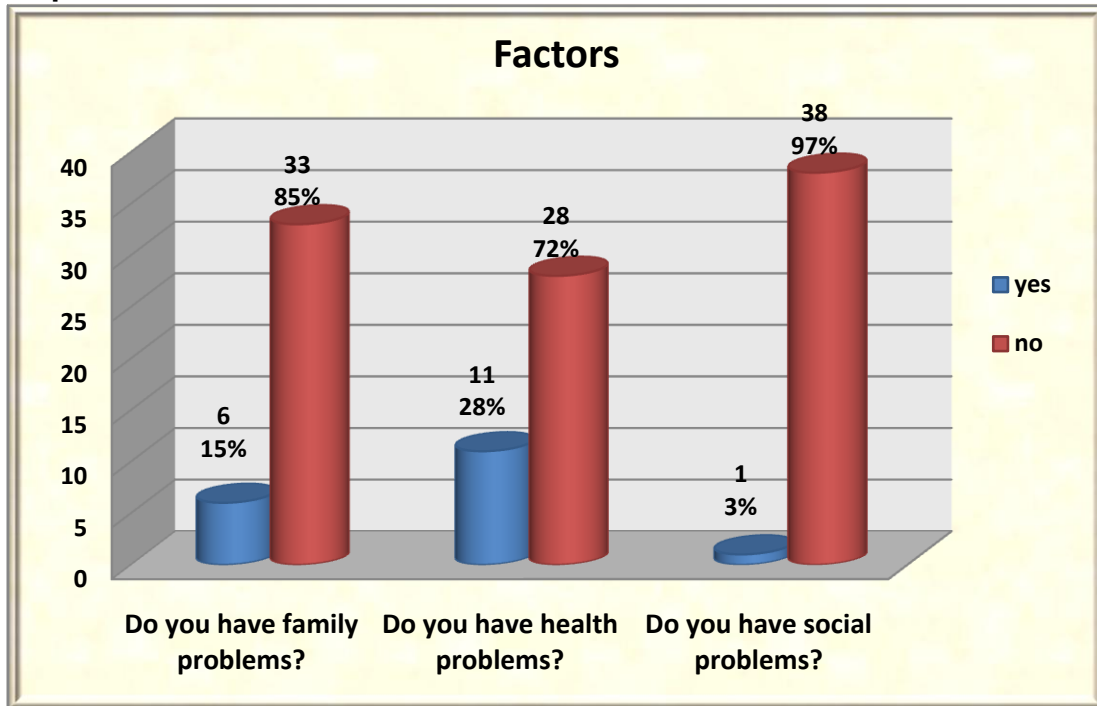
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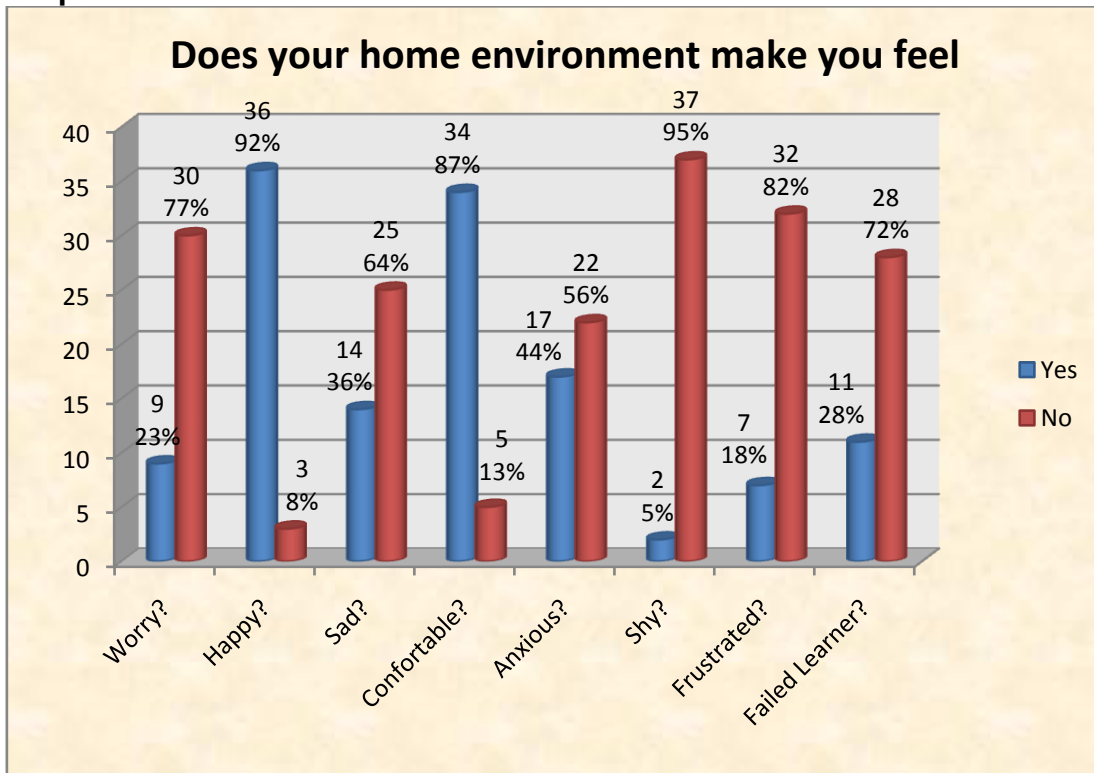
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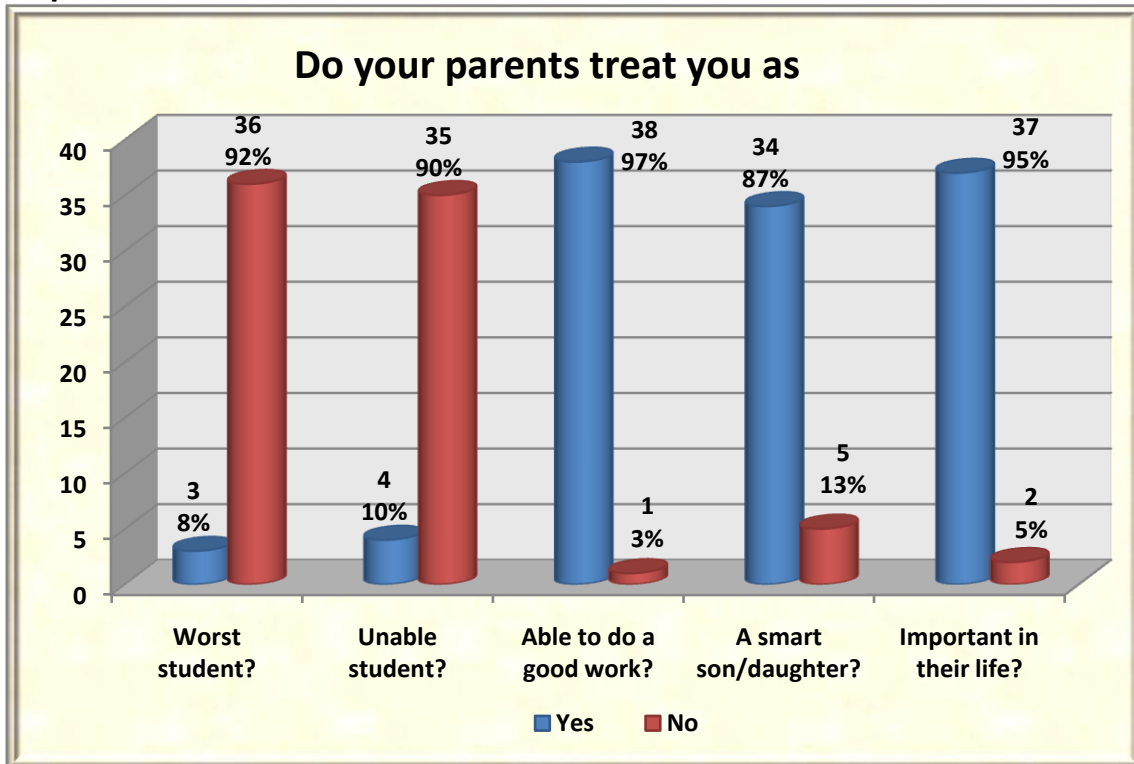
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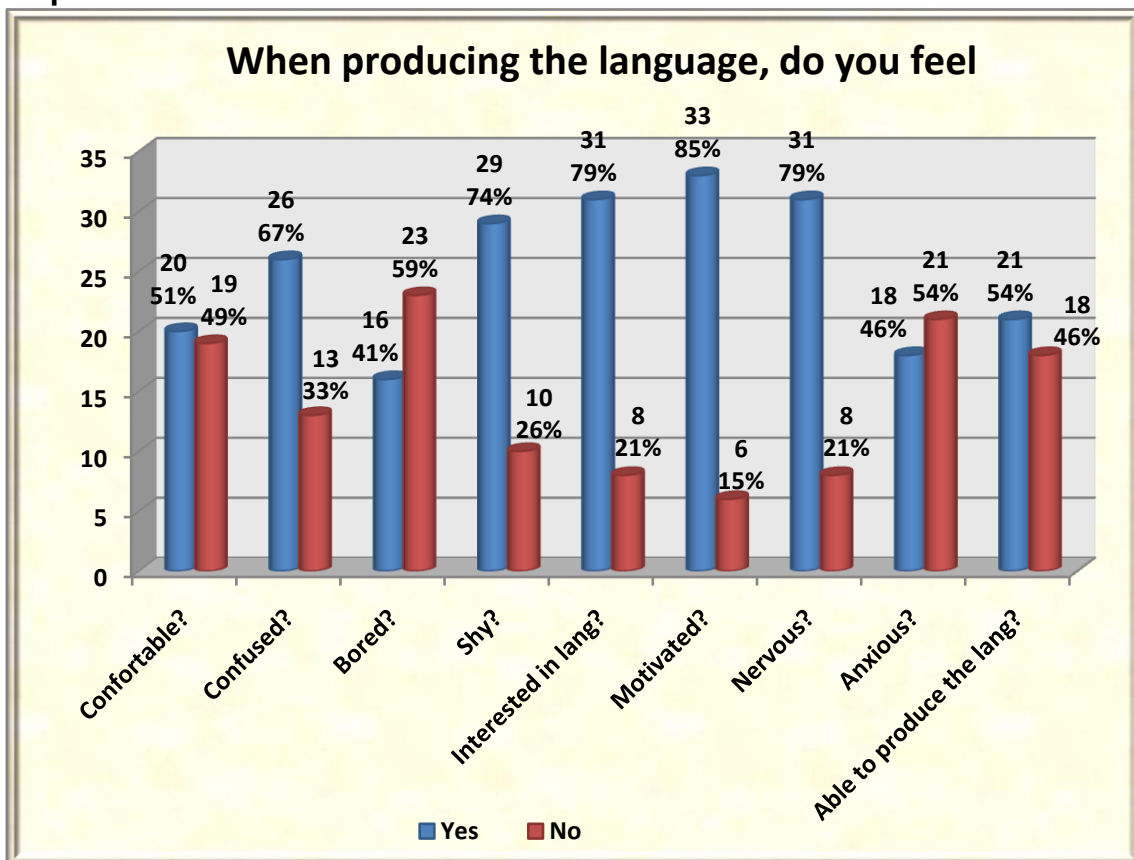
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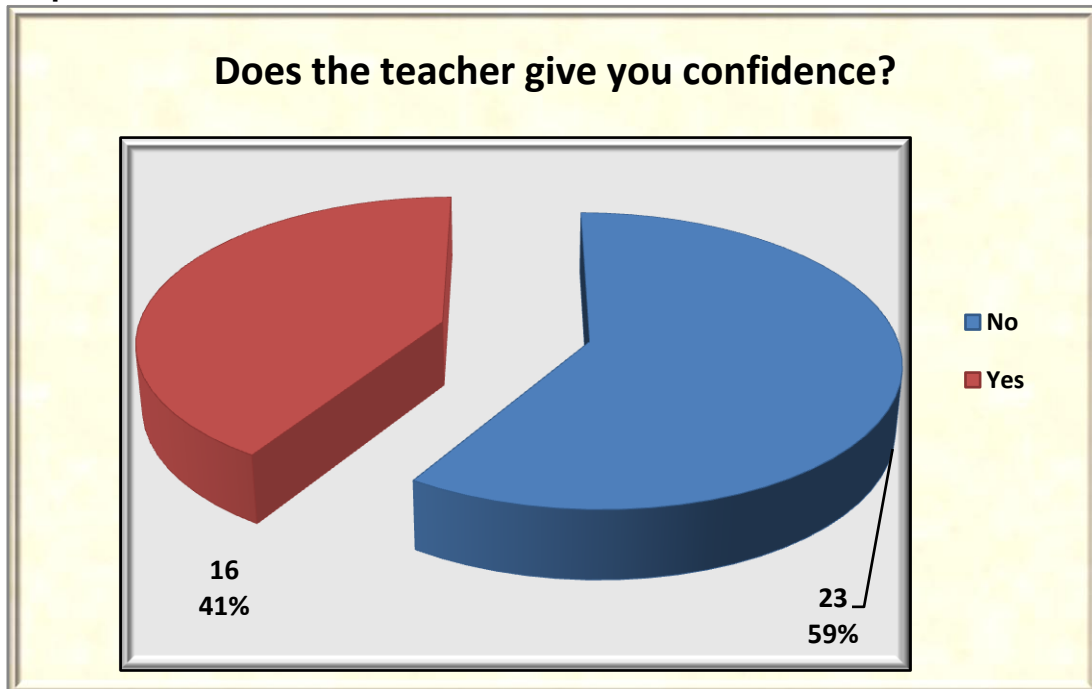
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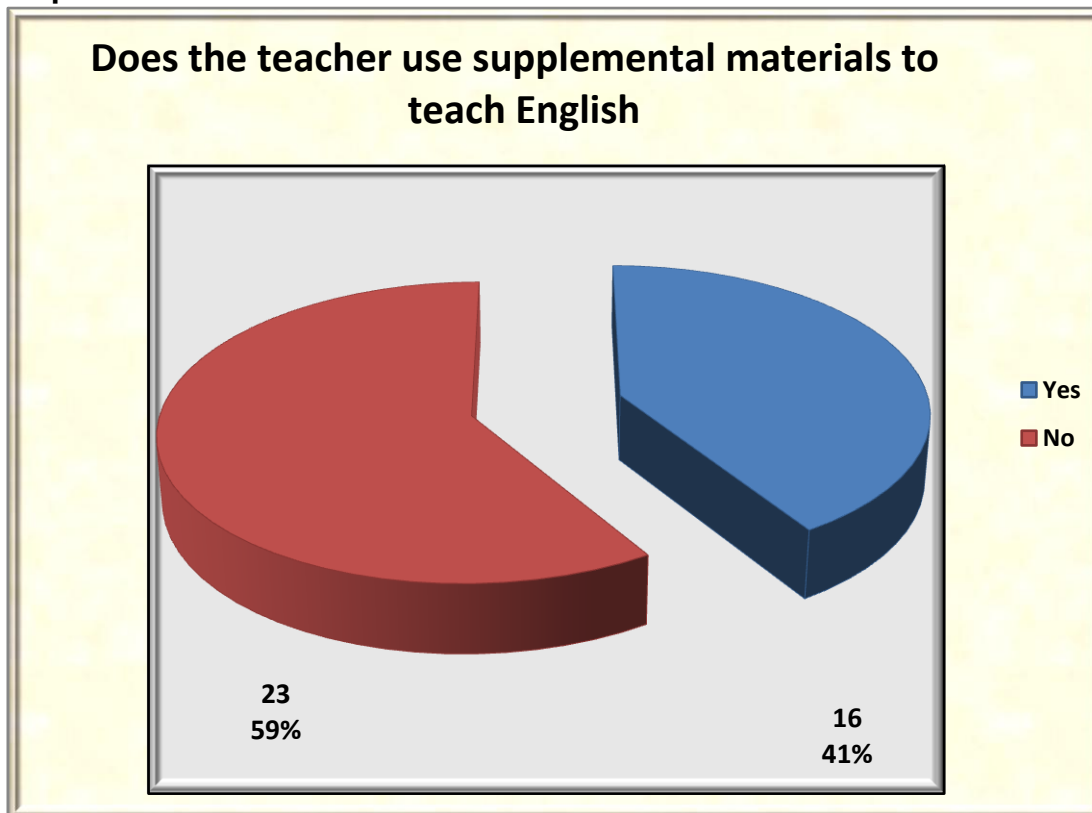
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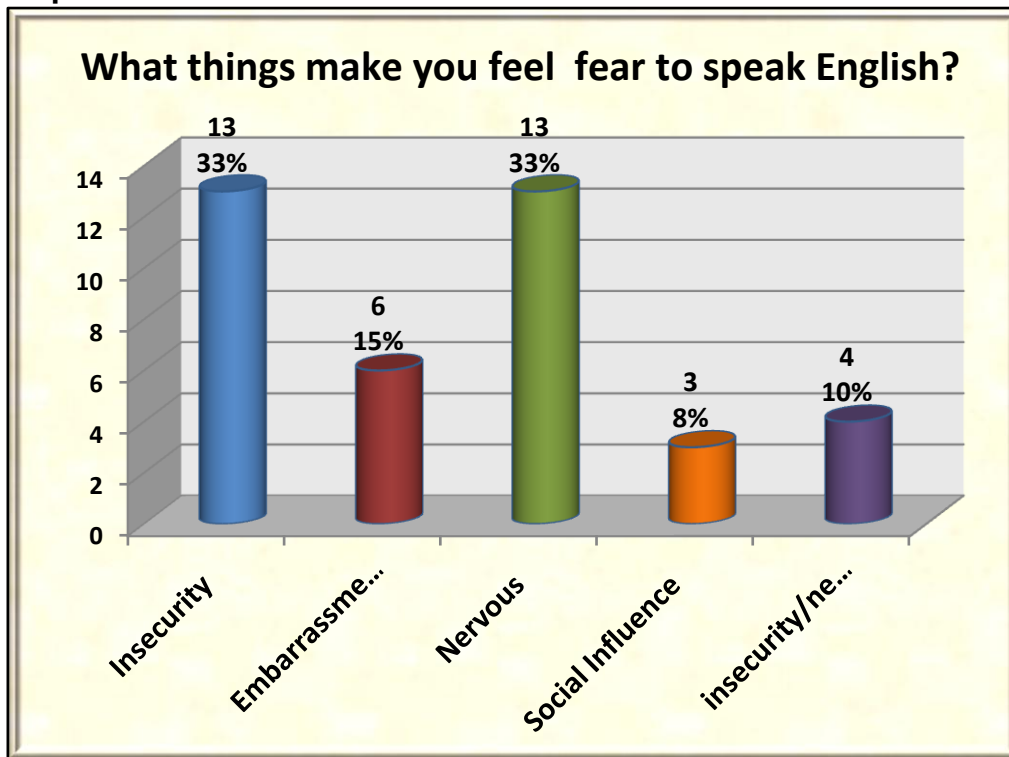
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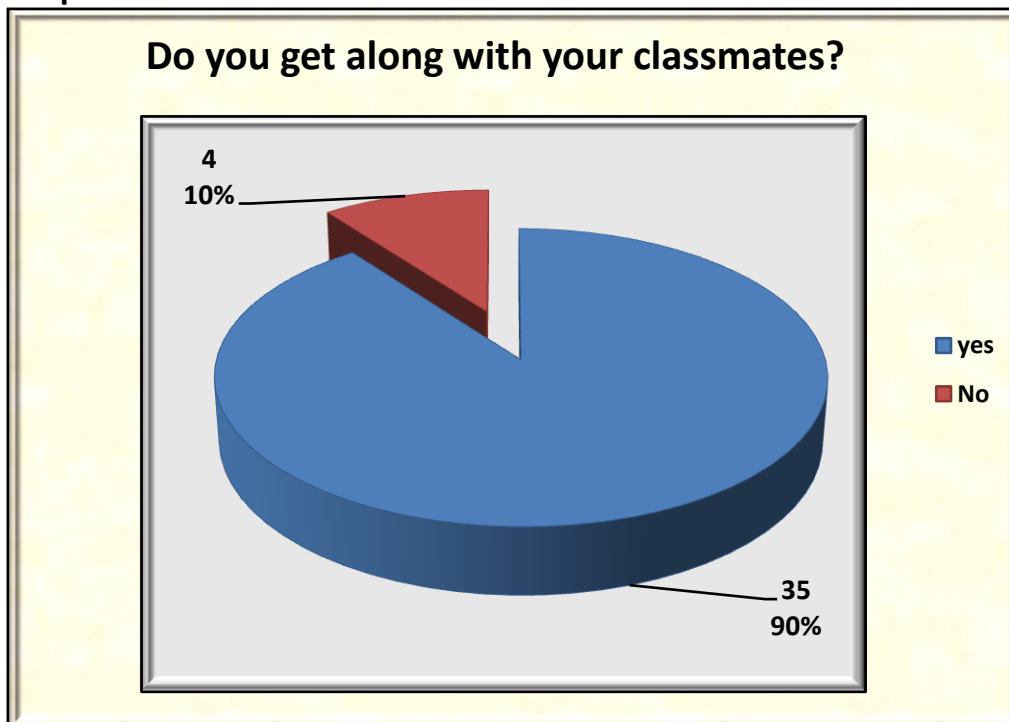
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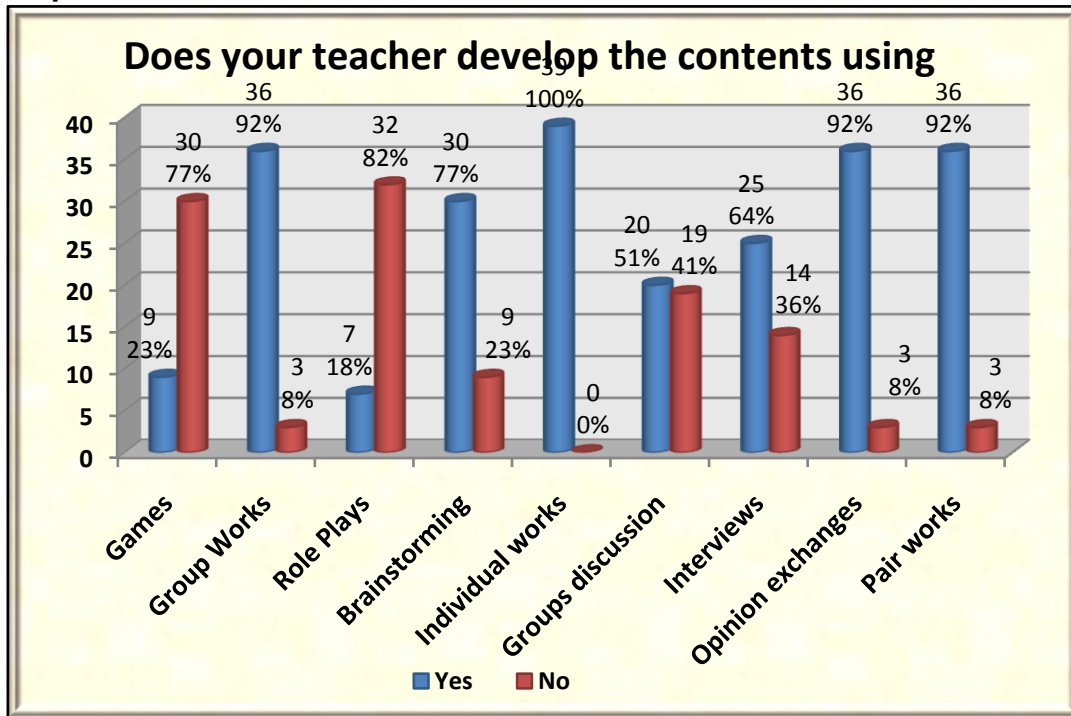
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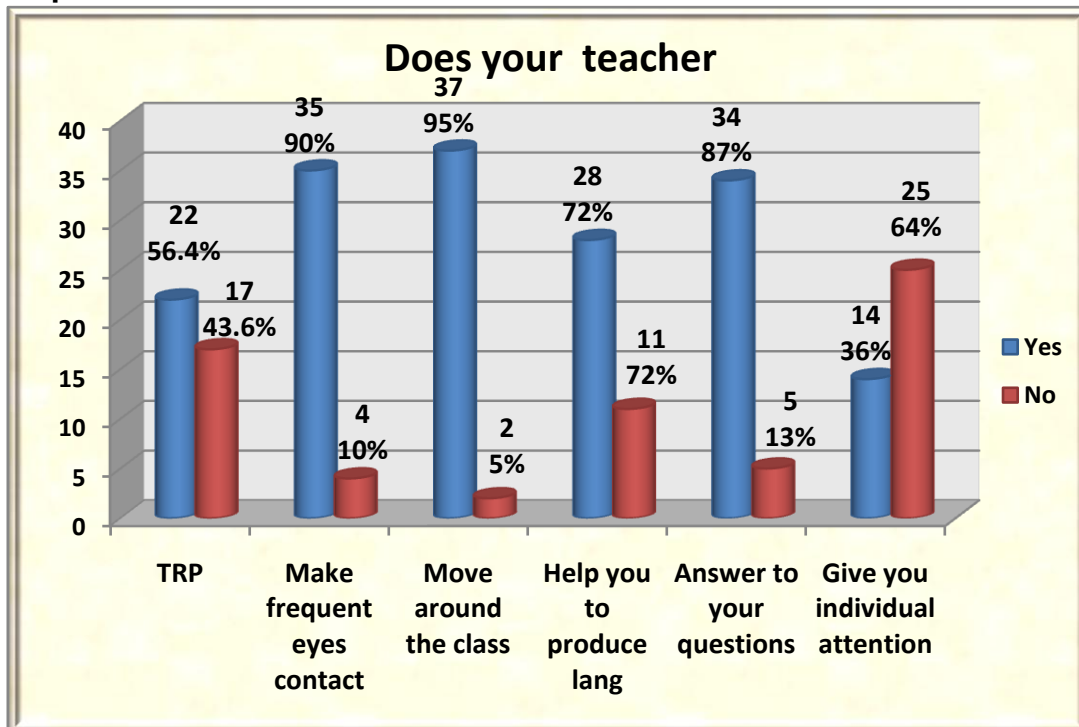
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Graph 11

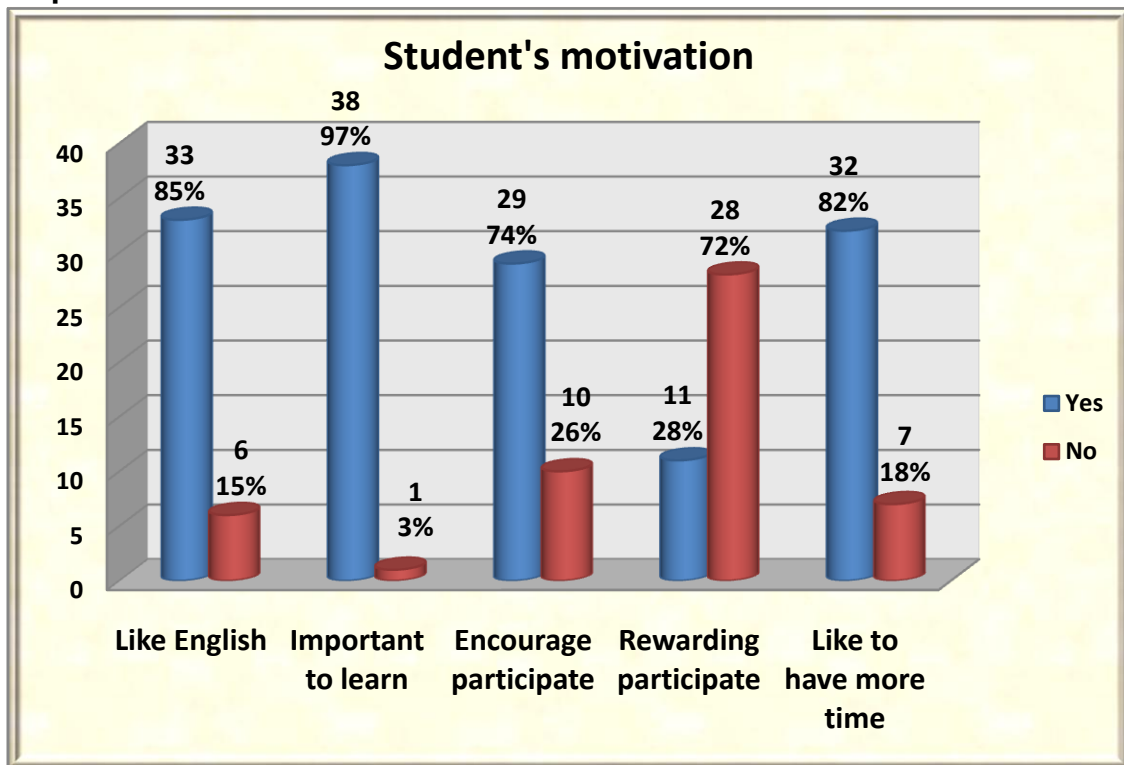


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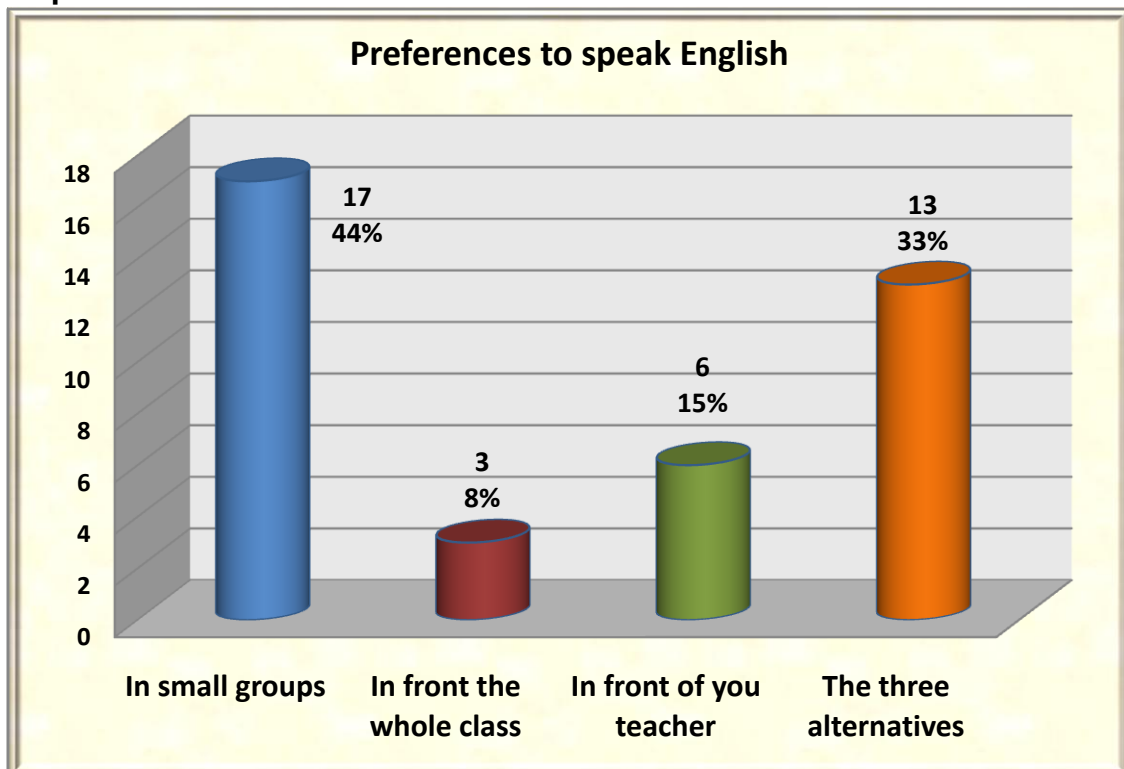




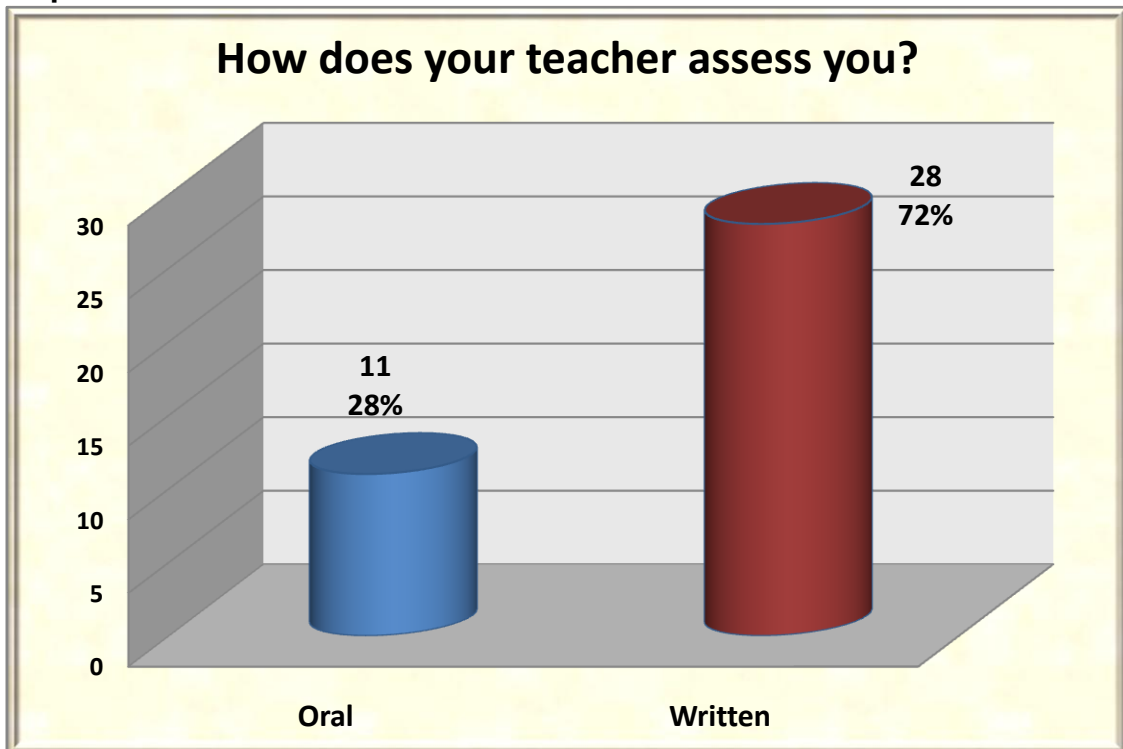
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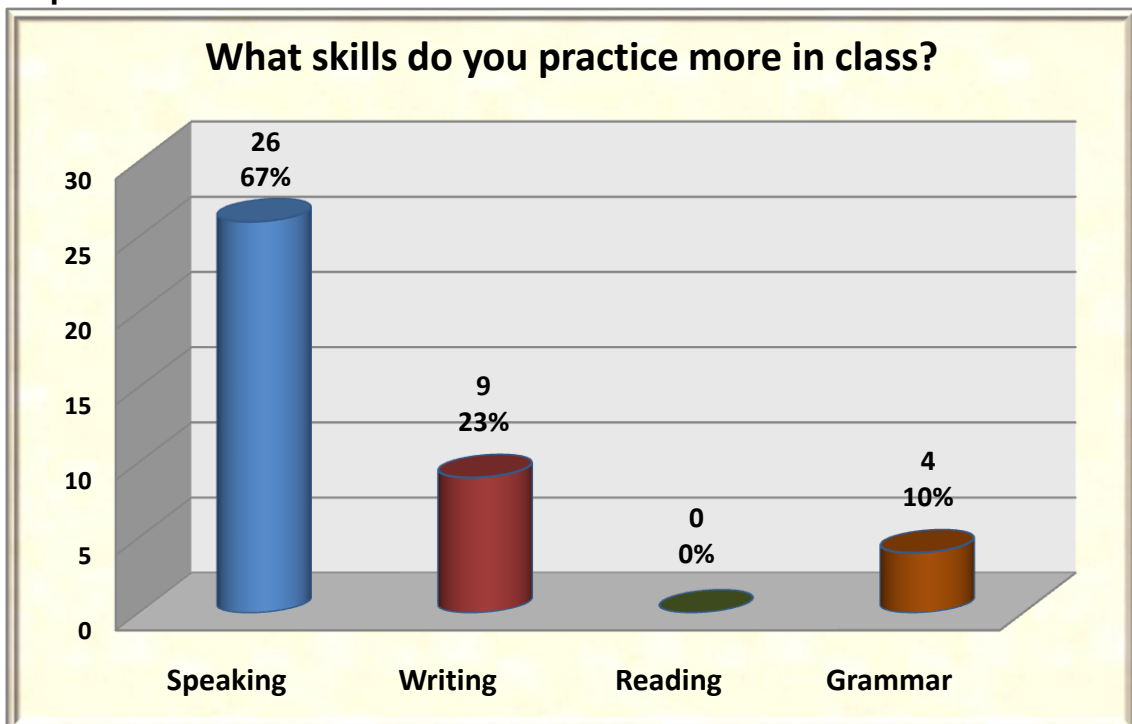
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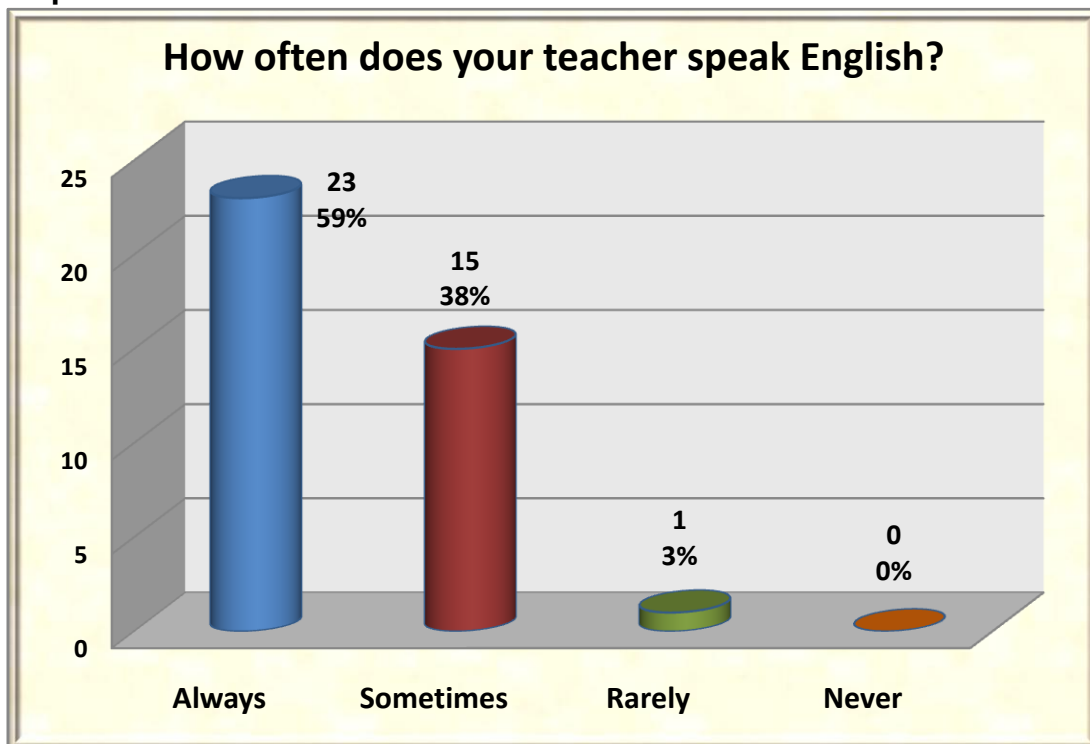
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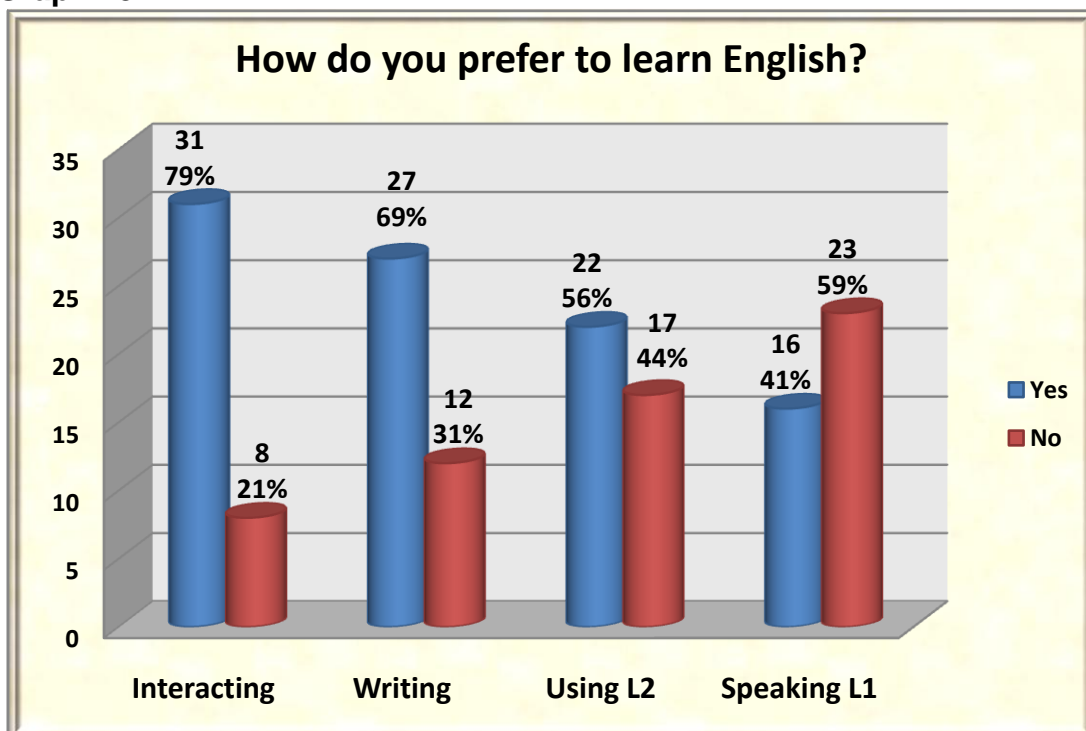
Graph 16



Graph 17



Graph 18



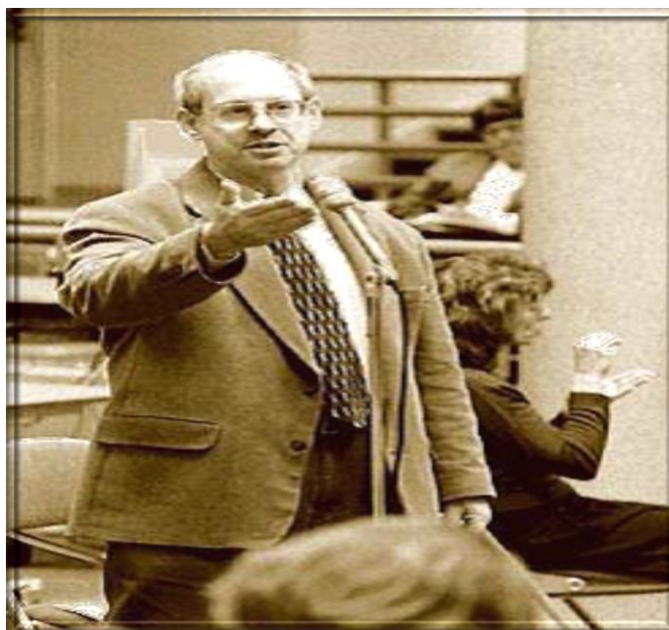
**Low filter**



**High filter**



**Born in Chicago, Illinois Stephen Krashen received Ph .D in Linguistics from the University of California, Los Angeles 1972.**



## **OUTLINE**

### **I. The new curriculum transformation.**

- A- Objective.
- B- Vision.
- C- Approach of the foreign language.

### **II. Speaking skill.**

- A- Speaking skill definition
- B- Speaking skill importance
- C- Speaking strategies in the new curriculum
- D- Activities to promote speaking. (How to teach speaking)
  - 1. Discussion (Elicit)
  - 2. Role play
  - 3. Simulations
  - 4. Information gap
  - 5. Brainstorming
  - 6. Storytelling
  - 7. Interviews
  - 8. Find the difference

### **III. Factors.**

#### **A. Affective factors (Definition)**

- 1. Motivation.
  - 1.1. Intrinsic motivation.
  - 1.2. Extrinsic motivation.

#### **B. Factors that raise students` affective filter when using the foreign language. (Affective filter definition)**

- 1. Anxiety.

2. Boredom.
3. Lack of self-confidence.
4. Lack of self esteem.

#### **IV. Affective principles.**

- A. Language ego.
- B. Self-confidence.
- C. Risk taking
- D. The language culture connection.
- E. Self-esteem.

#### **V. Methods and strategies. (Definition)**

- A. Methods and strategies used by the teacher.
  - B. Methods for lowering the high affective filter.
  - C. Learning strategies.
1. Memory strategies
  2. Cognitive strategies.
  3. Compensation strategies
  4. Metacognitive strategies.
  5. Affective strategies.
  6. Social strategies.

#### **VI. Affective strategies to reduce the high affective filter in the development of the English Speaking skill.**

#### **VII. Methodological suggestions to develop the English Speaking skill.**