UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
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FAREM - ESTELI

Strategies to help students reduce the fear of speaking in English learning classes from second year at Santa Cruz Institute during the second semester of 2016

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DEDICATORY

This research is dedicated to God who is the most important in our lives, for the reason that he has provided us with knowledge and wisdom to finish the work. Also to Guadalupe´s Virgin who allowed us to carry out this research, for the strength that gave us to go ahead and not faint in the problems that were presented, learning from adversities without ever losing the dignity and never be discouraged in attempts.

To our parents and daughters: Our families were our inspiration because they are the reason to devote in order to become better professional and people. Finally but not least to our professors at FAREM- Estelí who showed us to be responsible with our education.

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ABSTRACT

The learning of the English language is essential in the globalized world we live in, that is the need to teach the language using affective and metacognitive strategies through dynamics to help the student to reduce the fear of participating in the English class, in High school students at National Institute in Santa Cruz.

This study refers to how to reduce fear in eighth-grade C students at National Institute Santa Cruz in 2016. The main objective of the study is to analyze the most appropriated strategies to help students reduce the fear of speaking English in classes

The total population is 402 students who correspond to all the students who take the English classes and two English teachers. From this population was selected the sample of 32 students and two teachers of eighth grade C.

For the recompilation of data two interviews were applied to students and teachers and an observation to teachers. For data analysis, theoretical methods have been used, such as deductive-inductive, analysis and synthesis, the results gotten from the applied instruments were analyzed by data tabulation on qualitative, and qualified by the interpretation of each item of the applied instrument.

Among the main findings it was found that students are afraid of speaking in English class. Another was that the students are not prepared properly. The teachers are using teaching materials but they are not implementing appropriated strategies that help students to improve oral communication to feel safe in speaking.

Among the main conclusion it is found that the students' fear of speaking in the classroom is a preponderant element for the students to reach satisfactory level of learning, is for this reason that students are demotivated and fail their school year.

Key terms: Fear, reduce, strategies, English language

INDICE

I.   INTRODUCTION

1.1.   Problem Statement

English as a foreign language was confined largely to academic purposes, it is the second language most spoken around the world (Geoffrey Broughton, Christopher Brumfit, Roger Flavell., p. 24). In our country has increased the need of learning English, nowadays it is an important part in students' learning process of the language.

In Nicaraguan educational system the English language subject is not included in elementary public schools, it is just included in high school; along this stage of learning students acquire the grammatical features but they are not able to speak fluently and produce their own utterances using.

Fear is a characteristic of the human being that inhibits the ability to develop learning skills in students in the classroom. For this reason, it is carried out this research focusing on the how to help students reduce the fear of speaking English in classes where students are able to develop speaking skills in a fluent way and also interact more in this globalized world, because, if the students feel confident, they will be able to develop speaking skills and will make a meaningful learning in English language.

1.1.1. General question

What are the most appropriated strategies to help students reduce the fear of speaking English in classes?

1.1.2. Specific questions

What are the causes of speaking fear in the learning of English Classes?

Which are the consequences of speaking fear in the English Learning?

What strategies can help students be more confident when they speak English in classes?

1.2.   Background

Speaking English confidently is a problem that students show in their classroom. Students are afraid of speaking in English classes, they are afraid of pronouncing words and expressing themselves incorrectly in English. Oral communication is an important part of everyday activities. It allows expressing ideas, and feelings, exchange information, and learn about other cultures. Do not exist nationally thesis related to this research study but international authors associated to this study.

According to Ahmed S. (Ahamed, 2016) in his research about "An Exploration of Speaking Anxiety with Kurdish University EFL Learner" This study, therefore, aims to investigate Kurdish students' perceptions about the sources contributing to English language speaking anxiety in the context of universities of Kurdistan. It then proposes possible learning and teaching strategies to overcome this problem or at least decrease it. The present study also provides fresh approaches and feasible pedagogic implications for foreign language instructors to create a safe and low anxiety environment in English classes.
There was found another investigation of Keramida A. (Iakovos Tsiplakides & Areti Keramida , 2009) in her research about "Helping Students Overcome Foreign

Language Speaking Anxiety in the English Classroom". This article aims to contribute to the literature on language anxiety and to provide teachers with strategies for reducing foreign language speaking anxiety stemming from students' fear of negative evaluation from their peers and perception of low ability.

Despite the fact that foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language in Greece, teachers do not always identify anxious students, and often attribute their unwillingness to participate in speaking tasks to factors such as lack of motivation, or low performance.

According to Scott T. (Bledsoe & Baskin, 2014) in his study about "Recognizing Student's Fear: The Elephant in the Classroom" Understanding fear, its causes, and its impact on students can be important for educators who seek ways to help students manage their fears. This paper explores common types of student fears such as performance-based anxiety; fear of failure, fear of being laughed at, and cultural components of fear that impact learning.

The cognitive, emotional, and physiological components of fear are also investigated, including its role in memory deficits and key functions of the central nervous system that may be short-circuited when students are overwhelmed by feelings of fear. Specific strategies for educators are provided to help students manage fear-based behaviors and achieve emotional balance and academic success in the classroom. These strategies include educating oneself and students about fear, creating a nurturing environment for students, taking advantage of campus resources, being proactive about communicating with students outside of the classroom, and incorporating active learning strategies.

1.3.   Relevance of the Research

This research is based on detection strategies that can help students and teacher to overcome the fear of speaking English in the classroom.

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"Learning more than one language is an asset to individuals, families, and our entire society. Individuals who are bilingual and bi-literate switch between two different language systems their brains are very active and flexible in learning" (Pandey, 2013).

The educational training of the current world must have an integrated pensum than basic material learning the basic subjects taught in secondary schools. The student must learn a second language such as English language in addition to their mother tongue; this allows you to expand their knowledge to be applied in the globalized society.

English is currently considered the most important language worldwide, either for those who speak it as their first language or who speaks it as a second language (Crystal,2012).The knowledge of a foreign language is a basic need for professionals.

The benefits of knowing more than one language are many; the principal benefit of knowing English language is to learn new cultures, also have opportunity, to know and understand new thoughts, to be able to build relationships with people of other nationalities.

1.4. Justification

The present study was carried out due to the great difficulty of some students to learn the English language and the difficulty of handling the fear that arises when speaking in the English classes with the students from eighth grade "C", National Institute in Santa Cruz.

This aspect in according to (Tellez, F), '' We spent five years at the secondary school and we left without learning anything about English''.

English classrooms often goes unnoticed but its affectations are of great magnitude as shown in the background of this study, so this research propose

strategies that will help students reduce the fear of speaking in English classes. It is necessary to approach this subject, to propose solutions to all the actors and to obtain results that serve to the society as a contribution to reduce some of the difficulties that students present in the learning of a foreign language.

1.5. Organization of the paper

This study is organized as follows in the introduction we describe some of the need in the classroom. Students to need strategies for reduce the fear of speaking English in classes, where students are able to develop their skill, these expressions the different statements, sweating, stuttering. Students, who fail to overcome these entire physiological manifestations end up being isolated at the end of the class, therefore do not meet the oral assessments in case some of the students do not reach their learning and take decision to leave their classes. Next is the background about different studies such as: Anxiety, fear: Elephant in the classroom. In chapter two contain objectives general and specific.

In chapter three Literature review conceptualization, causes and consequences of fear speaking in the English Learning the of speaking English as a foreign language

Description of the strategies used in this research study within these strategies are: strategies such as dynamic affective strategies, metacognitive strategies, such as flash card, games, songs, Simon Says, role play, next safe environment, we generally define the key terms, these are public speaking, fear, English language.

In chapter four methodology it is provided the structure about this research design structured as follows: subject selection, population, sample, and characteristic of the sample data collected in the instrument. In this case it is applied the qualitative method that are describing aspects that interfere in the phenomenon of this study based on the importance of literature review and implementation of the instrument

for data collection. Analysis of the results, conclusions, some recommendations are specified, bibliography and finally annexes.

II.   OBJECTIVES

2.1. General Objective

To analyze the most appropriated strategies to help students reduce the fear of speaking English in classes

2.2. Specific Objective

To identify the causes of fear in speaking English in the learning process

To describe the consequences of fear in speaking English in the learning process

To validate the most useful strategies to help students reduce the fear of speaking in English as a foreign language

III.   LITERATURE REVIEW

3.1.   Conceptualization

This study is aimed to suggest strategies to reduce fear in students in the classroom so that students can develop their skills and improve learning them, some key terms to use in this work.

3.1.1. Fear "Fear is a strong arousal state of the sympathetic branch of the autonomic nervous system". According to (Craig, 2014) Fear is a psychological manifestation based in the physiological answer of the human being in front of danger, it is a natural response against the danger; this is   producing an unpleasant sensation experienced by the body, mind and soul. Fear can be things students cannot express and they may not think is fear, like anger, sadness irritation, urgency, depression, control issues, all of it are pointing to underlying fear defined as the emotional response to perceived danger. This is fear, some of the

3.1.2. Reduce Make smaller or less in amount, degree, or size. (Oxford)

3.1.3. Strategies A strategy is a series of actions a learner takes to
facilitate the completion of a learning task .A strategy starts when the analyzes the task the situation and what is an available in his or her own repertoire (Cohen, 2014)

3.1.4. English Language It has become the lingua franca in many parts of the world, and the most prominent language in international business and science. It is used extensively as a second language and as an official language in the European Union and many Commonwealth countries, as well as many international organizations. (Adler, 1977) The English language is extremely important since ancient times to the present in different areas of society and this

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can be used in teaching and learning processes to facilitate the economic, social, political and cultural development of present and future generations.

3.2. Causes and consequences of fear speaking in the English Learning

3.2.1. Causes

In the process, we seek to define fear as it plays a role in learning and growth. We ask, does fear prompt learning or impede it? To what extent can and should fear be removed from educational contexts? One response to these questions has been a move toward creating classrooms and schools as ''safe'' spaces, safe not only from extrinsic sources of fear such as bullying, but also from intrinsic sources such as a learner's social insecurity. (Stengel & English, 2010)

In other hand the fear cannot be removed from human being, because that is a characteristic of each person. Instead that can be reduce the fear in the classroom with strategies that helps students to overcome that feeling and that they can appropriate of this tools that let them to improve skills in English.

Recently, important studies in educational philosophy and curriculum theory have approached the topic of fear from a sociopolitical standpoint, pointing out that the plea for safety. However, our approach will be more focused on fear from a learning-theoretical standpoint. We will examine to what extent fear is part of *all* learning, insofar as learning necessarily involves encounters with the new, unfamiliar, different, and strange. (Stengel & English, 2010)

In this inquiry, we will look at the connections Rousseau, Dewey, and Freire

to question safe spaces as productive learning environments. Ache made between "fear" and concepts such as "discomfort," "doubt," and' difficulty." These concepts prove central to each of these authors' understandings
of learning and underscore the need

3.2.2. Consequences

In sorting out these connections, we highlight the complexity involved in understanding when fear initiates and when it impedes learning. First, looking to Rousseau, we underscore a central challenge to educators, which involves knowing when to protect the child and when to let the child explore the world and overcome what he or she fears. To address this issue more fully, we look beyond Rousseau's discussion to Dewey's phenomenological analysis of emotion generally and fear in particular. (Cohen, 2014) We demonstrate that Dewey understands of fear as essentially relational and contextual provides a helpful interpretive lens for educators who encounter students' discomfort and resistance in learning contexts. With Dewey, we address a further challenge to educators: the challenge of determining the circumstances under which the learner's doubt and discomfort go from being constructive to being destructive. Third, we turn to Freire's discussion of critical reflection and the social aspects of learning in order to address a challenge that confronts both educators and learners alike, namely, how to face one's fears and transform them into educative experiences.

In closing, we compare the contributions of each of the three philosophers and examine how each thinker offers vital — though differing — insights into how teachers can and must deal with the challenges associated with students' fears without reducing learning environments and classrooms to strictly safe, comfortable spaces. In light of this examination, we suggest ways that teachers can recognize the already rich play of affect in classrooms and incorporate considerations of affecting into lesson and curriculum planning.

3.3. Strategies to help student to overcome foreign language speaking fear in the English classroom.

3.3.1. Metacognitive Strategies.

This term is a compound metacognition in which "cognition" means knowing. The learning relates to "goal" of do self-assessment.

Metacognitive strategies refer to the ability to consciously know; to know what the student knows; to explain how he learned and even learn how to keep learning. the planning, control, and self-resolution of their assignment. The application these strategies are needed to increase student achievement. (Gargallo, 2010) concept must be understood in a dynamic perspective that emphasizes the "strategic" use of the various procedures that are mobilized to learn. The keys are consciousness, intentionality, flexibility, resource management, linkage to context and capacity for monitoring and metacognitive self -actuation.

There are different dynamics for applying strategies, such as: metacognitive strategies, flash cards, bingo, a song, Simon says; Theses allow students store information by means of graphs, numbers or letters. (Neyra Rodriguez, 2012)

3.3.2. Affective Strategies

Teachers should prepared strategies according to the diversity of students who work in the classroom, designing alternative strategies to raise students' achievement to enable it to overcome the expectations and goals set for the development of the teaching-learning process. The strategies be applied by well-prepared teachers; it will permit guarantee their good application therefore teacher will be able to evaluate the Safe environment is where alliances pleasant communication between teacher-students are established, this allows to develop

strategic thinking in students and lose the fear to communicate in another language in front of others in the classroom. (Johnson & Johnson, 1989)

professional level of their development in strategies that need to be changed (Parker, 1984)

Affective strategies help regulate emotions, motivations and attitudes in the learning process and encourage interaction among students" (Doña, 2008, p. 9) according to the author affective strategies, contribute to the achievement of a pleasant learning environment, facilitating to remain attentive to stimulus of learning, to control anxiety levels and to establish and keep the motivation.

Safe environment is where alliances pleasant communication between teacher-students are established, this allows to develop strategic thinking in students and lose the fear to communicate in another language in front of others in the classroom. (Johnson & Johnson, 1989)

IV. METHODOLOGY

4.1. Research design

This research design is qualitative, it is addressed at identifying the actual behavior of the students to the problem such as the fear expressed orally in classroom and provide strategies that help overcome this difficulty according to (Jack Fraenkel, Helen Hyun, Norman Wallen, 2011)

4.1.1. Subject Selection

The universe consisted of 410 students of the Instituto Nacional Santa Cruz of community Santa Cruz, Department of Estelí.

4.1.2. Population

The research was realized to 30 students of 8th grade ''C'', in the morning session at the National institute Saint Cruz.

4.1.3. Type of sampling

The sample was 7 students from 8$^{th"}$ C'' and two English teachers. It was intentional for convenience and it was not probalistic.

4.1.4. Characteristics of the sample.

The sample for this research paper was formed of 30 students out of 102 students, which is the full number of eighth grade students, for three eighth grade classrooms. The age range of this student went between 12 and 17 years old, in grade "C" our sample was the student are from 14 and 16 years old. This Youngers have a following characteristic such as:

Most are students introverted, are creative, some students are respectful of their fellow teachers and other students, There are someone's extroverted students and show little respect for classmates.

The students at the Instituto Nacional Santa Cruz come from the different communities of the rural areas. These communities are located a longer distance of the Institute, named: San Antonio, Llano Redondo, Las Cuevas, Sabana Larga, La Trinidad, Estelí, and San Isidro. The Instituto is located in the Institute of Santa Cruz it is located 10 kilometer south of the city of Estelí, on the Panamerican highway.

4.1.5. Type of design

It is cross section because it was made in a period of time the first semester of 2015 to the first semester until 2016 with a focus qualitative applied.

4.1.6. The **line of research** is in **education.**

4.2. **Data collection** as well as empirical methods such as student interview, observation and teachers' interview**.**

4.2.1. Instruments

Open interview is a communication process by which a researcher takes information from a person. It is where the interviewer guides the conversation but gives the respondent space to express their own views. The open interview is aimed at understanding the perspectives of the informants about their lives, experiences or situations, as expressed. (Jimenes, 2012)

For this study research, it was applied an interview for each student of the selected sample and another interview for the English teachers. Student was selected such as the group in order to test how to they overcome the speaking in the classroom of the students. It is instrument to get information about problem.

An observation guide was used to identify teaching strategies in the classroom by teachers and apprehension by students, which would facilitate the process of learning a second language.

4.2.2. Data Analysis

For the data analysis, theoretical methods have been used, such as deductive-inductive, analysis and synthesis, the results gotten from the applied instruments were analyzed by data tabulation on qualitative, and qualified by the interpretation of each item of the applied instrument

V.   ANALYSIS AND RESULT DISCUSSIONS

Analysis and result discussions are presented below, they were made based on the results obtained in the application of an interview to students and teachers, observation guide to teachers and students about the fear that students feel when they speak English in the classroom, for this reason are propose strategies to help students reduce the fear of speaking in a second language.

The causes identified to the fear that the students presented when they speak in English are: Fear having mistaken in the pronunciation of the vocabulary in front of his classmates is related to those expressed by Craig (2014) in his study "Fear is a psychological manifestation based on the physiological responses of the human being, it is also an Natural answer in a situation of danger ". Teachers affirm have being observed the fear in their students and how they do not want to participate in the classroom, in some cases they have being observed bullying. Furthermore, Scott T. (2014) Understanding fear, its causes, and its impact on students it's so important for educators who seek ways to help students manage their fears.

"These studies are directly related to the analysis and results of the present research, teachers and students participating in this research agree that fear affects learning, memory deficit and key functions of the central nervous system.

Another cause that was identified the case in which the student has a native language as Spanish language when studying a foreign language as English becomes for them in a situation of insecurity and fear of participating in the English class because in our country is taken the English class at the beginning of high school.

According to teachers in the interview expressed that "they use different teaching materials to develop the English classes through the use of appropriated strategies allow them better assimilation".

It is expressed in this study by students and teachers that there are contrasts between students who said "they do not feel safe in the classroom but teachers express that they develop their content to apply it in a limited time". According to this analysis there is an environment of insecurity for the students that the teacher does not assign the importance appropriated. According to Scott (2014), the fear of students in the classroom is the main basis for the teacher to choose strategies according to the level of students' performance to overcome the fear of speaking in English class.

This fear students feel in the English class brings as consequences that students are not developing the abilities of speaking however they are developing the writing, listening and the reading, but the fear of being mistaken to participate in the English class they do not develop the language skills. Teachers agree with students who are developing writing, reading, and listening skills in the classroom, but they say to practice a little.

The circumstances under which the learner's doubt and discomfort go from being constructive to being destructive as a result the student is negatively affected this allows them not to appropriate the necessary tools to develop their skills and consequently easily become victims of mockery; students are overwhelmed by the feelings of fear that affect learning. It is necessary the teacher recognizing student's fear opportunely and takes providence.

Students express that they are staying silent without reacting to abuse by other students. Teachers express having observed a part of students putting nicknames and using dirty words against other students are becoming a perpetrator and

victim of mockery. As a result there are a lot of introverted students with low grades as stated in their Keramida study that students decrease their learning abilities.

According to the observation guide teachers used affective strategies to regulate emotions, motivations and attitudes in the process of interaction between students and teachers achieving good results. According to the interview and observation teachers are not using affective strategies to reduce fear in the students by participating in the activity of speaking

Students express that teachers are using group dynamics dialogues and songs to make learning easier for students. This has helped them to have a little confidence also to understand some of the language. Teachers are using group dynamics; work in pairs, games, songs to make the learning process easier for students this is confirmed according observation guide.

According to the studies carried out they have the consequence that the teacher can choose cognitive strategies so that the student completes his learning process, Metacognitive strategies increase the level of student learning which allows for achieving satisfactory learning achievement or advanced learning achievement.

VI. CONCLUSION

According to the general objective of the research, the difficulty addressed in this study and the guiding questions below are the following conclusion

The main cause for fear in students to the process of learning the English language, it is because they do not practice or study English, which makes it vulnerable students within the classroom. Fear can be considered as a pre-established social response to the unknown, which is increased when the student is exposed to ridicule, all for the inadequate development of skills for learning English as a second language.

The fear is exacerbated, taking root in students as a condition that limits participation in the classroom, causing a decrease in their grades. English class is a subject that should be approved, regardless of the importance that this has for the future of students. Furthermore teachers cannot provide personalized teaching to their classroom groups because they are numerous, factor that negatively influences the process learning-teaching because the teacher really works with methodological assignments with students who can achieve their goals learning, ignoring the fear.

Teachers develop the methodological assignments; however these assignments are not customized to the level of development of each student, which affectively and cognitively detaches the student's desire to learn a second language that allows them to communicate not only with their classmates but with their environment.

Having done the research study, the results obtained from the research instrument and theoretical foundations, it came to the following conclusion about the reduce fear that show students of speak English in the classroom community of Santa Cruz in the eighth grade "C" National Institute of Santa Cruz.

According to the study, the theoretical framework and baground these are reached the following conclusions:

Students prefer to written works in order to feel safe, feel some level of fear knowing they can do work to speak English although they said they would like to develop and make the ability to speak English in public; however, students only use the book that guides the MINED and made some activities suggested in this book It's important to remember that a textbook is just one tool, textbooks fail to be effective in helping students develop skills such as speaking in public. In some of these activities, there are some that are oriented to dialogue, in which the teach0er does not have time to give attention to each student as they are relatively large groups to the teaching-learning process.

It is necessary that the teacher establish partnerships, standards and limits, based on respect between students and teacher to implement strategies, such as metacognitive strategies affective and, through appropriate dynamics, according to each subject matter. The teacher has a great responsibility, his role is decisive because he has the facility to know his students and recognize there are, on the other hand, oriental as exploring the learning to overcome any difficulties in the classroom that can make him a victim. According to this study students and teachers express that the teacher is using didactic materials between them are; the use of flash cards, watch television in class as motivational strategies and sometimes motivational speeches to make the classroom safer.

It is normal and natural for students at that age and without enough preparation, feel fear when making a practice of speaking in English, this fear is heightened when students are teasing; nicknames, boos and laughter, without the intervention of teachers, principals, parents and mothers, and MINED to avoid these situations of abuse and violence.

VII.   RECOMMENDATIONS

According to the results obtained in this study about "Strategies to help students reduce the fear of speaking in English learning" some recommendations are proposed:

It is recognizing the need to incorporate the subject of English, the curriculum and programs for pre-school and elementary education, by the MINED, as well as make adjustments in programs for English in high school, in order to articulate the teaching of this language in the three levels of basic education and ensure that, at the end of high school, students have developed Plurilingual and multicultural skills required to successfully meet the communication challenges of the globalized world; build a broad vision of linguistic and cultural diversity globally; and respect their own culture and that of other countries.

Furthermore to the directors, who from morning activities at school, make campaigns against harassment and violence in the educational community it is recommended. Teachers should apply at the beginning of the school year diagnostic test to identify the skills of students and also customize the methodologies of the teaching of English language in the classroom, then applying affective strategies in combination with metacognitive strategies through different dynamics, supported in this research.

According to the results of this research it is necessary for students to dedicate time for self-study. To organize their schedule outside of the classroom time to study the English language.

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IX.   ANNEXES

UNIVERSIDAD NACIONAL AUTONOMA DE

NICARAGUA UNAN-MANAGUA/FAREM - ESTELI

Student´s Interview

This research is about strategies to help students reduce the fear of speaking in English learning classes; the main objective is to analyze the most appropriated strategies to help students reduce the fear of speaking English in classes.

We would appreciate your collaboration that will be useful in this research.

Date and Place _____ No._____

Questions

1. How often do you participate in English class?

   _____
   _____
   _____
   _____

2. How often do you practice English in your free time?

   _____
   _____
   _____
   _____

3. What are the reasons why you do not like to participate in English class?

   _____
   _____
   _____
   _____

4. What materials do you use for learning in English class?

_____
_____
_____
_____

5. What are the skills that help you in learning in English class?

    _____
    _____
    _____
    _____

6. How do you feel when your classmates make fun or laugh about your English in class?

    _____
    _____
    _____
    _____

7. What is your behavior to be a victim of bullying in the English class?

    _____
    _____
    _____
    _____

8. What kind of motivational strategies does your English teacher apply in class?

    _____
    _____
    _____
    _____

9. What are the learning strategies that have helped you to assimilate the English language?

_____
_____
_____
_____

10. What learning strategies would you like to be implemented by the teacher to reduce the fear of speaking in English?

_____
_____
_____
_____

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA/FAREM – ESTELI

Teachers´ Interview

This research is oriented to obtaining information about the difficulties presented by students to express themselves and propose strategies to reduce the fear of speaking English during class.

We would appreciate your cooperation; we will obtain information that will be applied to our research.

Objective

To identify the difficulties presented by students in the classroom and how to reduce the fear of speaking English during English class.

Date and Place _____ No._____

Questions

1. Do you feel satisfied being an English teacher? Why?

   _____
   _____
   _____
   _____

2. According your experience in teaching how often your students practice English in their free time?

   _____
   _____
   _____
   _____

3. What do you consider are the reasons why your students do not participate in English class?

   _____
   _____

_____
_____

4. What are the didactic materials do you implement in English class?

_____
_____
_____
_____

5. What kind of skills can you identify in your students to learn the English language?

_____
_____
_____
_____

6. What kind of mistreatment can you observe in students in your class?

_____
_____
_____
_____

7. What are the reactions the students that have been exposed to bully for their classmates?

_____
_____

_____

_____

8. What are the motivational strategies you use to teach English language?

_____

_____

_____

_____

9. Which are the strategies that help you to make easier the teaching-learning process of English language?

_____

_____

_____

_____

10. What are the strategies that help your students to practice English language?

_____

_____

_____

_____

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN-MANAGUA/FAREM – ESTELI

Observation Guide

I. General information

Name of the center: _____

Modality: _____Address of the center_____

Department: _____ Municipality: _____ date: _____

Teacher Name: _____Degree: _____

II. Objective:

This research is oriented to obtaining information about the difficulties presented by students to express themselves and propose strategies to reduce the fear of speaking English during class.

No	Aspects	Yes	No	Observation
1	Teachers and students attend to English classes punctual?			
2	Teachers greet students in English			
3	Teachers check the order of the class			
4	Teachers review homework			
5	When teachers introduce a new topic, they speak in English			
6	The teacher applies activities where students speak English			
7	Teachers pay attention to students who bother other students			
8	When students feel fear of speaking English in the			

	classroom what is the reaction of the teacher related to the students			

specific objective	Item	Interview 1	Interview 2	Interview3	Interview4	Interview 5	Interview6	Interview 7	Analysis
To identify the causes of fear in speaking English in the learning process	¿Qué tan a menudo participa en la clase de inglés?	No tan a menudo porque casi no le entiendo	En la clase de inglés participo poco porque cuando quiero participar me confundo en su pronunciación, la clase la siento un poco difícil	No participo porque tengo muchos errores en la pronunciación y en el significado de las palabras	No participo en la clase de inglés porque me da pena pronunciar las ingles	No participo porque no entiendo las palabras	No participo en la clase de inglés porque me da pena y miedo de equivocarme y decir mal las palabras	No participo porque no le entiendo, pero me gustaría entender	The student express that have not participation in English class, because their fear make a mistake in your pronunciation and some vocabulary in front his classmate.
	¿Qué tan frecuente practica ingles en su tiempo libre	Algunas veces escucho música clásica y leo el libro	Escucho música y reviso mi cuaderno mucho	Escucho música y leo textos en ingles frecuentemente	Algunas veces escucho música y leo libro	Practico todos los días	Solo practico en periodo de examen y pruebas	Escucho música en inglés todos los días y reviso los cuadernos a veces	A few students in your free time do not check out his notebook, for your learning English, but listen music in English, but do not practice.

	¿Cuáles son las razones por las cuales no le gusta participar en la clase de inglés	Casi no entiendo y si me equivoco mis compañeros se pueden burlar mejor no respondo	No me gusta porque la pronunciación la veo difícil y me confundo al pronunciar. No me gusta porque en hora de prueba no puedo escribir las palabras	No le entiendo	No puedo pronunciar bien el inglés y me da mucha pena	Porque no me acuerdo y porque no se	Me da miedo y pena de que mis compañeros se rían cuando me confundo	Porque tengo miedo y mis compañeros se ríen	Student express the main reason for not participation in English class is not understand the vocabulary their feel fear to mockery of his classmate.

To identify the consequences of speaking fear in the English Learning process	¿Cuáles son las habilidades que le ayudan en el aprendizaje en la clase de inglés	Leer mucho, escribir y analizar	Practicar con mis compañeros y buscar las palabras desconocidas en internet	Estudiar, escribir y escuchar a los compañeros	Practicar en mi cuaderno, escuchar las palabras y pronunciarlas	Escuchar, practicar y pronunciar	Escribir, escuchar y aprender nuevas palabras	Leer, escuchar y escribir	The student are developing the skills; Listen, write and read, but are not developing skill speak in a consequence their no prepared for developed yours skills whit fear to make a mistake for to participate in English Class.
	¿Cómo se siente cuando sus compañeros se burlan o se ríen cuando participa en la clase de inglés?	No me da nada, normal	Me siento mal porque se burlan de manera muy fea	Me da mucha vergüenza	Me siento humillada porque se ríen de mi	Normal, me rio de mis errores	Me siento muy mal	Me siento muy triste	The unpreparedness before English class not allows them to properly develop their skills and avoid becoming victims of

								teasing.
	¿Cuál es su comportamiento al ser víctima de burlas en la clase?	Me quedo callada	Me quedo callada	No les hago caso	No hago nada	Grito	Me quedo callado	Me quedo callado	Students mostly do not react to abuse of their classmate, they prefer staying silent. This attitude does not allow the proper development of the learning process in the classroom of English.

specific objective	Items	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5	Interview 6	Interview 7	Analysis
To identify the strategies that can help students be more confident when they speak English	¿Qué tipo de estrategia motivadora utiliza el docente en la clase de inglés?	Dinámicas de trabajo en grupo	Trabajos en grupos y dinámicas para practicar el ingles	Motiva a no tener vergüenza	Conversaciones en inglés no solo en la clase	Buen humor	Dinámicas y participación	Saludos en inglés y trabajos en grupo	Group Dynamics, motivational conversations to encourage participation in the classroom.
	¿Cuáles son las estrategias de aprendizaje que más le han ayudado a asimilar el idioma inglés?	Buscar vocabulario desconocido por mi cuenta	Dinámicas de grupo	Diálogos y cantar	Analizo imágenes	Practica en grupo	Dialogo	Cantar y hablar con mis compañeros	Through by group dynamics as dialogue and song. The student may learn more vocabulary. This allows a level to confidence by the student to assimilate the English language.
	¿Qué estrategia	Repaso del	Mas	Mas	Dinámicas todos	Dinámicas	Canciones en	Vocabulario	The students

	de aprendizaje le gustaría que el docente implementara para reducir el miedo de hablar inglés?	vocabulario todos los días, y que se traduzca todo lo que diga en inglés al español	trabajos de grupo	canciones en ingles	los días		ingles	nuevo diario	express that practice is important. The strategies used by teachers in the classroom are of benefit to them, they suggest that practice should be every day.

Cuadro Análisis de Docentes

Specific Objective	Ítem	Interview 1	Interview 2	Analysis
To identify the causes of fear in speaking English in the learning process	Do you feel satisfied been an English Teacher? Why?	Yes, I do. Because I have the opportunity to share my knowledge and experience with different young people specially student from rural areas	Yes, I do. I'm so satisfied being and English, because I can teach a foreign language that can help students to improve their abilities in this globalized world	Teachers feel good being English teachers, because they can share their knowledges and improve the abilities of the students in the classroom
	According to your experience in teaching, how often your students practice English in their free time?	I don't Know if they practice English when they're not inside the classroom	I don't know if they practice and how often they do it	They don't have any information about the practice that their students make out of the classroom.
	What do you consider are the reasons why your students do not participate in English?	In my class most of the student participates actively and they who don't is because they are not confident enough	I consider that the main reason why students do not participated in the classroom is because they're afraid of being bullied in front of their	According to teachers, students do not participate in the English class because they do not study, if they are not prepared they cannot be confident enough. they are afraid of participating in English class.

			classmates	
	What are the didactic materials do you implement in English class?	I use different material such a text book, computers and T.V classes	I implement didactic materials such as text books, flash cards, C.D, computer, cellphones, data show etc.	According to teachers, they use different teaching materials for developing the class of English however the use appropriated strategies that allow them better assimilation
-To identify the consequences of speaking fear in the English Learning process	What kind of skills can you identify in your students to learn the English language?	They pronounce quite well when they have to. They read very well the readings, they copy in class	Some of the students have a good pronunciation, good memory, most of the time they're focused on the lesson	Students have developed different English language skills in the classroom, therefore teachers need to apply methodological strategies effective it can help get students to improve the ability and they have a better effective learning.
	What kind of	They say practical jokes	They make fun of	There isn't an environment of

	mistreatments can you observe in students in your class?	one another. They call one another using bad nick names	others, sometimes they use nick names and sometimes they use bad words (cursing)	respecting among them this allows the respect is missing and thus creates an unsafe environment and that causes fear to express themselves and can to have a better learning
	What are the reactions the students that have been exposed to bully for they classmates?	Some of them stay passive but some other react in a way appropriated	The students that had been victims of bullies are introverted in the classroom and they have the lowest grades	The lack of respect among students has been created constraints by which they cannot develop their skills within the class of ingles. The negative attitude creates of students introverted behavior resulting in inappropriate responses, lows grades

To identify the strategies that can help students be more confident when they speak English	What are the motivational strategies you use to teach English language?	I show them flash cards, have them watch T.V class, they make use of computers to learn	I use some motivational strategies, such as motivational speeches that can help students to feel more confident with themselves in the classroom	The teacher uses teaching materials for teaching English language but not using methodologies appropriate strategies to enhance, stimulate and diversify significant activities in the process of learning the English language. make appropriate use of strategies can respond assertively, the student can appropriate the knowledge thus creating meaningful learning.
	Which are the strategies that help you to make easier the teaching-learning process of English language?	Pair work, use of monitor in the class, use of text books and group work	I use a class monitor, pair work, dynamic classes such as games, songs, Simon says, etc.	They use a lot of didactical material to make the teaching-learning process easier
	What are the strategies that help your students to practice English language?	Dialogues, short presentations, questions and answer in pairs	In the classroom my students practice English with dialogues, short test, stablishing short conversation about their life's, parents, etc.	They use dialogues, short test, conversation, grouped work, pair work and other strategies that help student to practice the foreign language

Observation Guide

Obseved ítems	Observation (Teacher 1)	Observation (Teacher 2)	Analysis
Teachers and students attend to English classes punctual	The students are always punctual in the classroom	Students did not come later	Teachers are always on time in the classroom, but sometimes the students are those who fail with the class schedule.
Teachers greet students in English	students answered greetings in English	The teacher greets infrequently	Mostly of the time, teachers greet in the English class and students answer to the greetings.
Teachers check the order of the class	All students are attentive to the class	Some students copy and others speak	Not all the time the teachers are able to pay attention to all of the students in the classroom, and the problem increase if the classroom has more than twenty students, because the teaching process cannot be effective if it Is not personalized.
Teachers review homework	The teacher reviews the assignments to each student	The teacher reviews the assignments to each student	Despite having high student demand teachers take the time to review each student assignments.
When teachers introduce a new topic, they speak in English	Students are attentive to the indications of the teachers at the beginning of the class. This does it in English	The teacher gives the indications of the class in Spanish	Some teachers give all the indications of the class in English, but most of the time they give the indications in Spanish, so that the students are able to pay attention and familiarize themselves with the mandates, later the teachers must give the indications in English what can facilitate understanding and the relationship of the

			words presented to the student.
The teacher apply activities where the student speaks English	Apply some strategies through dynamics like hot potatoes and Simon say	student's did use watch tv and flash card	Teachers only apply some strategies to make it easier for students to practice speaking in the English class, which makes the teaching-learning process in the classroom
Teachers' pay attention to students who bother other students	The teacher is attentive to the indiscipline of the students and controls	The teacher is attentive to the indiscipline of the students and controls	Teachers are aware of the indiscipline of some students in the classroom; however they cannot carry out many actions to control them as they must stick to a schedule to develop the entire day lesson.
When students feel fear of speaking English in the classroom what is the reaction of the teacher related to the students	The teacher is empathic with the students attitude	The teacher encourages students	The teacher encourages students to overcome their fear of speaking in English class, teachers show solidarity with the student's sense of fear, showing that everyone in the classroom can learn a new language with lots of practice which will lead to confidence at the moment of Speak in English or another language.

Time Table activities

Date	Activities	Hours	Responsable	Place	Observation
May 23rd.	Organization and meeting with our advisor	1- 3 PM	Zeily, Lellyn	Estelí	Propose days and hours of work with our tutor and individual works.
June 14th	Meeting with our tutor to present the main topic of research.	1-3 pm-	Zeily, Lellyn	Estelí	The subject of research was defined Meeting with our advisor MSC. Blanca Urbina
June 20th	We write the general objective and specific objective	1-6	Zeily, Lellyn	Estelí	
June 27th	Give to advisor general objective, specific objective and the first part of the introduction for the review	1-3 pm	Zeily Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
July 04th	We reunited to complete the introduction and work with the literature	2-7 pm	Zeily, Lellyn	Estelí	
July 11th	Check the introduction and literature with our advisor	1-3 am	Zeily ,Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
July 18th	We went to the Institute Santa Cruz to request permission to the principal and English teachers to carry out our research	9 AM	Zeily ,Lellyn	Instituto Santa Cruz	
July 25th	Check with our advisor the instrument and observation guide	1-3 pm	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
July 28th	Review of the interviews to the English teacher and students of the	1-3 Pm	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina

	sampling				
August 1st	Application of interview to students and teachers of English	9 am	Zeily, Lellyn	Estelí	We visited the institute to apply the interviews and to make observation of the class to the teacher and students
August4 th	Review of the full the literature	1-3PM	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
August11 th	Revision of the written, Background, abstract and Justification	1-3pm	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
August18 th	Draft of possible strategies that will be used in our research	1-3	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
August 25 th	Revision of strategies that will be used in our research	1-3 pm	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
September 5th	Analyze the instrument	1-6 pm	Zeily, Lellyn	Estelí	
September 11th	Proposal for the Analyze of the instrument		Zeily, Lellyn	Estelí	
September 29th	Review by the tutor of the Analyze and the instruments	1-3	Zeily Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
November, 3rd	Writing the analysis and results of the instruments	1-3	Zeily Lellyn	Estelí	
November, 3rd	Teacher Review the analysis and results of the instruments	1-3	Zeily Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
November,	Drafting of the conclusions and	1-7	Zeily, Lellyn	Estelí	

17th	recommendations				
November, 24th	Revision of the drafting for the conclusions and recommendations	1-3	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
November, 24th	review all research	1-3	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina
December 1st	Coordination for the defense and details of the presentation of the work propose time and date	1-3	Zeily, Lellyn	Estelí	Meeting with our advisor MSC Blanca Urbina