

**UNAN – MANAGUA**  
**EDUCATION AND LANGUAGE FACULTY**



**Theme:**

*Lack of motivation to participate of students of fourth year A at colegio Bautista in La Concepción in the second semester in 2010.*

**GRADUATION SEMINAR**

*Research submitted in partial fulfillment of the requirements*

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*Managua - Saturday, December 12<sup>th</sup>, 2010*

# Table of contents

## INDEX

Dedicatory	-----	1
Acknowledgement	-----	2
Abstract	-----	3
Justification	-----	4
Introduction	-----	5
Problem & Sub Problem	-----	6
General Objective	-----	7
Specific Objectives	-----	7
System of Variables	-----	8
Hypothesis	-----	12
Historical Background	-----	13
Theories	-----	15
Universe & Sample	-----	35
Instruments	-----	36
Discussion of Result	-----	37
Conclusion	-----	40
Recommendations	-----	41
References	-----	43
Appendix	-----	44

## **Dedicatory**

We dedicate this research to our mothers for their unconditional help during all these years of our career.

Also we want to dedicate this research to our friends that helped us with some ideas and suggestions and finally to the English teacher of the Colegio Bautista and the students that answer the questionnaire.

## **Acknowledgement**

Firstly we give thanks to god for his protection, love, provision of materials and a sound mind that he showered over us throughout this programme.

An special thanks our parents for their unwiring support, sacrifices and encouragement throughout our study, without them, we would never have completed this research essay.

We would also like to thanks our tutor Mrs. Hans Miranda for this advice, guidance, feedback and patience that kept us going through the hard times of the course.

Ours thanks go to the participants of this research: fourth year 2010 learners and the teacher Cristian Ruiz who all cooperated with us in this research.

Finally special thanks go to all our friends who have traveled the bumpy road of this course with us and without whose company the journey would have been less enjoyable. Knowing that they were there when we needed them gave us the strength to run the race.

## **Abstract**

The purpose of this paper is to identify the factor affecting students' participation process in the classroom. We conducted a survey study by developing a questionnaire comprising of such factors and administered it to the students of Colegio Bautista. The objectives of this study were:

1. To identify if the Teaching Learning Method affect the students' participation.
2. To find out the strategies that the teacher uses to develop students' participation process.
3. To detect what psychological factors restrict students' participation process.
4. To determine the environmental factors that affect students' participation process.
5. To determine if the economical factors affect the students participation process.
6. To find out in which way social factors affects students' participation process.

All students of fourth year were the population of the study and data were collected from 15 students of fourth year. The data were analyzed and interpreted in term of percentages. It was concluded that the educational and psychological factors affect students' participation process in the classroom. We also recommend some suggestion for the removal of this factor.

## **Justification**

In our investigation we decided to study about the low participation because it is a problem that demands an answer. Many students do not participate properly, they are in the class, they pay attention to the study, but they do not listen to the teacher actively and feel bored.

Now it is so important for us to see the factors which affect the action of the students in the class. Why they remain quite and passive.

To have an answer to this problem will be useful for us, because we want to be prepared and alert in our future as English teachers. Also we hope this study helps other teachers to have an ideal classroom in which the participation, the curiosity and the cooperation govern the classroom.

However, students also are suffering from the low participation; therefore we have to decide to give a possible answer.

## Introduction

Only that nation can progress among the nation in this world, which has a clear goal to achieve. The national identity consolidation and harmony depends upon this purpose. That is why the achievement of these targets is given priority in all walks of life out of all spheres of life the most important in education. The concept of progress is impossible without education progress. Only social progress assures the existence and security of a nation. Just as it is important to make education universal for the progress of a nation, it is also necessary that every man and woman should participate to make a world of good standard.

No objectives can be attained without proper interest. To fulfill one's need and to satisfy one's desires one has to work pretty hard. The man can achieve all this only if he shows perfect interest and participation in his work. Students have to show participation in their studies. Classrooms are busy places, every day in every classroom, teachers make decisions about their pupils' behaviors, the success of their instruction in the classroom but participation in the classroom, is necessary for the progress of instruction.

## **Problem**

Why students in fourth year “A” in the secondary school Bautista have low participation in the English class?

### **Sub-problems:**

1. Is the Teaching Learning Method affecting students´ participation?
2. What strategies the teacher uses to develop students´ participation?
3. What psychological factors restrict the students´ participation?
4. What environmental factors affect the students´ participation?
5. Is the economical factor affecting the students´ participation?
6. How the social factors affect the students´ participation?



## **Objectives**

### **General Objective:**

To determine what factors cause that students do not participate in the English class.

### **Specific Objectives:**

1. To identify if the Teaching Learning method affect students' participation.
2. To find out the strategies that the teacher uses to develop the students' participation process.
3. To detect what psychological factors restrict the students' participation.
4. To determine the environmental factors that affects the students' participation.
5. To determine if the economical factor affect the students' participation.
6. To find out in which way social factor affect the students' participation.

## System of variables

<b>Variables</b>	<b>Sub-variables</b>	<b>Indicators</b>
Teacher`s motivation	Encouragement	<ul style="list-style-type: none"> <li>➤ Excellent</li> <li>➤ Very good</li> <li>➤ Good</li> <li>➤ Bad</li> </ul>
	Interest in the class	<ul style="list-style-type: none"> <li>➤ A lot</li> <li>➤ Little</li> <li>➤ Sometimes</li> <li>➤ Any</li> </ul>
Student`s motivation	Expectation	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ No</li> <li>➤ Sometimes</li> <li>➤ Never</li> </ul>
	Attitude to the English class	<ul style="list-style-type: none"> <li>➤ Interested</li> <li>➤ Anxious to learn</li> <li>➤ It`s doesn`t matter</li> <li>➤ No interested</li> </ul>
	Attention to the English class	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ No</li> <li>➤ Sometimes</li> </ul>
	Participation in the class	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ No</li> <li>➤ Sometimes</li> </ul>
Method used by the teacher to develop the English Class	Traditional	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ No</li> </ul>
	Constructivism	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ No</li> </ul>

Teacher`s learning strategies	Role play	➤ Yes ➤ No	
	Realia	➤ Yes ➤ No	
	Visual aid	➤ Yes ➤ No	
	Dialogues	➤ Yes ➤ No	
	TPR(Total, Responses)	Physical ➤ Yes ➤ No	
	Games	➤ Yes ➤ No	
	Group work	➤ Yes ➤ No	
	Pair group	➤ Yes ➤ No	
	Oral presentation	➤ Yes ➤ No	
	Discussion	➤ Yes ➤ No	
	Learner centered in the class	➤ Yes ➤ No	
	Teacher centered in the class	➤ Yes ➤ No	
	Psychological feelings Of the students in the English class at the time to participate	Anxiety	➤ Yes ➤ No
		Fear	➤ Yes ➤ No
Shy		➤ Yes ➤ No	

Learning problems	Low ability Poor concentration Laziness	➤ Yes ➤ No ➤ Yes ➤ No  ➤ Yes ➤ No
Home problems	Poor home situation  Parental neglect  Parental absence	➤ Yes ➤ No  ➤ Yes ➤ No  ➤ Yes ➤ No
Socio economical factor of the school	Condition  Didactic material  Electricity  Water service	➤ Excellent ➤ Very well ➤ Good ➤ Bad  ➤ Yes ➤ No  ➤ Yes ➤ No  ➤ Yes ➤ No
Socio economical Factor of the students	Type of family  Home support    Home cooking	➤ Extended ➤ Nuclear ➤ Single  ➤ Father ➤ Mother ➤ Both of them ➤ You ➤ Other  ➤ One a day ➤ Twice a day ➤ Three times a day ➤ More than three times a day

	Health condition	<ul style="list-style-type: none"> <li>➤ Excellent</li> <li>➤ Very well</li> <li>➤ Good</li> <li>➤ bad</li> </ul>
Environmental factors in the school	Distraction	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ No</li> </ul>
	Location	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ No</li> </ul>
	Classroom condition	<ul style="list-style-type: none"> <li>➤ Yes</li> <li>➤ No</li> </ul>

## **Hypothesis**

Students of fourth year at Colegio Bautista do not participate in the English class, because the teacher uses the Traditional Teaching Learning method which avoids the development of enough strategies to motivate students' participation.

## Historical background

In 1989 Nicaragua was selected to receive the support of the operation carried out by Labour Day in Norway, England. All high school students in Norway work a day in the year and the money they collect will be used to build schools in some Third World country.

Proceeds from this year were two million kroner equivalent to eight hundred thousand dollars.

The initial project involved the construction of 60 classrooms in the region v specifically the department of Jinotega and the city of Rama (Part of the South Atlantic region).

In 1990, 145 classrooms were built in the Branch, New Guinea, Juigalpa Tecolostote, and Teustepe and includes the construction of the first and only Institute in New Guinea with a capacity to respond to two thousand students in three shifts, were built physics laboratory and normal chemistry Juigalpa Tecolostote electric lighting.

In 1991 he made the decision to build classrooms in the rest of the country and 80 classrooms were projected over the balance of the funds. But thanks to the phenomenon in Europe as the dollar declines in relation to the European currency (crown) and the interest thereon, will receive more dollars, approximately one million two hundred thousand dollars. This allows you to build one hundred classrooms over the period 1991-1996 and is a balance to build 37 classrooms including the Baptist College of Design, under the leadership of brother Gilberto Aguirre Escobar, who know the educational problems of the municipality and every year, number of children and young people of school age are outside, needing another school that would provide this service to the community while providing jobs open at the same time their knowledge and skills.

In 1996, December 6 breaks ground to begin construction of the school. In 1997, there is openness to the operation of the school with preschool, primary, secretarial and typing.

21 November 1997, was officially inaugurated Baptist College of Design, the first private Christian school in the municipality, under the direction of the sister Lesbia Calero Galan.

In that year the initial enrollment of 237 students located in different programs, but for the start of the 2006 school year 415 students were enrolled.

The family of Baptist college continues to grow and has been highlighted in the various activities promoted at the municipality, example is the Math Olympics and in the subjects of Spanish and Physics, without forgetting the outstanding participation of children and young people dance.

Over 10 years of educational service to the community and the places surrounding the town have been privileged to COTAR with the support and love of brothers from drawing sensitive to the needs of children and adolescents.

This school has two shifts, one in the morning and one in the afternoon. The total population of the school is 420 students which 190 are high school students.

For realize our research we have selected the only one group of fourth year high school students`.

According with a quickly survey, teacher said that the group of students have the lowest percent of participation in contrast with others. They believe the reason is the students are uninterested, unmotivated and quiet. The teacher argues the problem is not recent, it had existed three years ago, it is an historical problem because the group of students is compound by the same students that began to study in first year.

Teacher has looked for a psychologist to understand why students are passive and quiet. Also they have had personal conversation with them with the intention to encourage them and better the situation. However the situation is being the same.



## Theories

Participation usually means students speaking in class and ask questions, make comments, enjoy in discussions. Students who do not participate in does ways mentioned above are often considering being passive and quitting.

How deep psychological, environmental, economical and social factors influence participation?

Sampath (1998) describes that classroom interaction to be understood as a psychological factoring in order to have the right perspective of its role in the development of the classroom in general and in the learning of a second language in particular.

Interaction and motivation; there is a definite relationship between classroom motivation and interaction.

Motivation motus: movere=to move) has been defined variously by psychologists as the phenomena involved in a person's drives and goal-seeking behavior"; "the tendencies to activity which commence with a persistent stimulus (drives) and end with and appropriate adjustive response" "The arousal regulation and sustaining of a pattern of behavior"; "The internal state or condition that result in behavior directed towards a specific goal"(Curzon,1990).

The term will be used in this site as a general sense to refer to a person's aroused desired for participation in a learning process. Dewey speaks of the teachers in their role of guide and director as steering a boat...but the energy that propels it must come from does that are learning". The arousal regulation and sustaining of the student's enthusiasm for learning, that is, the utilization of his or her power of

motivation in the service of the lesson, constitute an important task for the teacher. The harnessing of the learner's drive is to be seen as of paramount importance in learning, for drive is the basis of self-motivation in the classroom.

According to humanistic theories set forth by Carl Roger, motivation might come from within an individual without any thought to the external reward. Students receive their own internal reward through an increase in self-esteem and sense of achievement when they reach their desired goal. They may just feel the desire to succeed based on factors such as their own interest in an activity or the feeling of satisfaction that is achieved when they complete the necessary steps to achieve the desired accomplishment. This drive is called internal and intrinsic motivation, which means there are not outside forces that indicate whether an individual will ultimately achieve his or her goal. He does not attempt to achieve to receive an external reward. Works toward the intrinsic value associated with, and the success of the Project. Students will be motivated to perform desired behaviors, and either punishment or rewards are necessary to motivate the individual to succeed.

1. Students who need reinforcement to succeed are operating under the behaviorist theories set forth by B.F. Skinner, who suggest a punishment and reward system as a motivational tool. The external motivation or extrinsic motivation is required into drive the individual's positive behavior is offered in the form of a system that reinforces the desired behavior or negates undesirable actions. Students might receive a physical reward in terms of a pat on the back or a sticker on a completed paper. They may also receive negative consequences such as detention or a call home to parents.

**Social participation:** This approach has now been developed at some length by Courtney (1991). He argues that significant learning often takes place in organizational settings (schools, community groups, work). Thus to seek motivation for learning, 'we might seek for those factors which motivate people to join or be part of organizations or for reasons why organizations compel as well as

encourage forms of voluntary participation' (ibid: 99). Second, if learning is a 'discretionary act' - a function of 'leisure' time - then we must look to the total distribution of life's activities over the day/week/year to understand why people participate or not. Last, he argues that we need to consider the idea that learning involves socialization or integration of the individual within the larger whole. Therefore, 'reasons for learning might be sought in the "function" played by education in giving or denying the individual access to social roles and rewards' (op cit).

### **Cross: the 'chain of response' model**

Here I want to focus on one, highly influential, model - that of Cross (1981). She takes various elements from the theories just described and moulds them into a seven-stage process. It begins with the individual and ends with external factors. It is called the 'chain of response' model because each of the stages are seen as links in a chain! Each stage influences another. 'The more positive the learner's experience at each stage, the more likely he or she is to reach the last stage - the decision to participate (McGivney 1993: 27)

### **Patricia Cross: Chain of response model**

Participation in a learning activity, whether in organized classes or self-directed, is not a single act but the result of a chain of responses, each based on an evaluation of the position of the individual in his or her environment (Cross 1981: 125). The main elements in the chain (above) are:

- A. Self-evaluation.
- B. Attitudes about education.
- C. The importance of goals and the expectations that these will be met.
- D. Life transitions.
- E. Opportunities and barriers.
- F. Information on educational opportunities.
- G. The decision to participate.

Cross' model is an important contribution to the literature - it brings together a number of elements in a useful way. Crucially, it emphasizes the interaction between various elements and in so doing moves away from simplistic explanations. However, it does leave a number of questions.

First, although Cross (1981: 129) makes clear that she has over-emphasized the linearity of the model to illustrate the cumulative nature of the forces, there are problems about the systemic way in which she sets out the process. Theorizing about the process of reflection generally also falls into this trap. As Dewey (1933: 199-209) has argued things often happen all at once, elements are jumped, matters need not move in a 'logical' order. I suspect what we need is something much more fuzzy and less linear than this - a model which allows for zig-zagging movements, and for interaction and accumulation (see Smith 1994: ch. 7).

Second, the theories that Cross draws on are culturally-bound. We need to look, in particular, at the notion of the 'self' involved - and ask to what extent does it reflect dominant western views of the individual. The way we understand ourselves is bound up with the culture of which we are a part. The ideas around the self that many Western educators hold as 'obvious' are rather peculiar in the context of the world's cultures (Geertz 1983: 59).

In order to know how motivations influence students' achievement, and which motivation can contribute more to help students' learning.

Language Learning in the Emotional factors include the learner's attitude toward motivation, personality, anxiety, empathy, inhibition, self-confidence, learning styles and so on, the theoretical basis of humanistic psychology and human-centered educational philosophy. Emotional talking about here refers to the learners in foreign language learning in the process of hearing the feelings, feelings, emotions and attitudes. According to different phenomena, emotional factors can be divided into two categories: First, the individual learner factors such as anxiety, inhibition, personality tendencies, etc.; Second, learners among

themselves and between learners and teachers, such as empathy, classroom exchange , cross-cultural awareness. Emotional factors on foreign language learning has the following five kinds of effects (1) emotional information in conjunction with the audio-visual information stored in the brain; (2) emotional memory might have caused confusion; (3) can be fed back memories of emotional content; (4) Emotion brings motivation; (5) whether the emotional premise of effective use of existing resources. As the well-known heart Rozanov see it, so that students produce some kind of emotional orientation or hobbies (Lozanov, 1979). Negative emotions often lead to consumer resistance and aggressive resistance, and positive emotions have the opposite effect, mainly for the study opens the way to learn. Foreign Language Learning in the negative emotion factors include: fear, shyness, nervousness, and depressed; positive emotion factors include: the self-esteem, self-confidence, empathy, motivation, happiness and surprises.

Jane Arnold pointed out that the anxiety may be the emotional factors that impede the learning process: awareness, self-doubt, anxiety, tension: (Arnold, 1999). If the student in English class are always worried about the completion of classroom tasks can produce anxiety, tension will be derived, low self-esteem, anger and negative emotional factors, resulting in poor performance in the classroom, learning efficiency at the end.

Inhibition is an important component of personality characteristics, is shown to defend the self-absorbed and anxiety (Ellis, 1994:121). Foreign language learning process errors are inevitable, because of fear of making mistakes arising from the negative emotions of self-protection response will appear slow memory loss and other hearing is not conducive to improving the psychological state, resulting in the failure of listening tasks. Under normal circumstances, foreign language learning, are all harmful to suppress one's interest. As the inhibition is taken to protect the self-avoidance and withdrawal behavior, so often subjected to criticism and ridicule of people a higher degree of inhibition. Therefore, the self-image more vulnerable students are often afraid to make mistakes in hearing the classroom does not

actively refused to participate in language activities, as well as psychologically. This is the suppression in hearing the negative impact of learning.

Tension and anxiety and inhibition as part of foreign language learning that must be overcome in a negative emotional factors. It is understood that many students into the English classroom or voice lab class feelings are complex, often curiosity mixed with fear, always, but class teachers in mind what they could understand the content. Therefore, the students generally reflect the special tension, mental stress, particularly the so-called psychological barrier will be formed at this time. As students start with a tense mood to lectures, once did not understand is even more nervous and tense even more did not understand that this cycle of vicious circle will do worry about the effective work of the brain, so that the listener felt uneasy, and anxiety over time and even lose interest in learning and confidence. Neuropsychological studies have shown that our cortex is a memory device, in the case of a relaxed mood will become very smooth. This will enable memory devices to maximize functionality. On the contrary, if the body and mind in a state of high tension and anxiety will increase the efficiency of the brain will decrease. Therefore, the class, on the one hand, goes to the highly concentrated, free from outside interference; the other hand, emotions but also to fully relax, avoid panic, the only way to maximize the organ of hearing the voice signal receiving sensitivity, to achieve the desired effect.

Language learning foreign language learning in particular, when the memory task particularly onerous, and often monotonous, repetitive mental work needed, the brain vulnerable to fatigue, thus triggering the students emotional weariness. Renowned scientist Albert Einstein once said that 'interest is the best teacher'. Facts have shown that interest is to actively explore or engage in an activity of awareness or consciousness of the tendency to arouse the students motivation to learn, to promote active learning of students is an important psychological factor.

However, exposure to foreign language students in the classroom

environment due to stress arising from anxiety, then anxiety caused by suppression, the final result in aversion to foreign language learning. Therefore, as a Foreign Language teachers should fully understand the aversion to the English language learning to improve the adverse effects of, and actively explore the root causes of emotions caused by weariness to tap the power source for foreign language learning students, and strive to create a relaxed, harmonious, lively, natural learning environment, helping students to gradually overcome the emotional factors that affect student learning.

Two measures to overcome the negative emotional factors to enhance the emotional exchange of teachers and students.

In English teaching, how to use emotional factors to stimulate the enthusiasm of students learning English in order to fully achieve the best results of memory, the key is whether the teachers understand the students of mental activity, can help students to learn foreign languages to maintain an active state of mind. Often, due to certain aspects of the professional orientation caused by differences in the level of intellectual development. For example: Man, science and engineering students in basic knowledge, classification vocabulary, observation, imagination, knowledge, and verbal ability to express some differences exist. In the classroom teaching, teachers should avoid showing a 'parents' state of the personality structure, and guard against showing everywhere a sense of authority and superiority, otherwise it will affect the feelings between the teachers and students exchanges, thus affecting the learning initiative.

The full participation of students in the main body of consciousness  
Well-known educator EdwardThomdike pointed out: to play any effective learning requires individual initiative. As educators, it should be the first place. Student's participation in teaching the students to enter teaching activities, active, dynamic and creative way to complete the performance behavior of the inclination

of learning task. The process of learning English language skills from the application of theoretical knowledge into automated process, such a conversion must be adopted by students in their activities in order to be realized. Student-centered teaching and learning activities require the teaching of language system knowledge, financial people Pragmatic science, so that students mind active inert knowledge of the language, the language learning into the communicative use of language behavior. The classroom is the students the primary venue for language practice, students receive basic knowledge of English and reading, listening, writing and translating Deng Xiang in the classroom teaching skills needs to be tested in practice. Student-oriented teaching is essentially involved in the liberation of the students in teaching, so that they in certain sexual activities of those from the main body of development. Students are masters of teaching and learning environment, to create a good learning environment for all the work almost inseparable from the participation of students, support and cooperation. Student's participation in teaching can enable students to truly become the masters of teaching, they can learn according to their own reality, requiring teachers to adjust and change the progress of teaching. With the participation of students in their own desire, they will naturally the design of teaching methods will put forward its own ideas. At the same time, teachers, emphasis on students in terms of knowledge, emotional, intellectual needs are met, in the classroom teaching students the use of comprehensive ability to improve language teaching methods, as much as possible for students they are happy to participate, and a variety of language practice activities, mobilize their initiative and participation, give full play to their creative use of language ability to carry out a real and effective communication activities.

Student teaching will form the main body involved in the teaching of multilateral exchanges, which is a prerequisite for active classroom atmosphere. The establishment of free text materials restrictions to reading, listening, writing and translating skills in languages such as application-centered, student-based new teaching model, change the kind of teacher talk, students listen to the teacher took all the classroom without any angry teaching, instead of based on dialogue,



discussion and simulation environment, etc., changing from passive to active, to create a good environment for verbal communication. Such as a principal participant in the passion of the students will be excited together, the classroom filled with the enthusiasm of the students, not just teachers, their own enthusiasm. Secondary schools students in this language environment, too fast, I remember another prison, do not think boring. Teachers in the classroom is only playing a 'director' role, with plenty of language materials and various forms of rich fun, organized activities to help students more than the language point of view, repeated use of learned the language and cultural knowledge, to discover their difficulties and solve problems for them as a guide for them to learn and learning encouraged by the enthusiasm of those. In this way, student learning is active, positive, of course, efficient. It not only train students to master knowledge of the language ability for language exchange activities, but also equip students with the real environment in the social use of language appropriate to the exchange of information.

From a student development-oriented ideas of classroom teaching to see today's students in the position of classroom activities, students of teachers teaching more than just an object, they themselves should be teaching the 'resources', classroom teaching activities of students in is full of emotion, vitality, life personality groups. In classroom teaching activities, teachers and students of personality status is equal. Implementation of the student's participation in education is conducive to the formation of a harmonious educational field. Teachers and students in this field will have many positive role in the interactive exchange and cooperation. Teachers can impart knowledge with students, when, not top-down 'to give', but with the students one to pursue, to explore, to enable students to successfully exploring knowledge, the acquisition of satisfaction, happy feeling.

## The creation of an open teaching model

The students which are in the non-native language environment to learn English, only the creation of adequate and sufficient, the ideal language environment to give a lot of language practice opportunity in order to enable them to effectively improve the comprehensive ability in English. Practice has proved that making full use of multimedia teaching tools to train students in comprehensive abilities in English will achieve the desired results. How to give full play to 50 minutes of classroom instruction and extensive use of activities constitute the second class of English teaching mode is reasonably practicable.

In the classroom, teachers should mobilize all positive factors to the power of knowledge to attract students in order to enrich the contents of the excited students to conquer the power of the wisdom of students with enthusiasm infected students. Teachers should create a relaxed classroom atmosphere, to maintain self-esteem of students and inspire students to get excited about, improve their self-confidence, sense of rhythm control of learning to adjust the content of the degree of difficulty so that students get a positive emotional factors into full play. In the spare time, teachers should guide students to use the multi-functional audio-visual classrooms, English radio and English Corner activities, see and hear more original English newspapers, magazines, film and television, English radio, multi-faceted stimulate students interest in learning English learning process to reduce the emotional anxiety, to improve the efficiency of learning. Give students more opportunities for language practice

Insist that students do speak on the lessons to the classroom to enable students to share their views on the text view. English teaching should be more focus on articles in a variety of ideas, points of view, combined with real life, so that their ideas not only confined to the language point. Pre-class students must be prepared to speak to do well. This is conducive to more in-depth perspective to talk about, so that the discussion not only stay in simple language on the practice. In

addition, from each other's speeches, each to acquire more knowledge. Each lesson should be about half the time to sit down and patiently listening to the students speak. In the course of discussion will appear - problem is that students lack self-confidence, little voices, speaks very clearly, teachers , would lose patience to listen, just to enable students to speak on their behalf to stop their own . If able to sit down, teachers will have more patience to listen. To give them more time and opportunity to practice. So that students can become confident.

### **The relationship of motivation and emotion**

Emotion (an indefinite subjective sensation experienced as a state of arousal) is different from motivation in that there is not necessarily a goal orientation affiliated with it. Emotions occur as a result of an interaction between perception of environmental stimuli, neural/hormonal responses to these perceptions (often labeled feelings), and subjective cognitive labeling of these feelings (Kleinginna and Kleinginna, 1981b). Evidence suggests there is a small core of core emotions (perhaps 6 or 8) that are uniquely associated with a specific facial expression (Izard, 1990). This implies that there are a small number of unique biological responses that are genetically hard-wired to specific facial expressions. A further implication is that the process works in reverse: if you want to change your feelings (i.e., your physiological functioning), you can do so by changing your facial expression. That is, if you are motivated to change how you feel and your feeling is associated with a specific facial expression, you can change that feeling by purposely changing your facial expression. Since most of us would rather feel happy than otherwise, the most appropriate facial expression would be a smile.

Emotion that is able to act as a disincentive, but also serve as a catalyst. Teaching emotional impact on the attitude of the teaching effectiveness and student learning. The classroom is the place of activities for language learners but also teachers and students to communicate social environment. The success of language teaching relies heavily on the learners and between learners and between learners and

teachers of solidarity, cooperation, mutual support relationships, and these relationships to each other at all times subject to emotional impact. Thus, in the teaching process of teachers teaching emotional attitude of teachers teaching and student learning are extremely important.

### **Impacting motivation in the classroom**

Stipek (1988) suggests there are a variety of reasons why individuals may be lacking in motivation and provides a list of specific behaviors associated with high academic achievement. This is an excellent checklist to help students develop the conative component of their lives. In addition, as stated previously in these materials, teacher efficacy is a powerful input variable related to student achievement (Proctor, 1984).

The school motivation is a general process by which it begins and heads a conduct through the achievement of goals. This process involves variables as cognitive and affective. These variables complement and do enough motivation in the students to do the activities in the classroom. Teacher should be a friendly person and sincere with the students, he/she should give the space to the students to practice and improve the language or knowledge, teacher should try to be patient and check the students mistakes without students feel bad in front of the classmates because it can provoke student never participates again or bring the time to speak when the student is talking.

Teacher-student relationship.

Teachers can make a valuable contribution to developing a friendly relationship with their students. This relationship can help to the teacher to have a closed friendship and motivate students to ask and participate in the class. Most students consider their teacher as a role model. For this reason, in order to motivate your students to learn English, you need to be enthusiastic, cheerful and sincere.

(Brophy, 2004:28). Show your students that you actually care for them, and you are there to help them master the English language, rather than constantly criticizing or correcting them. Students want teachers who are friendly, caring, and trustworthy (Ebata, 2008). These attitudes help the teachers to have the control and the opportunity to check and correct mistakes with the students in a friendly environment.

The teachers should have a good mood and humour, they should call their student by their first name and have a good voice when they are explaining the lessons, these can help to increase the motivation to learn; provide to all students, regardless of their performance, enough time to answer questions, give students security to participate and help them when they cannot answer a question, try to explain the importance to learn and the importance of the language to increase the students' motivation to learn and participate all the time, the relationship between the students and teacher can create a good environment to teach and learn.

It is important to establish a kind of "classroom community", in which students feel free to communicate using the foreign language. An important thing to bear in mind is that you should create a classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language (Dornyei (2001: 42). If errors are ridiculed, some students may suffer from communication apprehension, that is, they will be unwilling to communicate using the target language. Try to check the student weakness and give some answers to resolve these problems and increase the students participation in the speaking activities

Very often teachers overlook the significance of an attractive and motivating physical environment. However, teachers can make a significant contribution to the physical environment in which teaching and learning takes place. The following is some practical advice.

**1. Pay attention to seating arrangement.** For example, you can encourage and facilitate cooperation among students (e.g. pair or group work), by carefully

arranging three to four desks together (Levin and Nolan, 1996:126).

**2. Make effective use of bulletin boards and display areas.** These are excellent for displaying students' work, such as collaborative tasks and projects.

**3. Posters, maps, newspaper clippings, can be used in order to provide a stimulus for classroom discussion.** Posters can also familiarize students with cultural elements of the countries in which the English language is spoken.

**4. Classroom procedures and rules are necessary for effective classroom organization.** Posting these guidelines on a bulletin board is a good way to communicate them to students.

**5. Bring to the classroom a number of English books, so that students can borrow them.** This can serve as a stimulus for learners to read authentic English texts (e.g. literature) and familiarize themselves with English culture and history.

Students often develop negative attitudes towards learning English as a foreign language due to the lack of stimulating, authentic teaching material and tasks. Authentic material is meaningful to students, challenges their cognitive abilities, engages them personally. It also increases interest and intrinsic motivation. If you feel that your English coursebook contains few authentic texts, then you need to provide your students with authentic texts and activities. Authentic material and tasks should be selected based on the following guidelines:

- a) They should be related to the students' interests, knowledge and everyday experiences.
- b) They should foster learner autonomy by providing activities and tasks that require students to use English for authentic communicative purposes.

Motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to improve the students' motivation, and the effort involved is an essential part of the teaching profession. The teacher-student relationship, the classroom atmosphere, and the teaching material have a great impact on promoting positive attitudes towards learning English as a foreign language, are essential by themselves. However, they overlap, and fostering of positive attitudes is a complex mixture of all the features described.

English teachers should also note that the principles and techniques to teach need to adapt them according to their students' needs and the specific teaching context.

### **The Traditional method**

The Traditional method of teaching consists mainly of giving lecture by the instructor and expecting students to be cognitively active but physically inactive, except for note taking. Most students of any age cannot maintain such behavior for a long period of time Cangelosi (2003). One aspect of the Traditional method of teaching is that it has a tendency to view students as passive learners (Steinhorst and Keeler, 1995) because it does not engage them actively.

### **Constructivist theory**

Formalization of the theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of *accommodation* and *assimilation*, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is

therefore unimportant as information about the world. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure.

It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn HOW TO LEARN.

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer a place where the teacher ("expert") pours knowledge into passive students, who wait like empty vessels to be filled. In the



constructivist model, the students are urged to be actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. One of the teacher's biggest jobs becomes ASKING GOOD QUESTIONS.

The chart below compares the traditional classroom to the constructivist one. You can see significant differences in basic assumptions about knowledge, students, and learning.

<b>Traditional Classroom</b>	<b>Constructivist Classroom</b>
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

As is the case with many of the current/popular paradigms, you're probably already using the constructivist approach to some degree. Constructivist teachers pose

questions and problems, then guide students to help them find their own answers. They use many techniques in the teaching process. For example, they may:

- Prompt students to formulate their own questions (inquiry)
- Allow multiple interpretations and expressions of learning (multiple intelligences)
- encourage group work and the use of peers as resources (collaborative learning)

In a constructivist classroom, learning is . . .

### **constructed**

Students are not blank slates upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas, and understandings. This previous knowledge is the raw material for the new knowledge they will create.

### **Active**

The student is the person who creates new understanding for him/herself. The teacher coaches, moderates and suggests, but allows the students room to experiment, ask questions, try things that don't work. Learning activities require the students' full participation (like hands-on experiments). An important part of the learning process is that students reflect on, and talk about, their activities. Students also help set their own goals and means of assessment.

### **Reflective**

Students control their own learning process, and they lead the way by reflecting on their experiences. This process makes them experts of their own learning. The teacher helps create situations where the students feel safe questioning and reflecting on their own processes, either privately or in group discussions. The

teacher should also create activities that lead the student to reflect on his or her prior knowledge and experiences. Talking about what was learned and how it was learned is really important.

### **Collaborative**

The constructivist classroom relies heavily on collaboration among students. There are many reasons why collaboration contributes to learning. The main reason it is used so much in constructivism is that students learn about learning not only from themselves, but also from their peers. When students review and reflect on their learning processes together, they can pick up strategies and methods from one another.

### **Inquiry-Based**

The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and, as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.

### **Evolving**

Students have ideas that they may later see were invalid, incorrect, or insufficient to explain new experiences. These ideas are temporary steps in the integration of knowledge. For instance, a child may believe that all trees lose their leaves in the fall, until she visits an evergreen forest. Constructivist teaching takes into account students' current conceptions and builds from there.

### **Benefits of Constructivism**

- Students learn more, enjoyably and are more likely to retain learning
- Students learn how to think and understand
- It is a transferable skill to other settings
- Students have ownership of their own learning

- It applies natural curiosity to real world situations
- Promotes social and communication skill within a group setting

### **Facilitation theory (Carl Rogers, 1961)**

This humanist approach is based on the premises that learning will occur, when the educator acts as a facilitator, learners feel comfortable, atmosphere allows sharing of new ideas, and learners do not feel threatened. The theory is being used by many teachers and counsellors, emphasising the client-centred approach.

### **Action learning (Reg Revans)**

This approach links the world of learning with the world of action through a reflective process within small cooperative learning groups known as 'active learning sets'- there can be no learning without action and no action without learning. Reg Revans (1940) applied the concept of action learning in education. Nowadays, Action learning is receiving a lot of support with the development of electronic media offering learners with loads of information.

Finally, apart from the principles and techniques for teach and motivate the students, it is worth mentioning that fostering positive attitudes towards learning English as a foreign language is a dynamic process. Teachers should be constantly observing their classrooms and their students. In this way, they will be able to identify sources of discontent among students, recognize the reasons why they misbehave, are unwilling to participate, and have low performance

## **Methodological design**

### **Universe and sample**

The universe is composed by a total of 30 students 16 boys and 14 girls from this population we took in account 15 students,5 boys and 10 girls all of them between the ages of 15 and 17 years old. We consider that this sample is quite enough to get information about what is happening with the participation process in the English class.

We elaborated two kinds of survey: teachers' and students' questionnaire and guide observation to the English class. In order to clarify about this problem we consulted a large variety of magazines and web pages to get the right information and the appropriate arguments to defend our hypothesis and objectives. We try to be accurate and transmit true information.

## **Instruments**

We use the following instruments:

Questionnaire applied at the English teacher

Survey applied at the sample of the universe of students.

Class observation realize during the development of the English class.

## **Procedure and techniques**

Instruments and techniques were applied to the indicated sample with the purpose to obtain specific and enough information to develop this research.

## **Discussion of results**

### **Analysis about guide to observation**

After having observed the English class with the objective to know the strategies used by the teacher in the classroom, taking into account the following aspects: administrative, organization and develop of the class, we could determinate the follow information:

In the administrative and organizative aspect, the English teacher accomplish in a good way because the teacher began the class in the correct time, she came to the class greeted to the students, and she realized a short evaluation of the topic before start the new class but she organize the chair in row, which is consider a traditional way.

In the class development a long list of grammar patters and rules were presented. Later on, after talking about those rules and going into details about exceptions and every possible situation that ever appear on earth. Students are then given many exercises to master the topic and in a relatively short period of time they seem to be quiet proficient in the use of the new structures. The activities didn't promote the students' participation, they resolved the exercises individually and they didn't share any comments with their classmates and teacher. At the end the teacher assigned homework and left the classroom.

### **Observation**

Also we observed, El colegio Bautista have a good economical level and condition, the foundation is very well, it has electricity and water service, the chairs are in good state, the classroom have good illumination an space where students and teacher can interactive. Other important aspect the school is situated in an ideal zone.

The school count with didactic material such as; tape recorder, books, computer, wall charts, markers and others. An advantage of the school is to have psychologist attention for the students with different kind of learning problems.

## **Interpretation of the result survey applied to the English teacher**

In the colegio Bautista was made our research with the purpose to determine the factors that have influence in the students' participation process. Therefore we applied a questionnaire to the English teacher which gave us the following information;

The only strategies that the teacher uses to stimulate the students' participation are: individual and group works and quizzes. The didactic material to develop the English class are dictionaries and books but the teacher realized the students do not enjoy the strategies and material used, only when they work in group the reason is they have chance to talk with their close friends.

Also the teacher expressed that the students do not participate during the English class because she believes, they are afraid and shame, she argued that students are passive and quiet because they have some familiar problems such us the lack of attention of their parents.



## **Interpretation of the result survey applied to the students**

In the colegio Bautista was made our research with the objective to know what factors influence negatively in the participation process of the students, for this reason we applied a series of survey of the students of fourth year, so these students help us to carry on our objectives planned in the research.

According with the survey applied, we have gathered interesting results:

The majority of students live with their parents, that means that students do not have to work because the economical support are their parents, the students' nutritional state is very well, they have a good diet.

The students of fourth year are not in expectation when the English class begins which reveals problems in their motivation and their attitude to the English subject which is to take it for granted, and the importance to learn it.

Also students expressed they pay attention when the teacher is teaching the class, but they have serious problem in the participation, they don't like to do it. The majority of the students feel unmotivated at the time to participate, and they expressed that the factor which is affecting them is laziness because the teacher develop the class in a bore and monotonous way, also they said that the teacher come to the class with bad temper.

This survey was very important for our research because we can find that the students don't have economical problems, they live with their parents, they have home cooking three times a day and their health is very well.

## Conclusions

After having analyzed all the information gathered through the instruments applied to the English teacher and the respective sample of students of fourth year at El Colegio Bautista we concluded that there are not environmental and social economical factors affecting negatively the students' participation process. The only factors that affect are the educational and psychological factors. The teacher use the traditional teaching-learning method,). One aspect of the Traditional method of teaching is that it has a tendency to view students as passive learners (Steinhorst and Keeler, 1995) because it does not engage them actively.

She just come into the class and started teaching, she did not involved with the students who are consider recipient of knowledge. The teacher's role is directive rooted in authority, her attitude have a negative influence in the students, so they prefer to be quiet and passive. The development of this method restrict to the teacher look for and apply different strategies such as realia, role play, visual aid, T.P.R (Total Physical Response), use of flashcard and tape recorder and others. The lack use of this strategies make the students feel bore, lazy without expectation when the English class begins, also they feel unmotivated, therefore they just pay attention but, they do not participate.

Finally we have to say the hypothesis is true:

## Recommendations

The teacher must create a warm and protective environment but at the same time professional. If students feel secure in the classroom the result will be shown in the academic progress. A good start could be a mutual trust with each student. Teachers have the responsibility to know his/her students in the classroom.

According with our research, we suggest the following recommendation to the English teacher:

1. Use of different strategies to develop students' participation in the class such as among others: role play, games, realia, visual aides, use of flashcards, T.P.R (Total physical Response), presentations.
2. Give frequent positive feedback that support students' beliefs that they Can do well their participation in class.
3. Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
4. Help students Find personal meaning and value in the material.
5. Create an atmosphere that is open and positive.
6. Help students feel that they are valued members of a learning community

7. Ask a lot of question. Questions hook the mind. A hooked mind is engaged. An engaged mind learns more and faster.
  
8. Say thanks. Please and thanks you inject politeness and appreciation in any discussion. Every single student response, right or wrong should be followed by "thank you".
  
9. Use auditory cues. Transition words help students follow along. Siren, bells, loud bangs and whistles keep them alert.
  
10. Reward. Students who do not yet have powerful intrinsic motivation to learn can be help by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answer, reward correct behavior or answer.

A classroom is just a room if no learning occurs. Students must be engaged in the learning process – not simply attending. Teachers should employ a variety of strategies to pull students into the lesson through their senses and emotions.

Constructivist theory and cooperative learning are work well to improve engagement. The strategies applied are most effective when the classroom itself designed to enhance learning with thought given to furniture arrangement, décor, and overall attractiveness.

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### **"Constructivism as a Paradigm for Teaching and Learning"**

- <http://www.thirteen.org/edonline/concept2class/constructivism/index.html>
  - July 2004

## Annexes

### Guide for Class Observation

#### General data

Teacher's name: \_\_\_\_\_ date: \_\_\_\_\_

Subject: \_\_\_\_\_ School name: \_\_\_\_\_

Topic: \_\_\_\_\_ Grade: \_\_\_\_\_ Hour: \_\_\_\_\_

Objective: To observe the strategies that the teacher use to develop students' participation process.

#### Teaching – Learning Process

Aspect	Didactic Activities	Indicator		
		G	R	D
<b>Inicial Activities</b>	Lesson Plan			
	Check Attendance			
	Began the class on time			
	Cleaning in the classroom			
<b>Organization and develop of the class</b>	Feedback about last class			
	Check the homework			
	Presentation of the new topic			
	Presentation of Objectives			
	Explain the class			
	Dominate The Topic			
	Use vocabulary according the topic			
	Use didactic material to develop the class			
	Use Active Methodology			
	Promote the participation in the class			
	Attend the individuals problems of the Students			
Taking the control in the management classroom				
<b>Finall Activities (Evaluation)</b>	Make Activities of Evaluation			
	Ask questions about clarify of topic develop			
	Assign Homework			

## Teacher questionnaire

The purpose of this questionnaire is to determine the factors that have influence in the students' participation process. Your completion of this questionnaire will help us make sure that the plan takes account of your view and any information you may have. Please mail complete questionnaire to the address show below.

1. What strategies do you use in class to stimulate students' participation?
2. Do you feel your students enjoy the strategies that you use? Explain
3. What kind of didactic material do you have to develop the English class?  
Are they enough for you?
4. How is the students' participation in class?
5. What do you believe are the feelings of the students at the time to Participate?
6. Do you believe the students have some problem that cause: low ability, poor concentration or laziness? Explain
7. What classroom condition do you think affect negatively the English class development?

## Survey/questionnaire

The following survey is part of research work to determine what factors cause that students do not participate in the English class. Your completion will help us make sure that the plan takes account of your view and any information you may have. Please mail completed questionnaire to the address show below.

1. Mark with an “X” the right answers:

Are you in expectation when the English class begins?

- Yes
- No
- Sometimes
- Never

2. What attitude do you feel in the English class?

- Anxious to learn
- It's doesn't matter
- No interested

3. Do you pay attention to the English class?

- Yes
- No
- Sometimes
- Never



4. Do you like to participate in the English class?

- Yes
- No
- Sometimes
- Never

5. How do you feel at the time to participate?

- Anxious
- Fairness
- Shyness

6. Which of these factors are affecting your participation in the English class?

- Low ability
- Poor concentration
- Laziness

7. Do you live with?

- Parents
- Father
- Mother
- Relatives
- Others

8. What type of family do you live with?

- Extended
- Nuclear
- Single

9. Who is the economical support of your family?

- Father
- Mother
- Both of them
- You
- Others

10. How often do you have home cooking?

- Ones a day
- Twice a day
- Three times a day
- More than three times

11. How is your health?

- Excellent
- Very well
- Good

12. Do you like the classroom condition of the classroom?

- Yes
- No

## Discussion of result

After having analyzed the survey applied to the students of fourth year in El Colegio Bautista we obtained the following results:

### Question # 1

<b>Are you in expectation when the English class begins?</b>	<b># of students</b>	<b>%</b>
Yes	1	7
No	8	53
Sometimes	3	20
Never	3	20
Total	15	100

According with this survey, the majority of the students answered that they are not in expectation when the English class begins.

### Question #2

<b>What attitude do you feel in the English class?</b>	<b># of students</b>	<b>%</b>
Interested	0	0%
Anxious to learn	1	7%
It's doesn't matter	8	53%
No interested	6	40%
Total	15	100%

According to the survey applied to the students the majority of them (53%) have the attitude that it's doesn't matter if English class begins.

### Question #3

<b>Do you like to pay attention to the English class?</b>	<b># of students</b>	<b>%</b>
Yes	10	67
No	1	7
Sometimes	4	26
Never	0	0
Total	15	100

According to the answer to this question, the majority of the students (67%) pay attention to the English class.

#### Question #4

<b>Do you like to participate in the English class?</b>	<b># of students</b>	<b>%</b>
Yes	3	20
No	9	60
Sometimes	3	20
Never	0	0
Total	15	100

This question reveals that the majority of the students (60%) don't like to participate in the English class.

#### Question # 5

<b>How do you feel at the time to participate?</b>	<b># of students</b>	<b>%</b>
Anxious	2	13
Fairness	3	20
Shyness	0	0
Unmotivated	10	67
Total	15	100

67% of the students expressed that they are unmotivated.

### Question # 6

<b>Which of these factors are affecting your participation?</b>	<b># of students</b>	<b>%</b>
Low ability	4	27
Poor concentration	0	0
Laziness	9	60
Any of them	2	13
Total	15	100

According with this survey the majority of students (60%) expressed that they feel laziness during the English class.

### Question # 7

<b>Do you live with?</b>	<b># of students</b>	<b>%</b>
Parents	14	93
Father	0	7
Mother	1	0
Relatives	0	0
Others	0	0
Total	15	100

The majority of the students live with their parents.

### Question # 8

<b>What type of family do you live with?</b>	<b># of students</b>	<b>%</b>
Extended	0	0
Nuclear	14	93
Single	1	7
Total	15	100

The majority of the students have a nuclear family.

### Question # 9

<b>Who is the economical support Of your family?</b>	<b># of students</b>	<b>%</b>
Father	2	13
Mother	3	20
Both of them	10	67
You	0	0
Other	0	0
Total	15	100

The majority of students (67%) expressed that the economical support of their family are their parents.

### Question # 10

<b>How many times per day do you have Home cooking per day?</b>	<b>#of students</b>	<b>%</b>
Once a day	0	0
Twice a day	3	20
Three times a day	9	60
More than three times a day	3	20
Total	15	100

The majority of students (60%) expressed that they have home cooking three times a day.

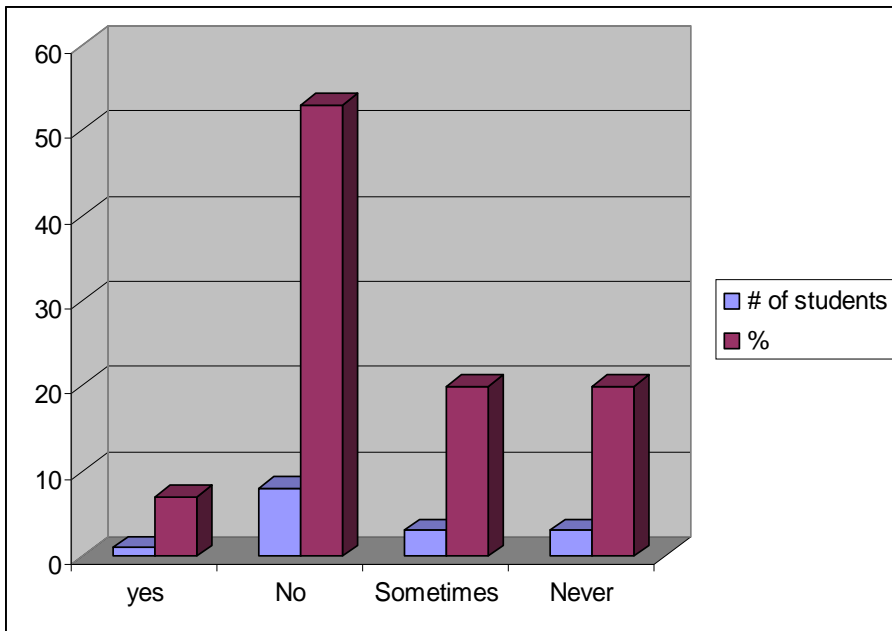
### Question #11

<b>How is your health?</b>	<b># of students</b>	<b>%</b>
Excellent	0	0
Very well	15	100
Good	0	0
Bad	0	0
Total	15	100

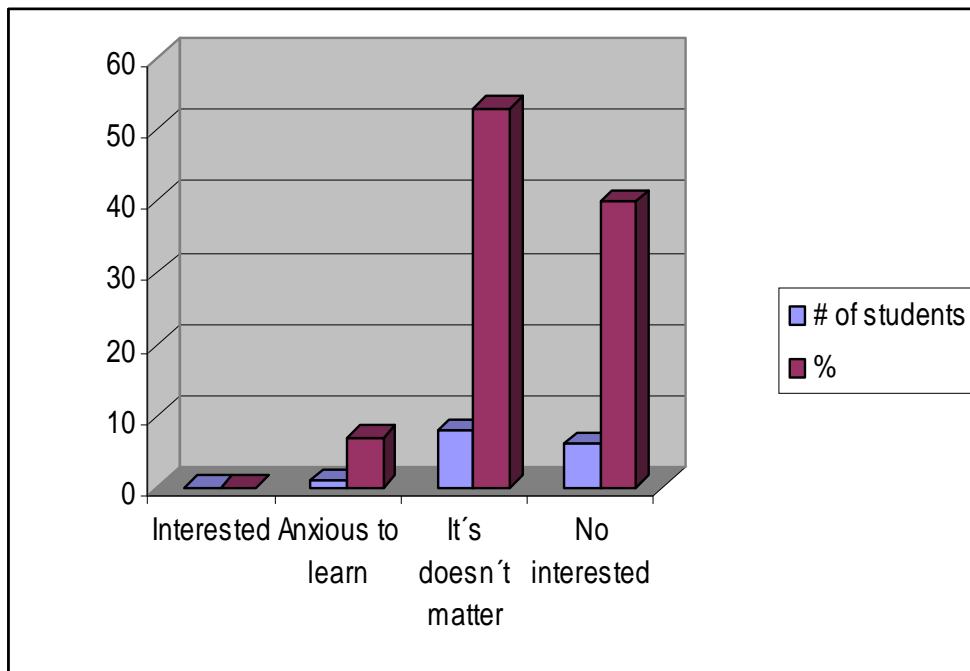
In this survey all the students answered that their health is very well.



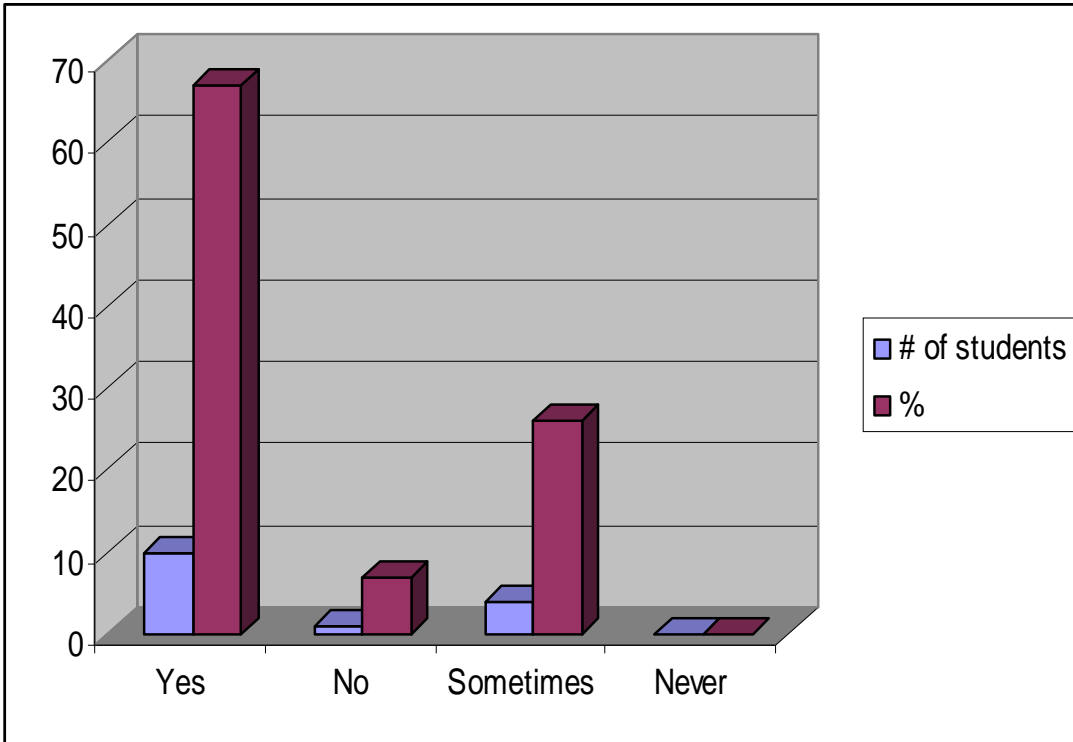
### Question # 1



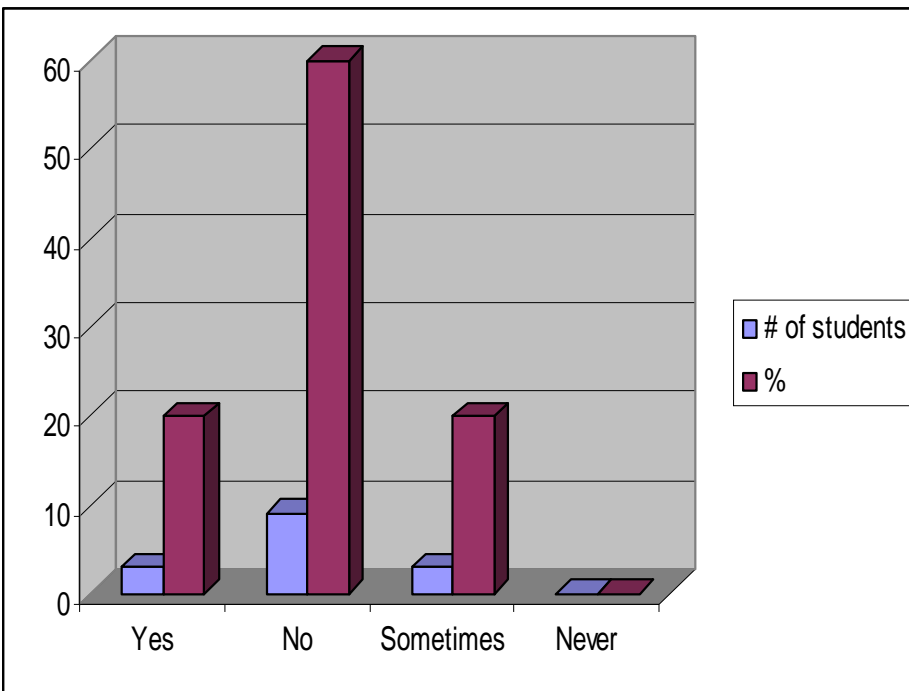
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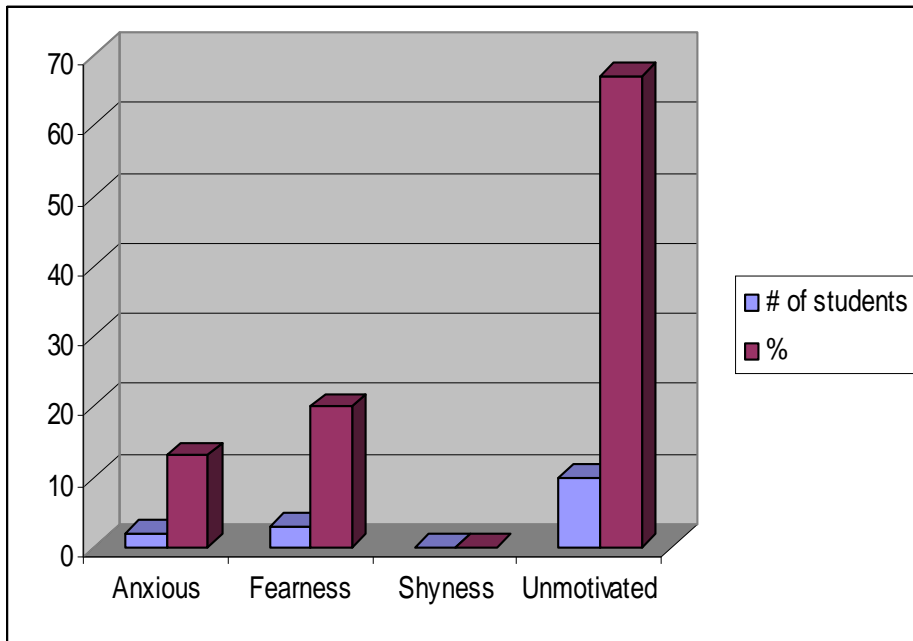
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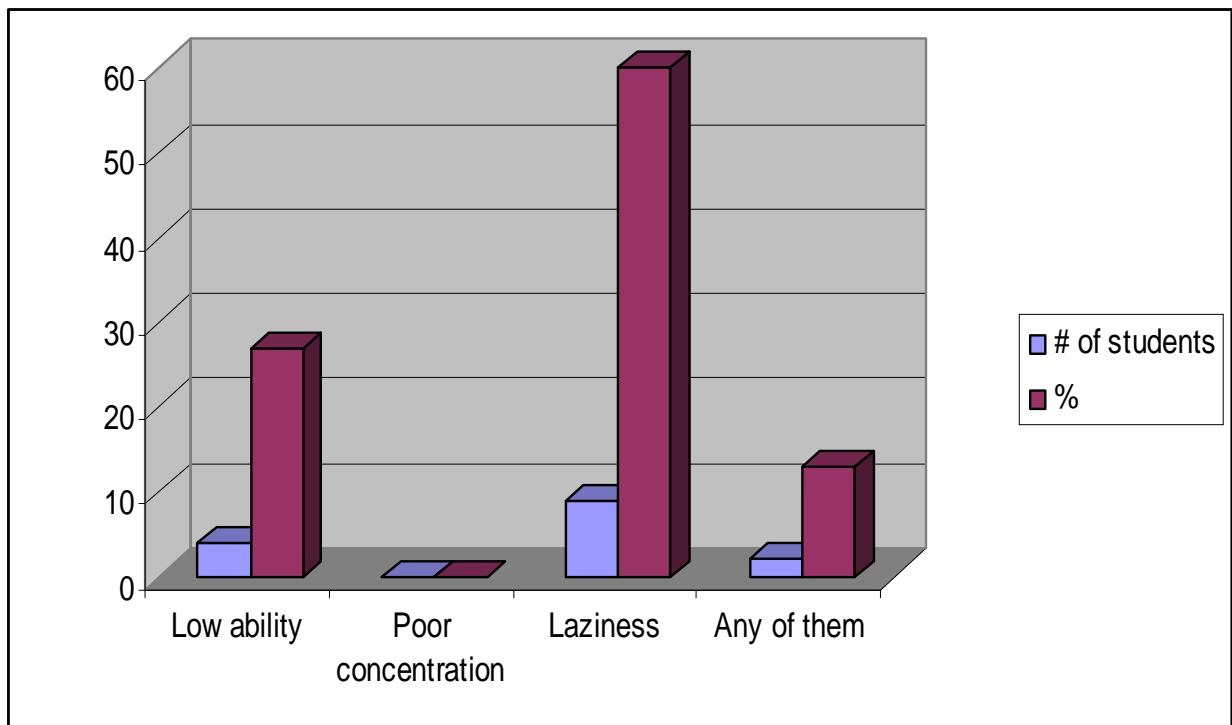
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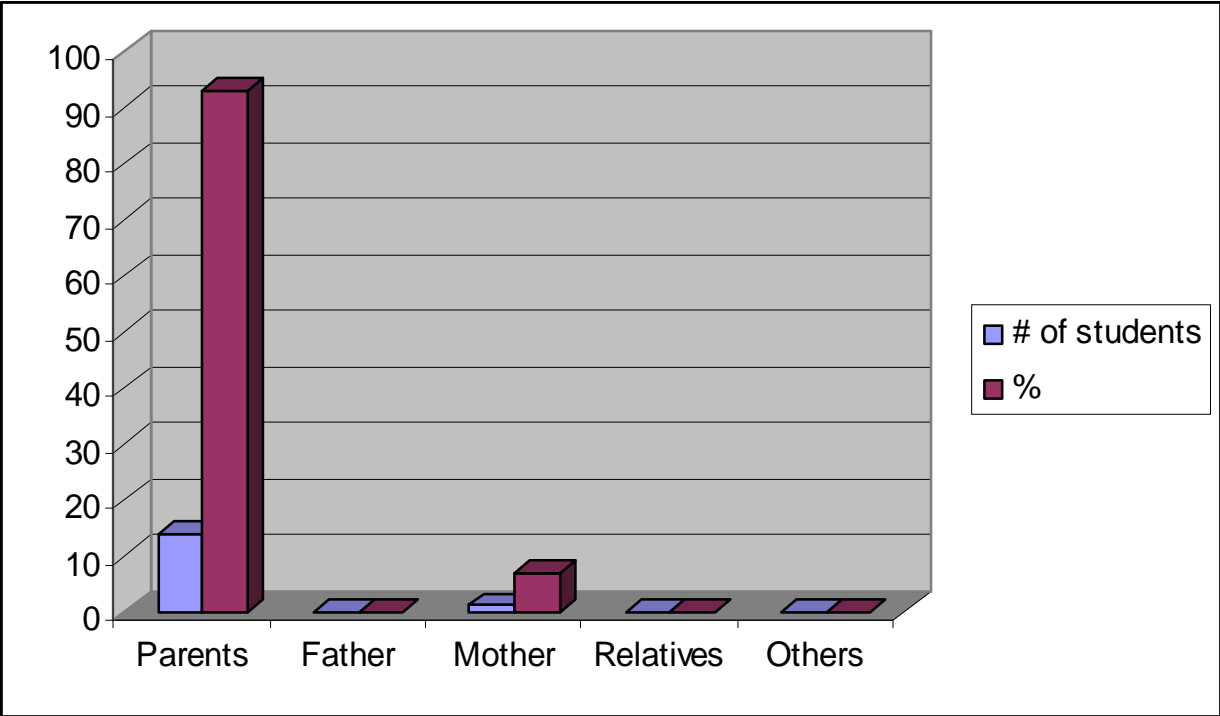
### Question #5



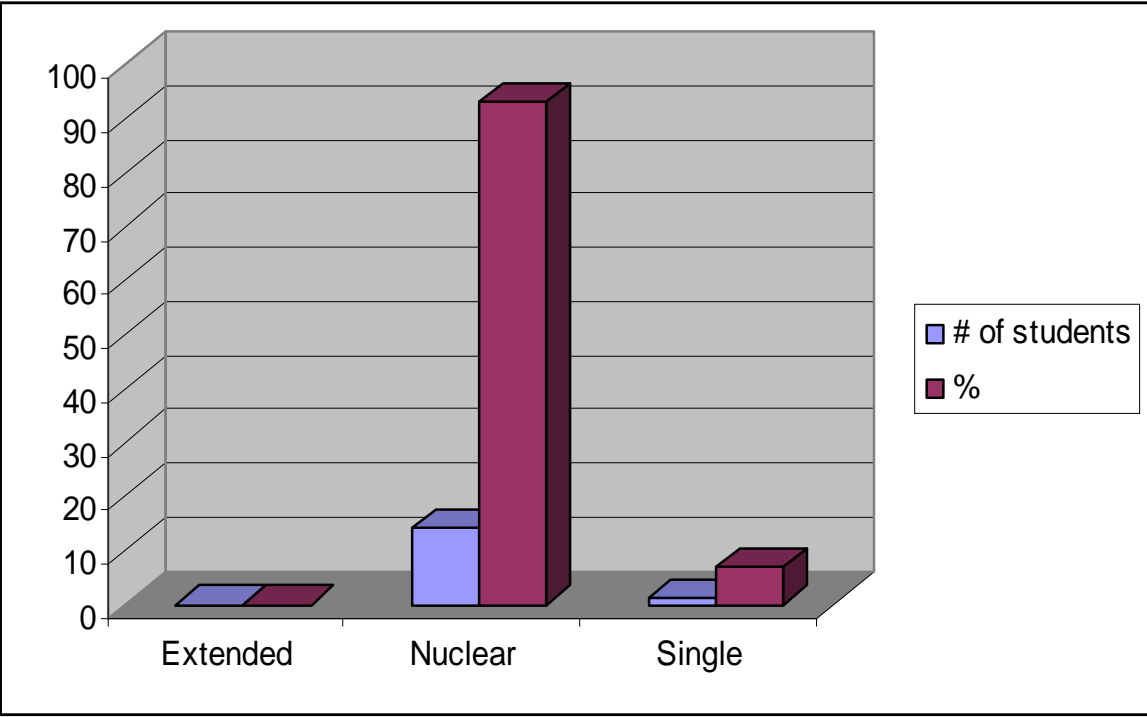
### Question # 6



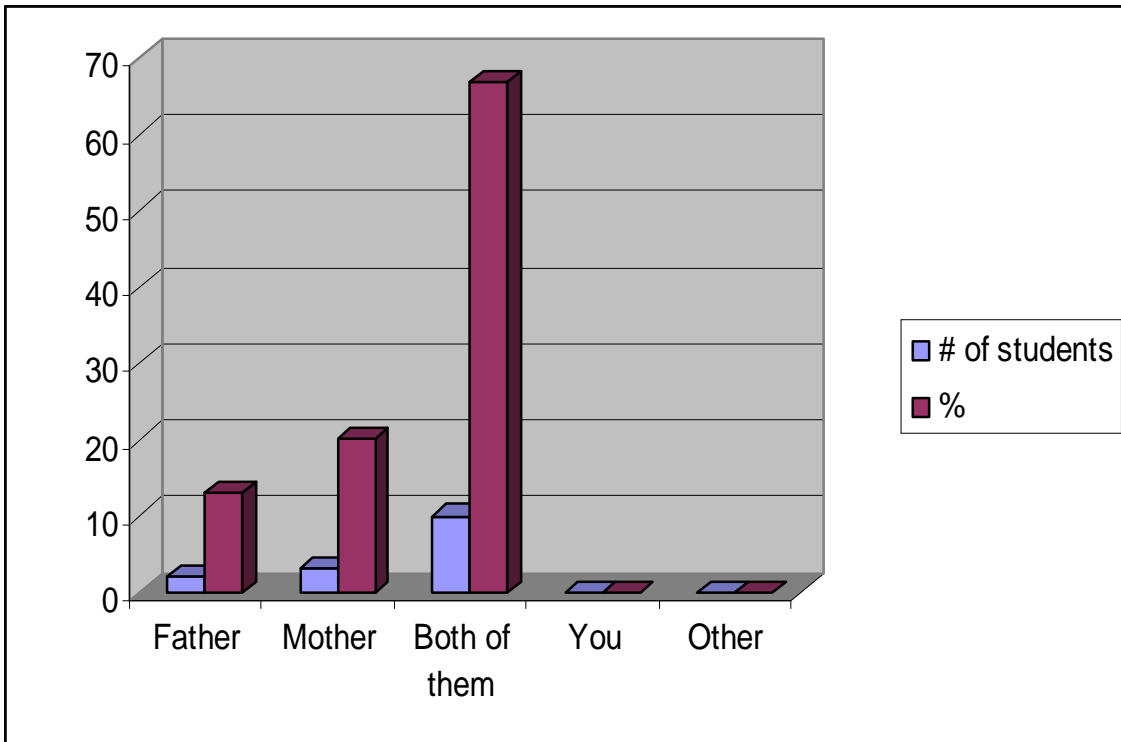
**Question # 7**



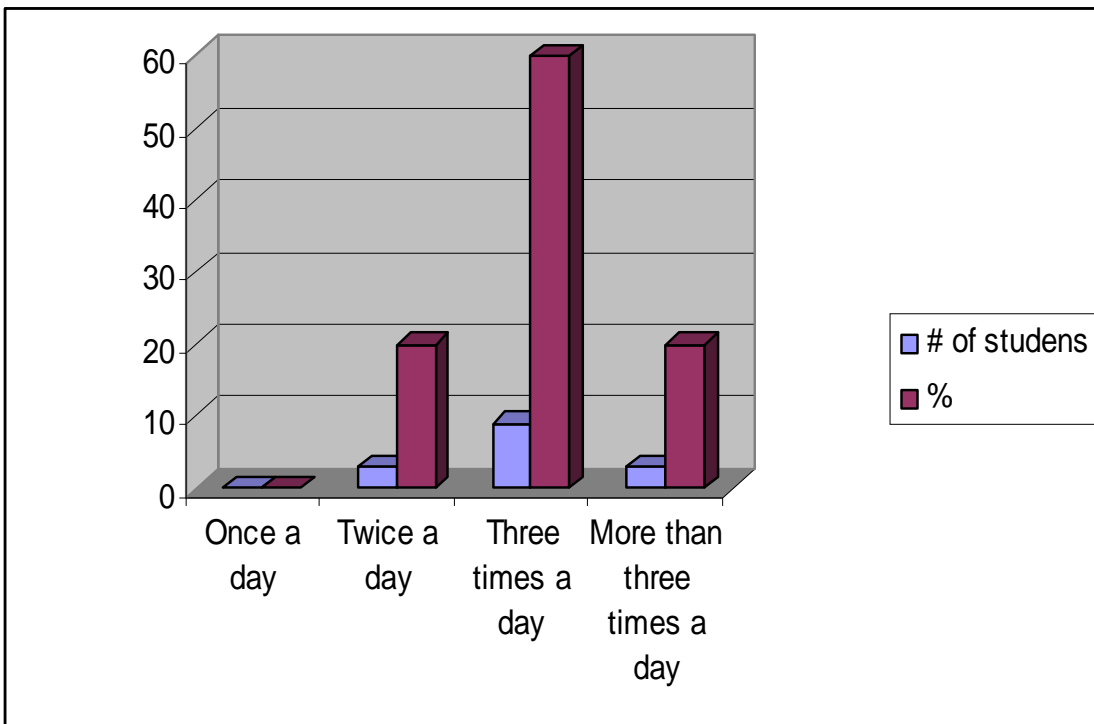
**Question # 8**



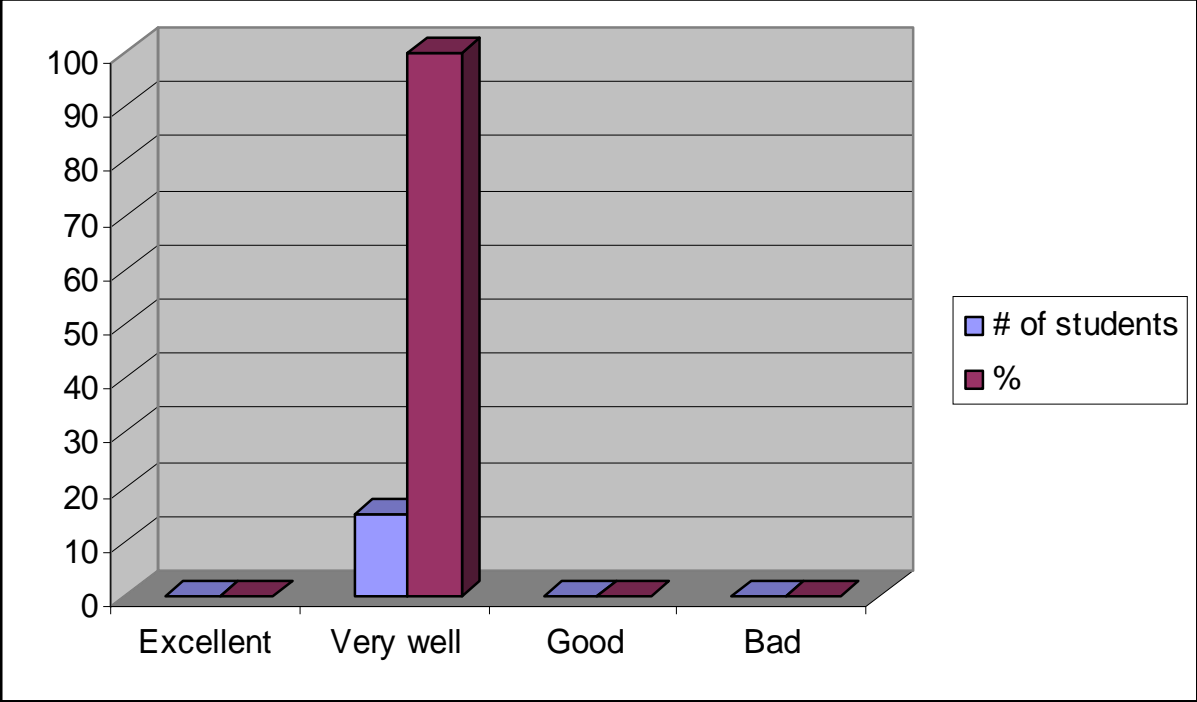
### Question # 9



### Question # 10



Question # 11



**Table for matrix of information**

N	Sex		Age		EEC				AEC				PAEC				PEC				FPEC				
	Survey	M	F	1	2	Y	N	S	Ne	I	A	IDM	NI	Y	N	S	Ne	Y	N	S	Ne	A	F	SH	U
1			X	X		X						X		X				X				X			
2			X	X				X				X		X				X				X			
3			X	X				X				X		X				X					X		
4			X	X				X				X		X					X						X
5			X	X				X				X		X					X						X
6			X	X					X			X		X					X						X
7			X	X					X			X		X					X						X
8			X	X				X			X		X							X					X
9			X	X				X					X			X				X					X
10			X		X			X					X	X		X				X					X
11	X			X				X				X			X				X				X		
12	X			X					X				X	X					X				X		
13	X				X			X					X						X						X
14	X			X				X					X			X			X						X
15	X			X				X					X			X			X						X

**Claves:**

**General information**

1. sex: F=female :  
M=male

2. Age: 1=15-16  
2=16-17

**3. Students motivation:**

3.1E.E.C = Are you in expectation when the English class begins?

Y=yes

N=no

S=sometimes

Ne=never

A.E.C=What attitude do you feel in the English class?

A=anxious

I.D.M=It's doesn't matter

N.I=no interested

P.E.A.C=Do you pay attention to the English class?

Y=yes

N=no

S=sometimes

Ne=never

3.4 P.E.C= Do you like to participate in the English class?

Y= yes

N=no

S=sometimes

Ne=never

4. **Psychological factors:** F.P.E.C=How do you feel at the time to participate in the English class?

A=anxious

F=fear

S=shy

U=unmotivated

4.2 F.A.P.E.C=Which of this factors are affecting your participation in the English class?

L.A= low ability

P.C=poor concentration

L=laziness

A.T=any of them

5. **Socio economical factors:** L= Do you live with?

P=parents

F=father

M=mother

R=relatives

O=others

5.1 T.F= what type of family do you live with?

E=extended

N=nuclear

S=single



5.2 E.S = who is the economical support of your family?

F=father

M=mother

B=both of them

Y=you

O=others

5.3 H.C= How many times do you eat home cooking per day?

O.D=once a day

T.D=twice a day

T.T.D=three times a day

M.T.D=more than three times a day

5.4 H= How is your health?

E=excellent

V.W=very well

G=good

B=bad