UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-MANAGUA

RECINTO UNIVERSITARIO "RUBEN DARIO"

FACULTAD DE EDUCACION E IDIOMAS

DEPARTAMENTO DE INGLES

Theme:

Some factors that affect the communicative English activities in students of ninth grade from the afternoon class at Montelimar High School during the second semester of 2012.

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Research submitted in partial fulfillment of the requirement for the B.A Degree in Teaching English as a Foreign Language.

Managua, November 17, 2012

Beginning Date: August 11, 2012

Ending Date: November 17, 2012

To our parents for their unconditional support.

Dulce Maria and Mercedes Amparo

To my son Fabian Antonio, who is the most important person in my life; he is my inspiration to be a better person every day.

Mercedes A. Gutierrez Gutierrez

ACKNOWLEDGEMENT

Many people have given freely their time in helping us with the research, and we are immensely grateful to them. We would particularly like to express our gratitude to the students of ninth grade at Montelimar High School, the English teacher of Montelimar High School, Professor Gloria Cano Marquez, and the staff of this university that helped develop our skills and showed us the best way to be a professional. Finally, we are especially thankful to Professor George Neal Crisantos St Clair for his patience, collaboration and his support.

We are thankful to all these people for their unconditional help.

We thank you all very much.

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ABSTRACT

This paper deals with the difficulties that English students at the Montelimar High School face when using spoken English in the classroom. Our research revealed some of these difficulties and is based on three instruments: a survey, an interview, and a class observation. The survey was developed on educational and psychological factors directed at 15 ninth grade students in the afternoon section at Montelimar High School. The interview, comprised of six questions, was applied to the English teacher. Finally, the class observation was based on four aspects: a) Teacher´s methodology, b) didactic materials used by the teacher, c) students´ aptitude, and d) classroom environment. Based on our findings, we conclude that the English teacher at Montelimar High School uses appropriate methodologies, and implements interactive activities. However, there are strong psychological barriers that obstruct the speaking skills of the students. At the end of this paper, we present some recommendations to help both teachers and students improve their speaking skills.

INTRODUCTION

Nowadays, it is essential to learn the English language. English has become the global language of communication. Furthermore, it is one of the greatest used in the world and it is the official language or has a special status in more than 75 countries around the world. Learning English is not a luxury but a need.

Often, in the teaching-learning process teachers are concerned about the following aspects: what objectives are achieved, what to teach, what method or approach to use. In contrast, the students learn what strategies to use to achieve their goals and develop the skills to learn effectively.

English teachers should make decisions all the time. English teachers have to use new and appropriate methodology as a means of reinforcing learning. They must motivate students to improve their performance in their English speaking and to communicate freely and spontaneously in the English language. To achieve this goal, we have to considerer not only what kind of methods and didactic materials teacher are using, but also know which of these methods and didactic materials are suitable in the students´ learning process.

Students come from diverse backgrounds and have diverse needs and goals. With adolescent language learners, different elements such as methods, didactic materials, classroom environment, and psychological factors can negatively influence in the students' learning.

In order to get our data we prepared two different instruments: a survey for the students and an interview for the teacher. We also talked with both parties in order to obtain more relevant information about the problem. In addition, we observed an English class.

We were interested in the classroom environment. According to Candace Matthews: "In a speaking course students' anxieties and inhibition can interfere with their learning, for this reason, it is important to establish a friendly, relaxed classroom atmosphere…".. It is a vital necessity that students are in a place where they can develop their speaking ability comfortably.

The quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the commitment of the teacher has an effective impact on students´ participation in communicative English activities. Quality improvement in education depends upon proper training of teachers. The teachers cannot understand their roles in the classroom unless properly trained (Yadved and Singh, 1988). School environment, teacher qualifications, curriculum and instructional approaches, and many other factors interact to produce growth in student academic skills and knowledge.

Wealthy countries have a very high quality education system which allows them to have a higher rate of more educated people. On the other hand, in Nicaragua, where the illiteracy rate is high, poverty is also high and there are many deficiencies within the educational system, especially in public schools.

One of the major problems is the large number of students in each classroom, which means that the teacher can not give individual attention to the students. Another problem is the lack of didactic materials such as books, markers, blackboards in good condition, desks,

computer labs, tape recorders, dictionaries, etc. Additionally, the few books that teachers have are outdated.

As we have observed, our educational system has a lot of problems which cause many difficulties during classes. However, it is not all bad: there are many good students and teachers who do a very good job teaching and learning in these conditions.

This research is focused on the difficulties that ninth grade students have in communicating in the classroom. This research work aims to raise awareness about the importance of learning and the acquisition of English as a necessary tool for personal and professional development in our globalized world.

JUSTIFICATION

The Montelimar School has been facing a problem about different factors that affect the communicative English activities in ninth grade students. Thus, we decided to study this problem, which we hope can be of great help for this school, teacher, and students.

In addition, this research will allow the English teacher to know if she is using the right methodology with these students. We discovered the real reasons of the problem that are affecting the students and the teacher.

Furthermore, we want to help students learn how to communicate in English with others inside and outside the classroom. We want to help the teacher to improve her strategies and techniques. Education is the future of the country, and the future of the country is in this education. For that reason, all students need to have a better education to increase their job competitiveness at all levels and in all the fields.

This research project is justified by the urgent need to improve both the quality of the methodology which is being taught, as well as the quality and quantity of learning. This learning process includes the development of skills and competencies that the student receives in English language instruction.

Our main goal is to help find a possible solution to this problem. We also wish to demonstrate that in order to achieve a higher quality of education, a union of the pillars of the pedagogical triangle - students, parents, and teachers – is required. In addition, through

this research, we want to better the efficiency of the teaching-learning process of the English language.

The implementation of this educational project will benefit the students of ninth grade, as well as the rest of the students' community, teachers, principals, and parents. Teachers will be able to implement new and dynamic strategies to lead students towards higher levels of understanding, better academic performance, and motivate the students towards further learning.

RESEARCH PROBLEM

The problem that we researched was the difficulties that ninth grade students have in communicating in the classroom during an afternoon English class, second semester 2012, at Montelimar High School.

SUB_ PROBLEMS:

We have to prove more deeply into the research problem; therefore, we decided to consider the following sub-external and internal problems that affect the communicative English activities process such as:

- Inconvenient teaching methods.
- Poor quality of teaching materials.
- Inappropriate classroom environment.
- Lack of student motivation.
- Psychological factors affecting students´ learning processes.

I. OBJECTIVES:

1.1 GENERAL OBJECTIVES:

- To identify the factors which influence difficulties in ninth grade students from the afternoon class affecting their communication in the classroom during first semester 2012 at Montelimar School.

1.2 SPECIFIC OBJECTIVES:

- To analyze the teaching techniques and materials the teacher uses in the classroom to motivate students' participation in communicative activities in English class.
- To learn about the classroom environment for development of communicative activities.
- To know what the teacher has been doing to encourage school attendance and how increase attendance will improve the students' communication skills.
- To discover the psychological factors that negatively influence the communicative process of the English language.

II. THEORETICAL FRAMEWORK

2.2 Historical back ground.

The Montelimar School was founded en 1945 by Teacher María Elena Flores. Its first name was Julio Buitrago Urroz. In the beginning there were only 80 (eighty) students with 4 (four) teachers. It was built with 2 (two) small classroom, teaching at morning and afternoon shift, which attended just elementary school.

At the beginning, Montelimar school was located in a small town named Montelimar, in San Rafael del Sur, province of Managua. Montelimar was a town, which population was engaged in field work, especially to cut cane sugar harvest season and fishing or agriculture. In 2000 Armando Tellez, who was principal of Ingenio Montelimar, removed the residents of the community and these people are located in another place outside the premises of the company. Thus, the San Jose town was originated. It is located in San Rafael del Sur, province of Managua. In 2001 was built in this place the Montelimar School.

In 2004, Mr. Noe Cano, who was the principal at that moment, decided to manage opening the high school program; responding to the need of the parents who had a lot economic problems to send their children to other high school located in this country.. The request was accepted by the authorities of MINED and in 2005 the program began to operate.

Nowadays, the school has 748 students with 34 teachers in both morning and afternoon shift. The teachers' staffs are professional. In addition they have been receiving

training from the Ministry of Education with the purpose of bettering the teaching process in order to raise student performance.

This year the English Teacher has been observing a phenomenon in the ninth grade “mainly” such as Communicative difficulties in the students, even though teacher has successful class.

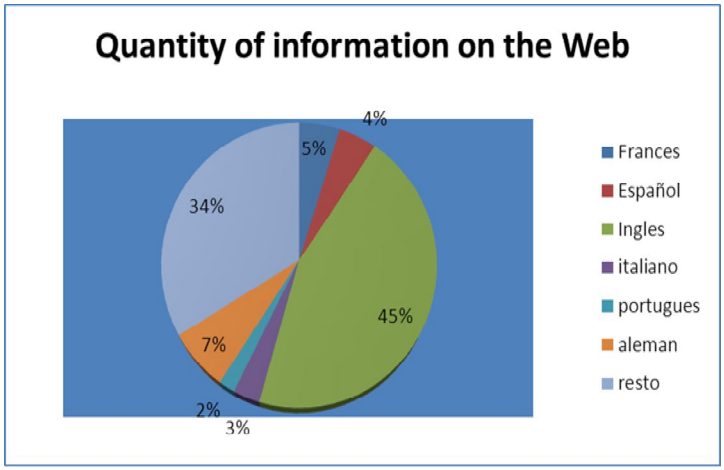
To have a good education in our lives is one of the most important goals that exist in our society. But this is something that does not come from nothing. It depends on the interest and dedication that the students as well as teachers have to do it. So, the teaching and learning style are essential to achieve the aims in our education.

It is very important for the students to put in practice some learning activities. The English language requires them if someone wants to learn it because it is not easy at all. The teacher can help the students by giving them some strategies that can use to learn English. However; it is important for each student to find her or his own strategies because not all the strategies can be applied for all the students because it is also important to remember that each student learns in a very different way or form.

The teacher plays an essential role in the classroom. So this reality gives to the teacher a big responsibility in the student´s learning. The teaching material and the teaching methods help the teacher to develop a very dynamic class. Thus, the strategies apply for the teacher in the class can be the difference between a very interesting class or a very boring class.

The majority of the students expect from the teacher good and interesting methods to develop the class because it helps them to be connected in the learning and teaching process. Also it helps them to enjoy it and do not feel it as a torture in their life.

All we have said before is very important in order to obtain the expected results in the participation of different communicative activities where student and teacher can improve and practice their know ledges. Hence, the student as well as the teacher must be aware of what they do in the class to succeed in their aims.



In field studies, is a key tool for academic success, especially in certain careers which is a requirement for obtaining a B.A degree. It is by far the most popular language taught in schools throughout Latin America and Europe, reaching 46% of students in primary and 91% of high school. In Nicaragua; however, despite being the dominant foreign language, only reaches a rate of 23%. Is data that put us at a distinct disadvantage compared to countries like Denmark, Holland and Sweden where 80% of the population who speaks English. Therefore, there has been a very rapid growth here Official Language Schools, not to mention the large number of private academies created, where more than 80% of enrolled students studying English. And every year many scholarships are awarded to students for learning and recycling abroad.

We should also mention all the trips and exchanges that are organized in the United States and Canada, mainly either on the initiative of the Embassy of the United States, state and private, for conducting courses. Obviously, all this display is not the product of chance, but a clear demonstration of the undeniable importance of English.

Today, any researcher or practitioner who wants to be a day or access to specialized books inevitably need to know English to be informed of the rapid advances taking place in their area of expertise. This is so because 75% of the scientific literature is in English. This also includes other content provided by other existing media (television, radio, newspapers, videos, movies…)

So, your domain has become an increasingly pressing need. It is, in short, a language that everyone, like it or not, we must accept. And never too late to learn!.

2.2 Theories.

According to specialists, there are different kinds of methodologies and techniques that can help the teacher to improve his or her teaching and therefore to provide meaningful learning. This effectiveness depends on what way these methods, strategies and techniques are used.

The teacher is very important in the learning of the student, if the teacher is cross, irritable and unsympathetic the class cannot be a good one, no matter how favorable the conditions are. On the other hand, an earnest, sympathetic, and capable teacher will do much to improve the most compromising situation.

In the classroom the teacher should give confidence to the students and be a dynamic, friendly, pacing, and kind facilitator in order to offer the students the help that they need to acquire better and richer knowledge. A good starting point is to use motivational and dynamic activities, be friendly, be kind and help the students in their learning needs.

It is important the following definitions:

METHODOLOGY

Pedagogical practices in general (including theoretical underpinnings related research). Whatever considerations are involved in “how to teach” are methodological.

APPROACH, METHOD, AND TECHNIQUE

For the century spanning the mid-1880s to the mid 1980s, the language-teaching profession may be aptly characterized by a series of methods that rose and declined in popularity. It appears that some practitioners in this time period hoped to define the ultimate method, one that would be generalizable across widely varying audiences, contexts, and languages,

Historical accounts of the profession tend to describe a succession of methods, each of which was more or less discarded as a new method took its place.

What is a **method?** About four decades ago Edward Anthony (1963) gave us a definition that has admirably withstood the test of time. His concept of "method" was the second of three hierarchical elements, namely approach, method, and technique. An **approach,** according to Anthony, was a set of assumptions dealing with the nature of language, learning, and teaching. **Method** was described as an overall plan for systematic presentation of language based upon a selected approach. **Techniques** were the specific activities manifested in the classroom that were consistent with a method and therefore were on harmony with an approach as well.

To this day, for better or worse, Anthony's terms are still in common use among language teachers.

CURRICULUM/SYLLABUS:

Specifications or design for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context. (The term *syllabus* is used more customarily in the United Kingdom to refer to what is commonly called a *curriculum* in the United States.)

Teaching Method:

Can be defined the best teaching methods as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration,

recitation, and memorization are some of the teaching methods being used. When a teacher is deciding on their method, they need to be flexible and willing to adjust their style according to their students. Student success in the classroom is largely based on effective teaching methods.

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. A lesson plan may be carried out in several ways: Questioning, explaining, modeling, collaborating, and demonstrating.

The Grammar-Translation method:

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult

texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

Direct Method

All reformers were vehemently opposed to teaching of formal grammar and aware that language learning was more than the learning of rules and the acquisition of imperfect translation skills.

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by languages teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed ***directly*** in the target language through the use of demonstration and visual aids, with no recourse to the students' language (Diller 1978).

All reformers were vehemently opposed to teaching of formal grammar and aware that language learning was more than the learning of rules and the acquisition of imperfect translation skills.

Principles of The Direct Method:

1. Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.
2. The teacher directs the class activities; the students' role is less passive than in the Grammar Translation Method. The teacher and the students are more like partners in the teaching-learning process.
3. Teachers who use the DM believe students need to associate meaning and the target language directly. In order to do this, when teacher introduces a new vocabulary, he/she demonstrates its meaning through the use of realia, pictures, or pantomime. Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the example. Students practice vocabulary by using new words in complete sentences.
4. The initiation of the interactions goes both ways, from teacher to student and from student to teacher, although the latter is often teacher-directed. Students converse with one another as well.
5. Language is primarily spoken, no written.
6. Vocabulary is emphasized in over grammar. Although work on all four skills (reading, writing speaking and listening) occurs from the start, oral communications is seen as basic. Thus the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course.

7. In the Direct Method, students are asked to use the language, not to demonstrate their knowledge about the language. They are asked to do so using both oral and written skill.
8. The teacher employing various techniques tries to get students to self-correct whenever possible.

Some techniques of the Direct Method:

a) Reading Aloud: Student stake turns reading sections of a passage, play, or dialog out loud. At he end of each student´s turn the teacher uses gestures, pictures, realia, examples, or others means to make the meaning of the section clear.

b) Questions and answer exercises: Students are asked questions and answer in full sentences so that they practice new words and grammatical structure.

c) Getting students to self-correct: The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. However, there are other ways of getting student self-correct. For example, a teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

d) Conversation practice: The teacher asks students a number of questions in the target language, which the student have to understand to be able to answer correctly.

e) Fill-in-the-blank exercises:

f) Dictation: the teacher reads a passage three time. The First time the teacher reads it at a normal speed, while the students just listen. The second time he/she reads the passage phrase by phrase, pausing long enough to allow students to write down what they heard. The last time the teacher again reads at a normal speed, and the students check their work.

Disadvantages of Direct Method:

1. Major fallacy of Direct Method was belief that second language should be learned in way in which first language was acquired - by total immersion technique. But obviously far less time and opportunity in schools, Compared with small child learning his mother tongue.
2. Is first language learning process really applicable to second foreign language learning at later stage? First language learning is essential part of child's total growth of awareness of world around him. He starts off with blank sheet, then starts collecting/selecting organizing the experience of a totally new world, perceived through his senses, by formulating a variety of pre-verbal concepts. Subsequently part of the process of learning how to live is the acquisition of skills to verbalize his desires and aversions and to label his concepts, so as to make living more sufficient and secure, Effectiveness of these verbalizing skills depends on maturation level of the child / on type of environment on intelligence. Language is part of an intrinsic process through which child learns to recognize/ deal with new situations.

3. Successful teacher of the Direct Method needed competence in his language / stamina/ energy/ imagination/ ability and time to create own materials and courses - beyond capacity of all but gifted few.

   "The method by its very nature presupposes a teacher of immense vitality, of robust health, one endowed with real fluency in the modern language he teaches. He must be resourceful in the way of gesture and tricks of facial expression, able to sketch rapidly on the board and in the language teaching day, he must be proof against linguistic fatigue".

4. Also Direct Methodists failed to grade and structure their materials adequately - no selection, grading or controlled presentation of vocabulary and structures. Plunged pupils into flood of living language - quite bewildering for pupils.

   However, many teachers did modify the Direct Method to meet practical requirements of own schools, implemented main principles, i.e. teaching through oral practice and banning all translation into target language. Obviously compromise was needed. Direct method did pave the way for more communicative, oral based approach, and as such represented an important step forward in the history of language teaching.

The Grammar-Translation Approach:

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words

together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

The Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures.

The mother tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an Anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically.

The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

The Reading Approach**:**

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important that grammatical skill.

Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

The Audio-lingual Method:

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical

explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order.

Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native- Like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

Hints for Using Audio-lingual Drills in L2 Teaching

1. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the AUX verb has should not suddenly switch to have as a main verb.
2. Drills should be conducted as rapidly as possibly so as to insure automaticity and to establish a system.
3. Ignore all but gross error of pronunciation when frilling for grammar practice.
4. Use of shortcuts to keep the pace o drills at a maximum. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director.
5. Use normal English stress, intonation, and juncture patterns conscientiously.
6. Drill material should always be meaningful. If the content words are not known, teach their meanings.

7. Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom.
8. Introduce the drill in this way:
   a. Focus (by writing on the board, for example)
   b. Exemplify (by speaking model sentences)
   c. Explain (if a simple grammatical explanation is needed)
   d. Drill
9. Don't stand in one place; move about the room standing next to as many different students as possible to spot check their production. Thus you will know who to give more practice to during individual drilling.
10. Use the "backward buildup" technique for long and/or difficult patterns.
    --tomorrow
    --in the cafeteria tomorrow
    --will be eating in the cafeteria tomorrow
    --Those boys will be eating in the cafeteria tomorrow.
11. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision making must the student do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last.

Total Physical responses:

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor)

activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to Total Physical Response.

Total Physical Response is linked to the "trace theory " of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined *tracing* activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves gamelike movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the

Comprehension Approach (Winitz 1981). This refers to several different comprehension-based language teaching proposals, which share the belief that (a) comprehension abilities precede productive skills in learning a language; (b) the teaching of speaking should be delayed until comprehension skills are established; (c) skills acquired through listening transfer to other skills; (d) teaching should emphasize meaning rather than form; and (e) teaching should minimize learner stress.

Teacher who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress people feel when they studying foreign language and thereby encourage students to persist in their study beyond a beginning level of proficiency. Initially, the teacher is the director of all students' behavior. The students are imitators of her/his nonverbal model. At some point (usually after ten to twenty hours of instruction), some students will be "ready to speak". At point there will be a role reversal with individual students directing the teacher and the other students.

Generally, the first phase of a lesson is one of modeling. The instructor issues commands to a few students, then performs the actions with them. In the second phase, these same students demonstrate that hey can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding. The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous. After learning to respond some commands, the students learn to read and write them. When students are ready to speak, the y become the ones who issue the commands.

After students begin speaking, activities expand to include skits and games. Vocabulary and grammatical structures are emphasized over other languages areas. The spoken language is emphasized over written language. Techniques like using commands to direct behavior, role reversal, and action sequence can use in the TPR.

Communicative Language Teaching:

As well, communicative teaching is an important part as the other strategies in the classroom. Students understanding is depending of many factors and teacher need to apply these strategies to get it. The communicative approach is deemed a success if the teacher understands the student. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of both formal and sociolinguistic aspects of a language with adequate proficiency to communicate. Therefore, it is necessary teacher applies some of these feature like an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, the provision of opportunities for learners to focus, not only on language but also on the Learning Management process, an enhancement of the learner's own personal experiences as important contributing elements to classroom learning and an attempt to link classroom language learning with language activities outside the classroom (Educational Institute, John Hopkins University, 1999)

Functional-notional Approach

This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language

syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors: a. the functions b. the elements in the situation, and c. the topic being discussed.

A situation may affect variations of language such as the use of dialects, the formality or informality of the language and the mode of expression. Situation includes the following elements:

A. The persons taking part in the speech act

B. The place where the conversation occurs

C. The time the speech act is taking place

D. The topic or activity that is being discussed

Exponents are the language utterances or statements that stem from the function, the situation and the topic.

Code is the shared language of a community of speakers.

Code-switching is a change or switch in code during the speech act, which many Theorists believe is purposeful behavior to convey bonding, language prestige or other elements of interpersonal relations between the speakers.

Community Language Learning:

This methodology is not based on the usual methods by which languages are taught.

Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client.

The process involves five stages of adaptation:

STAGE 1

The client is completely dependent on the language counselor.

1. First, he expresses only to the counselor and **in English** what he wishes to say to the group. Each group member overhears this English exchange but no other members of the group are involved in the interaction.
2. The counselor then reflects these ideas back to the client **in the foreign language** in a warm, accepting tone, in simple language in phrases of five or six words.

3. The client turns to the group and presents his ideas **in the foreign language**. He has the counselor's aid if he mispronounces or hesitates on a word or phrase. This is the client's maximum security stage.

STAGE 2

1. Same as above.
2. The client turns and begins to speak the foreign language directly to the group.
3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

STAGE 3

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
2. Same as 3 above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.

STAGE 4

1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction.

STAGE 5

1. Same as stage 4.

2. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions.

3. At this stage the client can become counselor to the group in stages 1, 2, and 3.

As Harris (1977:81) cited by Chaudhary observes, 'Speaking is a complex skill requiring the simultaneous use of different abilities which often develop at different rates… five components are generally recognized in analyses of the speech process' Harris list them as follows:

a) Pronunciation including segmental features, vowels and consonants, and the stress and intonation patterns.
b) Grammar.
c) Vocabulary.
d) Fluency.
e) Comprehension.

Of these, pronunciation is the most difficult to asses.

'The central reason is the lack of general agreement on what good pronunciation of a second language means: Is comprehensibility to be the sole basis of judgment, or must we demand a high degree of phonetic and allophonic accuracy? And can we be certain that two or more native speakers will find the utterance of a foreign speaker equally comprehensible…?' see Harris (id.81).

Tokin (1992) presents a good overview of this confusion about what may be called dimensions of oral proficiency. He examines rating scales like the ones used by the American Council on the Teaching of Foreign language.

(1992:154-55) Observes, '…. A workable three-part profile might produced concentrating on three separately rated overall factors, which I shall call accuracy, range, and strategic competence…'

Tonkyn defines accuracy in terms of grammatical and pronunciation features requiring two different scales: range in terms of vocabulary and grammatical complexity, and strategic competence in terms of fluency. He, however, admits that, 'We need to listen a lot of more examples of oral performance to validate this, or any alternative, profile' (p.155).

Teaching material:

It is important for teacher to use resources in teaching for many reasons. First, it helps the students to understand the object of the lesson. Additionally, it helps the teacher to evaluate the students if they understand the lesson or not. Teacher sometimes takes long time to prepare a resources and it is not successful that why teacher should think about some resources that is helpful for both teacher and students.

The complete set of materials utilized as the language learning progresses include: A set of colored wooden rods A set of wall charts containing words of a "functional" vocabulary and some additional ones; a pointer for use with the charts in Visual Dictation A color coded phonic chart(s) Tapes or discs, as required; films Drawings and pictures, and a set of accompanying worksheets Transparencies, three texts, a Book of Stories, worksheets.

Classroom Environment

Learning is also a process of social collaboration. Teachers and their students together create the learning environment. A supportive friendly, safe classroom, that

emphasizes positive emotions and interactions, contributes to students' social-emotional well-being, resilience, productive coping strategies and engagement in learning.

Teacher communication about classroom norms and procedures that is clear and consistent is associated with greater attentiveness, more time on task and less disruptive behavior. Students, who know what their teachers expect of them in terms of work and social behavioral class, and the consequences of not meeting those expectations, are more likely to be behaviorally engaged. Year 3 to 5 students in the U.S. who had positive perceptions of teacher expectations, for example, were found to be more effortful and persistent in learning.

The environment where each student develops himself is the basement of his own convictions and qualities. Each student's basement starts in his family. When a family have a big problem like when the parents are fighting or they have bad habits like drink too much alcohol or consume any drugs. Then the students, who lives there looses his control and stop studying. According all of these the behavior influence in the academic achievement of the students of negative ways because this interferes in this motivation.

School environment is an important school variable the school director also plays the most important roll in a high school, because she evaluates teachers, capacities, abilities, experience, and technique.

Many aspects of classroom life may contribute to students' misbehavior: the physical arrangement of the classroom, boredom or frustration, transitional periods, lack of awareness of what is going on in every area of the classroom. Remember, however, that

classroom climate and physical arrangements can also encourage desirable behavior. (www.teachervision.fen.com/classroom.../2943.ht...).

Features of learning environments.

Below are identified some of the physical features of learning environments (classrooms) that can affect learning.

Lighting: is one of the most critical physical characteristics of the classroom is lighting (Phillips, 1992). The importance of an appropriate visual environment for learning tasks deserves careful consideration. The visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude, and thus, performance. Dunn (1985) insisted that the lightning of a school should be considered an active element of the total educational environment. He found that good lighting contributes significantly to the aesthetics and psychological character of the learning space. Concomitantly, Horton's (1972) research suggested that the ability of individuals in school to concentrate on instructions was strongly influenced by factors such as lighting. In the same way, LaGuissa (1974) concluded that many schools by modifying the existing lighting system could reduce systems costs while providing an improved learning environment through better vision, visual impact and comfort.

Harmon (1938) found that over 4000 children developed observable deficiencies associated with Mal illumination (poor lighting). In the late 1940's conditions of the learning environment (lighting, seating and decor) were improved in a selected number of schools, resulting in the following student improvements: 65% reduction in visual difficulties, 47.8%

decline in nutritional problems, 43.3% reduction in chronic infections, 25.6% reduction in postural problems and, finally, 55.6% decline in chronic fatigue.

Color choices**:** can also impact the teaching/learning process. Sinofsky and Knirck (1981) found that color influences student attitudes, behaviors and learning. In fact, they cited the most important reasons for using color effectively in learning environments. These reasons include that color affects a student's attention span and affects the student's and teacher's sense of time. Papadatos (1973) suggested that the proper use of color in schools can convert an atmosphere that is depressing and monotonous into one that is pleasing, exciting and stimulating. He concluded that such change in color schemes in schools would reduce absenteeism and promote positive feelings about schools. Likewise, Faily (1979) reported findings that optical stimulation by the use of warm colors and brilliance of lighting will cause increases in muscular tensions, respiration rate, heart action, blood pressure and brain activity. Cool colors and dim lighting bring about reverse effects such as muscles relaxing more and sleep being facilitated.

From these findings, it is evident that lighting, color choices play a significant role in the achievement of students. (www.coe.uga.edu/.../researchabstracts/visual.htm)

Noise**:** can be defined as being unwanted sound. Form example**,** Persinger (1999) undertook a study looking at the effect of background noise sound fluctuation from ventilation fans on the tiredness of students. During four consecutive lectures, data was collected after each hour, which reflected student fatigue and their ability to concentrate. During half of these lectures, overhead ventilation fans in the lecture hall were turned on,

generating sound that was more or less continuous and averaged about 60-65dB. During the remaining lectures the fans were turned off. The effects of noise were dramatic: Student reported greater fatigue when exposed to the noise conditions and this may have interfered with their ability to concentrate.

Crowded Conditions**:** in general, high density (crowding) has minimal effects on learning of simple concepts appropriate to a lecture format, but interferes with learning of complex concepts and with activities that require students to interact **(**e.g., Ahrentzen et al., 1982; Weinstein, 1979).

Seating arrangements: A study that you may find of interest (because it obtains results that you may not anticipate) in regards to the impact of seating arrangements and learning is outlined below -Wheldall et al (1981)

Aim: To compare the effect of classroom seating arrangements (in rows or around tables) on children's 'on task' behavior.

Conclusions: Children pay more attention in class when they are seated in rows.

(http://workconditions.blogspot.com/)

Influence of emotion in Learning Process

Emotions can have enormous effects on learning and help or hinder the development of a child and their success in school. Priscilla Vail, the late teacher and learning specialist described emotion as the "on-off switch to learning". "Anger, pessimism, and fear blow fuses, trip learning circuits," she wrote. "When the switch is off learning is not possible."

The opposite is true for positive emotions. When we are joyful and hopeful we are more receptive and learning and memory are enhanced. When the switch is on the pathway to learning is open.

Emotions control how we interpret life and the resulting actions. These are influenced by the memories we have of our past interpretations. As these memories take hold, they build our beliefs and have a major impact on our emotions. Positive memories can build positive emotions, and therefore lead to a positive attitude toward learning. Conversely, negative memories or interpretations can lead to negative emotions and restrict the ability to learn. For instance, a student might have a history of not completing homework and associated conflicts with their parents and the school. Those memories will affect thoughts and emotions; and can create difficulty with current efforts on homework by thinking thoughts such as “I think at homework…I’ll never finish…why.should.I.try”.

Another way that emotions affect learning is through motivation. If we have negative emotions or thoughts toward something we will be less likely to put forth effort in that area. Fear of failure, disconnect between effort and results, and negative mental states including depression or anxiety can all lead to poor motivation. This in turn reinforces all of the negative thinking because low effort brings poor results and the pessimistic cycle begins to take over.

According to Skinner and Watson, **motivation** is very difficult to define. It seems to have been impossible for theorist to reach consensus a single definition.

The Webster Dictionary to motivate means to provide with motive, a need or desire that cause a person to act.

Motivation is also defined as the impetus to create and sustain intention and goal seeking acts. It is important because it determines the extent of the learner´s active involvement and attitude toward learning.

Motivation is a desire to achieve a goal, combined with the energy to work toward the goal. Many researchers consider motivation as one of the main elements that determine success in developing a second language.

Factors that affect motivation:

Motivation to learn is a competence acquired through general experience but stimulates most directly through modeling, communication of expectations and direct instruction or socialization by significant others.

Several factors affect student´s motivation to learn a second language.

Internal Factors:

Age: Piaget, Maslow, Adelfer, Erickson, Vygotsky.

Gender: Girls are known to acquire language faster than boys; hence, their motivation would be higher

Goals: Why the learner is studying the language.

Need: How much the learner needs to study this language.

Interest: How interest the learner is in learning this language.

Attitude: How the learner views this language and its speakers.

Expectancy: How much the learner expects to succeed.

Native language proficiency: The more academically sophisticated the student´s native language knowledge and abilities, the easier it will be for that student to learn a second language, then more motivated.

Self-efficacy Competence: Judging own ability and competence. How capable of success they think.

External Factors:

Teachers: Encouragement expectations, feedback Scaffolding task presentation, teaching strategies, and techniques rewards.

Course content and classroom atmosphere: Relevance attractiveness challenge relaxed, positive atmosphere.

Social Identity: Teenager tend to be heavily influence by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers.

Roles models: Students need to have positive and realistic roles models who demonstrate the value of being proficient in more then one language.

Home Support : Support from home is very important for student´s motivation to learn a second language. If parents value both the native language and English, communicate with their children in whichever is most comfortable.

Learning environment: In order for the students to be motivated, the learning environment needs to be free form anxiety, the student should not feel threatened or intimidated.

Anxiety can also take control over the learning process and limit one's cognitive ability. Fear can build on itself and interrupt the thinking that is necessary to perform academically. This can take the form of test anxiety, fear of failure, social phobias, or generalized anxiety that leave only partial use of one's intellectual capabilities.

Typically, children do not have the tools or strategies to break out of the negative cycle that affects their ability to learn. They need intervention from a trusted adult such as a parent, counselor, teacher, or other "safe" person. Rapport and trust need to be built to allow the child to accept help from another person. Sometimes a breakdown has to occur before they are willing to address the issues. Some of the following tips can be useful when assisting a child who is struggling with their emotions and/or attitudes that may be affecting their learning.

Learning Activities

The importance of learning activity can be found in the skills English student master through center participation. Typically, learning activity in a classroom are designed with educational games or activities that teach various reading, writing, or provide hands-on lessons that encourage children to work independently and in teams while a teacher devotes time to small group and independent instruction.

Most learning activity feature projects or activities that reinforce instruction already covered in the classroom. Learning activity give students an opportunity to take knowledge they already have and apply it in different ways. This approach helps with comprehension and retention.

Learning activity typically provide students with a limited number of choices for how an activity or lesson is completed. Students learn the importance of independent thinking, making choices individually and in group settings.

Learning activity that focus on artistic or creative endeavors teaches children the importance of challenging themselves from a creative perspective. Students have the opportunity to see how others working in a learning activity vocabulary approach a project, and they may opt to emulate the other student or take a new creative approach based on their own artistic vision.

Students of every age participating in learning activity will learn the importance of working within a group dynamic. Materials and space must be shared, both independent and group work must be performed, and everyone is responsible for cleaning up space when an activity is complete.

Learning activity that involve more than one student are prone to all kinds of issues such as sharing materials, following instructions and taking turns. Learning center activities help students understand the importance of solving problems in a group setting, either by working through disagreements on their own or by asking for teacher assistance.

Students working in learning activity have both an independent responsibility to completing a task on time, as directed, as well as responsibility for helping others complete their tasks as well. Learning activity encourage students to assist one another while also completing their own work.

Friendships play important roles in our lives. Friends give us support when we have a problem, teach us new things, and are good playmates. It takes skill to make and keep

friends. Learning how to keep a confidence, being a good listener, and sharing are some of the skills that people use to make and keep friends.

DRAMA AND ROLEPLAY

Drama is an excellent way to get students using the language. It essentially involves using the imagination to make oneself into another character, or the classroom into a different place. It can be a stating point for exciting listening and speaking work and it can be utilized as a tool to provide practice in specific grammatical, lexical, functional or phonological areas.

By bringing the outside word into the classroom in this way we can provide a lot of useful practice (in cafes, shops, banks, business streets, parties, etc.) That would otherwise be impossible. There can also be a freeing from the constraints of culture and expected behavior, this can be personally and linguistically very liberating. Curiously, it is sometimes the shyest students who are most able to seize the potential.

Success or failure of drama activities dependents crucially on the perceived attitude of the teacher and of the other students, without a certain degree of trust, acceptance and respect the change for useful work are greatly diminished.

Six types of drama activity are commonly found in English language teaching classrooms.

Role- play: Students act out small scenes using their own ideas of or from ideas and information on role cards.

Stimulation: This is really a large scale role-play, role-cards are normally used and there is often other background information as well. The intention is to create a much more

complete, complex ‘world’, say of a business company, television studio, government body, etc.

Drama games: Short games that usually involve movement and imagination.

Guided Improvisation: A scenes is improvised one by one the students join a character, until the whole scene and possibly story take on a life of their own.

Acting Play Scripts: Short written sketches o scenes are acted by the students.

Prepared Improvised Drama: Students in small groups invent and rehearse a short scenes or story that they then perform for the others.

Communicative Activities: There are classroom activities designed to get learners to speak and listen to one another.

We normally communicate when one of as has an information (facts, opinions, ideas, etc.) that another does not have. This is known as an ‘information gap’. The aim of a communicative activity in class is to get learners to use language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information.

Groups’ dynamics: Seem to be important in classroom second language acquisition. Some classroom learners make overt comparisons of themselves with other learners. In other kind of comparisons, learners match how they think they are progressing against their expectations. Often these comparisons result in emotive responses to the language learning experience. Where the comparison results in a successful self-image, the learner experiences positive rewards and thus continues to display effort, so learning is also enhanced.

Individual learning techniques: There are varieties in the techniques employed by different learners:

- Preparing and memorizing vocabulary list. Learner recorded first the English word, then the foreign word in phonetic transcription and finally the orthographic.
- Learning word in context.
- Practicing vocabulary, playing games as trying to think of words with the same ending and repeating words to oneself.

III. METHODOLOGICAL DESIGN

3.1 HYPOTHESIS

We hypothesized that the difficulties that ninth grade students have in communicating in the classroom during an afternoon English class, in the second semester of 2012 at Montelimar High School is due to the students´ lack of interest in learning the language, the little time dedicated to study, poor motivation, psychological problems concerning the students, as well as the inappropriate use of teaching – learning strategies.

3.2 UNIVERSE, POPULATION, AND SAMPLE

The universe for this research was **191 people** who are students of high school at Public Montelimar School, San Rafael del Sur, located in Managua province during the first semester 2012 in the afternoon shift.

In addition, the **population** was integrated by all the students from 9th grade at public Montelimar School, which correspond to **33** students and 1 English teacher.

Considering the number of the population, **15** students are representative **to be the sample.** That is equivalent to the 45% of the population.

The sample:

Age Scale	Total of Students
13 to 14	5
15 to 16	8
17 to more	2
Total	**15**

3.3. System of Variables

VARIABLES	SUB_VARIABLES	INDICATORS
General Information	Age	13-14 15-16 17 or more
	Sex	- Male - Female
Educational Factors	Techniques that teacher use in the classroom to motivates students' participation.	• Dialog memorization • Transformation drill • Questions and answers exercises
	Didactic materials the teacher use in class to stimulate students' participation.	• Flashcards • Pictures • Wallpaper • Drawings • Tape recorder • Computer
Educational Factors	The classroom environment is appropriate or not appropriate to development communicative activities in the English Class.	• Appropriate • Inappropriate • Not very appropriate
	Teacher encourages school attendance and help to better students communicative activities	• Sending information to parents about the students advance • Inviting parents to visit the school
Psychological Factors	External motivation	• Games • Plays • Songs • Short stories
	Internal Motivation	• Personal interest • Enthusiastic • Anxious

	Some Factors that influence negatively in the development of communicative activities	• Poor interest • Shyness • Low self confidence

3.4. Methodology:

This is a descriptive research because it describes what happening in the ninth grade students of the afternoon shift at Montelimar School, in San José Town. There are **Some factors that affect the communicative English activities.** It reflects the educational factors in which we are, and where we took original sources from.

We used some polls directed to students and the teacher. The student´s poll has some basic questions to know their opinion about the teacher performance, their motivation and psychological factors that they have.

The guide for interviews comprises six questions and some statistics data were taken by observing class which is based in the criteria that the Ministry of Education used to make an observation class.

We have been working with a chronogram of activities which permit organizes each specific aspect in our research. Furthermore, we pointed out the objectives as clearly as possible in order to determine the relevant information that we need.

We have been using different resources to obtain information such as; Internet, and books resources that are helping and enriching our theories.

IV. Development

Table of Matrix information

Nº Survey	General Information					Educational Factors																										
	sex		Age			Techniques That Teacher uses to motivate the students			Didactic Materials that teacher uses in class to sitmulate students' participation						The Classroom Environment													Teacher´s activities to encourage school attendance and help to stududents		Developme of Dynam Activitie		
															1			2		3											
	M	F	1	2	3	a	b	c	a	b	c	d	e	f	a	b	c	Y	N	a	b	c	d	e	f	g	a	b	a	b	c
1	x		x			x			x								x		x		x	x	x	x	x	x	x		x	x		
2		x	x			x				x					x			x				x		x				x			x
3	x		x				x			x	x	x					x		x		x	x	x	x	x	x		x			x
4		x	x			x				x	x				x			x						x				x	x		
5	x		x			x					x					x			x		x	x	x	x	x	x		x		x	
6	x			x			x			x	x						x	x							x	x	x			x	
7	x			x			x			x	x				x			x						x		x		x	x		
8		x		x		x				x	x	x					x		x	x	x	x	x	x	x	x		x	x		
9		x		x		x				x	x						x	x		x	x	x			x	x		x	x		
10		x		x			x			x					x				x	x	x	x	x	x	x	x		x		x	
11		x		x		x				x					x			x				x			x	x	x			x	
12		x		x		x				x						x			x		x	x	x	x	x	x		x		x	
13	x			x		x				x	x						x		x		x	x	x	x	x	x	x		x		
14	x				x		x			x	x						x		x				x	x		x		x		x	
15	x				x	x			x	x	x						x	x				x	x	x	x	x		x		x	
Total	8	7	5	8	2	10	5	0	2	13	10	2	0	0	5	2	8	7	8	4	8	11	9	12	11	13	3	12	6	7	2

Table Matrix of information

Nº Survey	Psychological Factors																						
	External Motivation				Activities that teacher uses to promote student's participation					Teacher's reaction when students don't participate in oral exercises					Internal Motivation			Teacher's aptitude when students give their point of view			Factors that in poor partici studer		
	a	b	c	d	G	OP	SS	S	D	a	b	c	d	e	1	2	3	A	B	C	a	b	c
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	
6				x					x			x			x			x					x
7			x						x			x			x			x					x
8			x						x			x				x		x					x
9			x						x			x			x			x					x
10			x						x					x	x					x			x
11		x							x			x			x					x			x
12			x						x					x	x					x			x
13				x					x			x			x					x			
14		x							x			x					x	x					x
15			x			x								x	x			x					x
Total	0	6	6	3	1	2	0	0	12	0	0	11	0	4	11	2	2	7	1	7	0	5	13

4.2 Codification

Codification: Students survey.

1. General Information

Sex	**Age**
M= Male	1= 13-14
F= Female	2= 15-16
	3= 17 to more

2. Educational Factors

✓ Techniques that the teacher uses in class to motivate the student´s participation.

a= Dialog memorization

b= Transformation drill

c= Questions and answer exercises.

✓ Didactic materials that the teacher uses in class to stimulate students' participation.

a= Flashcards

b= Wallpaper

c= Drawings

d= Pictures

e= Tape recorder

f= Computer

✓ Classroom's environment

1. the classroom environment is appropriate or not appropriate for developing communicative activities in English

   a= Appropriate

   b= Inappropriate

   c= Not very appropriate

2. Like the classroom environment

   Y= Yes

   N= No

3. Things that affect to students when they are in class.

   a= Blackboard in bad condition

   b= Desk in bad condition

   c= The classroom mess

   d= The dirty classroom

   e= The other people observing the class

   f= Window without blind

   g= wall marked up

✓ The teacher's activities to encourage school attendance and help to better students communicative activities.

a= Sending information to parents about the students advance

b= Inviting parents to visit the school

✓ The teacher applies dynamic activities.

a= Always

b= Sometimes

c= Rarely

d= Never

- ✓ You practice English…

A= Just in Class

B= At home

C= Wherever

- ✓ The teacher allows students to speak Spanish in English Class

a=Always

b= Sometimes

c= Rarely

d= Never

3. Psychological Factors

- ✓ External motivation.

a= Games

b= Plays

c= Songs

d= Short stories

- ✓ Activities that teacher uses to promote student's participation.

G= Games

OP=Oral Presentation

SS= Short stories

S= Songs

D= Dialogs

- ✓ Teacher's reaction when the students don´t participate in oral exercises.

a= Take some point off

b= React very angrily

c= Try to encourage you to speak

d= Obligate you to participate

e= Choose another student

- ✓ Internal motivation

1= Personal interest

2= Enthusiasm

3= Anxiety

- ✓ Teacher's aptitude when students give their point of view

A= Respect their opinion and let go on.

B= Refuse it and do not allow them to continue.

C=Compare it with others.

- ✓ Factors that influence in poor participation of students.

a= They're afraid of teacher.

b= They don't like to talk in front of their partners.

c= They get nervous.

d= They’re shy.

e= Their English Speaking skill is not good.

f= They don’t want to practice their English speaking skill.

- ✓ Negative psychological factors that influence in student's communicative activities.

a= Poor interest of the students

b= Shyness

c= Low self-confidence

4.3 Description of results

Results of student´s survey:

1. **General Information:**

Sex		
Male	8	53%
Female	7	47%
Total	15	100%

Table 1

- According to the cross tabulation, from the sample taken eight students (53%) were male, and seven (47%) students were female. This demonstrates that the male are the majority of our sample.

Age		
13-14	5	34%
15-16	8	53%
17-more	2	13%
Total	15	100%

Table 2

- 34% of the students were between thirteen and fourteen years old; 53% of them were between fifteen end sixteen and 13% between seventeen or more years old.

2. **Educational Factors:**

Methods That Teacher uses in class to motivate the student´s participation		
Dialog memorization	10	66%
Transformation drill	5	34%
Questions and answer exercises	0	0%
Total	15	100%

Table 3

- According to the information that we obtained, 66% of the students affirmed that teacher uses dialog memorization to motivate their participation and 34% of them think that technique that teacher uses is transformation drill.

Didactic materials that the teacher uses in class to stimulate students' participation.		
Flashcards	2	13%
Wallpaper	13	86%
Drawings	10	66%
Pictures	2	13%
Tape recorder	0	0%
Computer	0	0%

Table 4

- The 13% of the students answered that their teacher uses flashcards like didactic material; an 86% said that teacher uses wallpaper, while the 66% said that teacher uses drawings and the 13% answered that teacher uses pictures. This table may not

totalize because the students had the opportunity to choose several options. In this case, teacher probably had used different kind of didactic materials according to topic.

The classroom environment is appropriate or not appropriate for developing communicative activities in English		
Appropriate	5	34%
Inappropriate	2	13%
Not very appropriate	8	53%
Total	15	100%

Table 5

- This table shows that 34% of the students considerate that the classroom environment is appropriate while the 13% answered that it is inappropriate. However, there were 8 students (53%) that think that the classroom environment is not very appropriate.

Like the classroom environment		
Yes	7	47%
No	8	53%
Total	15	100%

Table 6

- Of the students surveyed 47% like the environment of the classroom but the 53% of them don´t like it.

Things that affect to students when they are in class.		
Blackboard in bad condition	4	27%
Desk in bad condition	8	53%
The classroom mess	11	73%
The dirty classroom	9	60%
The other people observing the class	12	80%
Window without blind	11	73%
wall marked up	13	86%

Table 7

- This table allows observing the aspects that affect to students during the class which have relations with the classroom environment. Furthermore, this elements could be the reasons why the students don't like the classroom, environment.

  The 27% of the students answered that the bad conditions of the blackboard affects to them, 53% of the students think that what affects them is desk in bad condition, there are 11 students (73%) that are affected by the classroom mess; the 80% said that they feel bad when other people observe in class; window without blinds obtained the 73% and the 86% answered that the wall marked is affecting them. This table may not totalize because the students had the opportunity to choose several options.

The teacher's activities to encourage school attendance and help to better students communicative activities.		
Sending information to parents about the students advance.	3	20
Inviting parents to visit the school	12	80
Total	15	100

Table 8

- The 20% affirmed that teacher sends information to their parents about their advance, the rest (80%) answered that teacher invites their parents to visit the school to communicate them about their advance.

The teacher applies dynamics activities		
Always	6	40%
Sometimes	7	47%
Rarely	2	13%
Never	0	0%
Total	15	100%

Table 9

- The 40% of the students surveyed said that teacher always uses dynamics activities in class. While The 47% of them answered that teacher sometimes uses dynamics activities. Finally the 13% mentioned that their teacher rarely uses dynamics activities.

You practice English…		
Just in Class	11	73%
At home	4	27%
Wherever	0	0%
Total	15	100%

Table 10

- The cross tabulation presents that 73% of the students practice English just in class. While the 27% of them practice it at home.

The teacher allows students to speak Spanish in English Class		
Always	11	73%
Sometimes	2	13%
Rarely	2	13%
Total	15	100%

Table 11

- The 73% of the students answered that their teacher always allows them to speak Spanish in English Class, 13% said that he sometimes allows them to do it. Finally 13% of them answered that he rarely allows them to speak Spanish in English Class.

3. Psychological Factors:

External Motivation		
Games	0	0%
Plays	6	40%

Songs	6	40%
Short stories	3	20%
Total	15	100%

Table 12

- The 40% of the total of the sample revel that teacher motivates them using plays, while 40% thinks that songs are an external motivation used by teacher and the 20% said that their external motivation are short stories.

Activities that teacher uses to promote student's participation.		
Games	1	7%
Oral Presentation	2	13%
Short stories	0	0
Songs	0	0
Dialogs	12	80%
Total	15	100%

Table 13

- This table shows that 7% of the students answered that games promote their participation, 13% of them think that oral presentation is the activity used by teacher to promote their participation while 80% said that the activity that teacher use to promote students' participation is dialogs.

Teacher's reaction when the students don´t participate in oral exercises.		
Takes some point off	0	0
Reacts very angrily	0	0

Tries to encourage them to speak	11	73%
Obligates them to participate	0	0
Chooses another student	4	27%
Total	15	100%

Table 14

- The 73% of our sample said that teacher tries to encourage to students to speak when they don't participate in oral exercises and the 27% answered that the teacher chooses another student.

Internal motivation		
Personal interest	11	73%
Enthusiasm	2	13%
Anxiety	2	13%
Total	15	100%

Table 15

- The 73% of them have a personal interest like internal motivation; the 13% of the students feel enthusiasm and the 13% anxiety.

Teacher's aptitude when students give their point of view		
Respect their opinion and let go on.	7	46%
Refuse it and do not allow them to continue.	1	7%
Compare it with others	7	46%
Total	15	100%

Table 16

- This cross tabulation shows that 46% of the students answered that when they give their outlook about a topic their teacher respect their idea and let go on, the 46% of them said that he compare it with others student, finally the 7% of the student said that the teacher refuses it and does not allow them to continue.

Factors that influence in poor participation of students.		
They are afraid of the teacher.	0	0
They do not like to talk in front of their partners.	5	33%
They get nervous.	13	87%
They are shy.	4	27%
Their English Speaking skill is not good.	4	27%
They do not want to practice their English speaking skill.	0	0

Table 17

- From the sample taken, the 33% of the students don´t like to talk in front of their partners, the 87% get nervous when they have to speak in English, the 27% of them are shy and the 27 % of them think that they don't have good English speaking. This table may not totalize because the students had the opportunity to choose several options.

Negative psychological factors that influence in student's communicative activities.		
Poor interest of the students	2	13%
Shyness	9	60%
Low self-confidence	4	27%
Total	15	100%

Table 18

- The 13% of the students surveyed thinks that a negative psychological factors that influence in student's communicative activities is the poor interest of them, the 60% answered that shyness is the negative factor and 27% of them have low self-confidence.

According to teacher´s interview

1. Techniques that the teacher uses in class to motivate the student´s participation.

   She presents new vocabulary and practices with students to help them learn pronunciation. She uses dialogs which student can learn more about vocabulary and grammar and then they make their own dialog to present in front of the class. She uses plays, and short stories to reinforce the student's knowledge. Students have to memorize different dialog according to the topic, they make some transformation an then they have to dramatization, however this last aspects is so difficult because the majority of the students don´t memorize the dialog.

2. Didactic materials that the teacher uses to development communicating activities.

   She often uses drawing and pictures. In addition, she uses wallpaper.

3. The classroom environment is appropriate to practice communicative activities in English.

   She thinks that the classroom environment is not very appropriate to development communicative activities because other students or visitors who aren't student sometimes are observing the class and ninth grade students don't feel comfortable. In addition the windows are without blinds. Besides, usually There are students playing outside and these activities help not to keep the attention during the class. Other negative aspect is the dirty of the classroom.

4. Teacher's reaction when students don´t participate in oral exercises.

   She always tries to encourage them to speak but sometimes get this is so difficult because there are students that don't like to talk or participate in the communicative activities like dialog.

5. Frequency that teacher meets with the student's parents.

   She sometimes has to send information to parents to visit her and inform them about a specific situation but the majority of time she invites to parents to school twice in a semester. <u>However, the majority of parents don´t attend teacher´s invitation.</u>

6. Factors that have negative influence to practice communicative activities in the classroom.

   There are different factors. The most relevant are: a) the lack of interested of student to study, b) the lack of practice of vocabulary, c) students don´t like to read, d) they feel fear to talk in English, d) the lack of Anxiety, and e) the low self-confidence.

Class Observation Analysis:

We used a direct observation guide in order to know the way teacher performs her classes, we took into account four parameters: Teacher's methodology, didactic material used in class, students' aptitude, and the classroom environment.

Teacher's methodology and didactic material:

1- The topic was the comparative form of adjectives.

2- She used the whiteboard to explain the rules of the comparative form of adjectives.

3- She explained the rules in both languages, first in English then in Spanish.

4- She uses drawings of different things (cars, pens, books, chairs, etc) to make sentences using the comparative form of the adjectives.

5- The students first practiced pronunciating the adjectives, then they read the sentences that teacher wrote on the board.

6- She got the students to complete sentences with the comparative form of adjectives.

7- Students read the full sentences.

Students' aptitude:

1. The majority of students were paying attention; however, some of them were talking with other and two students were listening music by cell phone.
2. The majority took notes about the teacher`s explanation.
3. Some of them asked question to teacher about the grammar rules but in Spanish.
4. Four students were very participating.
5. Three of them didn`t integrate in the class.

6. Some of them made the exercises that teacher said but they didn´t apply the rules correctly.
7. Some of them didn´t want to read sentences of the exercises.

The classroom environment:

1. The classroom were dirty, there were a lot of paper on the floor. But the teacher asked to students that they clean the classroom.
2. Window without blinds.
3. The blackboard was in regular condition.
4. Students have their desk. Its condition is good.

4.4 Analysis and Interpretation of results

After having analyzed the survey´s students, teacher´s interview and our observation, we found that**:**

According to the students the 66 % of them said the teacher uses dialog memorization techniques to motivate their participations (Table 3) and the teacher said that she used dialog dramatization more frequently (Question 1). The students and teacher are agreeing in this.

Basing on the observation of one class, we can say that the teacher use deductive method to teach grammar and the activities used by teacher were related with the topic.

We observed that teacher used drawings and wallpaper to development the class. In table 4, the 86% of the students answered that teacher used wallpaper and the 66% of them said that teacher used drawings.

The majority of the students (53%) according to the table 5 affirmed that the classroom environment is not very appropriate; therefore, they don't like the classroom environment only the 47% of the students like the classroom environment (According to the table 6) and the teacher is agree with them. According to the students and teacher, there are different reasons which the classroom environment is not very appropriate but the more relevant are: wall marked up, the other people observing the class, the classroom mess and window without blind.

She encouraged to the students to participate in class. But Teacher and students speaks in Spanish the majority of time.

The teacher agrees that the environment of the classroom affects the Teaching-Learning process because they have often "visitors" (vagrants), who are not students, looking through the "windows", and that´s bothers them. Furthermore, almost always there are students playing outside who distract her students and as a result they don´t pay attention to the class.

The 80% of the students and the teacher affirmed that to encourage school attendance and help the students' communicative activities, teacher invites parents to visit the school and talk with them about the educational situation of their children. Rarely, she send information to parents about children advance.

The students in the majority stated that their teacher always applies dynamics activities in class to motivate them and make an active class but there are few that believed that their teacher rarely use dynamics activities in class.

An important aspect that we found was that the 73% of the student practice English just in class only the 27% of them have the opportunity to practice English at home. However, during the English class teacher allows them to speak Spanish.

Some external factors that they have to motivate their participation are: Plays, Songs, and short stories.

Dialog is the activities that teacher uses more frequently to promote student´s (According table 13). Secondly, Teacher uses oral presentation.

In the cross tabulation, table 14, we found that teacher tries to encourage them to speak when they don´t want to participate in oral exercises and 27% of them affirmed that teacher chooses another student.

The 73% of the students think that their internal motivation is their personal interest. Only the 16% of them show enthusiasm (13%) and anxiety 13% to improve their speaking skill.

We can observe that the teacher is a friendly person because she respects the students' opinion, she allows them to express their point of view (according to 46% of the students) and she compares the different point of view with others (according to 46% of the students).

There are many factors that influence in poor participation of students. Most of the students answered in our survey that they dislike participating in oral exercises because they get nervous when the teacher ask them to participate in class. Moreover, they don´t like to talk in front of their partners. The majority of them are shy. Finally, they don´t have a good speaking skill.

In addition, some negative psychological factors like shyness, low self-confidence and poor interest of the students are influencing in the students' communicative activities.

V. Findings:

- The teacher more frequently uses dialogue memorization as techniques to motivate the students' participation in communicative activities in the classroom. She also uses transformation drills. Although the teacher uses some techniques, they are not enough to get the students' participation.
- The teacher has excellent dominium and scientific knowledge but she needs to look for more creative techniques to motivate the students and increase their interest to participate in communicative activities.
- The professor is focused more on teaching grammar rules than she is on speaking abilities.
- The teacher habitually uses didactic materials in her class. However, these materials used (wallpapers, drawing and sometimes pictures) tend to be poor.
- The teacher applies some dynamics activities to motivate her students' participation. However, they are allowed to speak Spanish in class which could affect the learning of the English language.
- The majority of the students only have the opportunity to practice their English in class, and not outside of the classroom.
- The classroom environment is not very appropriate to development communicative activities. The students do not like the environment of the

classroom due to the walls being marked up. They also have a lot distraction during the class from other students playing outside and other people looking through the windows that do not have blinds. In addition, the classroom mess and dirtiness are negative factors.

- Although the teacher tries to encourage the students to speak English in class, they do not like to. The students get nervous when the teacher asks their participation. Furthermore, they do not like to talk in front of their partners. Their English speaking skills are not good because they do not study outside the class. In addition, there are some strong negative psychological factors that effect them such as shyness, anxiety and low self-confidence.
- The teacher invites the parents to visit the school to communicate information about their child´s educational progress. When there is a special situation, she sends information to the parents, asking them to visit her and talk about the problem. But the majority of parents do not respond to the teacher's invitation.

VI. Recommendations:

The objective of teaching spoken language is to develop the ability to interact successfully in the language. This involves comprehension as well as production. The accurate measurement of speaking ability is not easy. It needs time and effort to obtain reliable results.

- ✓ The teacher should use a variety of teaching techniques to motivate her students' participation. It is important to consider that some students learn faster than others. Conversation practice, repetition drill, using commands to direct behavior, and action sequences are some techniques that the teacher can use.
- ✓ The teacher should make use of audio-tapes of conversations as well as songs, posters, and charts.
- ✓ The teacher should emphasize functions and communication strategies more than grammatical structure.
- ✓ The teacher should collect materials such as photographs from newspapers and magazines or ask students make drawings. The teacher should also develop other materials to use sometimes with different groups and topics.
- ✓ The teacher should use the English language as much as possible. This gives students the opportunity to use the language naturally. It is also very helpful if the teacher speaks to students in English outside the classroom.
- ✓ The teacher has to provide students with fluency activities such as role-plays, discussions or certain types of games. They help to build students confidence in speaking and allow them to develop sufficient interactional skills.

- ✓ The students are responsible to keep their classroom environment in good quality. Nevertheless, they and their parents should do some activities to get money to paint the classroom.
- ✓ The students have to learn that cleanness and order are important factors not only to the classroom environment but also to their learning processes. Furthermore, they should keep their classroom clean and correctly use the garbage can.
- ✓ The students need to dedicate more time to study English and practice vocabulary outside in classroom.
- ✓ The teacher should create a comfortable environment to help the students feel self-confident and motivated in the classroom.
- ✓ The teacher should make language learning process as enjoyable as possible for the students.
- ✓ The parents should directly involve themselves in the education of their children and to try to help them and support them in their studies.

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VIII. Annexes

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
UNAN-MANAGUA
RECINTO UNIVERSITARIO "RUBEN DARIO"
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH DEPARTMENT

Survey to Students

Dear student, we are doing a research project to investigate difficulties in communicating inside and outside the classroom. We want to help students to learn how to communicate in English with others. Please read carefully the following items and give us your opinion and help us gather information

I. **General Information:**

Date:_____

1. Sex: a. Male ☐
   b. Female ☐

2. Age_____

Mark an X to the correct form.

II Educational Factors:

3. Which of these techniques does the teacher use in class to motivate the students participation:
   a. Dialog memorization_____
   b. Transformation drill_____
   c. Questions and answer questions_____

4. What didactic materials does the teacher use in class to stimulate students' participation?
   a. Flashcards _____
   b. Wallpaper_____
   c. Drawings_____

d. Pictures _____
e. Tape recorder_____
f. Computer_____

5. Is the classroom environment appropriate or not appropriate for developing communicative activities in English?
   a. Appropriate _____
   b. Inappropriate_____
   c. Not very appropriate_____

6. Do you like the environment of your classroom?
   a. Yes_____
   b. No_____

7. Which of the following things affect you when you are in class? (you can choose whatever you want)
   a. Blackboard in bad condition_____
   b. Desk in bad condition _____
   c. The classroom mess_____
   d. The dirty classroom_____
   e. The other people observing the class_____
   f. Window without blind_____
   g. Wall marked up_____

8. The teacher encourages school attendance and help to better students communicative activities by:
   a. Sending information to parents about the students advance_____
   b. Inviting parents to visit the school_____

9. Does the teacher apply dynamic activities where it promotes the student's participation?
   a. Always_____
   b. Sometimes_____
   c. Rarely_____
   d. Never_____

10. You practice English…

a. Just in Class_____
b. At home_____
c. Wherever_____

11. Does your teacher allow you to speak Spanish in English Class?
a. Always_____
b. Sometimes_____
c. Rarely_____
d. Never_____

III Psychological Factors:

12. The teacher motivates students externally using:
a. Games_____
b. Plays_____
c. Songs_____
d. Short stories_____

13. What kind of activities does the teacher use to promote student's participation? (you can choose whatever you want)
a. Games _____
b. Oral Presentation_____
c. Short stories _____
d. Songs_____
e. Dialogs_____

14. How does your Teacher react when you don´t participate in oral exercises?
a. Takes some point off_____
b. Reacts very angrily_____
c. Tries to encourage you to speak_____
d. Obligates you to participate_____
e. Chooses another student_____

15. The student shows interior motivation for English by:
a. Personal interest_____
b. Enthusiasm_____
c. Anxiety_____

16. When you give your point of view of specific topic, your teacher?
    a. Respect your opinion and let go on_____
    b. Refuse it and do not allow you to continue_____
    c. Compare it with others_____

17. Why do you not like to participate in English Class? (you can choose whatever you want)
    a. You're afraid of teacher_____
    b. You don't like to talk in front of your partners_____
    c. You get nervous_____
    d. You're shy_____
    e. Your English Speaking skill is not good_____
    f. You don't want to practice your English speaking skill_____

18. Which of these psychological factors influence negatively in the development of communicative activities?
    a. Poor interest of the students_____
    b. Shyness_____
    c. Low self-confidence_____

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
UNAN-MANAGUA

RECINTO UNIVERSITARIO “RUBEN DARIO”

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DEPARTMENT

Interview to teacher

Dear teacher, we are students of V year at UNAN Managua and we are doing a research project to investigate Difficulties that ninth grade student from the afternoon shift have in communicating inside and outside the classroom during first semester 2012 at Montelimar School. Please answer the following questions to help us gather information.

1. What kind of methods does the teacher use in the classroom to motivate student’s participation?

2. What kind of didactic material does the teacher use to develop the activities?

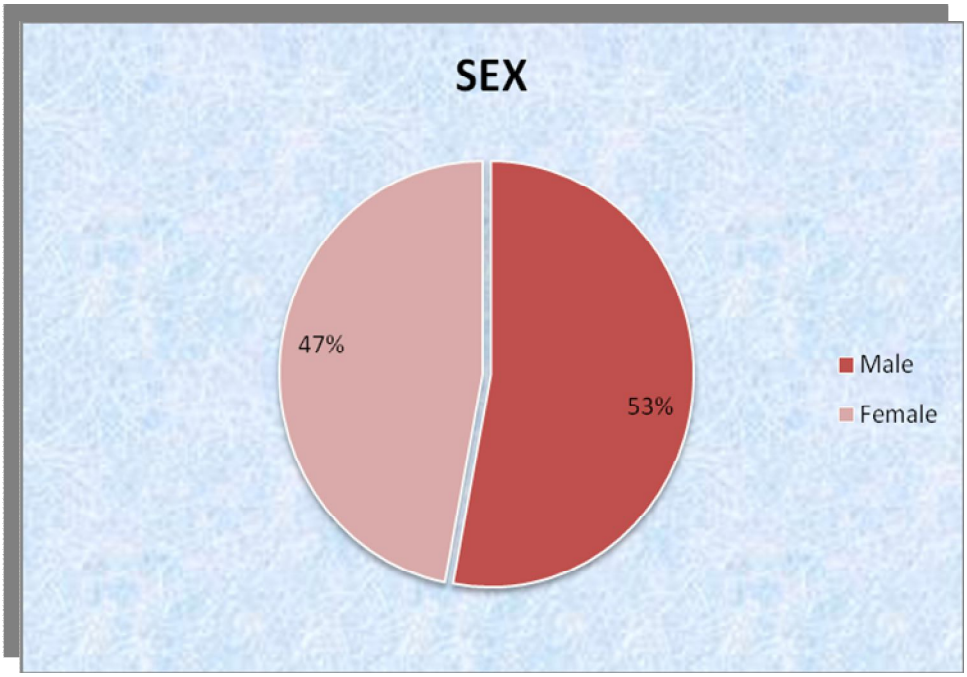
3. Is the classroom environment appropriate to practice activities?

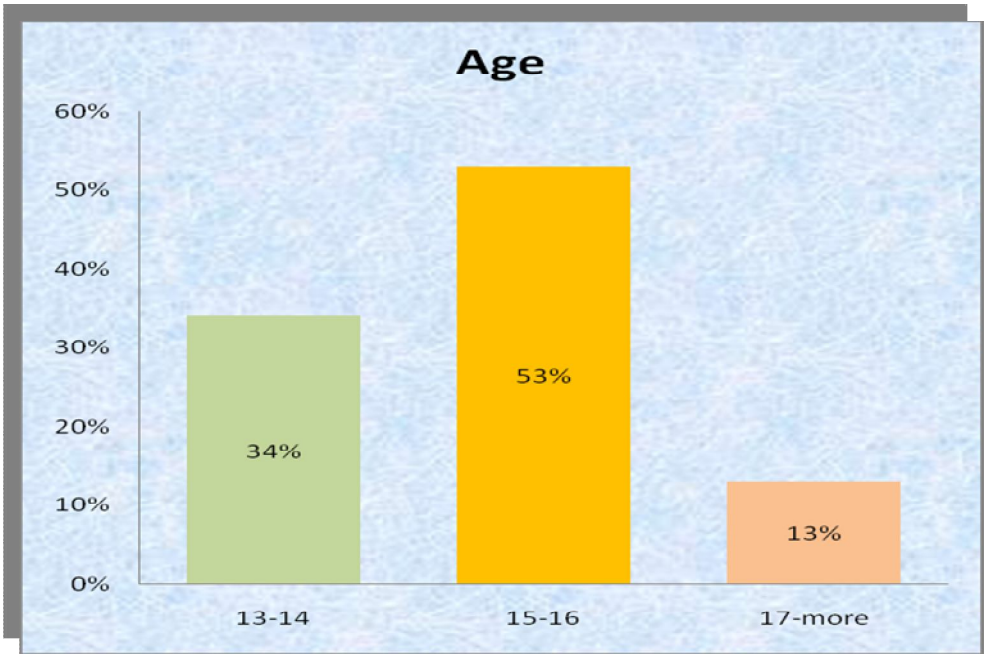
4. How does the English Teacher react when student don’t want to participate in Class?

5. How often does the teacher meet with student’s parents?

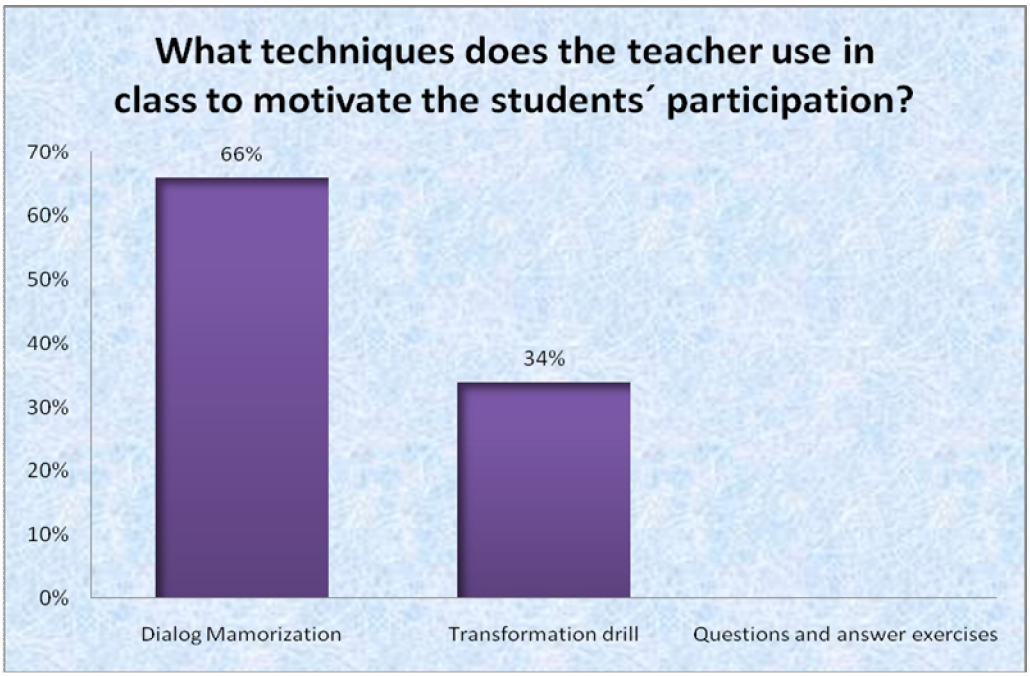
6. What factors influence negatively in the develop of the communicative English activities?

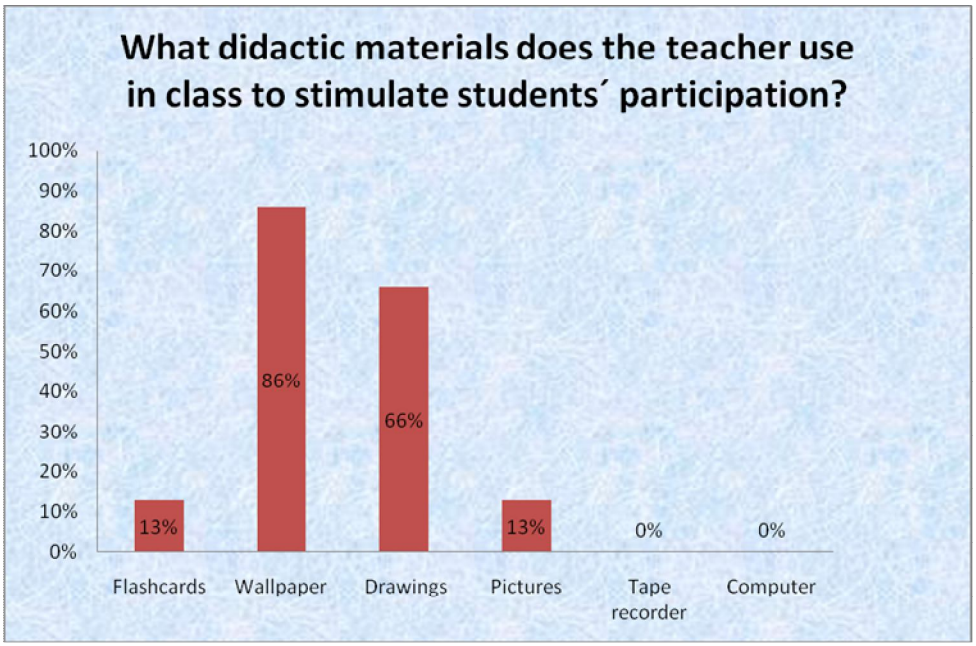
1. General Information

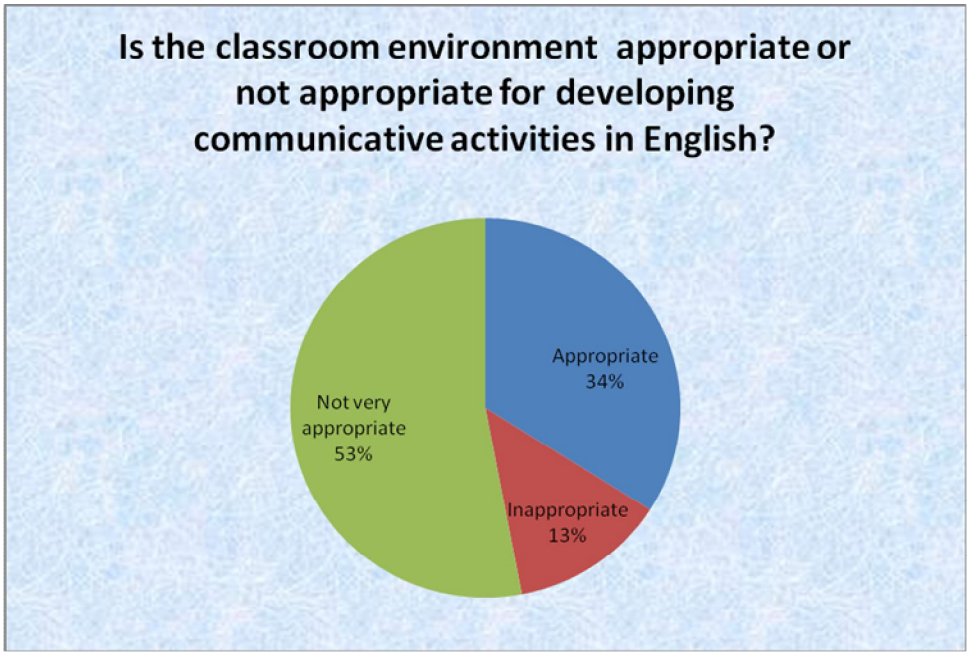


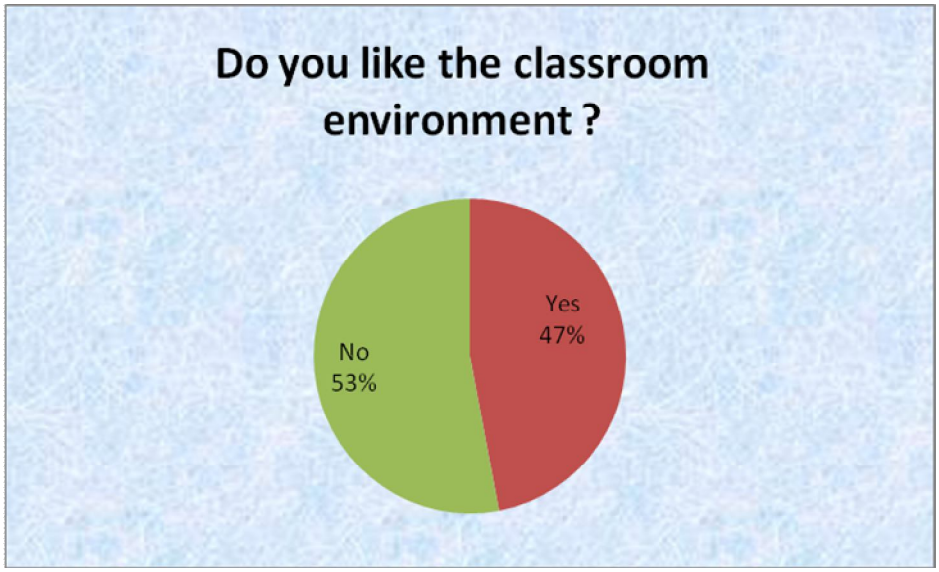


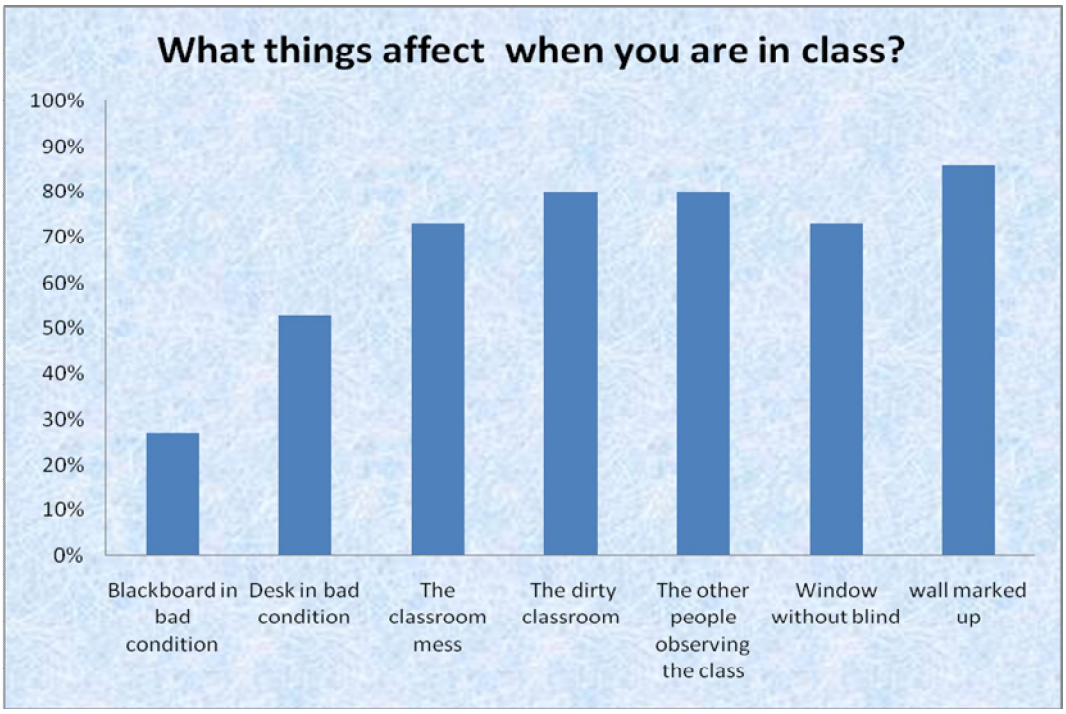
2. Educational Factors

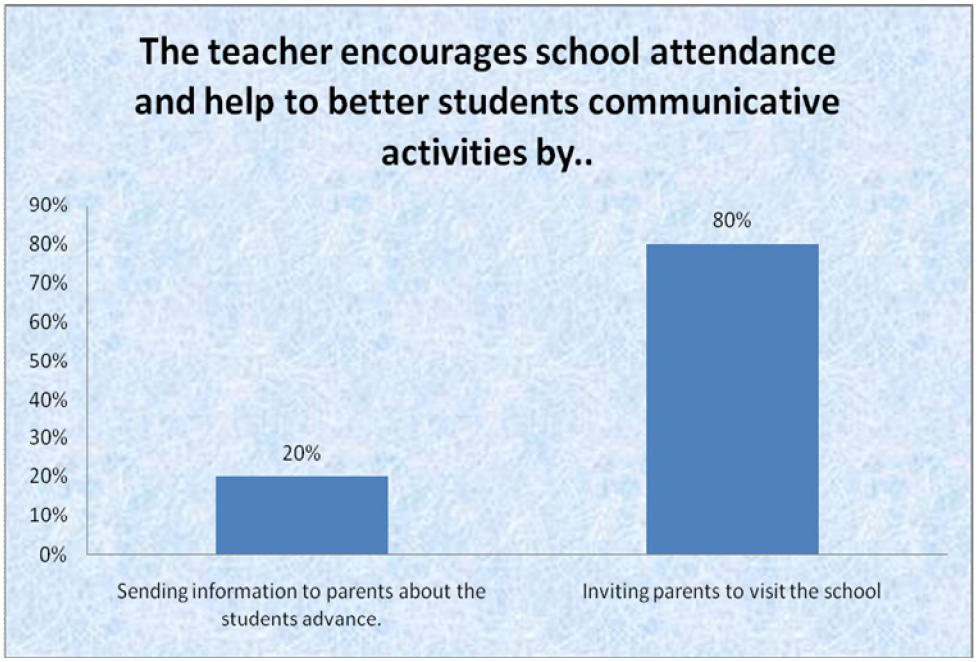

What techniques does the teacher use in class to motivate the students´ participation?
70%
60%
50%
40%
30%
20%
10%
0%
66%
34%
Dialog Mamorization
Transformation drill
Questions and answer exercises

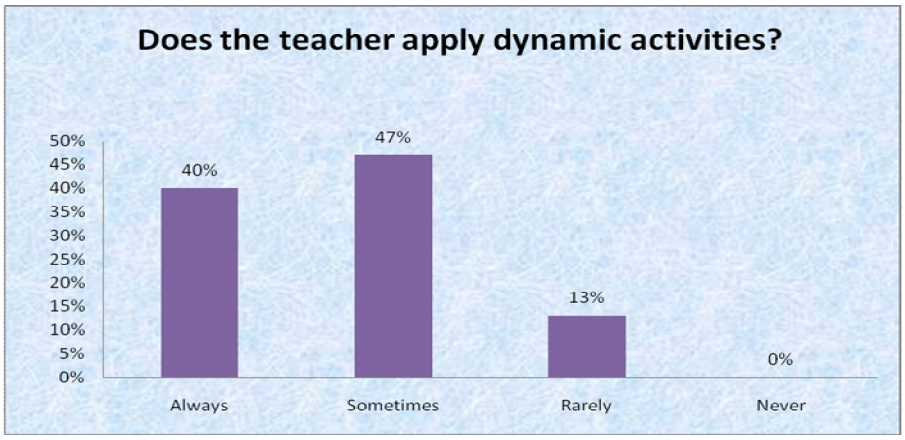

What didactic materials does the teacher use in class to stimulate students´ participation?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
13%
86%
66%
13%
0%
0%
Flashcards
Wallpaper
Drawings
Pictures
Tape recorder
Computer

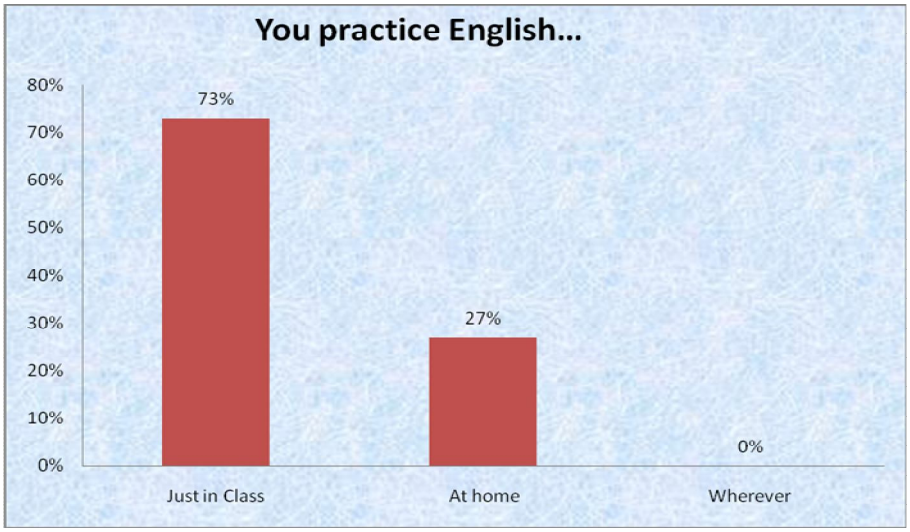

Is the classroom environment appropriate or not appropriate for developing communicative activities in English?
Appropriate 34%
Inappropriate 13%
Not very appropriate 53%

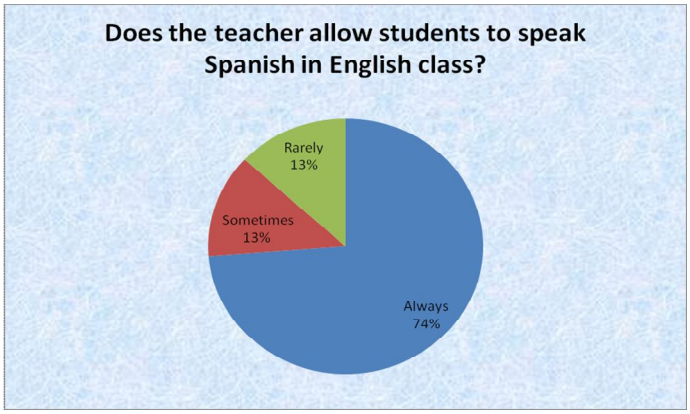

Do you like the classroom environment ?
Yes 47%
No 53%

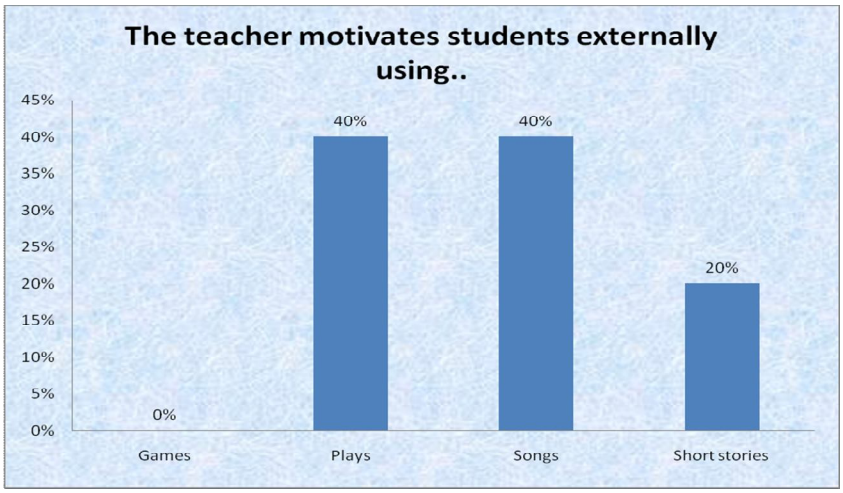

What things affect when you are in class?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Blackboard in bad condition
Desk in bad condition
The classroom mess
The dirty classroom
The other people observing the class
Window without blind
wall marked up

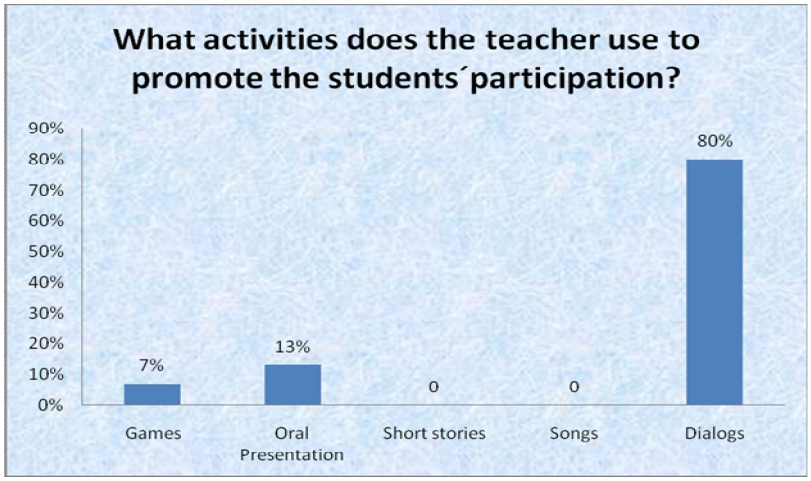

The teacher encourages school attendance and help to better students communicative activities by..
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
20%
80%
Sending information to parents about the students advance.
Inviting parents to visit the school

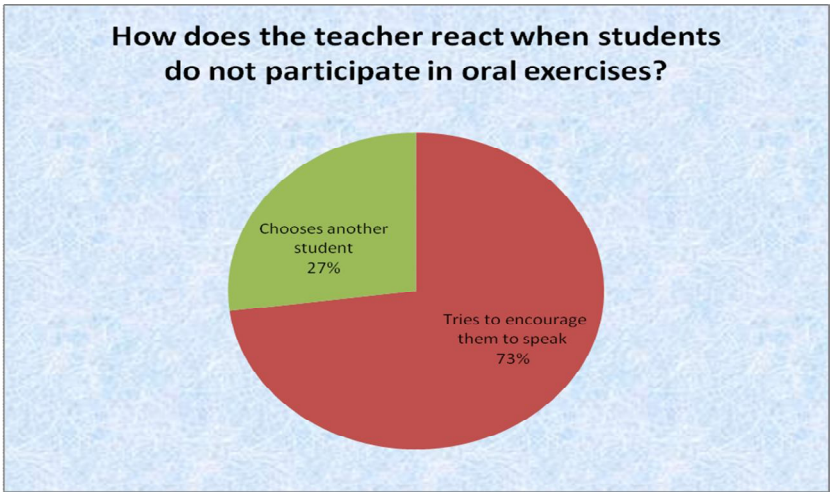

Does the teacher apply dynamic activities?
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
40%
47%
13%
0%
Always
Sometimes
Rarely
Never

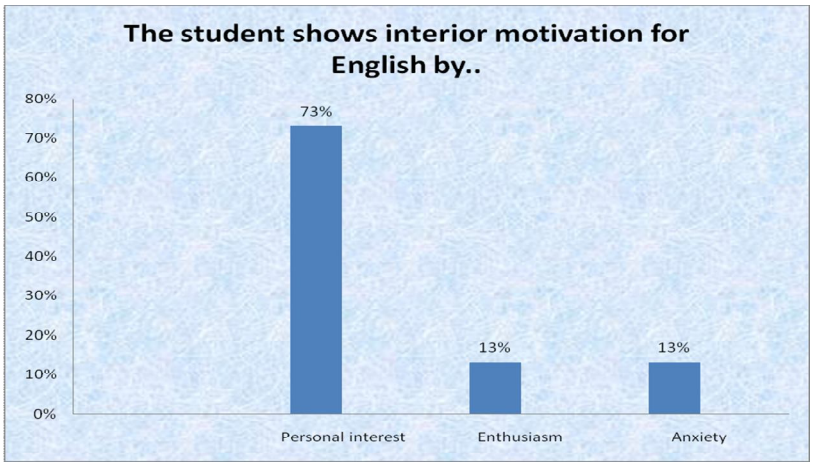

You practice English...
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
27%
0%
Just in Class
At home
Wherever

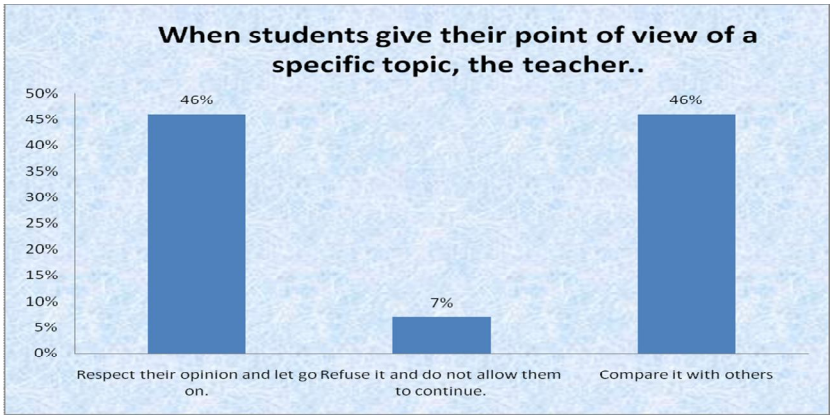

Does the teacher allow students to speak Spanish in English class?
Rarely 13%
Sometimes 13%
Always 74%

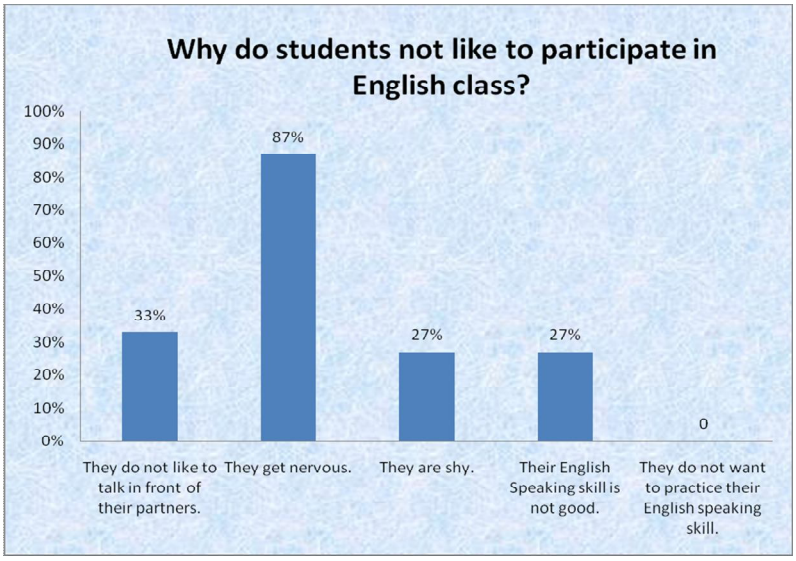

The teacher motivates students externally using..
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
0%
40%
40%
20%
Games
Plays
Songs
Short stories

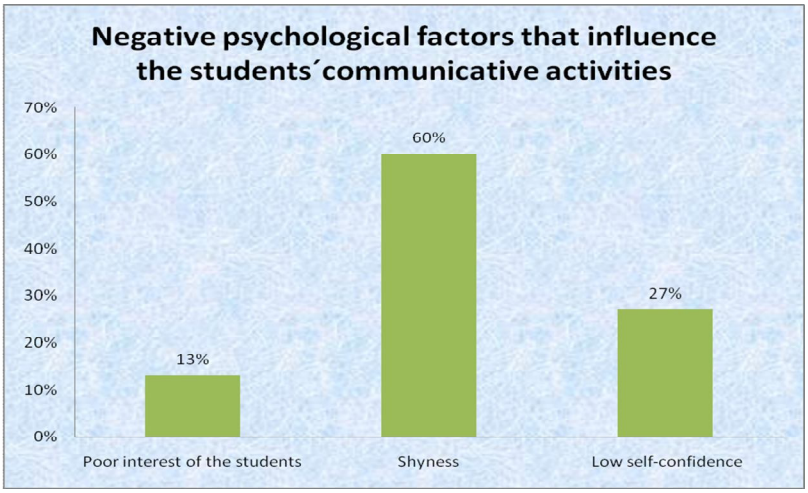

What activities does the teacher use to promote the students´participation?
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
7%
13%
0
0
80%
Games
Oral Presentation
Short stories
Songs
Dialogs


How does the teacher react when students do not participate in oral exercises?
Chooses another student 27%
Tries to encourage them to speak 73%


The student shows interior motivation for English by..
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
13%
13%
Personal interest
Enthusiasm
Anxiety


When students give their point of view of a specific topic, the teacher..
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
46%
7%
46%
Respect their opinion and let go on.
Refuse it and do not allow them to continue.
Compare it with others


Why do students not like to participate in English class?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
33%
87%
27%
27%
0
They do not like to talk in front of their partners.
They get nervous.
They are shy.
Their English Speaking skill is not good.
They do not want to practice their English speaking skill.


Negative psychological factors that influence the students´communicative activities
70%
60%
50%
40%
30%
20%
10%
0%
13%
60%
27%
Poor interest of the students
Shyness
Low self-confidence