# Universidad Nacional Autónoma de Nicaragua
# U. N. A .N



## Facultad de Educación-Idiomas
## Departamento de Inglés
## Seminario de Graduación

## Thema: Factors that influence negatively in students motivation to speak english in the four year "A" in the morning shift at Benito Salinas Institute in the second semester 2007

Authors : Tania Campos Palavicini

Arlen Danelia Castro Calero

Tutor: Hans Miranda

Managua, December 1St, 2007

# DEDICATORY

We want to dedicate our work to God because He has given us life and support, then to our families because of their love to encourage us to keep on with our dream and all the teachers who taught us during our studies at the university.

# ACKNOWLEDGEMENTS

Our thanks first of all to God because He gave us wisdom to develop this research work.

Our families for their support and advises to go ahead.

We also give thanks to this University because it gave us the opportunity to bring off our dream.

T o our teachers who gave us their knowledge, friendship, and comprehension.

**Abstract**

The present study was investigated in adolescents between 14 and 16 years old at Benito Salinas institute in the second semester 2007.

With this research we tried to find out    the possibility that there might be three factors that are influencing negatively on student's motivation to speak English in the class:

   a)  Educational    b) Social      c) Economical

Twenty students were involved in a survey which contained twenty questions. We also observed in the class what was the  purpose of the teacher - students' interaction in the classroom, the activities and material used in the class, we also could observe that students have family instability and many often work to help their family and studies, About  50% come late to classes. There is also no decoration in the classroom to motivate students to practice the language and the classroom's physical condition are bad, and they don't use any time to practice the language outside the classroom.

Our research is supported by a considerable number of documents concepts and theories we found in books, Internet and other research work.

We found important concepts like:: the motivation itself intrinsic and extrinsic achievement motivation integrative motivation, instrumental motivation, etc.Also our research work includes a system of variables and graphs with the information acquired. Through the survey applied to the students finally we have the conclusions and recommendations which we hope, it will be helpful for the English teacher to overcome this problem: we conclude that 60% of the students have a job, they work' to help their parents, also there is a poor relationship with their family. A considerable amount of students support that the teacher's methodology is very good so we recommend to give the students a moral and Psychological support to overcome their parents' poor relationship, and to create an English environment to increase students' motivation.

# INDEX

# Introduction

English motivation has a great importance for acquiring the language.

Our work is based on the lack of motivation on 4$^{th}$ year students secondary school in Dolores, Carazo.

In the second language acquisition we usually find that some students are not motivated to speak the language. We think that some of the factors that are influencing negatively in the development of the target language are the following:

Educational, social, and economical ones and how these factors limit the students' development in the performance. We took into account the economical situation of which some of them have to work part- time what make the learner process difficult.

We are going to talk about the kind of methodology the teacher uses to encourage student's participation and the activities that promote the use of the speaking skill.

We analyzed students' way of living their behavior at school and the time they spend to practice the language.

Also we took into account the percentage that the students and the teacher speak English in the classroom

You will observe a questionnaire and interview that we made to search where the problem of this topic is.

Finally we will state possible solutions and recommendations to overcome all these factors that obstruct the learning process.

**PROBLEM**

- What factors influence negatively in students motivation to speak English ?.

**SUBPROBLEMS**

- Teacher's methodology that will encourage students to participate.
- Time teacher and students spend to practice language.
- Student's social factors
- Economical situation
- Class environment

**THEME**

♦ Factors that influence negatively in students' motivation to speak English in the fourth year "A" in the morning shift at Benito Salinas Institute in the second semester 2,007.

## HYPOTHESIS

There are some factors such as educational; social, and economical ones that are influencing negatively in students motivation to speak English at Benito Salinas Institute fourth year "A" in the morning shift.

# I.- THEORETECAL FRAMEWORK

## 1.1.- Historical Background

The Benito Salinas institute is located next to the town water supply vat in Dolores, department of Carazo. The institute was inaugurated in 1995, since that time, students have been receiving bilingual education.

At the Benito Salinas Institute, there three firs years rooms, two second years rooms, one third year level, one fourth year level and one fifth year level. In each one of the classrooms there about forty pupils.

At morning shift they attend the English class three period a week of forty five minutes. The teacher uses the Postcards text book for every level which has been used for four years. Often English lesson are interrupted by different activities that prevent the teacher from teaching the lesson of the day.

# 1..2.- CONCEPTUAL FRAMEWORK

-**Methodology:** Is defined as a set of methods, the study of pedagogical practices in general are involved in how to teach.

-**Method:** It is a group of coordinated techniques and moments which direct the teaching and learning process towards specific objectives.

**Technique:** Is a set of devices and strategies used by teacher in teaching and learning process, realizing lesson objectives.

-**Motivation:** Is an internal state or condition (sometimes described as need, desire or want)that serves to activate or energize behavior and give it direction.

Motivation is involved in the performance of all learned responses; that is a learned behavior will not occur until is energized.

**Strategy:** Is a set of action and planned techniques which permit the attainment of objectives during the learning process.

-**Class environment**: It is defined as the place interaction take place between students with other student and students and the teacher and it most provide with enough brighten ventilation and comfortable social relationships.

# 1.3.- Theoretical framework

During our investigation we found factors that influence negatively on students motivation for speaking English in class.

Motivation is the main factor of success in teaching learning process. Motivation is some kind of internal drive which pushes someone to do things in order to achieve, something. As H Douglas Brown points out, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement.(Brown 2000: 160-166).therefore the teacher should be the provider of materials and condition which learner can take responsibility for her or his motivation and performance.

There are different activities that teacher can do to stimulate motivation, such as:

*Familiarize learners in the target language culture.

*Create a pleasant relaxed atmosphere in the classroom.

*Good relationship with the learners.

*Set personal sample with his/her own behavior.

*The learner's process.

Students motivation during the learner process can be affected by different aspects:

a) Society they live in: Students bring attitudes from the society they live in, these attitudes can be positive or negative.

Students' attitudes to language learning and the English language in particular depend on how important the learning of English is considered to be in the society if the language learning is part of the curriculum of high or low status. All these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

b)Significant others: Apart from the culture of the world around students, the attitude of parents and siblings can affect their attitude to language learning and speaking because people sometimes consider that Math, Geography, or others subjects are most important and they are more concerned with those subjects than with the learning English.

c) The teacher: Students' motivation to learn speak English depends of the teacher's attitudes. Increasing and directing student motivation is one of a teacher's responsibilities.

It is that we know what is our role in the classroom when we change from one activity to another, this way we can help our students to increase their motivation. Our role in the classroom is:

> ➤ Facilitator: Teacher most provide all kind of materials to make the class more agreeable.

> ➤ Organizer: It is vitally important for teachers to organize different activities and selecting appropriate techniques which students can be motivated to speak English in the classroom, some of these techniques are:

Questioning: There are several reasons why questions are so commonly used in teaching: they stimulate and maintain student's interest, encourage students to think and focus on the content of the lesson; they encourage student's participation in a lesson.

Other techniques are: Role -play, simulations.

Assessor: Teacher most offer feedback and correction when students have difficulty in the speaking English. Students need to know how and for what they are being assessed.

## Integrative Motivation

Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorised that "integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation" (Finegan 1999:568).

In an EFL setting such as Japan it is important to consider the actual meaning of the term "integrative." As Benson (1991) suggests, a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This occurs through the addition of another language and culture to the learner's own cultural identity. As Japan is predominantly a monocultural society, opportunities to use the target (L2) language in daily
verbal exchanges are relatively restricted. There is also limited potential for integrating into the target language community.

- **Instrumental Motivation**

In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the

requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

- **Integrative vs. Instrumental Motivation**

While both integrative and instrumental motivation are essential elements of success, it is integrative motivation which has been found long-term success when learning a second language (Taylor, Meynard and Rheault 1977; Crookes et al 1991). In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis 1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study language. Those who do support an integrative approach to language study are usually more highly motivated and overall more suce0s'sful in language learning.

One area where Instrumental motivation can prove to be successful is la the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group. Lukmani (1972) found that an instrumental orientation was more important than an integrative orientation in now-westernized female learners of L2 English in Bombay. The social situation helps to determine both what kind of orientation learners have and what kind is points out that in India, where English has become an international language, it is not uncommon for second language learners to be

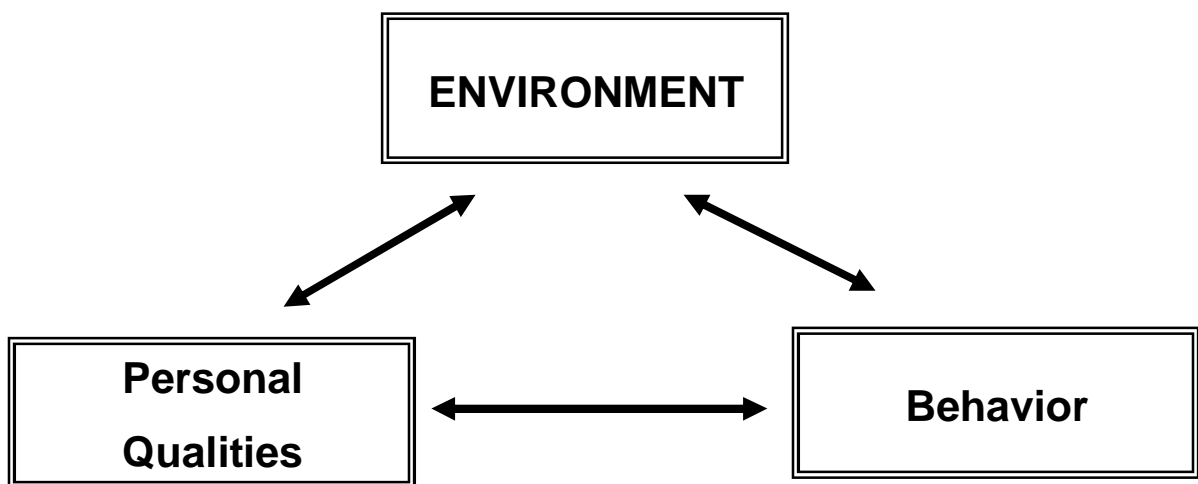successful with instrumental purposes being the underlying reason for study.

Brown (2000) makes the point that both integrative and instrumental motivation are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and
 culture of the country.

Motivation is an important factor in L2 achievement. For this reason it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factor which are unique to each language learner.

**Explanations of influence/causes of arousal and direction may be different from explanations of persistence:** In general, explanations regarding the source(s) of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person). Intrinsic sources and corresponding theories can be further subcategorized as either body/physical, mind/mental (i.e., cognitive, affective, conative) or transpersonal/spiritual.
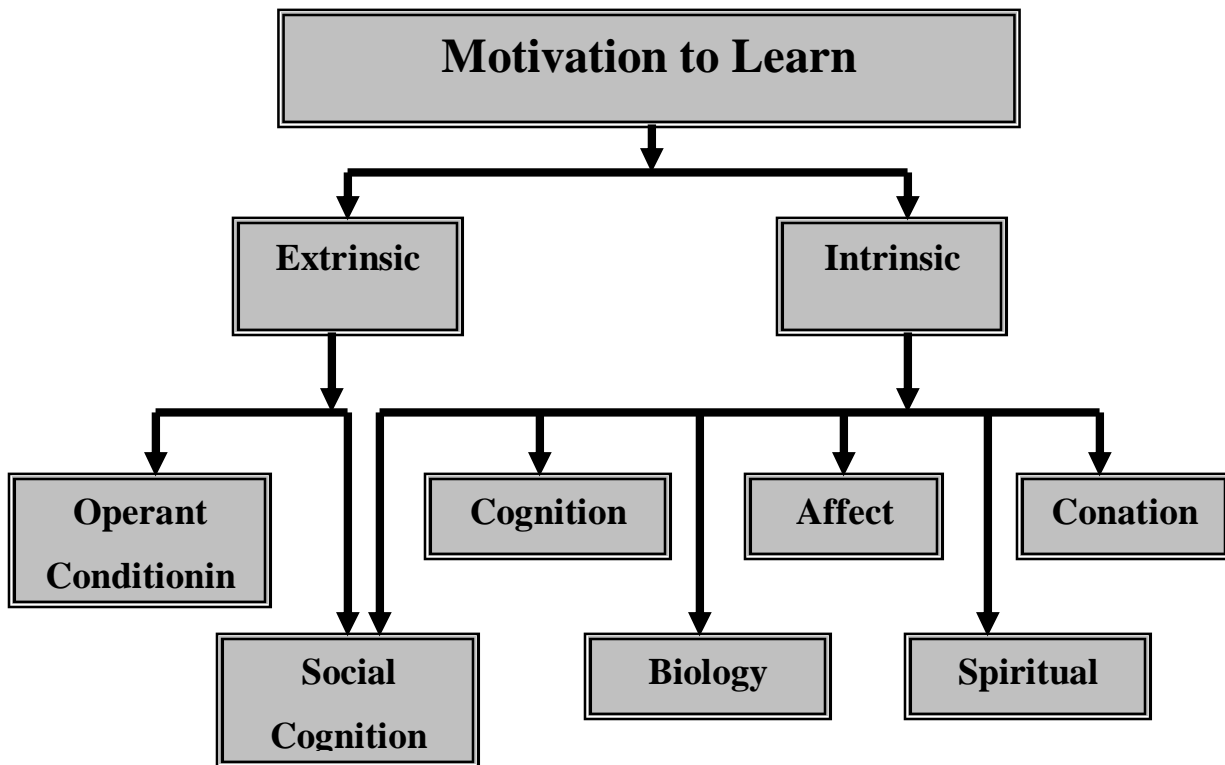
In current literature, needs are now viewed as dispositions toward action (i.e., they create a condition that is predisposed towards taking action or making a change and moving in a certain direction). Action or overt behavior may be initiated by either positive or negative incentives or a combination of both. They following chart provides a brief overview of the different sources of motivation (internal state) that have been studied. While initiation of behavior may be more related to emotions and/or the affective area (optimism vs. pessimism; self-esteem; etc.) While persistence may be more related to conation (volition) or goal-orientation.

```
                    ┌─────────────────────┐
                    │    ENVIRONMENT      │
                    └─────────────────────┘
                       ↙             ↘
┌─────────────────┐                      ┌─────────────────┐
│    Personal     │  ←────────────────→  │    Behavior     │
│    Qualities    │                      │                 │
└─────────────────┘                      └─────────────────┘
```

Transpersonal or Spiritual Theories

Most of the transpersonal or spiritual theories deal with the meaningfulness of our lives or ultimate meanings. Abraham Maslow (1954) has also been influential in this approach to motivation. Other influential scholars included Gordon Allport (1955), Victor Frankl (1998), William James (1997), Carl Jung (1953,1997), Ken Wilber (1998).

Achievement motivation

One classification of motivation differentiates among achievement, power, and social factors (see McClelland, 1985; Murray, 1938, 1943). In the area of achievement motivation, the work on goal-theory has differentiated three separate types of goals:

mastery goals (also called learning goals) which focus on gaining competence or mastering a new set of knowledge or skills; performance goals (also called ego-involvement goals) with focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort; and social goals with focus on relationships among people (see Ames, 1992; Dweck, 1986; Urdan & Maehr, 1995). In the context of school learning, which involves operating in a relatively structured environment; students with mastery goals outperform students with either performance or social goals. However, in life success, it seems critical that individuals have all three types of goals in order to be very successful.

One aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, but still keep the high expectations for success.


**Impacting motivation in the classroom**


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

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

| Intrinsic | Extrinsic |
|---|---|
| o      Explain our show why learning a particular content or skill is important | o      Provide clear expectations |
| o      Create      and/or maintain curiosity. | o      Give corrective feedback |
| o      Provide a variety of activities and sensory stimulations | o      Provide valuable rewards |
| o      Provide games and simulations;" | o      Make rewards available |
| o      Set goals for learning | |
| o      Related  learning  to student needs | |
| o      Help student develop plan of action | |

As a general rule, teachers need to use as much of the intrinsic suggestions as possible while recognizing that not all students will be a appropriately motivated by them. The extrinsic suggestions will work, but it must be remembered that they do so only as long as the student is under the control of the teacher. When outside of that control, unless the desired goals and behaviors have beeninternalized, the learner will cease the desired behavior and operate according to his or her internal standards or to other external fact

## Student Motivation

Student motivation is influenced by both internal and external factors that can start, sustain, intensity, or discourse behavior (Reeve, 1996).

Internal factors include the individual characteristics or dispositions that students bring to their learning, such as their interest, responsibility for learning, values and perceive ability. (Ainley, 2004).For example, are students confident or fearful when they approach new learning tasks? Do they attribute success to luck or do they appreciate the effort

required? Do they feel in control of the factors that lead success?

It is also important to understand the external factors, which schools can affect-the variable in learning conditions and the environment that trigger, support, or change student motivation. Certain types of schooling practices my promote or hinder motivation, such as features of the classrooms, peer groups, tasks and instructional practices (Ainley, 2004). For example, challenging, relevant instruction helps to engage students. Another way to increase motivation is through positive connections to others, such as mentors and role models.

Students' believes about their ability to learn are shaped by messages and experiences at home, at school; and in the larger society. Low expectations can be subtly communicated by parents, and through school practices such as tracking, ability grouping, or curriculum that is not challenging. Conversely, high but achievable expectations convey the message that all the students are capable or achieving.

Schools can positively influence student motivation through:

- Varied and integrated instructional-strategies and resources
- An open and caring school environment
- A wide range of student supports
- Sharing information and responsibilities for student learning among the staff

These techniques all promote student motivation for educational success (Einspruch,Grover,Hahn,Guy,& Deck, 2001; Shore, 1998; Yair,2000).Key Research Findings

- High motivation in students is linked to reduced dropout rates and increased

Levels of student success (Dev, 1997; Blank, 1997; Ames, 1992; Newman, Bryk, & Nagaoka,2001)

- Students are more engaged in learning when they are active and have some choice and control over the learning process, and the curriculum is individualized, authentic, and related to their interests (Anderman & Midgley,1998).

- Intrinsically motivated students retain information and concepts longer, and are less likely to need remedial courses or review (Dev, 1997).

- ' Intrinsically motivated students are more likely to be lifelong learners, continuing to educate themselves outside the formal school setting long after external motivators such as grades and diplomas are removed( Kong, 1993).

Implementation

1. Engage students in setting learning goals. Make sure that goals are challenging, but achievable. Encourage students to take ownership for their learning, and to reflect on what they have learned and accomplish.
2. Make real-world connections. Help students see how skills they are learning can be applied to the real world. Us technologies for learning that students are already choosing to use outside of class.
3. Recognize individual differences. Not every student will be motivated by the same thing. Give student s individual feedback. Remind them that success often requires persistence and a willingness to overcome obstacles.
4. Reward with care. Students who are motivated only to avoid failure or to earn a certain grade rarely exert more than the minimum effort to meet their goal. Give prompt feedback and praise good work to help build students[9] self-confident.
5. Foster collaboration rather than competition among students. Encourage students to master skills at their own rate, for their own benefit rather than competing with classmates.

6.Recognize developmental differences. Students' engagement in school tends to decline as students get older (Anderman & Midgley, 1998). By middle school, peer influences have increasing effect on motivation).

**Current Theories of Motivation *m* Second Language Education**

Other interpretation of social factor. The "social grounding" mentioned above has become one of the major directions of SL research on motivation.

Spolsky, a leading authority on language learning, indicated that a key factor in the learning is the social context (Spolsky, 1988). Included in his definition of context are exposures to language, for these factors influence learner attitudes in two ways: attitude toward the language and motivation.Language also plays an important role in socialization. It is an expression of who we are. It is related to power empowerment. "Language experience provides options, expands the range of what speakers can do, and of what they mean"                    ( Savignon,1995)p.13)

## The method

### Traditional classroom Vs communicative classroom.

There are some important aspects that we have to take into account if we want to have communicative English lessons where our students can develop their speaking skill.

1. Control of knowledge

| traditional | Communicative |
|---|---|
| Teachers control, and are responsible for, much of the language output. They are the Source of language knowledge, so | Much of the language output is produced by students themselves and while there is a range of activities from Strictly controlled to free practice. |

2. Use of the target language.

| Teacher use the mother tongue 46" explains grammatical structures. Vocabulary is translated and examples are usually provided by textbook | Teacher use the target language as much as possible there by increasing the risk of making mistakes |
|---|---|

3- Knowledge of grammar.

| Teacher explains complex grammar | Teacher perhaps have to model |
|---|---|
| Rules that the students don't know beforehand. Therefore, they are in control of the knowledge to be given | Phrases or appropriate responses that they are not sure of. They may lack confidence in their ability to do this. Therefore, the instrument of power is diminished. |

4-Position of authority.

| | |
|---|---|
| Teachers are the visible figures of authority. They may stand at the front of the class for most of the time. The desk is normally raised from the floor. | The teacher may be in a number of situations throughout the lesson. They may be participating in an activity with one group, or monitoring another |

5- Distance between teachers and students.

| | |
|---|---|
| In the situation described above, there is more physical distance between the teacher and the students for most of the time in the lesson. | If teacher is performing the multiplicity of roles normally required of a communicative class, the distance is inevitable reduced. |

6- Indicators of achievement.

| | |
|---|---|
| Teachers, through their control of the output, can determine the achievement of each individual class. | It is not easy to control what will happen in a communicative class, no matter how particularly teachers plan , due to the less than predictable <u>nature of relatively communication</u> |

7- Teachers' familiarity with materials.

| | |
|---|---|
| Teachers are familiar with the old materials. | tf they required to teach communicatively, teachers may be unfamiliar with the material, or they may have to adapt existing material <u>and teach it unfamiliar way.</u> |

8- teachers' familiarity with the approach.

| The teachers are familiar with the approach implied or explicit in the textbook. | If the teacher are given new textbook they immediately have to deal with the unfamiliar. |
|---|---|

9-Roles of the teacher

| Teachers play fewer, more familiar roles. Much of the time they are the source of knowledge. | Teachers have to play a great number of roles in any one lesson. These roles are interactive and at times unclear. |
|---|---|

10- Students' familiarity with the approach.

| The students are familiar with the traditional approach. They have a clear idea hw teacher should do their job. | The students are unfamiliar with the new approach. They do not have a clear idea of what the teacher intends. |
|---|---|

11- Teachers' relationship with colleagues.

| Teachers maintain solidarity with the other teachers who teach the same material. | If teacher change their way of teaching, they may lose their sense of solidarity with other teachers. |
|---|---|

12- Teachers' relationship with superiors.

| The teacher may have the respect and the confidence of their superiors. | Teachers may worry about losing the respect and confidence of the head teacher. |
|---|---|

13- Teachers' relationship with students.

| Teachers may have the respect and confidence of the students, because, ' of the teacher's figure of authority who <u>has a great deal of knowledge.</u> | Teachers may lose the respect of the students by refusing to satisfy their expectations of what the teacher <u>should be doing.</u> |
|---|---|

14- Teachers' perception of their responsibility.

| Teachers see the dispensation of knowledge as their responsibility. They are responsible for seeing that the students get as much knowledge as is contained in each unit. | Teachers should promote the idea of students being directly responsible for their own language, which may mean that visible responsibility may not be as evident as before. |
|---|---|

There are different methods that teachers can use during the teaching and learning process to motivate their students to participate in the English class.

- The Audio-Lingual Method: Teacher want their students to be able to use the target language communicatively therefore, new vocabulary and structural patterns are presented through dialogs.

- The dialogs are learned through imitation and repetition Drills. With this techniques (dialogs memorization) students can develop their speaking Skill. They do not need to memorize rules, and they can establish a good interaction between teacher and other students.

- Communicative approach: In introducing the communicative approach teachers are apt to encounter some initial students reservations eventual composition on the finding can be used later for appropriate small groups or class discussion. One or two class meeting can be suspend occasionally in favor of a sequence of individual five minute appointment with the teacher on the specify topic or topics of student-teacher exchange. These and other exercises prod us to communicate in English some things of their own individuality.

- The users of the communicative approach most seek to demonstrate that it is in fact more productive way to teach. The classroom is a place to use the foreign language and not essentially a place to learn right answer. Communicative activities must move beyond game like exercises and include authentic conversation student will need a clear instructions appropriate guide sheets and sufficient example to follow.

- The role of the students: It is the teacher who relentlessly drills material into the mind of the students; but it is the students who repeatedly read aloud the material while perhaps pacing the walkways of the school yard or paths up public parks. Outside class the students must run the language samples through the mind, or run the mind through the language sample so that the memory recalls material when prompted by a cue.

The teacher strategies for reorienting students regarding their role may begin with one or combination of the following:

1- Regular use of the language to conduct the class activities.

2- Dramatic demonstrations of different practice device for obtaining functional use of the language.

3- Appropriate discussion of how people in general and different individuals in particular best learn another language.

4- Clear statement of the more appropriate roles of memory work in the acquisition process.

5- Resolute prevention of the thoughtless copying of illustrative language samples in place of active listening to another. Systematic assignment of homework tasks that illicit creative albeit imperfect uses of the language.

6- Frequent use of the shots quizzes of communicative character both oral and written.

7- Gradual inclusion of original communicative tasks on major examinations.

8- Careful avoidance of test item for which fixed answer might be anticipated and memorized.

A student must see that his own language skill and general knowledge is motivated to correct and modify his own language performances to the standard of his own level of proficiency. In taking written examinations, many students need prodding towards the practice of reviewing their work for accuracy and competences within low time. Oral exercises tend to mechanistic and abstract, and consequently they have little motivational and learning power. An exercise may be, the supporting vocabulary lends authenticity to it by making it understandable and by proving useful everyday context in which to practice the particular language task. Should the students not already know the supporting vocabulary, it can be quickly and painlessly grasped when modeled generously by the teacher prior to presentation of the

speaking exercises. The oral activities or oral work helps students to improve their speaking skill. There is much sort of oral work ,one of them is transition or discourse maker.

## Sociocultural Factors

The author Dimitracopoulou says that "language is a form of social action because linguistic communication occurs in the context of structed interpersonal exchanged, and meaning is thus socially regulated". Thus the interact with one or more speaks and shares values and Relieves that bind a community together and are expressed in their language. In other words we need to know the cultural interactions between individuals of different ages, statuses, and backgrounds and recognize that Sofciocultural is another aspect that affects oral communication great.

The affective side of the learner has a strong influence on language learning, principally in speaking.
The affective factors are emotions, self-esteem, emphasize, anxiety, attitude, and motivation. These factors give you a great idea to put in practice that we have to visualize learners as individuals, never as a mass of people. We have to approach to learners and be confident with them and promote their competences.
Oral communication is a vital component of the English language our curriculum and provides the base for growth in reading, writing, and listening abilities.

There are some negative factors that affect students' motivation to speak English for example:

- Parents and other family adults are not involved enough to instill the basis of self-motivation. Today both parents hold jobs outside the home. These are nuclear families, and there are no other adult to provide loving guidance, wisdom, and motivation.

- Thy do not see the relevant of the material in their lives. They do not see school as providing any benefit to them.

- Students have not developed their ability to think and can not discover motivation on their own.

- Students with significant learning disabilities who have not received help/are discouraged, and have giving up. They become convinced that they can not do the work.

- The modern entertainment media provides to many distractions. Entertainment takes on a higher priority than does education.

- Too absorbed in "Now" thinking and not enough "Future" thinking. They do not look ahead into the future.

- The people they relate with and their environment they live in do not provide them the opportunity to develop their speaking skill.

- They have to work to help their family, because of the economical difficulties their parents have and they spend their time doing different activities.

### Importance of Speaking in English Language

Speaking is the productive skill in the oral mode its like the other skill but more complicated that is seems at first and involve more than just pronouncing word.

In a world where means of communication are part of every human being activity we can not ignore how important English has become in this world of changes.

English language has evolutionated together with teaching and learning techniques. All over the world English is Spoken and more and more people want to speak it

correctly but we know that good speaking is not something that just happens or that some learners can do while others can not. We are fully award of speaking language and it is vital to understanding and being understood in our society.

Learners enroll in Academic Courses, they bay al the necessary material and some additional material. They spent time and money but their results are not quite good and satisfactory well what happens there

Take a look at students' behavior and their arguments in most of our schools.

1. Students are afraid their language skills are not adequate to express ideas in their own words.

2. It is so difficult for them to think ideas in English. They do not join in class discussions because most of the time they feel intimidated.

3. They do not pay attention to the language and customs. They do not put in practice the old saying "well in Rome do as the Romans...

4. They do not mix with native English speakers or people who speak English and either they can not get more chances to practice English.

5. They always worry a lot about making mistakes. They are too sensitive about making mistakes and trying to convey information perfectly.

This is what they argue about their problems with speaking and English language in general and we can not forget the other problems that other skills represent for them.

In addition to those problems they have lack of material and efficient techniques to put in practice.

It is said by Rebeca L. That "the instructions teaching style must address the learning style of the learner the learner must be motivated and the setting must provide

resources and values that strongly support the teaching of language" this affirmation give us an idea bring in to mind that students claim for this and they do not find any of these characteristics in our teachers and in the methods.

In fact most English Language Teaching in the world is not carried out by native speakers it's done by people who live wherever is teaching and it is not and obstacle because these teachers are well-trained and are able to transmit the language. In the words it is not the identify of the teacher that is going to make better the Teaching-Learning process in speaking it will depend on getting the right techniques and strategies to overcome this problems. Our main problem in Teaching-Learning process as we have seen is the learners and the second one is the way that speaking is taught without any methodological superiority in our school._ -

Regardless to this teachers should word with the variety that best reflects their own language use always provided that this will be understood by most other English Speakers in our country and/or the speakers that the students are most likely to come into contact with^

The fact is teachers should expose students to different language varieties in speaking, listening and reading so that they do not only hear their teachers' voice Jan Scartvik say that exposing beginner students to many varieties and accents will be comter-productive since they will already be facing the difficulty of coming to terms with just one varieties, then they are going to have opportunities to encounter more and different varieties of English.

Another important think to remain about speaking is that we know truly that the first manifestation of language as a Robin C. Scarcella and Rebecca L. say about speaking vs. writing is that "we master as well as the most frequently occurring medioum. It is a social act and it elicits some form of action, interaction or reaction between individuals.

So speaking is around us it is our environment and in all the actins peoples do the matter is to understand interpret ate them according to what our interlocutor wants to express and in this way we can affirm absolutely that speaking has a situational

context and the teaching learning process has to take it in account or reconsider its principals and make speaking skill teaching more flexible and adjusted to reality.

Something that is very important and teacher have in mind is about the linguistic factors which have a great incidence in speaking they show us what to consider in speaking and why for instance in speaking we are not always concerned with precision in expression. In fact oral communication has a lot of accidents and speakers make a lot of mistake or redundancy repetition is the main characteristics and we can take advantage of it, when we are teaching beginner or we need to emphasize the meaning of a word or statement.

How deep Psychological Linguistic and cognitive factors influence oral communications and including the interactive behavior of learner that is influenced by a number of factor like age or maturational constraints. We can assure that age is one of the most commonly cited determinant factor of success of failure in foreign language learning (Krashen long and Scarcella (1982) this argument held by these authors demonstrate us that acquirers who begin learning a second language is early childhood through natural exposure achieve higher proficiency than those beginning adults. So that we can infer or deduce that speaking a language is especially difficult for foreign language learners most in adults because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch stress, and intonation. In addition to these we have non-linguistic elements such as gestures and body language postures facial expression anjl they convey messages directly without any accompanying speech that is supported by Kan Summing in his article titled factors to consider developing Adult FL students' speaking abilities therefore we back this theory up keeping* in mind that EFL learners need explicit instructions have to be led to get competence in speaking considering that learners are acquiring a second language to avoid that learners experience enormous frustrations as they learn to speak in the second language.

# Classroom Environment

The physical environment reflects your teaching style. If you want students to collaborate in small groups for example, organize them around tables or

clusters desks. For frequent whole group discussions, try a circle or U-shaped desk configuration. If you plan on an individualized, paced curriculum, you might set up learning stations.

Many teachers prefer to create different areas within the classroom. For example, a classroom might feature a quiet reading corner, a music area where students can ply soft music while completing a work, a discussion/conversation center, a large table for cooperative projects, spaces for wet and messy projects, multimedia spaces, learning centers or stations, and individual work areas. /

Easily accessible materials and supplies can eliminate delays, disruptions, and confusions as students prepare for activities. In poorly arranged classrooms, students spend a lot of time wailing in line, waiting for help, waiting to begin. To eliminate waiting store frequently used items such as scissors and paste in several excellent areas.

## Environmental preferences

Other environmental preferences features include temperature, lighting, and noise level. These factors affect students in different ways and are directly related to individual learning styles. Studies suggest the environment to students' preferences, the students perform better academically and are better behaved.

How can you address environmental preferences in the classroom? Here are some tips from research and practice.

- Create both well-it and' dimly-lit areas in the classroom by using bookcases, screens, plants, other furniture. Some children learn best in bright light, but others do significantly better in low light. Bright light actually makes some students restless and hyperactive. Try allowing students to sit where they feel most comfortable, or try placing fidgety children in low-light areas and listless children in brighter areas.

- Provide opportunities for children, to move around while visiting learning centers and other special classrooms areas. Most of us have the mistaken impression that children heed extensive mobility while learning. These children learn significantly more if they move from one area to another as they acquire new information.

- Establish informal furniture arrangements where students can sit on soft chairs or pillows, or lounge on the carpet. Another myth is that children learn best when sitting up straight in hard chairs. About 75 percent of the total body weight is supported on only four square inches of bone when humans sit up straight in a hard chair, so it is easy to understand how the resulting stress on the buttock tissues causes fatigue, discomfort, and the need for frequent changes in posture. Research support the common-sense notion that many students pay better attention and achieve higher grades in more comfortable sittings.

- Establishing listening stations with headsets for children who need sound, and quiet study areas for those who work best in silence. Many children disprove another commonly held conception: that silence helps kids concentrate better.

- Help students become aware of their own temperature preferences and encourage them to dress accordingly. Temperature preferences vary dramatically, and most children can't concentrate when they are either too cool or too warm.

## JUSTIFICATION

We choose this topic because we want to know why students at Benito Salinas Institute are not motivated to speak English in the classroom. We pretend to find out and demonstrate the main factors that promote the lack of motivation in students.

Through this research work we want to help teachers to promote a dynamic class to make the teaching -learning process motivated and participative.

# II.- OBJECTIVES

**2.1.- General Objective**

- To find out what factors influence negatively in students' motivation to speak English.

**2.2.- Specific objectives**

- To see the methodology that teacher uses in the classroom to develop Student's speaking skill.
- To know how much time the teacher spent in class to practice the language
- To know how much time students spend outside the classroom to practice the language.
- To find out how social situation are affecting students' motivation to speak English in the classroom.
- To find out if economical situation affect negatively students motivation to develop their speaking skill.
- To know if class environment is appropriate to motivate students' interaction to develop their speaking skill.

# III.- METHOLOGICAL DESING

## METHOLOGICAL DESING

To obtain this information we made use of the statistical methodology taking into account surveys to the students and interview to the teacher.

Then we used tables and graphics to represent and show in quantity and percentage way the result we got in our research work.

## 3.1.- POPULATION AND SAMPLE

The population is  a  total of 45 students in the fourth year, but we applied the survey to only  20 students, that is 44% of the universe. So we took the 20 students to answer the questionnaire and the English  teacher of the group.

## 3.2.- SYSTEM OF VARIABLES

| VARIABLE | SUB-VARIABLE | INDICATORS/ |
|---|---|---|
| General Information | Age | -Less than 15 ----- <br> More than 15---- |
| Methodology | Type of class. „ | -Dynamic------ <br> Bored----- |
| | Students' motivation to speak the language | - Si ------------ <br> No |
| | Teacher's methodology | -Excellent — <br> Very good— <br> Good — <br> Regular — <br> .Bad -— |
| | Class arrangement | -Circle------- <br> -Semicircle— <br> Rows-— <br> Walking around-— |
| | Teacher talking time | -A lot of time — - <br> -Little time — --- <br> -No time — |
| | Time teacher and students spend to practice the language | Enough time— <br> Little time ---- <br> No time ------ |
| | Activities teacher uses to practice the language. | -Dialog — - <br> Role-play— - <br> Expositor — - <br> Dramatization -- <br> Neither one — - <br> Other ------ |
| Discipline | Discipline <br> Respect to your teacher | .Yes ------ <br> -No-— |
| | Often go out of the-class | .Yes— <br> .No-— |
| | Always come late to class | -Yes-— <br> -No— |
| | Into the classroom depend on them teacher or the subject | -Teacher— <br> -Subject- |

| Social situation | Live with | Mother_<br>Father__<br>Both___<br>Grandparents<br>Others____ |
|---|---|---|
| | Family relationship | Excellent____<br>Very good___<br>Good_____<br>Regular____<br>Bad___ |
| Economical situation | Parents' work | -Yes —<br>-No — |
| | Salary | -High—-<br>Middle—          -<br>Low— |
| | Help your parents economically | -Yes —<br> -No — |
| | If you work how many hours | -Numbers — |
| Class environment | Decoration | -Poster —<br>-Reminder —<br>-English corner— |
| | Conditions of the  classroom | -Big —<br>-Little<br>-Good roof —<br>-Bad roof |
| | Noisy | Yes_____.<br><br>No____ |
| | Location | Rural___.<br><br>Urban____ |

### 3.3.- ANALYSIS AND INTERPRETATION OF RESULTS

Through this analysis we want to point out the factors that are influencing negatively in students' motivation to speak English in the fourth year "A" in the morning shift at Benito Salina Institute in the second semester 2007.

l) The 90% of the students are more than 15 years old and 10% of them are less than 15 years.

2) One hundred percent (100%) of students answered that the class is dynamic.

3) 90% of students of students think that the teacher motivates them to speak the language and 10% of them think the teacher does not do it.

4) About teacher' methodology, 30% of the students answered that it is excellent,45% said it is very good ,15% think that it is good and, 10% answered that it is regular.

5) 25% of these students answered that the teacher always speaks English in the classroom,70% of them think that the teacher often speak English and 5% said that that the teacher sometimes speak English.

6) Hundred percent of the simple, answered the teacher uses dialogs, role-plays, dramatization, exposition, pair work, group works to practice the language.

7) Hundred percent of the students think the teacher spend enough time to practice the language.

8) Hundred percent of the pupils answered they do not practice English outside the classroom at all.

9) The 80% of students live with their mother only and, 20% of them live with both (mother and parent)

10) About the family relationship, 60% of the pupils said it is regular and, 40% answered it is good.

11) The 45% of students said that their relationship with other students is very good, 40% answered that it is good and, 15% it is regular.

12) Hundred percent of the students answered they respect the teacher.

13) 55% of students often go out of the class and 45% said they attend the class.

14) 50% of the students always come late to class and 50% arrive early.

15) 50% of students answered they go to class because of the teacher and, 50% because of the subject.

16) About parents working they answered that hundred percent of their parents work and, all of them have a low income.

17) 60% of students help their parents economically during 2 to 4 hour every day and, 40% answered they do not.

18) One hundred percent said that the classroom is not decorated.

19) One hundred percent of the students said that the classroom is big, ventilated but, all of them said the roof is in bad conditions.

## V.- Conclusions

We have concluded the factors that are Influencing negatively in students' motivation to speak English are the following.

**Economical factor**

> ➤ Students have to work to help their family which affect the learner process because they spend between two and four hours working everyday, because their parents' income is too low. Most of the students have to look for economical support to buy uniforms, shoes and other materials to go to class

**Social factor**

> ➤ A considerable amount of students live only with their mother and their relationship is not good.

> ➤ Students' environment does not facilitate the development and practice of the speaking skill because they have no opportunity to engage with English speakers, the only time they practice is with the teacher in the classroom.

**Educational factor**

> ➤ We found that students support that the teacher's methodology is very good, but there is no an English environment to motivate them to use the language, and because of their need to *work,* 50% of them come late to class.

> ➤ Half of them go to class because of the teacher and the subject.

- Student do not a textbook that help them to develop their speaking skill, most are based on grammar.
- The classroom's physical condition is bad and noisy because of this problem classes are interrupted sometimes.
- The teacher does not use many activities that encourage students to use the language. Students are motivated, just a little time, mostly at the beginning of the through some warm up activities.
- Students are not motivated to use the language outside the classroom.

According to the research we did and the instruments we applied to find out the negative factors that influence in students' motivation to speak English we conclude that teacher need to improve her methodology and look for alternatives to encourage students to practice the language, teacher has to use the language in the classroom in order students learn and improve the speaking skill. Classes do not have to base only in grammar because the teacher has to motivate students extrinsically to use the language , not only to know about rules.

Teacher has to use dynamic activities, because we observed the activities are motivational at the beginning of the lesson, but then the class become boring and students are asked to practice grammar mostly. We could say that there is a good Spanish interaction between teacher and students, because we appreciate that they use Spanish more and the classroom it is not the appropriate one to develop a interactive class because of the bad conditions of the roof, so they have to sit only in an specific place, because of the rainy time in winter and noise that come from the highway that is only very near the Institute.

 The teacher does not have didactic materials that help her to develop a speaking class.

# VI. - Recommendations

We present the following recommendations according to the research.

- To give students and parents a moral and psychological support to overcome their poor relationship.
- To ask for economical cal support to MINED or Mayoralty to facilitate students school materials to help them going to class.
- We recommend the teacher to create an English environment to increase students' motivation, and to assign speaking exercises to students to practices the language outside the classroom.
- Teacher should use the language more in the classroom and encourage students to use it, too. Teacher should focus on speaking and not only in grammar.
- Teacher should speak with their students parents about the importance of speaking English to acquire the speaking skill successfully.
- Parents should provide their sons the time they need to study and practice and to encourage them to get better results on their English performance.
- Teacher should evaluate he speaking skill.
- Students should set a schedule to practice English because of its importance in the modern technology and society.

Social situation is a factor that affects the learning process. Sometimes there is family instability such as the students parents tight against each other constantly. In some cases the students do not live with their parents or they live only with the mother or the father, also some students feel offended or frustrated and they start to lose their self esteem. This causes psychological damage and little interest for their Students.

Another point is the economical situation that some of the students work part time to help their families and support their studies, other help their parents to work. Commonly the girls work cleaning houses or washing clothes and boys work in furniture shops.

# VI.- BIBLIOGRAFY

- L Rebeca, "Forum English Language Researchers, 1992.

- C. Scarcella and Oxford "Forum Language Researchers" 1992

- Krasshen,"Second Language Acquisition" 1981

- Dubon V Maritza, "Didactica General" 2002

- Winiam Marion & Burden Robert,"Psychology for Language Teacher" 2000

- Lifei. Wang,"A Survey of Modern Second Language Learning,2000

- Little William,"Communicative Language Teaching"1981

- Gardner, R.C "Studies in second language acquisition" March, 1992

- Maslow,A, "Motivation and personality", New York Harper & Row, 1987

- K, Ramage "Motivational factors and persistence in second language learning" 1991.

- R,I,Oxford "Languge learning strategies: what every teacher should know", New house, 1990

- Valverde, Xiomara. English TeacherOctober1,

  2007

- The Teacher Trainer, Vol. 8, No I Spring,1994.

- Clement ,R ; Dornyei , Z. , & Noels, K."Language learning", 1994.

- Crookes, G ., & Schmidt , R "Language learning".1991.

- LoCastro , V "TESOL Quarterly".1994.

# VII.- APPENDIXES

# A. - INSTRUMENTS

A.1.- Students' Questionnaire

Introduction: Dear students the following questionnaire is intended to gather information about motivation to speak English in the class. The information that you give is going to be used for used for research purpose only.

Read the following information and put a tick ( )in the answer that best satisfy.

**GENERAL INFORMATION**

1. Age
Less than 15_ _____
More than 15 _____

2. Sex
-Female
-Male

**METHODOLOGY**

-How do you consider your English class?

-Your teacher motivates students to learn the language?

-Yes_____
-No _____

-Does the teacher apply active arid participative methodologies?
-Always _____
-sometimes_____
-Never_____

- How much time does your teacher speak English in the class?
- A lot of time _____
-A little time_ _____
-No time_____

- How does the teacher organize the class?
-Circle_____
-Semicircle_____

-Rows_____

-Walking around._____

-Which of these activities the teacher uses to practice the language?

-Dialogs_____

-Role-plays_____

-Exposition_____

-Dramatization _____
-Neither one_____
-Others_____

-How much time does the teacher spend to practice the language in the classroom?

-Enough time_____
-Little time_____
-No time_____

-How much time do you spend to practice the language outside the classroom?
-Enough time_____
-Little time_____
-No time_____

-How is your relationship with other students?

-Excellent_____
-Very good_____
-Good _____
-Regular_____
-Bad_____

-Do you respect your teacher?

-Yes _____

-No_____

-Do you often go out of the class?
-Yes _____
-No _____

-Do you always come late to class?

-Yes _____
-No _____

-Your coming into the classroom depends on the teacher or the subject?

-Teacher _____
-Subject_____
-Both_____

## SOCIAL SITUATION

-How do you consider your family relationship?

-Excellent _____
-Very good_____
-Good _____
-Regular _____
-Bad

## DISCIPLINE
-How is your relationship with other students?

-Excellent _____

-Very good_____
-Good_____
-Regular_____
-Bad_____

-Do you respect your teacher?

-Yes_____
-No_____
-Do you often go out of the class?
-Yes_____
-No_____

-Do you always come late to class?
-Yes _____
-No _____

-Your coming into the classroom depends on the teacher or the subject?

-Teacher _____
-Subject _____
-Both

## ECONOMICAL SITUATION

-Yes _____
-No _____

-Do your parents work?
-Yes_____
-No_____

-How is your parents' income?
-High _____
-Middle_____
-Low _____

-Do you help your parents economically?
-Yes
-No
 -How many hours do you work?
 -Number_____

## CLASS ENVIRONMENT

-Is your classroom decorated with:
-Posters _____
-Reminders_____
-English corner_____

-How is the classroom's physical condition?
-Big_____
- Small_____
-Good roof_____
-Bad roof_____
-Ventilated_____

-Is it noisy outside the classroom?
-yes_____
-No_____

## A.2.- TEACHER'S QUESTIONNAIRE

Read the following questionnaire and answer the questions .The Information you will provide Is for research purpose.

1- What kind of materials do you use in your English lessons?

2-In you pinion what are the main factors that affect the students' motivation to speak English?

3-What strategies do you use to motivate your students to speak English?

4-What means do you take into account when students are shy or do not want to participate in class?

5-According to your experience what is the correct activity that teachers can use to develop their students' speaking skill?

**Results of the teacher questionnaire.**

**What we found out through the teacher's questionnaire is the following**

1- The teacher uses the postcard text book to teach her lessons principally, besides she uses some extra materials taken from other sources the teacher owns.

2- The teacher's opinions about the factors that affect students[1] motivation was that social and economical are the most important ones, she has seen through the conversations she has had with her students, they have express that many of them come from houses that only live with their mother and money is totally insufficient to survive and many of them have to work to help their mother and brothers.

3- The teacher tries to motivate her students through different dynamics and exercises like role-plays, dialogs, warm-up activities, etc.

4-When students don't want to participate in class the teacher tries to involve this students by Working with them and other students who are talkative and tries to establish a friendly atmosphere between them.

5- The teacher think that the right activity is the one that is planned according to your students level and characteristics, every teacher has to know what his or her students like, enjoy and take advantage of that.

**A.3.- CLASS OBSERVATION**

**Institute National Prof. Benito Salinas Gutiérrez.**
**Dr. Xiomara Rugama Baltodano.**

Introduction: Dear sir, the following class observation is intended to gather information about motivation to speak English in the classroom. We would like you to give us the opportunity to see one of your English teacher class to obtain this information.

1-What kind of activity the teacher uses to introduce the class?

2- What didactic materials the teacher uses to develop the class?

3- Is there interaction between teacher and students and students -students?

4- Are the students motivated to use the language?

6- How much time the teacher and students spend to practice the language in the classroom?

6- Does the teacher feedback the class to clarify students' doubts?

7-How does the teacher conclude the class?

**Analysis about the class observation**

1-We could appreciate that the teacher introduce the class by using a warm-up activity to motivate students' participation, the topic was about the comparative and superlative form of adjectives, the teacher hand out a package with something special inside giving directions to pass it one by one to the most attractive girl in the classroom, to the thinnest one, etc.

2-The teacher used the postcard text book to explain what they were going to do in one specific page of the book, and then she oriented the students to solve the exercises in pairs and compare answers with other students. The teacher answer students' questions and assists students individually to clarify their doubts.

3-We could see that there is a good interaction between teacher and students and students-students.

4- Students were motivated to use the language at the beginning of the class, because the warm -up activity was dynamic, but then they were just asked to answer some exercises in textbook in which they were not required to use the language.

5-We could see the teacher and students use little time to practice speaking, this occurred just at the beginning of the lesson.

6-The teacher clarified students' doubts at the end of the lesson when they revise the answers on the board. Some students were asked to pass to the board to write the answers, and others-rust read the answers.

7- The teacher concluded the class assigning homework in which students had to look for pictures of famous people to use comparatives and superlatives.

**Analysis and interpretation of result**

Through this analysis we want to point out the factors that are influencing negatively in students' motivation to speak English in the fourth years "A" in the morning shift at Benito Salinas Institute in the second semester.

**Students' age**

| Age | Total | Percent |
|---|---|---|
| Less than 15 | 2 | 10 (%) |
| More than 15 years | 18 | 90 (%) |
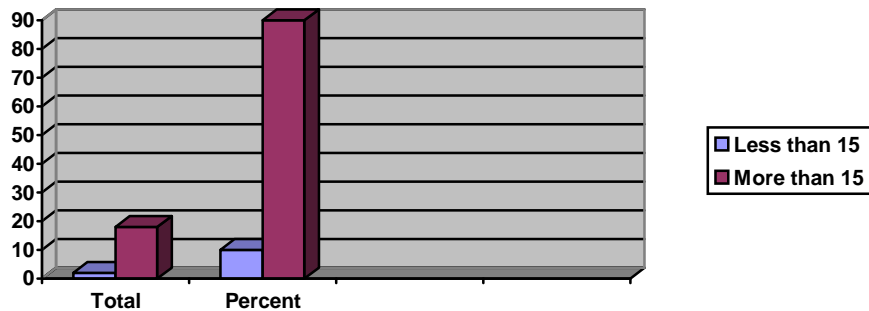
The 90% of students are more than 15 years old and, 10% of them are less than

15 years.

| Type of class | Total | Percent |
|---|---|---|
| Dynamic | 20 | 100% |
| Bored | 0 | 0% |
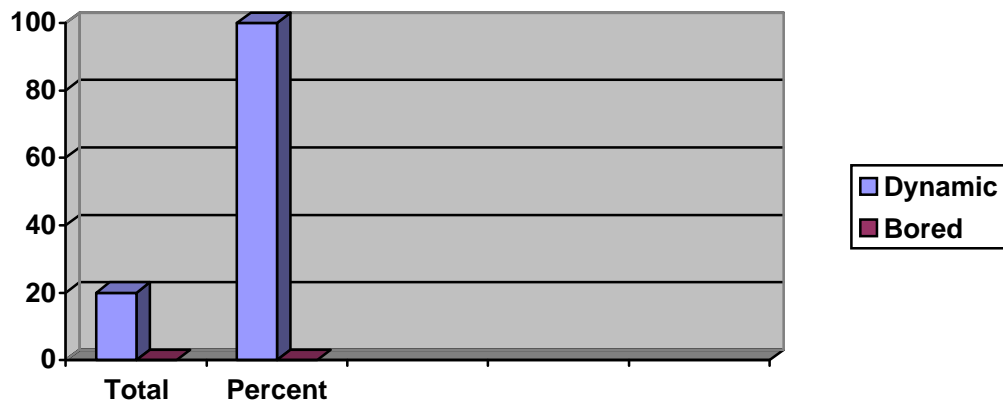
One hundred percent of students answered that the English class is dynamic.

2. Does teacher motivate her students to learn the language?

| Indicator | Total | Percent |
|-----------|-------|---------|
| Yes | 18 | 90 |
| No | 2 | 10 |
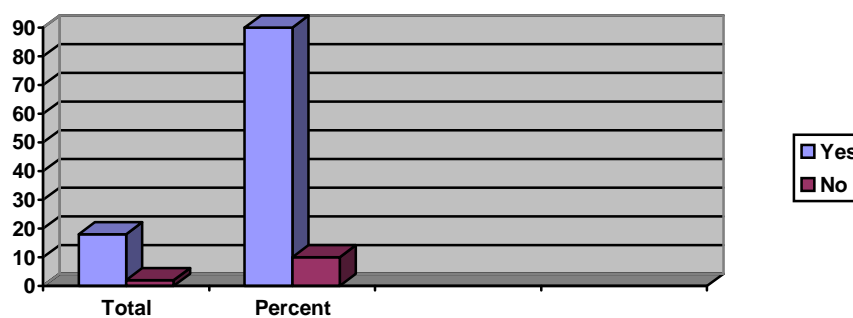


90% of students think that the teacher motivates them to speaks the language and, 10% of them think the teacher does not do it.

3. How do you consider the teacher's methology?

| Teacher's Methology | Total | Percent |
|---------------------|-------|---------|
| Excellent | 6 | 30% |
| Very Good | 9 | 45% |
| Good | 3 | 15% |
| Regular | 2 | 10% |
| Bad | 0 | 0% |
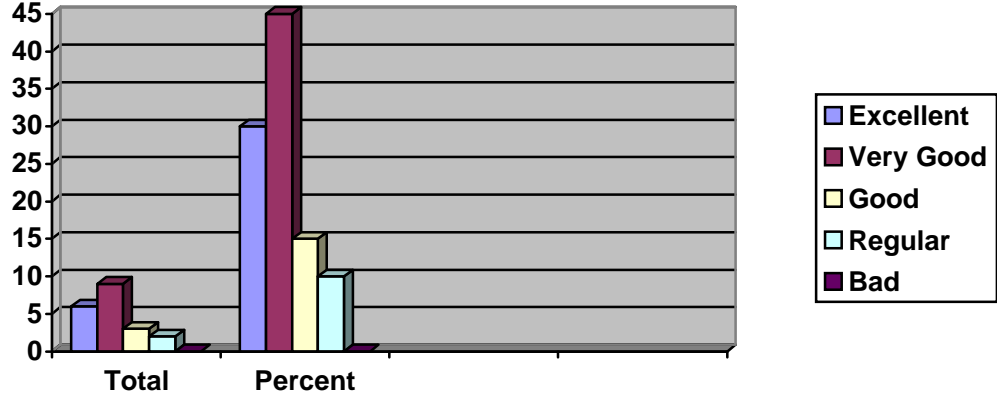
About the teacher methology, 30% of students answered that it is excellent, 45% said it is very good, 15% think that it is good and 10% answered that it is regular.

4. How often does your teacher speak English in class?

| Indicator | Total | Percent |
|-----------|-------|---------|
| All the time | 5 | 25% |
| Little time | 14 | 70% |
| No time | 1 | 5% |
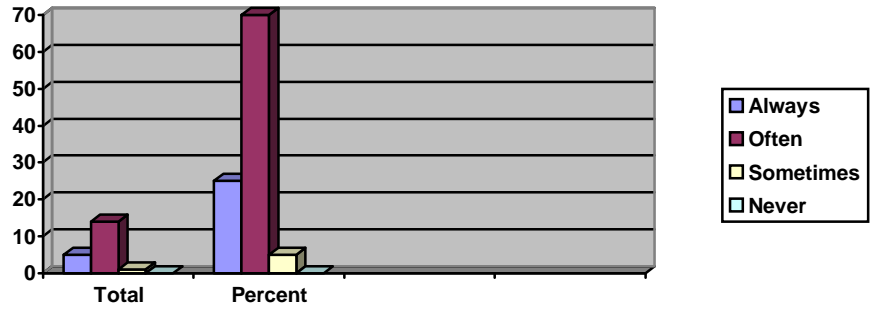
25 % of the students answered that teacher always speak English in the classroom, 70% of them think that the teacher often speak English the language?.

5. Which of these activities the teacher uses to practice the language?

| Activities | Total | Percent |
|---|---|---|
| Dialog | 10 | 100% |
| Role Play | 20 | 100% |
| Exposition | 20 | 100% |
| Dramatization | 20 | 100% |
| Other | 0 | 0% |
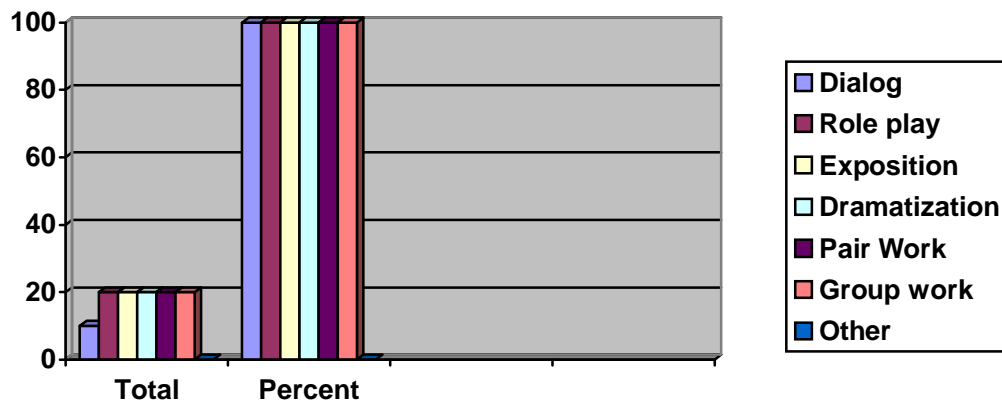


Hundred percent of the sample, answered the teacher uses dialogs, role-play, dramatization, exposition, pair word, group work to practice the language.

6. How is the class organization?

| | Total | Percent |
|---|---|---|
| Circle | 9 | 45% |
| Semicircle | 10 | 50% |
| Row | 15 | 75% |
| Walk around | 0 | 0% |
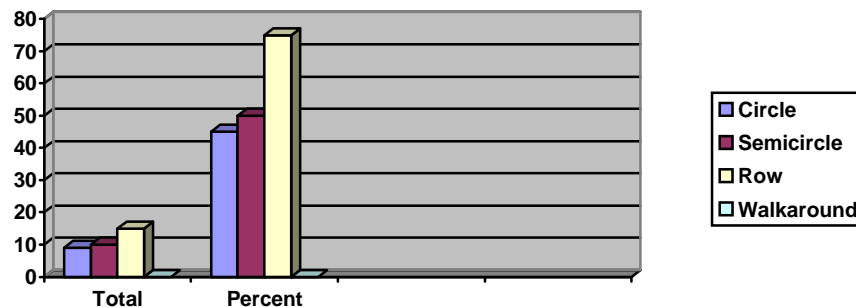


45% of students that the class organization is in circle, 50% in semicircle, 75% in

now.

7. What time does the teacher use in class to practice the language.

|  | Total | Percent |
|---|---|---|
| Enough | 20 | 100% |
| Little | 0 | 0% |
| Neither time | 0 | 0% |
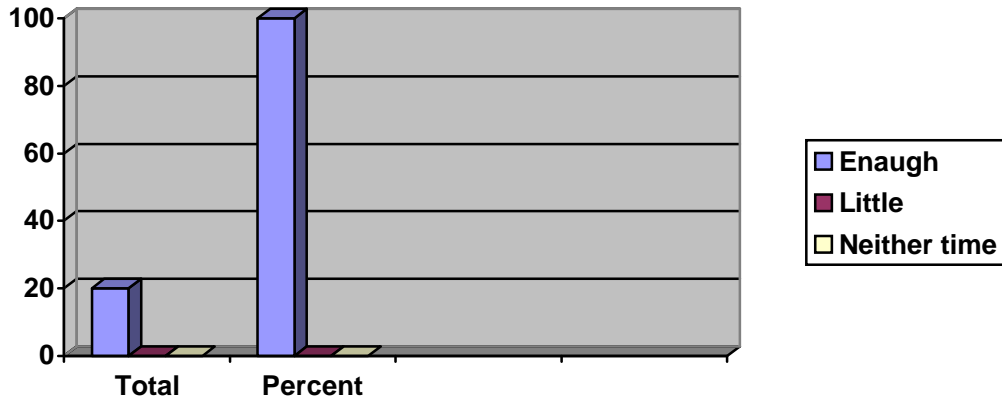


Hundred percent of  students think teacher spend enough time to practice the language.


8. What time do you use to practice the English outside the classroom.

|  | Total | Percent |
|---|---|---|
| Enough | 0 | 0% |
| Little | 0 | 0% |
| Neither time | 20 | 100% |
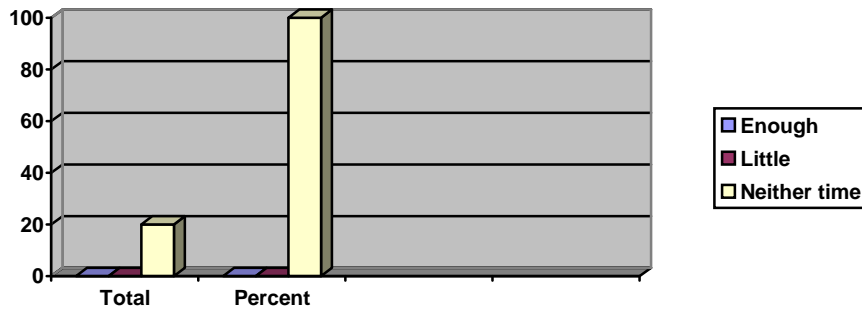


Hundred percent of the pupils answered they do not practice English outside the classroom at all.

Social Situation

I. Do you live with

|  | Total | Percent |
|---|---|---|
| Mother | 16 | 80% |
| Father | 0 | 0% |
| Both | 4 | 20% |
| Grandparents | 0 | 0% |
| Other | 0 | 0% |
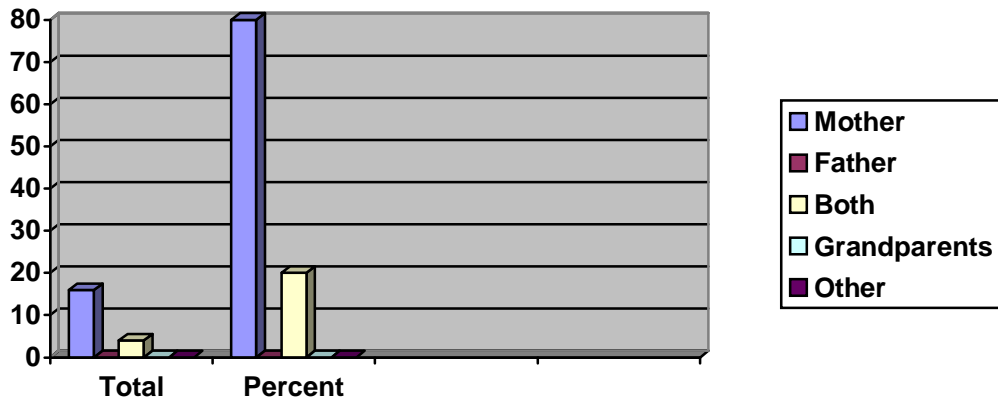


The 80% of student live whith their mother and only 20% of them live whith both (mother and father).

2. How do you consider you family relationship?

|  | Total | Percent |
|---|---|---|
| Excellent | 0 | 0% |
| Very Good | 0 | 0% |
| Good | 8 | 40% |
| Regular | 12 | 60% |
| Bad | 0 | 0 |
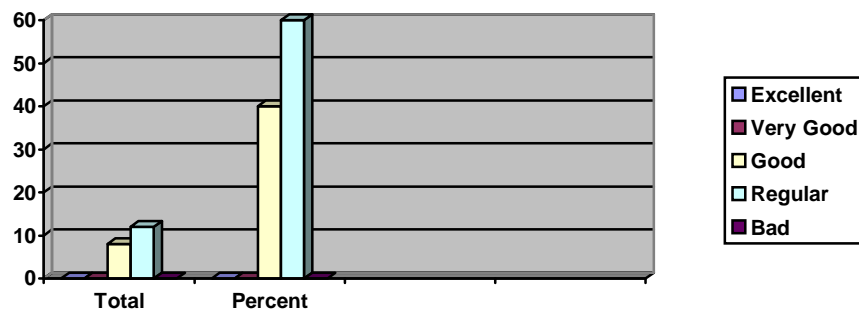
About the family relationship, 60% of the pupils said it is regular and 40% answered it is good.

3. How is your relationship with other students?

|  | Total | Percent |
|---|---|---|
| Excellent | 0 | 0% |
| Very Good | 9 | 45% |
| Good | 8 | 40% |
| Regular | 3 | 15% |
| Bad | 0 | 0% |
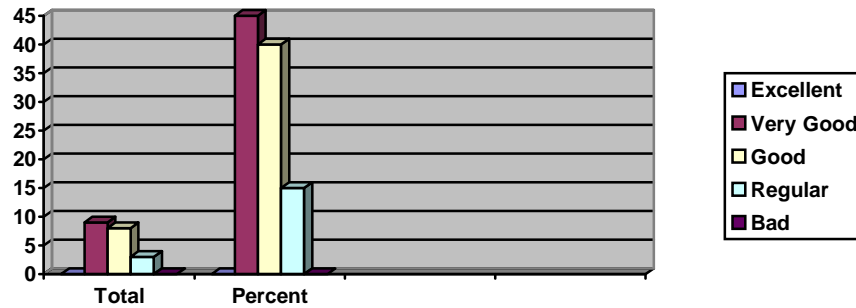


The 45% of the students said that their relationship with other students is very good, 40% answered that it is good and 15% said it is regular.

4. Do you respect your teacher?

| Indicator | Total | Percent |
|---|---|---|
| Yes | 20 | 100% |
| No | 0 | 0% |
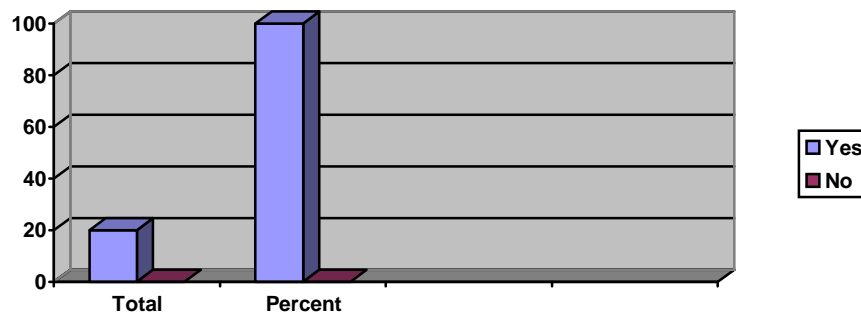
Hundred percent of the students answered the respect their teacher.

5. Do you often go out of the class?

| Indicator | Total | Percent |
|---|---|---|
| Yes | 11 | 55% |
| No | 9 | 45% |
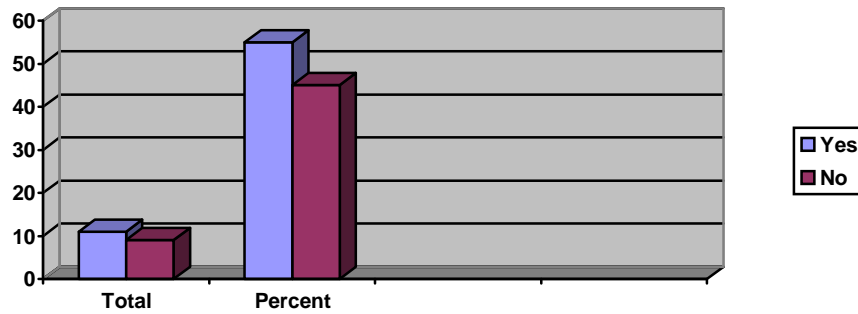


55% of students often go out of the class and 45% said they attend the class.
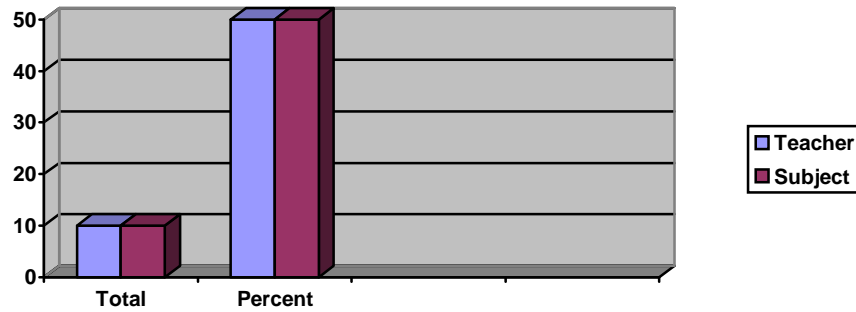
6. Do you always come late to class?

| Indicator | Total | Percent |
|---|---|---|
| Yes | 10 | 50% |
| No | 10 | 50% |
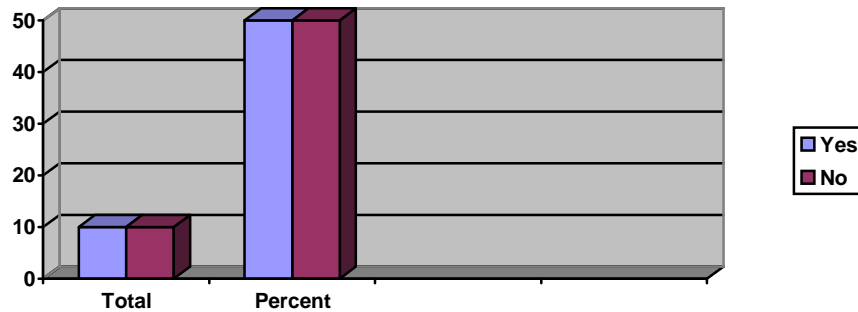


50% of students always come late to class and 50% arrives early.

6. Your coming into the classroom depend on the teacher or the subject.

| Indicator | Total | Percent |
|---|---|---|
| Teacher | 10 | 50% |
| Subject | 10 | 50% |



50% of the students answered they go to class because of the teacher and 50% because of the subject.
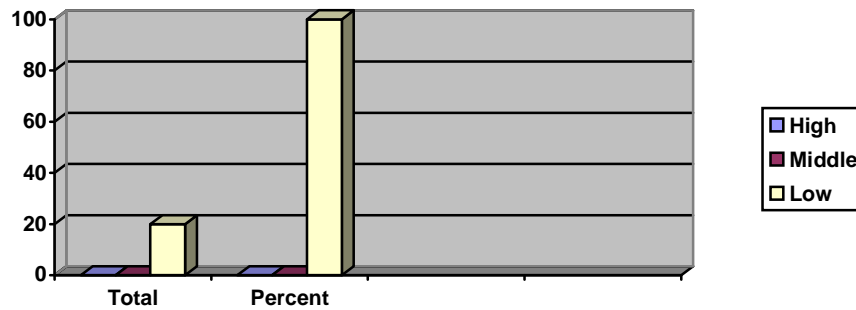
Economical Situation

1. Do your parents work

| Indicator | Total | Percent |
|---|---|---|
| Yes | 20 | 100% |
| No | 0 | 0% |
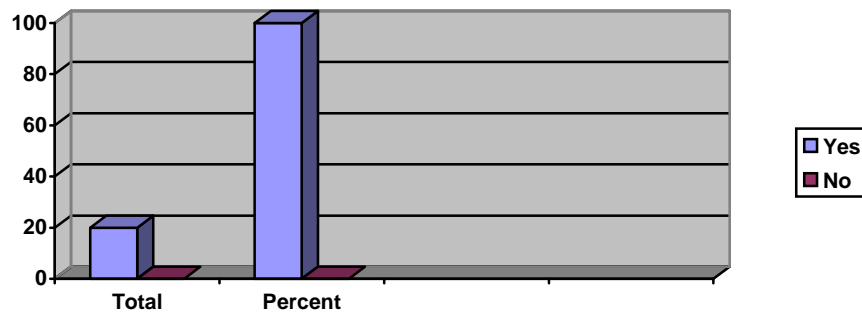
2. How is your parents' income?
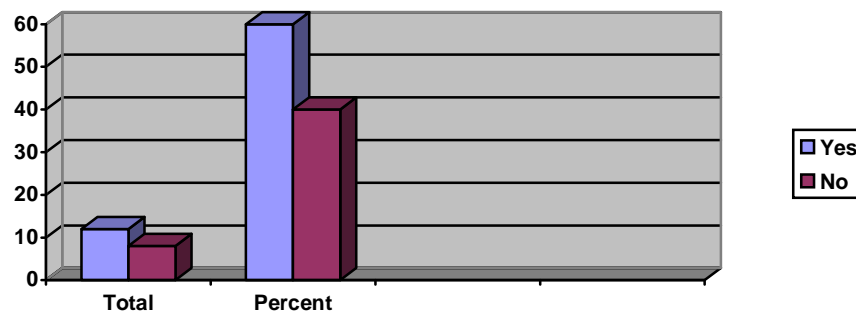
| | Total | Percent |
|---|---|---|
| High | 0 | 0% |
| Middle | 0 | 0% |
| Low | 20 | 100% |



About parent working they answered that hundred percent of their parents work and all them have a low income.

3. Do you help your parents economically?

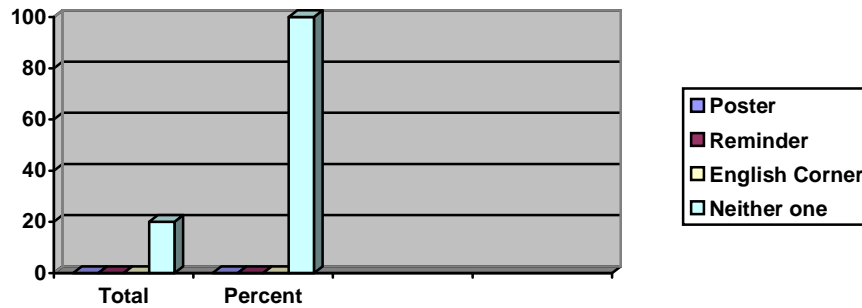| | Total | Percent |
|---|---|---|
| Yes | 12 | 60% |
| No | 8 | 40% |



60% of students help their parents economically during 2 to 4 hours everyday.

# Classroom Environment
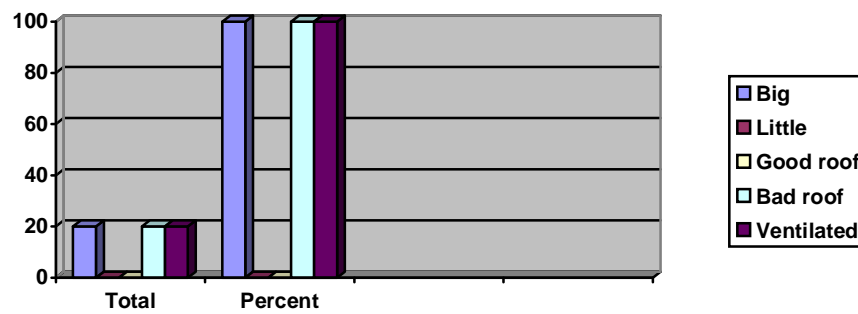
1. Does your teacher decorate the classroom with?

|  | Total | Percent |
|---|---|---|
| Poster | 0 | 0% |
| Reminder | 0 | 0% |
| English Corner | 0 | 0% |
| Neither one | 20 | 100% |



One hundred percent said that the classroom is not decorated.

2. How is the classroom physical's condition?

|  | Total | Percent |
|---|---|---|
| Big | 20 | 100% |
| Little | 0 | 0% |
| Good roof | 0 | 0% |
| Bad roof | 20 | 100% |
| Ventilated | 20 | 100% |

3.  How often the noisy affect the class.

|  | Total | Percent |
|---|---|---|
| Always | 0 | 0% |
| Often | 20 | 100% |
| Sometimes | 0 | 0% |
| Never | 0 | |

%
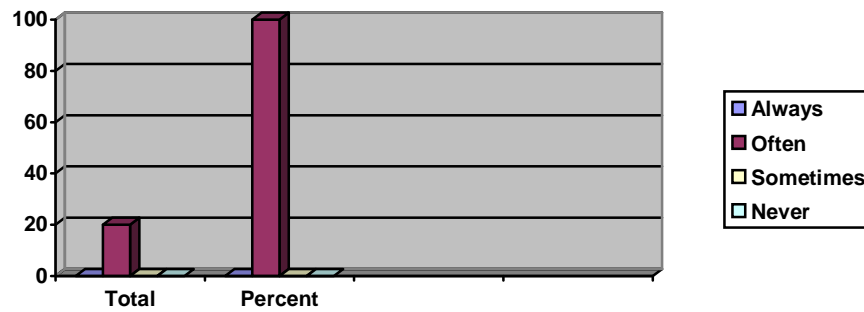


One hundred percent of students said that the classroom is big, ventilated but all of them said the roof is in bad and the noisy affect the class.