



Facultad Regional Multidisciplinaria FAREM – Estelí.

El Valor de la Participación en la Comunicación Oral en la Clase de Idioma Inglés

The Value of Participation in Oral Communication in the English Language Class

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Resumen

El presente artículo de investigación ayudó a indagar sobre una de las principales habilidades del idioma inglés como lo es la comunicación oral. Se enfocó en identificar las diferentes razones por las cuales los estudiantes dudan en participar en las actividades de comunicación oral de la clase de inglés y se sustentó con información científica estrechamente relacionada con el problema de investigación. Esta investigación fue una investigación encuesta, la cual fue llevada a cabo bajo el enfoque cuantitativo, utilizando como instrumento para la recolección de datos la aplicación de un cuestionario. El análisis de datos, se hizo a través de estadísticas descriptivas utilizando la moda como método principal y representándolos en gráficos. Por último, se redactaron las conclusiones dándole salida a los objetivos y respondiendo la pregunta de investigación.

Palabras claves: Inglés; Comunicación Oral; Dudas; Participar.

Abstract

This research article helped to inquire about one of the main skills of the English language, such as oral communication. It focused on identifying the different reasons why students hesitate to participate in oral communication activities in the English class and was supported by scientific information closely related to the research problem. This investigation was a survey investigation, which was carried out under the quantitative approach, using the application of a questionnaire as an instrument for data collection. The data analysis was done through descriptive statistics using the mode as the main method and representing them in graphs. Finally, the conclusions were drawn up, giving output to the objectives and answering the research question.

Keywords: English; Oral Communication; Doubts; Participate

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Introduction

In today's world, learning a second language like English is of the utmost importance for personal or professional development. According to Zambano, Vivas & Dueñas (2017), learning English in the new era of globalization is of great importance, mainly for students' overall competencies. Most digital information is in this language. Likewise, the student or person who can communicate in this language without difficulty has greater possibilities in the world to develop professionally or personally.

However, today in Nicaragua the participation of students in oral communication activities of the English language has become a very common challenge in the classroom. Due to this reason, students suffer from poor pronunciation, shyness, and lack of self-study, limiting their knowledge and active participation in oral activities that teachers develop during English classes.

Due to the great impact that learning the English language has in Nicaragua, as researchers we decided to carry out a survey investigation, taking into account some background as a basis.

Taking into account our experience during our time in high school in the study centers that taught us English classes. Most teachers who taught us this subject did not focus so much on participation in oral communication. During almost the entire class period they focused on other activities such as learning new vocabulary, and some grammar rules when writing sentences. The few times that oral communication skills were taken into account were in some activities such as small dialogues between students or when the teacher pronounced new vocabulary and all the students repeated it.

One of the reasons English language teachers focus on grammar and not much on oral communication can be connected to their own preparation. According to Coelho & Henze (2014), teachers who work in the teaching of the English language do not have an advanced command of the English language. For this reason, at the time that teachers are going to develop their study plan they do not have sufficient preparation to be able to develop the class focused on developing communicative competences. Likewise, student learning, in terms of communication, is simply very basic.

In another study by Maquerhua & Quiroz, (2017), entitled: Strengthening bilingual communication. Interactive methodological strategies to improve oral expression and develop communicative skills in the English language in fourth-grade students "a" and "b" of the secondary level of the Ángel de la Guarda educational institution. Camaná - Arequipa 2016. The main objective of this study was to improve the level of oral expression to develop communication skills in 4th-grade students of the Ángel de la Guarda educational institution since different reasons had been identified as to why the students did not participate during the English class in oral communication activities.

The lack of management of verbal and non-verbal resources, shyness, insecurity, poor oral comprehension, and poor interaction with the same sex and with the opposite sex, were the main reasons. These reasons are one of the main causes that hinder the development of communication skills. Likewise, they do not allow significant learning in students of the English language.

Taking into account these references as background, we set ourselves some objectives to delve into our research, as the main objective, is to identify the different reasons why students hesitate to participate in oral activities that the teacher performs during English classes. Similarly, describe these reasons and categorize techniques that help increase participation in oral activities.

This research work is considered of great importance because it allows us to know in depth the different reasons why students hesitate to participate in oral activities that take place in English classes. Likewise, new windows are opened for future researchers to delve into proposing new techniques or methods that facilitate the development of oral communication in students while learning the English language.

All these elements give rise to the presentation of this research work. Likewise, the information presented is based on a series of carefully collected data, both from the Internet and from the application of a questionnaire prepared by us, considering the current situation such as the lack of participation of the ninth-grade students of the National Institute of San Isidro in English class activities. Therefore, the scientific information that supports our work is presented.

Development

Oral Communication in English

Oral communication in the English language is one of the main skills to develop while learning it. According to Mamani Quispe (2020), oral communication is called the didactic process in which subjects interact by coming into contact with each other, each with their way of being. Therefore, oral communication is a form of interaction between several participants based on verbal communication and depends on the interlocutors and the context.

In this way, during the learning of the English language, students must be in constant participation in each of the activities that the teacher carries out in the classroom. Likewise, they put into practice inside and outside of school each knowledge acquired, since it is an effective way to develop and improve oral communication skills.

Likewise, Perl, Murray & Lutrick (2005), affirms that oral communication is the spoken interaction between two or more people and it is much more complex than it seems. Therefore, it is structured by different elements that together result in the success of exemplary communication or interaction while learning a language.

That is why to have good communication, whether in the workplace or education, oral communication skills need to be developed to their maximum. Although for many it is natural to interact with different people in their native language, when participating in activities that are carried out in English, it is difficult for them to express themselves fluently.

Oral communication in English as a Second or Foreign language in Nicaragua

The learning of the English language as a second or foreign language is increasing every day, according to Beltrán (2017), English is the most widely used language in the world, which is why many educational institutions have added it to their curriculum. Such is

the case of Nicaragua, where the Ministry of Education (MINED) has incorporated the teaching of English as a foreign language from primary school, so it is considered that the number of people who learn it is increasing every day.

Because English is taught from first grade, the teacher must focus more on communication skills, since students still do not know how to write very well. That is why it is considered that participation in oral communication activities is one of the primary skills to develop when learning a new language.

Pérez Eugarríos & Urbina Tijerino (2018), describe that the context that exists in the current world, specifically in Nicaragua, learning a second language such as English has become a great need for better training in students. Likewise, people fluent in the English language have better job opportunities, learn about other cultures, use technology, and have better sources of information.

Therefore, learning a foreign language must always be linked to communication. That is why learning English from an early age has become a great need, which today is being addressed in different schools in Nicaragua. In this way, different skills are developed in students, mainly oral communication, and thus from a very early age they can learn to communicate in English just as they do in their mother tongue.

Active participation in Oral communication in English as a second language in high school

From the point of view of Mejía, Aldana, & Ruiz Hernández (2017), active participation or active classes say the opposite concerning how it is taught in the traditional English class. This is not just the routine and traditional exercise in the classroom as the only teaching method, but it is also actively explained very differently from the traditional one since students are involved throughout the class. In this context, learning is considered a meaningful way which gives us a guarantee for learning. Participatory strategies go beyond the traditional knowledge of the student in which the environment plays a fundamental role in the learning of the student, the teacher, and the environment. The student is represented as a primary source.

In the same way, taking into account the interaction and the environment that surrounds the students, strategies must be developed to increase active participation in the activities of the English class. In other words, improving participation today is not an easy task since in a classroom of English classes, in many Nicaraguan schools, there are more than 40 students and a single teacher teaching the class. Considering this as one of the main factors that affects the active participation of students. Participation becomes a challenge for English teachers.

Reason for students not to participate in oral communication activities during English class

It is important to find out why high school students are not actively participating in English classes because if we understand it, we can help improve this difficulty which is the lack of participation in oral communication.

According to Naranjo Pereira (2005), factors that affect the participation are the lack of attention by the students when the teacher develops the English class or activities within it. Also, the scarce didactic material provided to the teachers, which is essential for the teaching of the English language, is another factor that influences the development of student participation in the class. Therefore, the teacher's lack of motivation for his students can influence a negative factor for them to develop the ability to communicate orally in the English language.

The lack of attention is considered the main reason why the student does not participate in oral activities during the English class, it is the little interest and attention paid to the class. Another reason would be the scarce didactic material that the teacher has to teach a class that motivates the student to participate in the activities, but also as a student we must have our own didactic material and put it into practice at home so that when we get to class, we can participate in all oral English activities proposed by the teacher.

Importance of active participation in the high school students during oral communication activities in English class

Rodríguez (2021), claims that “the participation in the classroom is essential because it transforms the context and the students”. She defines participation as a magic word since it transforms the student's life, in his environment, when he participates, he feels accepted, important and respected. Active participation is a means for transformation. And it is important because thanks to it, respect and a feeling of acceptance are fostered in a place. It is also a powerful educational tool because when the student participates, he develops confidence and improves his learning and encourages student to have initiative, responsibility and above all it helps him to improve his self-esteem.

Active participation during oral activities is considered extremely important since thanks to this the student has a greater assimilation of the class, in turn learns and puts into practice their previous knowledge. Participation in activities encourages respect for opinions and stimulates trust among students, since due to the lack of confidence that some students have due to fear or doubts about their ability, they do not participate even knowing or knowing about the topic of the class.

Mujica Sequera (2019), explain that the participation encouraged by teachers and accepted by students is important, since it is essential for the process of teaching and learning a new language. If both parties contributed their performance and cooperation, they would ensure the acquisition of quality knowledge. Participation is considered a factor for a good standard of living for people, since it is directly connected with the processes of social adaptation, identity and integration.

Participation in the classroom is important because the student is integrated in a positive way and achieves his identity as part of the process and learning. If the student participates in the activities during the class, he becomes an active participant in the class and the teacher achieves his satisfaction and fulfills his objective of putting into practice active participation in his class, seeing the student involved in the process. At the same time, the student achieves advanced knowledge compared to the one who does not participate actively.

Importance of active learning in high school students in the English class

In Cambridge Assessment (2019), one of the main benefits of active learning is mentioned, which is the generation of knowledge and understanding, which is one of the aspects that students later apply in different contexts and to various problems. In addition, active learning promotes the autonomy of students, that is, the possibility of emerging more in the learning process. Finally, learners have their own control over what they learn, giving them the necessary skills to develop lifelong learning.

Putting active learning into practice is very necessary for the future of the students since it will allow them to develop metacognitive thinking to solve problems in their lives, which they acquire when participating in oral activities such as group or pair debates, interviews, oral presentations of description, and roll plays. These activities allow active learning to occur smoothly and without stress on the part of the student.

Activities for to promote active participation in high school students in the English class

Morell Moll (2009), emphasizes that to encourage participation, teachers should take into account aspects of teaching such as: coordinating work in groups or pairs, conducting debates and role plays, asking questions and insisting on constant participation, Inspiring confidence, and providing opportunities to get to know the students and, most importantly, the goal should be to create an inclusive environment for all students in the class.

It is vital to take into account the above aspects to achieve the active participation of the students, being the environment as the most important factor to ensure that students perform optimally in the English class and develop their optimal learning of the language for life. Among the most relevant activities to promote participation in classes are getting to know a new class, discussions, and games (memory game, Pictionary, or find the person, songs and music, and picture stories).

Huaman Guerra (2019), states that didactic resources are those activities that are useful for the teacher. The most important ones are mentioned below: Getting to know a new class: This is an activity to break the ice on the first day of classes, which allows students to get to know each other better using communication skills and participation in English, Discussions: This type of activity allows students to develop communication and social skills related to a foreign language. Games: they are activities that the teacher uses to motivate students in an active and participatory way to make the English language teaching process meaningful, examples: memory games, Pictionary, or find the person. Songs and Music are those fun activities that the teacher uses to capture the interest of the students and give creativity to the class. Picture stories are those materials that are made by a series of images or posters that are related to each other, which allow the development of participatory communication skills, through which the student manages to create stories in the English Language.

As an English teacher, it is important to implement innovative learning techniques in each class, as the new activities will stimulate and facilitate the active participation of students, so that students develop the confidence to participate even when they make mistakes, and they will be there with availability to carry out the English activities. Because when students are involved in a recreational environment, the class becomes more attractive

and ensures that high school graduates to develop confident in communication skills and to become participants in the globalized world of the English language.

Methodology

A research survey was carried out under the quantitative approach, as this is the most appropriate methodology given the characteristics and needs of survey research.

Hernández Sampieri, Fernández Collado , & Baptista Lucio (2014) , argue that the quantitative approach is which numerical and statistical data is carried out. It is also oriented to find the causes of a problem, fulfilling its objectives, its greatest need is to confirm and verify results of a safe nature.

The quantitative approach was obtained since one of the main objectives was to identify the reasons why students hesitate to participate, for which numerical and statistical means the collected data provided by the participants. In this way, we draw possible conclusions about our research question.

Also, this type of approach helped us to understand the lack of desire of the students to participate during the English classes and to categorize some techniques that can help to increase the participation of the students in the activities of oral communication. In turn, sensitize English teachers on the subject, so that they are more aware of the difficulty of the students, such as the lack of active participation.

To answer our research question: what are the reasons why students hesitate to participate in English class? We used a questionnaire to collect information on the voluntary participation of 12 ninth-grade students from the Instituto Nacional San Isidro.

The study was carried out in the urban area at the San Isidro National Institute during the year 2022. At the time of applying the instrument, each of the participants was invited to meet in the same place and at the same time. In this way, it was possible to verify that each participant answered the questionnaire. Similarly, to protect the identity of the participants, they were only called, numbering them from 1 to 12. And to confirm their participation, we wrote a letter in which they voluntarily gave us their signature as proof of their voluntary participation. Similarly, at the time of applying the questionnaire, no photographs or videos were taken so as not to expose the identity of the participants.

Discussions

The analysis and discussion of the results were presented through the descriptive statistics obtained from the questionnaire applied to a group of 12 students from the San Isidro National Institute in the year 2022.

Fernández Fernández, Cordero Sanchez, & Córdoba Largo (2002), define descriptive statistics are records of information and observations made on a specific population of people that provide a series of data that must later be ordered and presented in an easily understandable way. Similarly, descriptive statistics develop a series of techniques to present and reduce the different data observed.

Likewise, to carry out the analysis more clearly, a file was created in Microsoft Excel, where all the data obtained were inserted to later obtain the mean (average) of the data and

the median ordered from least to greatest. After analyzing the mean and the mode, we used tables and represented the data in pie charts.

We particularly focused on the mode which is the value of the variable with the highest repetition frequency. In a distribution not grouped into intervals, a column of frequencies is observed, and the mode is the most repeated. Although in some cases the distribution of variables has more than one mode, they can be called binomial and trimodal or even frequency distributions that present both the absolute and relative modes. The mode calculations are simple and easy to interpret (Ruiz Muños, 2004).

Based on the answers obtained that the participants gave, choosing one of four options per question, the analysis of the questionnaire was carried out paying attention to frequencies.

In response to our research question, what are the reasons why students hesitate to actively participate in oral activities in English class? During the analysis of results, different reasons were found for why students hesitate to participate actively in the English class. Among the main reasons are poor pronunciation, shyness, and lack of self-study, these being the most prominent during the analysis of the questionnaire applied to the participants.

Other reasons found are the lack of diversification of activities to promote oral communication during class by the teacher. Lack of English vocabulary, nervousness, grief, and fear of being ridiculed by students. Likewise, the disinterest showed by the students during the English class.

In the same way, not having feedback and the lack of motivation during the English class with the teacher are reasons that influence the lack of oral participation of the students.

Based on these reasons, it is evident that there are different problems during the teaching and learning of the English language in the ninth-grade students of the San Isidro National Institute. In the same way, the different reasons why students hesitate to participate in oral communication activities during English class are evident. Therefore, a clear answer to the research question is given.

Conclusions

In conclusion, it is important to highlight the value of participation in oral communication in English language classes, since it is one of the main skills that must be developed when learning this language.

However, today it is a problem that can be observed in the different study centers in Nicaragua, where many of the students hesitate to participate in the different oral activities that the teacher develops in the English class. That is why we undertook the task of investigating the main reasons why students hesitate to participate in oral communication activities in the English class at the Instituto Nacional San Isidro during the year 2022.

Taking into account the research problem, what are the reasons of students' hesitation to actively participate when carrying out oral activities in the English class, the objectives were raised, which were the main guide to carrying out the research. As a general objective, it was proposed to identify the reasons why students hesitate to participate in oral communication activities in English class. Similarly, the specific objectives were to describe these reasons

and categorize some techniques that help improve participation in oral communication activities in the English class.

Taking these aspects of the research as a reference, and after analyzing and discussing the results obtained through the application of a questionnaire, it was possible to reach the following conclusion, giving output to the objectives set and answering the research question.

It was possible to identify the different reasons why students hesitate to participate in oral communication activities in English class. Among which is that mispronunciation is one of the main reasons that prevent students from participating.

Other reasons are shyness, nervousness, and fear of being ridiculed, so when they participate, they are afraid of making mistakes and being mocked by their peers, where it can be seen that there is not an atmosphere of trust between them. In the same way, it became evident that the lack of motivation, the lack of vocabulary, and the lack of independent study are reasons why students do not participate too.

In the same way, the lack of vocabulary is a reason that prevents students from interacting during oral activities in English, which is related to the fact that they do not have a habit of self-study outside the educational center. Also, the lack of motivation on the part of the teacher towards the students is a reason why they do not participate, where it was showed that new methods are not used to improve the interaction between students, using only traditional techniques such as the use of dialogues. Which leads to limiting participation, so it is not an activity to promote participation but to develop pronunciation.

During the research process as researchers, we found ourselves with different limitations such as time, because we began to request permission to enter the institute, and it was the exam period, so it was a little difficult for us to get permission. Another limitation was that the students would leave soon on vacation and not all agreed to participate in answering the questionnaire. And another difficulty was when creating the graphs in the analysis of results since we did not have the knowledge to use the Microsoft Excel program.

Based on the results of this research, it is considered to be of great importance, which is why it exposes the different reasons why students hesitate to participate in oral communication activities in English class. This gives opportunities to future researchers to investigate more about this topic and to propose activities that help improve student participation in oral activities that teachers develop in the English class. In the same way, research can continue to improve the learning of the English language and ensure a better education for future generations.

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Anexes

Questionnaire

1 - Does the teacher promote participation in the English class?

A) Always B) Sometimes C) Rarely D) Never

2 - What kind of activities does the teacher do to develop oral communication?

A) Dialogues B) Songs C) Interviews D) Roleplays

2 - What activity motivates you to participate in the English class?

A) Warm-up B) Role plays C) Interactive games D) Teamwork

3 - What prevents you from participating orally in the activities that take place during the English class?

A) Nervousness B) Pain C) Lack of vocabulary D) Bad pronunciation

5- What are the main reasons why you do not participate in English class?

A) Being ridiculed B) Not having feedback from the teacher

C) Lack of knowledge D) Lack of interest in class or demotivation

4 - What would help you be confident to participate in the English class?

- A) Motivation by the teacher
- B) Vocabulary practice in class
- C) Different activities to promote participation
- D) Self-study

7- What would help you improve oral communication in English?

- A) Independent study
- B) Read aloud
- C) Practice with classmates
- D) Learn new vocabulary

8 - What are the advantages of putting participation into practice during the English class?

- A) Gain trust
- B) Clarify doubts
- C) Greater learning of the English language
- D) Assimilation of content in class

9 - What prevents you from participating in oral activities in English class?

- A) Many students
- B) Organization of time
- C) Lack of dynamic activities
- D) Activities focused only on grammar

5 - What suggestions do you have to develop active participation during the English class?

- A) Study independently
- B) Stay in class
- C) Dynamic oral activities
- D) Teacher feedback