

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN- MANAGUA, FAREM- MATAGALPA



Graduation Seminar to Qualify for a Bachelor's Degree in English

Theme:

Main factors that affect students learning English basic education in the second semester 2016

Sub Theme:

The main factors affect the level of participation in English communicative activities in the students of 8th grade at Miguel Larreinaga School, in Matagalpa city during the second semester 2016.

Authors:

Kassandra Jesenia Martínez López

Darling Arelis Meza Centeno

Tutor:

Msc. Brígida Mendoza

Date:

February, 2017

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Dedication

We dedicate this work first to God for giving us life, strength and wisdom to be here forming for the future and guiding our steps to reach our goals in life.

To our parents for unconditionally help and watching over us so that we may be good and profitable people before society.

To our teachers who gave us the teaching and led us through this arduous process and proud to be future teachers.

Acknowledgements

To God, for giving us life and guidance to get ahead.

To our parents, for supporting us in this whole way of life.

To our teachers for transmitting the knowledge and values that made possible to complete this glorious career: : MSc Julio Roa, MSc. Marisela Coronado, Professor Mauricio Alvarado, MSc. Ligia Pineda.

And special thanks to Msc. Brigida Mendoza for having given us her help and contributions in this investigative work that has been the summit of our career.

Our special thanks to Erick and Wendy Harbinson.

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UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGGUA

UNAN FAREM MATAGALPA



Valoración del Docente.

El trabajo de Seminario de Graduación de las Bachilleres Kassandra Jessenia Martínez López con carné número 11072149 y Darling ARELIS Meza Centeno con carné número 12063822, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: Main Factors that Affect Student's Learning English in Basic Education in the Second Semester 2016; y el Sub-tema "Low Participation in Communicative Activities in Students of 8th grade at Miguel Larreinaga School in the Second Semester 2016", responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

En el proceso de análisis y discusión de los resultados, se realizó tomando en cuenta las variables del estudio, la triangulación de los instrumentos de recolección de información y la bibliografía consultada, que facilitó asimismo la elaboración de las propuestas y las conclusiones.

El presente trabajo es el resultado de gran esfuerzo, dedicación y aprendizaje que desde la aplicación de conocimientos adquiridos en la carrera y la experiencia de poner en práctica los pasos metodológicos de la investigación científica, aporta un marco referencial del Centro Educativo, con el propósito de aplicar nuevas técnicas de aprendizaje de la habilidad de Speaking acorde a la realidad del entorno educativo.

Lic. Brígida Mendoza S

Tutora

Summary

This research work studies the main factors that affect the level of participation in communicative activities in 8th grade during the English class in Miguel Larreinaga public school which is located in Matagalpa city during the second semester, 2016.

The study of the main factors that affect participation in communicative activities is very important because these activities are essential in the development of speaking skills during the English class. These communicative activities are applied in class in order to improve speaking, so this research allowed the reader to obtain a better understanding of this skill and know how these communicative activities are being used during the teaching and learning process of English.

During the class, it was observed that the teacher used the same strategies to implement these activities. This has become the English class traditional and repetitive because the teacher always does the same communicative activities, so one of the objectives of this study is to propose some methodological alternatives for a better development of such activities, including, verbal games, role-plays, dramatization and descriptions of pictures which are not expensive or difficult to design and perform.

Introduction

This research presents the main factors that affect the level of participation in communicative activities in 8th grade A at Miguel Larreinaga School during the second semester, 2016.

This topic was chosen because English is a communicative language but regardless of that, the students should finish high school having at least the necessary tools to communicate with other people according to the level they have achieved. In Nicaragua, there are many English teachers in high school who are more interested in teaching grammar and they don't pay attention to communicative activities that could improve the students speaking skills.

This research was done because nowadays students don't want to participate in the English class because of many aspects which could be affecting the motivation inside the classroom. That is the purpose of this study, to analyze the main factors that affect the level of participation in the communicative activities of the students in the basic Education at Miguel Larreinaga school, during the second semester 2016.

The type of study that was used in this research is the exploratory which is aimed to look for patterns and ideas. In the exploratory research the focus is on gaining insights and familiarity with the subject area.

In this research, both methods were employed. Qualitative because the qualitative method permitted focus on exploring, in as much as possible, a

growth of understanding in the unknown variables as well and the quantitative method permitted to summarize many things in numbers or quantities.

There were many techniques applied in order to reach the main objectives and the dependent variables of this study. These techniques were the instruments of observation, interview, and survey. When the data was gathered through the instruments which were applied to the English teacher and to a sample of high school students, it was necessary to analyze what was found keeping in mind the objectives of this research.

First the information was codified looking for the factors that affect the level of participation in communicative activities, and then this information was categorized to have a summary by dividing the data into specific categories. Next, bearing in mind the instruments selected, it was necessary to answer every research questions in order to reach the objective. At the same time, questions that would influence the teacher and students` answers were avoided.

The universe was the students at Miguel Larrinaga high school, but keeping in mind that the population is big, the sample taken was 40 students in the eighth grade A of the afternoon shift. The age ranges between twelve to fourteen years old.

Taking into account the high school students of eighth grade A in the afternoon shift at Miguel Larreinaga School, the sampling method that was applied to choose the participants in this study is the probability sample where everyone inside the classroom has the same opportunity to be selected to participate and answer the questions.

During the application of the instruments, it was decided to measure some variables like factors and level of participation of students in English class which were observed carefully in a previous observation. So, it was necessary to know if there was a relationship between observation and result of the survey and interview.

Justification

The aim of this research is to analyze how students learn to communicate during the activities that teacher uses in the classroom. In this way they can interact among themselves. English is a language, not a class, and if students are not offered the chance to interact among themselves or they don't participate when communicative activities are performed, they are not going to get a successful achievement.

This study is very important because Nicaraguan high school students finish this stage of education without having a clue about how to use what they have learned during five years. This is mostly due to the low use of communicative activities inside the classroom during the English class.

This research will be useful for English teachers who would like to utilize new techniques for teaching and learning related to speaking skills, with good quality, in order to equip learners for a better performance.

The authors of this study have one of the most rewarding experiences, because it is directly related to education, which is the field where they will work. Therefore, when they begin to teach, they will apply the results of this research.

General objective

To analyze the main factors that affect the level of participation, in the communicative activities in the students of basic Education at Miguel Larreinaga school, during the second semester 2016.

Specific objectives

- To identify the main factors that affect the level of participation in the communicative activities in 8th grade A at Miguel Larreinaga School.
- To describe the factors that affect the level of participation in the communicative activities in 8th grade A at Miguel Larreinaga School.
- To suggest methodological alternatives to improve students` participation in 8th grade A at Miguel Larreinaga School.

Development

Miguel Larreinaga School is located in Matagalpa city, from Conapy 3 blocks to south. It has a staff of 48 teachers, they teach over 1200 students in its different programs. There is a primary school in the morning shift and a secondary school in the afternoon shift. In this school, there are 5 levels divided in 7th grade, 8th grade, 9th grade, 10th grade and 11th grade with 40-45 students in each classroom.

According to the observation, the classroom doesn't have resources to teach the English class, because there aren't didactic materials, which can be used for listening, like audio-videos that could lead to a better and more meaningful learning of the English class and develop its different language skills as well.

Low participation in communicative activities is one of the main problems that were found in students of 8th grade A at Miguel Larreinaga school, so it was taken as the sub-theme for this research. It is intended to seek information in order to suggest methodological alternatives about the difficulty faced to effect a change.

During the English class, the teacher uses few strategies and this has become an ineffective routine that doesn't allow the students to be motivated to participate. This is especially true with the communicative activities that are designed and promoted by the teacher. They do not motivate and thus the students are almost always bored in the English class.

The lack of vocabulary that students have doesn't permit fluency at the moment of speaking so they remain shy about communicating, and this provokes

mockery by the rest of the class, since there are few words that they know. This destroys any opportunity to feel confident.

For this reason, this research is based on suggesting new techniques that could be useful to facilitate the student's participation in communicative activities and thus, confidence and fluency could increase which would be helpful to develop speaking skill.

It is expected that English instruction, in which there are many communicative activities, will result in a teaching and learning process that would be more attractive where students could participate and this would lead to a better learning.

When it was the time to have the observations in order to assess what was the main problem in the English class, the teacher had designed an activity in which students must establish a face to face conversation through a basic dialogue it was observed that students didn't want to participate even though they were being evaluated.

There were few students who participated and the ones who did it, they didn't have even the minimum necessary vocabulary to express their ideas and when they found the way to do it, this was not acceptable either. Therefore, it was known that low motivation to participate in communication activities is a big problem in the English class.

It is recommended, in order to create a comfortable learning and teaching environment in which students feel relaxed and ready to make mistakes, where learners have fun at the very moment that they're learning and using what they

have learned, the teacher's duty must be to become a creative leader in the classroom whose main goal is to accomplish the students' learning.

This research aims to answer the next question:

What are the main factors affecting the level of participation in communicative activities in the English class in students of 8th grade in the afternoon shift at Miguel Larreinaga school during second semester , 2016.

1. Speaking

1.1 Concept of speaking

According to Burns(1997) "Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs, the participants and the purpose of speaking"(P.21).

That means that, speaking is a very useful process where students interchange knowledge and information that helps to build vocabulary and at the same time, they practice and use what they know, but this process has to be tested by the teacher who needs to plan, time and control the activity.

In Nicaragua, high school students don't have the opportunity to interact with English native speakers, so taking into account that speaking is a communicative activity, the teacher has to be able to design many activities related to this skill in which students exchange their knowledge and increase their vocabulary, without losing track of time and the purpose of the class.

1.2 Communication

Langue (1990) States, "Most educators agree on that English is primarily a tool of communication. However, teaching methods and obsolete evaluation techniques continue to emphasize the grammatical correction and memorization above the ability to speak the language fluently" (p.49).

In other words communication is a fundamental tool to communicate with other people, in the field of teaching. Different methods and techniques must be used to teach communication, but educational systems have been emphasized only in the grammatical part.

Nowadays in Nicaraguan schools, it is observed that English is not a primordial class although it is a fundamental tool of communication and that the methods of evaluation have been directed to the grammatical part, this is observed in the evaluations that are in written form as the exams and tests.

1.3 Accents

According to Hickey (2012) "Accents refer to a geographical variant of a language. However, it is used loosely, not only by non-linguists, to talk about any variety of language. For sociolinguistic purposes one must distinguish various sub-types of accents" (p.251).

In others words, accents is the variety of ways in which a language is spoken, sounds that a person pronounces and it is often related to a specific region of a country or continent. Here in Nicaragua , high school students and English learners are overwhelmed because of the accent that English speakers have when they speak so this tends to confuse them and they get less motivated to keep studying because of the complexity of the language.

2. Speaking skills

2.1 Definitions

Brown (1994) states that oral speaking skills are an important research field not only in English, but in other academic areas as well. This important field of investigation due to the strong relationship, it has to do with the educational process and the intrapersonal development among students (p.87).

Therefore speaking has to do with the students learning process related to English because they show what they`re gathering in their minds by speaking, and if there is a problem that shows that high school students are not motivated to participate in communicative activities, it is very important to research why does this occur and what can be done to solve this problem.

As it has been observed in Miguel Larreinaga school, students are not motivated to participate in communicative activities and this is a problem because English is a communicative language as are all languages, and this doesn`t permit the students to practice and find the importance of what they are learning.

2.2 Difficulties

Brown (1983) said that "Spoken language production is often considered one of the most difficult aspects of language learning in reality, many language learners find it difficult to express themselves in spoken language in the target language. Each student has their own problems" (p.162).

It has to be clear that speaking isn't easy because it involves many aspects that have to work simultaneously at the very moment someone is speaking. Every English learner has weaknesses but the main problem it is not having these weaknesses with speaking but not looking for solutions to eliminate these difficulties.

In Nicaragua, specifically in high school, English is taught as a class not as a language. In spite of this, English teachers have to be aware of the responsibility they have when teaching because in order to know if students are learning, teachers have to test their students' English learning by making them speak using communicative activities in which students' proficiency level is exposed and measured.

Ur (1996) expressed that "There are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of knowledge, low or uneven participation and mother-tongue use" (p.97).

When students don't have an acceptable English level to communicate with their classmates, they tend to use their native language which doesn't permit them to speak in the foreign language and when they are asked to speak English they prefer to avoid it. This is why encouraging students to communicate is a challenge for English teachers but they must be intentional with this strategy to assure the success of their students.

In Nicaraguan high schools, most of English teachers are interested in teaching grammar structures, trying to fulfill the English program and they don't pay attention to promote the speaking skills. When they try to do it, students simply don't like to participate because there is no innovation or creativity in the activities that teacher plan, and if the students do so, they do it by speaking Spanish.

2.3 Factors affect participation

Krashen (1982) said one of the most important influences on language learning success or failure is probably the affective side of the learner. states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety (p.101).

When a person is studying, there are many things that can affect or help to the learning process so a person is high motivated or low motivated due to many aspects that could be outside the classroom.

Nicaraguan English teachers have to go beyond the students` behavior because they could have problems in their families, neighborhoods and this could be affecting the participation in the communicative activities that the teacher design for the English class.

Oxford (1990) defines that Speaking skill performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities. Lack of Subject Matter Improper Listening Skills Lack of Proper Vocabulary Anxiety Strong and Quick Learners Domination in the Class Lack of Proper Orientation (p.134)

That means that speaking skill is related to many factors that affects the students performance and it refers to many strategies that can be applied to increase the students motivation to participate in communicative activities, thus

English teachers can motivate students to get involved in the class by doing several things in the classroom.

In Nicaragua, students not only study in high school but sometimes they work and help their parents and this make them invest little time in studying, specially English, so English teachers are supposed to create enough activities in which students use the time well at the moment they are studying in the classroom.

3. Teaching of communication

3.1 Procedure of teaching communication

Richards (1990) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate (p.69).

One of the most important stages or skills of the English language is speaking because students can demonstrate how much they have improved orally but as it has been mentioned before, English teachers are not planning enough communicative activities through which learners use their knowledge.

In high school, students don't find the importance or the English class because of the lack of attention or English teachers to the speaking skill so when they're finally asked to perform an oral activity, they get lost because it is hard to do

what you don't practice often and eventually they fail and they get disappointed. But the most amazing is that teacher doesn't seem to be worried about it.

3.2 Communicative activities

Moss(2003) expressed that communicative activities include any activities that encourage and require a learned to speak and listen to other learners, as well as in the program with people and communicative activities have actual purpose to find information, break down barriers, tasks about self, and learn about the culture (p.161).

Communicative activities are activities that involve interaction among students in which they feel free and confident of making mistakes, where students can help each other to lose fear and achieve specific purpose or objectives.

English is a communicative language and Nicaraguan English teachers should create and design attractive communicative activities where students don't feel afraid of being corrected every time they speak, and the chance of communicating with their classmate could be a positive factor that improves their motivation.

3.3 Learners activities

According to Garcia (2001) "Learning activities are practical assumptions or exercises that claim that the students do not just memorize, but constantly apply knowledge for the purpose of that becomes something operating and dynamic, through activities can be guided and organized learning" (p.120).

This means that learning activities designed by English teachers have to promote meaningful learning and the very use of what students know because this is going to increase the possibility that students learn at long-term.

Bearing in mind that Nicaragua doesn't allow the high school students to practice English outside the classroom because it is a country in which Spanish is the official language, English teachers must create learning activities that permit students interact among themselves and learn meaningfully by using their knowledge.

4. Some factors that affect the level of communicative activities

4.1 Lack of vocabulary

Schmitt (2000) said Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language(p.34).

This means that you cannot express what you don't know or even worse, you would like to tell something to someone else but if you don't know the necessary words to express your ideas you will be impeded to communicate so that's why learning new vocabulary very often is useful in order to get better in learning a second language.

Unfortunately in Nicaragua high school, English is not important for students and obviously you won't learn what you don't like, they're not interested in learning vocabulary because getting an average grade is enough to pass the school year, so when the moment or speaking takes place, they find it difficult because their lack of vocabulary.

4.2 Pronunciations

According to Kenworthy (1987) It is common knowledge that many learners ignore pronunciation in language learning. Unfortunately, a large number of teachers also ignore it. However, the reasons for this negligence vary greatly. Almost all learners of English claim that they do not need to study pronunciation. Many of them are convinced that it is simply a waste of time. They just want to communicate in English and, as long as they are understood, little else matters (p.85).

Sometimes students don't like to study English pronunciation because of the complexity of English sounds , and teachers don't create activities that promote pronunciation so they keep writing , where English is not taught as a language but as a class, they`re are not expecting that high school students speak English.

In Miguel Larreinaga school, students don't like to `participate in communicative actives because they don't know the right way of pronouncing some words, their classmates laugh and they don't want to participate anymore. But here in Nicaragua in high school, there is no a single course during thisperiod where pronunciation be offered as part of the English class.

4.3Instructions

Becker (1977) states Instruction plays an important role in the curriculum of today's schools. And, for the most part, current curriculum follows closely the paradigm set by basal programs--a paradigm in which instruction consists of allowing students to practice skills independently on skill in preparation for criterion-referenced tests that look remarkably similar to the skill sheets (p.46).

All students see in a teacher a person who is very important for them, because they see a model on him or her for the knowledge, sense of humor and whatever he or she does in the classroom it is going to be fundamental in their learning process, so when a teacher offers good instructions when teaching he or she is promoting skills, good habits in the students.

In Miguel Larreinaga school, the English teacher rarely creates communicative activities and when he does it, he doesn't give clear instructions that make students understand what they are going to do during the activities, so it is obvious that they get bored which leads up in low motivation to participate in other activities created by the teacher.

5. Motivation

5.1 Intrinsic

White (1959) states .Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards (p.138)

In short words, intrinsic motivation stems from inside a person, what somebody wants to get or learn makes him or her enjoy. It is related to personal goals, dreams.

Unfortunately in Nicaragua, many high school students aren't intrinsically motivated to study English because they think it is not necessary, due to Spanish is their native language but when there is a problem, always there is a solution and this is the English teachers' challenge; build intrinsic motivation by creating communicative activities and a comfortable environment through which students can see the importance of learning English.

5.2 Extrinsic

White, (1959) said .Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (p.138).

Extrinsic motivation means that someone does something because there is something that it is offered to award the performance so he or she acts looking for an object, grade and it is related to external factors.

In Nicaragua high school students are motivated externally and if they perform an activity or participate, they do it because they want to get a good grade, because they think that English speakers earn much money but extrinsic motivation is not good when there are many challenges that students might face, they usually give up.

5.3 Teacher motivation in the classroom

Gardner (2007) states that when discussing the roots of motivation to learn a second language in the school context it is necessary to consider it from the point of view of both the educational context (as we would for any school subject) and the cultural context (which is generally not that relevant to most other school subjects) (p.237).

So, when motivation is discussed, it is necessary to bear in mind that not all is due to teachers and students but there are other events or factors that affect motivation, as was mentioned before the educational context could ; and the cultural context Nicaragua doesn't offer too much opportunities for students practice what they`re learning.

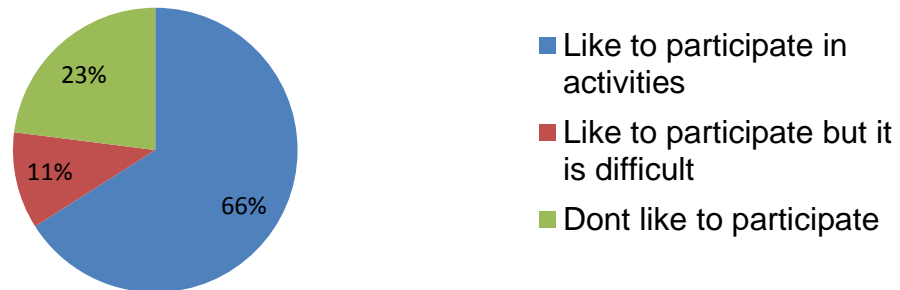
In Nicaragua high school students who are interested in learning English, have to go to academies to take English course, but others learn or receive just when they're in the school so, the environment in which they live, don't allow them to improve their English level.

According to the graphic, 66 percent of students expressed that they like to participate in the communicative activities, 11 percent expressed that they like to participate in communicative activities but it is difficult to understand or perform some activities, and 23 percent of students expressed that they don't like to participate in communicative activities because it is difficult.

The English teacher stated that students have different opinions about being required to study English. Though many students like English, they are frustrated because there are many others who don't like it and do not want to participate. The teacher indicated that this makes it difficult for him to create a comfortable environment in which everybody is involved, so he tries to perform different communicative activities in the class in order to make students participate.

During these activities it was observed that some students were involved in a positive way in the communicative activities and others were not. This could be due to the fact that during the class the teacher did not develop a creative variety of activities to interest all of the students.

Do you like to get involved in the communicative activities of the English class?

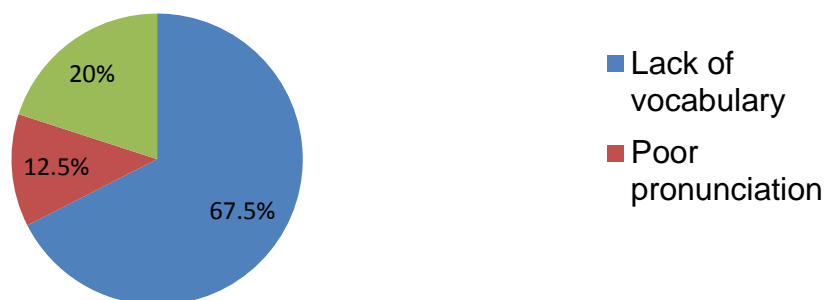


In this graphic 67,5 percent of students expressed they don't have enough vocabulary, 12,5 percent of them said they can't pronounce the words correctly and 20 percent of students expressed that they are shy at the moment they participate in the communicative activities.

The teacher expressed that there are many factors that affect the level of participation that depend on each student, which are: insecurity, poor pronunciation, fear of being ridiculed at the moment of participate and lack of vocabulary.

It was observed that students don't have enough vocabulary during the communicative activities to express their ideas. Also, they have difficulty when pronouncing some words and shyness prevents some students from participating.

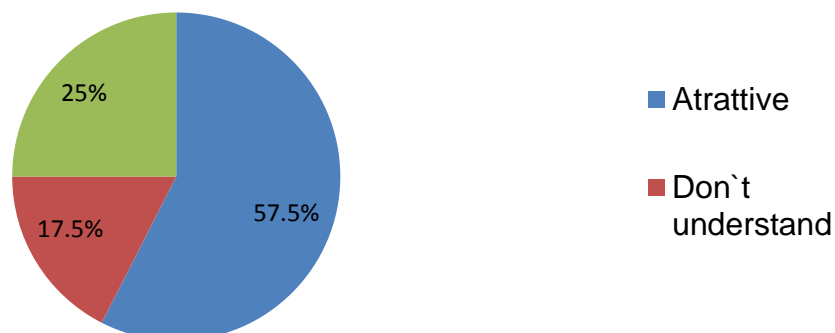
What reasons prevent you from participating in communicative activities?



In this graphic, 57.5 percent of students think the English class is attractive, the 17.5 percent of students said the class is difficult of understand, and 25 percent of students expressed that the class is boring. The English teacher said that his class is participative and integrative and also expressed that he likes to integrate all his students in the class.

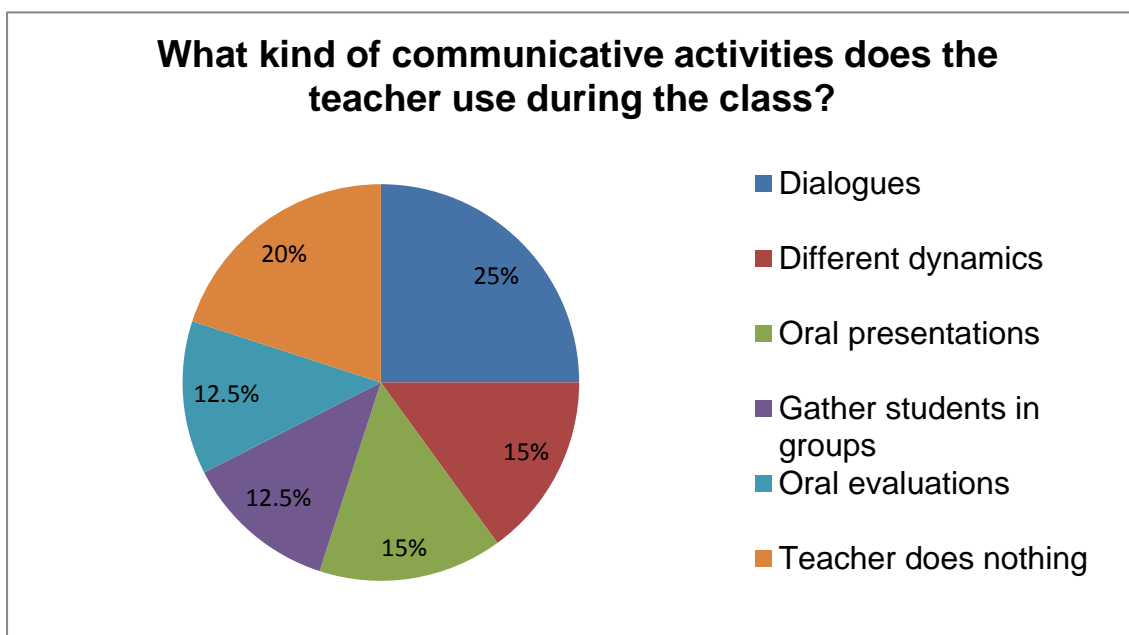
It was observed that the class was somewhat monotonous and that the activities were repetitive. This made the class become boring, so it was observed that during the class only a few of the same students participated.

How do you consider the English class?



In this graphic, 25 percent of students said that the teacher performs dialogues during the English class, 15 percent of students expressed that he performs different dynamics, another 15 percent stated that the teacher promotes oral presentations; 12.5 percent said that the teacher gathers students into groups to work together, another 12.5 percent expressed that the teacher does oral evaluations, and finally 20 percent stated that the teacher does nothing during the English class.

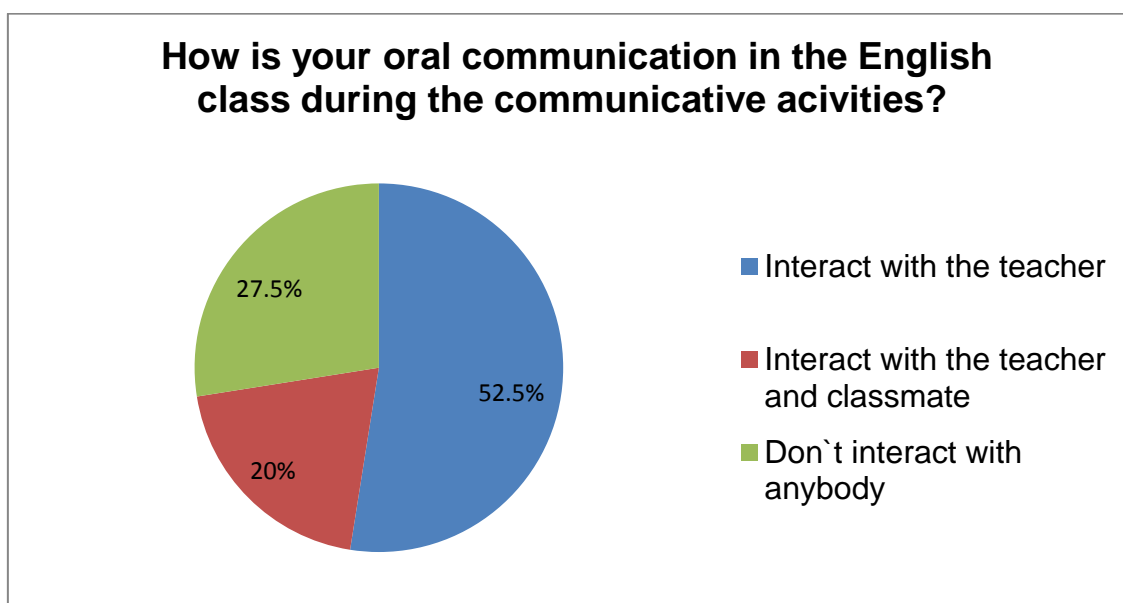
The teacher expressed that he performs many communicative activities during his class, these activities are: dialogs, oral presentation, bilingual panel, singing contests and pronunciation of lyrics. During the class was observed that the teacher develop some communicative activities like: dialogs and question-answer, these activities are frequently used by the teacher.



According to this graphic, 52.5 percent of students expressed that they interact in English with the teacher , 20 percent of students stated that they interact in English with their teacher and classmate finally 27.5 percent of students stated that they don't have a good relationship with their teacher.

The teacher expressed that he tries to integrate the all students in his class also he said that he motivate students to speak according their level during the class because he knows that the key for the English learning is motivated and integrate all students ,so, he is always ready to help and clarify doubts.

It was observed that the teacher tried to integrate all students at the moment to participate in the communicative activities for they develop the oral communication although few students were involved in the activities and speak English but only with the teacher.

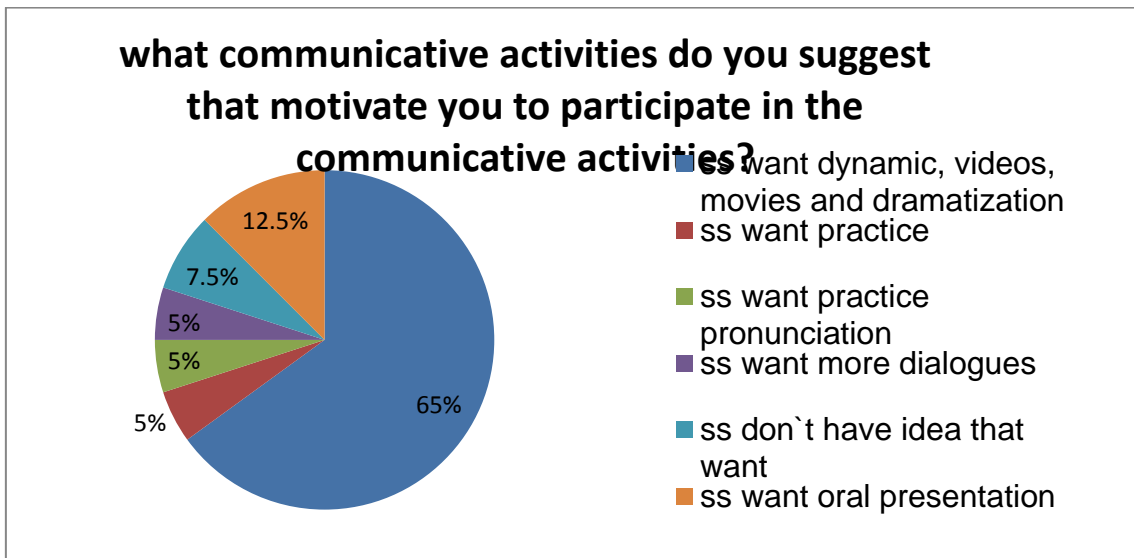


In this graphic 65 percent expressed that they would like to have more dynamics, videos , movies and dramatizations in the English class, 12.5 percent of them would like to perform more oral presentations during the class, 5 percent of students would like to practice communicating more in the class, another 5 percent would like to practice more pronunciation in the English class, another 5 percent said that they would like to have more dialogues when

receiving the English class and 7.5 percent stated that they have no idea about what the teacher could do to help them participate in the English class.

The teacher expressed that he create more activities to make students practice their English in the next year and at the same time to promote a practical English class in which students have the confidence to participate.

During the class was observed that few communicative activities were employed, the class was more focus on the grammatical part.



Conclusion

Relating to the instruments results which were applied to the students, they said that they want more activities they can interact and practice what they're learning in the classroom. They are asking for more communicative activities and creativity during the English class.

In a group of students (classroom) there are many aspects that influence the students' behavior. This means that they are affected by the class or extrinsic elements and the teacher has to be able to know them and work to promote good things and eliminate the bad ones.

As it was discovered in the findings from the observations, there are many students who think that English is important to get better jobs; others think that English is not important. As a result, there are many factors that affect the learning process.

So according to what it was found in the instruments applied to students and teacher, it can be said that the factors that affect the low participation in communicative activities during the English class are:

- 1- Lack of vocabulary or knowledge to express ideas.
- 2- Shyness
- 3- There aren't enough communicative activities performed by the teacher.
- 4- The class is boring.
- 5- Students don't have a good communication with the teacher.

The authors of this study would like to suggest some aspects that can be useful for an English teacher in the communicative activities.

- 1- Be flexible: students are different even in the same group so try to be opened to suggestions that can improve the English level of students.

- 2- Be creative: Try to fill your class with many attractive communicative activities that make students interact among them, like role play, dramatizations, description and verbal game.
- 3- Be self-improver: Try to test what you did in your class, and think what went good or bad because this is going to permit you to be a better teacher.
- 4- Be searcher: English is a broad language and you can find many ways (techniques strategies) to teach meaningfully, try to search didactic materials, games, role-plays, that allow you to keep your students involved in the English class.
- 5- Be a practical teacher : It is not recommendable to teach your students to learn things by heart, instead of that, when students learn in a meaningful way, the knowledge they get lasts longer so when you teach through games, songs, videos, examples ; they are going to become better English students.

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APPENDICES

Universidad Nacional Autonoma de Nicaragua

FAREM- MATAGALPA

Observation guide

Objective: To examine the teaching learning process in eighth grade A at Miguel Larreinaga school.

General Data

Date: _____

School: _____

Student`s number: _____

Criteria	yes	no	Observation
The teacher develops communicative activities			
The teacher interacts directly with students			
The teacher motivate students to communicate orally			
The teacher uses dialogs			
The teacher uses role play or dramatization			
The teacher uses games in his communicative activities			
Students know vocabulary according to their level			
Students pronounce the words correctly			
Students participate in the communicative activities			
Students demonstrate confidence when speak in English			
The class is dynamic			

Universida Nacional Autonoma de Nicaragua

FAREM- MATAGALPA

Interview for the teacher

Objective: To get information about of communicative activities during the English class in 8th grade A.

General Data

Teacher`s name: _____

Date: _____

School: _____

Student`s number: _____

- 1) Do you consider it is important to motivate students to participate in communicative activities?

- 2) What strategies do you use to promote participation in communicative activities?

- 3) What kind of communicative activities do you used with your students?

- 4) How do students integrate into communicative activities?

- 5) How do you describe your class?

- 6) What factors do you think can affect the levels of participation in communicative activities?

Universidad Nacional Autónoma de Nicaragua

FAREM- MATAGALPA

Survey for the students

Objective: To get information about of communicative activities during the English class in 8th grade A.

General Data

Date: _____

School: _____

- 1) Do you like to get involved in the communicative activities of the English class?

- 2) What reasons prevent you from participating in the communicative activities?

- 3) How do you consider the English class?

- 4) What kind of communicative activities does the teacher use during the class?

- 5) How is your oral communication in the English class during the communicative activities?

- 6) What communicative activities do you suggest that motivate you to participate in the English class?

Tabulation chart

Questions	Answer	Options	Total %
Do you like to get involved in the communicative activities of the English class?	a)Like to participate in the activities	26	66
	b)Like to participate in the activities but it is difficult	4	11
	c)Don`t like to participate	10	23
What reasons prevent you from participating in the communicative activities?	a)Lack of vocabulary	27	67.5
	b)Poor pronunciation	5	12.5
	c)Shyness	8	20
How do you consider the English class?	a)Attractive	23	57.5
	b)Don`t understand	7	17.5
	c)Boring	10	25
What kind of communicative activities does the teacher use during the class?	a)Dialogues	10	25
	b)Different dynamics	6	15
	c)Oral presentations	6	15
	d)Gather students in groups	5	12.5
	e)Oral evaluations	5	12.5
	f)Teacher does nothing	8	20
How is your oral communication in the English class during the communicative activities?	a)Interact with the teacher	21	52.5
	b)Interact with the teacher and classmates	11	27.5
	c)Don`t interact with nobody	8	20
What communicative activities do you suggest that motivate you to participate in the English class?	a)ss want dynamic, videos, movies and dramatization	26	65
	b)ss want practice	2	5
	c)ss want practice pronunciation	2	5
	d)ss want more dialogues	2	5
	e) oral presentation	5	12.5
	e)ss don`t have idea that want	3	7.5

variables	Sub-variables	Definition	Indicator	scale	Tecnic
Factors		Speaking skill performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities, lack of Subject Matter Improper Listening Skills Lack of Proper Vocabulary Anxiety Strong and Quick Learners Domination in the Class Lack of Proper Orientation (Oxford, 1990).	lack of vocabulary	Closed	Observation
			pronunciations	Closed	Observation
			lack of comprehension	Closed	Observation
			instructions	Closed	Observation
			shyness	Closed	Observation
			resources	Closed	Observation
			techniques	Closed	Observation
			strategies	Closed	Observation
				Closed	Observation
				Closed	Observation
Level of participation		A problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.		Open	Interview
				Open	Interview
				Open	Interview

APPENDICES





