Strategies to help students reduce the fear of speaking in English learning classes from second year at Santa Cruz Institute during the second semester of 2016

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ABSTRACT

The learning of the English language is essential in the globalized world we live in, that is the need to teach the language using affective and metacognitive strategies through dynamics to help students reduce the fear of participating in the English class, in High school students at National Institute in Santa Cruz.

This study refers to how to reduce fear in eighth-grade C students at National Institute Santa Cruz in 2016. The main objective of the study is to analyze the most appropriated strategies to help students reduce the fear of speaking English in classes. The total population is 402 students who correspond to all the students who take the English classes and two English teachers. From this population was selected the sampling of 32 students and two teachers of eighth grade C.

For the compilation of data two interviews were applied to students and teachers and an observation to teachers. For data analysis, theoretical methods have been used, such as deductive-inductive, analysis and synthesis, the results gotten from the applied instruments were analyzed by data tabulation on qualitative, and qualified by the interpretation of each item of the applied instrument.

Among the main findings there were found that students are afraid of speaking in English class. Another was that the students are not prepared properly. The teachers are using teaching materials but they are not implementing appropriated strategies that help students to improve oral communication to feel safe in speaking.

Among the main conclusions it is found that the students' fear of speaking in the classroom is a preponderant element for the students to reach satisfactory level of learning, is for this reason that students are demotivated and fail their school year.

Key terms: Fear, reduce, strategies, English language

INTRODUCTION

English as a foreign language was confined largely to academic purposes, it is the second language most spoken around the world (Geoffrey Broughton, Christopher Brumfit, Roger Flavell., p. 24). In our country has increased the need of learning English, nowadays it is an important part in students' learning process of the language. In Nicaraguan educational system the English language subject is not included in elementary public schools, it is just included in high school; along this stage of learning students acquire the grammatical features but they are not able to speak fluently and produce their own utterances using. Fear is a characteristic of the human being that inhibits the ability to develop learning skills in students in the classroom.

For this reason, it is carried out this research focusing on the how to help students reduce the fear of speaking English in classes where students are able to develop speaking skills in a fluent way and also interact more in this globalized world, because, if the students feel confident, they will be able to develop speaking skills and will make a meaningful learning in English language.

OBJECTIVES

To analyze the most appropriated strategies to help students reduce the fear of speaking English in classes

To identify the causes of fear in speaking English in the learning process

To describe the consequences of fear in speaking English in the learning process

To validate the most useful strategies to help students reduce the fear of speaking in English as a foreign language.

METHODOLOGY

This research design is qualitative, it is addressed at identifying the actual behavior of the students to the problem such as the fear expressed orally in classroom and provide strategies that help overcome this difficulty according to (Jack Fraenkel, Helen Hyun, Norman Wallen, 2011)

Subject Selection; The universe consisted of 410 students of the Institute National Santa Cruz of community Santa Cruz, Department of Estelí. Population: The research was realized to 30 students of 8th grade ''C', in the morning session at the National institute Saint Cruz.

Type of sampling: The sample was 7 students from $8^{th"}$ C" and two English teachers. It was intentional for convenient and it not probalistic.

Type of design: It is cross section because it was made in a period of time the first semester of 2015 to the first semester until 2016 with a focus qualitative applied.

The line of research is in education.

Characteristic of the sample

The sample for this research paper was formed of 30 students out of 102 students, which is the full number of eighth grade students, for three eighth grade classrooms. The age range of this student were between 12 and 17 years old, in grade "C" the sampling were students from 14 and 16 years old. These Youngers have a following characteristic such as:

Most are students introverted, creative, some students are respectful of their fellow teachers and other students, there are someone's extroverted students and show little respect for classmates.

The students at the Instituto Nacional Santa Cruz come from the different communities of the rural areas. These communities are located a longer distance of the Institute, named: San Antonio, Llano Redondo, Las Cuevas, Sabana Larga, La Trinidad, Estelí, and San Isidro. The Instituto is located in the Institute of Santa Cruz it is located 10 kilometer south of the city of Estelí, on the Panamerican highway.

Data collection; as well as empirical methods such as student interview and teacher's interview

Instruments; open interview is a communication process by which a researcher takes information from a person. It is where the interviewer guides the conversation but gives the respondent space to express their own views. The open interview is aimed at understanding the perspectives of the informants about their lives, experiences or situations, as expressed. (Jimenes, 2012)

For this study research, it was applied an interview for each student of the selected sample and another interview for the English teachers. Student was selected such as the group in order to test how to they overcome the speaking in the classroom of the students. It is instrument to get information about problem.

Data Analysis: for the data analysis, theoretical methods have been used, such as deductive-inductive, analysis and synthesis, the results gotten from the applied instruments were analyzed by data tabulation on qualitative, and qualified by the interpretation of each item of the applied instrument.

ANALYSIS AND RESULT DISCUSSIONS

Analysis and result discussions are presented below, they were made based on the results obtained in the application of an interview to students and teachers, observation guide to teachers and students about the fear students feel when they speak English in the classroom, for this reason are proposed strategies to help students reduce the fear of speaking in a second language.

The causes identified to the fear that students presented when they speak in English are: Fear having mistaken in the pronunciation of the vocabulary in front of his classmates is related to those expressed by Craig (2014) in his study "Fear is a psychological manifestation based on the physiological responses of the human being, it is also an Natural answer in a situation of danger ". Teachers affirm have being observed the fear in their students and how they do not want to participate in the classroom, in some cases they have being observed bullying. Furthermore, Scott T. (2014) Understanding fear, its causes, and its impact on students it's so important for educators who seek ways to help students manage their fears.

"These studies are directly related to the analysis and results of the present research, teachers and students participating in this research agree that fear affects learning, memory deficit and key functions of the central nervous system. Another cause that was identified the case in which the student has a native language as Spanish language when studying a foreign language as English becomes for them in a situation of insecurity and fear of participating in the English class because in our country is taken the English class at the beginning of high school.

According to teachers in the interview expressed that "they use different teaching materials to develop the English classes through the use of appropriated strategies allow them better assimilation". It is expressed in this study by students and teachers that there are contrasts between students who said "they do not feel safe in the classroom but teachers express that they develop their content to apply it in a limited time". According to this analysis there is an environment of insecurity for the students that the teacher does not assign the importance appropriated. According to Scott (2014), the fear of students in the classroom is the main basis for the teacher to choose strategies according to the level of students' performance to overcome the fear of speaking in English class.

This fear students feel in the English class brings as consequences that students are not developing the abilities of speaking however they are developing the writing, listening and the reading, but the fear of being mistaken to participate in the English class they do not develop the language skills. Teachers agree with students who are developing writing, reading, and listening skills in the classroom, but they say to practice a little.

The circumstances under which the learner's doubt and discomfort go from being constructive to being destructive as a result the student is negatively affected this allows them not to appropriate the necessary tools to develop their skills and consequently easily become victims of mockery; students are overwhelmed by the feelings of fear that affect learning. It is necessary the teacher recognizing student's fear opportunely and takes providence.

Students express that they are staying silent without reacting to abuse by other students. Teachers express having observed a part of students putting nicknames and using dirty words against other students are becoming a perpetrator and victim of mockery. As a result there are a lot of introverted students with low grades as stated in their Keramida study that students decrease their learning abilities.

According to the observation guide teachers used affective strategies to regulate emotions, motivations and attitudes in the process of interaction between students and teachers achieving good results. According to the interview and observation teachers are not using affective strategies to reduce fear in the students by participating in the activity of speaking

Students express that teachers are using group dynamics dialogues and songs to make learning easier for students. This has helped them to have a little confidence also to understand some of the language. Teachers are using group dynamics; work in pairs, games, songs to make the learning process easier for students this is confirmed according observation guide.

According to the studies carried out they have the consequence that the teacher can choose cognitive strategies so that the student completes his learning process, Metacognitive strategies increase the level of student learning which allows for achieving satisfactory learning achievement or advanced learning achievement.

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