

ABSTRACT

A DESCRIPTION OF STUDENTS' PARTICIPATION DURING ENGLISH
CLASSES IN A PRIVATE HIGH SCHOOL

By

Jorge Andres Sapuyes Basante

Submitted to the Faculty of Human Sciences
In partial fulfilment of the requirements for
The degree of B. A in the department of
Linguistics And Languages
English and French Program
University Of Nariño
June. 2004

ABSTRACT

Throughout this research, I centered my work on participation, keeping in mind that the problem of this research is: How is the students' participation during English classes in a private high school, taking into account some aspects which have influenced the foreign language learning and if the language learning is important to them?.

Additionally, at the beginning of this research the problematic situation, the significance of the study, the factors that influence language learning and the importance of participation in the English classes are stated. Related studies such as motivation, teaching strategies in the English class and its relation between participation, motivation and learning are presented in this paper. Also, we can see in this work the treatment of the problem, the purposes, the objectives, the literature review, etc. to continue with the methodology and finally, with the results and discussion. Incorporating the description of students' participation during the English class, supporting the statistical results with the class observation, the charts and the figures in each question to understand in a better way the analysis. Finally, at the end of this research, the reader can find the conclusions and recommendations which have been made for the school, which should be kept in mind for further research.

RESUMEN

A lo largo de esta investigación he centrado mi trabajo en la participación, teniendo en cuenta que el problema está relacionado con la siguiente pregunta: Cómo es la participación de los estudiantes durante las clases de Inglés en un colegio privado de secundaria, teniendo en cuenta los aspectos que han influenciado el aprendizaje del idioma extranjero, y si este aprendizaje es importante para ellos.

Además, Aquí podemos encontrar el problema, la importancia del estudio, los factores que influyen en el aprendizaje de un idioma, la importancia de la participación en las clases de inglés. Teniendo en cuenta las investigaciones relacionadas con la investigación, tales como la motivación y las estrategias de enseñanza en las clases de inglés y su relación con el aprendizaje. Además, como podemos ver en el trabajo, se ha mostrado el tratamiento del problema, los propósitos, los objetivos, la revisión de literatura, etc. Para seguir con la metodología y posteriormente con análisis de esta investigación. Incluyendo la descripción de la participación de los estudiantes en la clase de Inglés, apoyando los resultados estadísticos con la observación de clases, las tablas y los gráficos en cada pregunta, por último, al final de la investigación el lector puede encontrar las conclusiones y recomendaciones que se han hecho para el colegio, las cuales se deberían tener en cuenta para las próximas investigaciones.

A DESCRIPTION OF STUDENTS' PARTICIPATION DURING ENGLISH
CLASSES IN A PRIVATE HIGH SCHOOL

By

Jorge Andres Sapuyes Basante

Submitted to the Faculty of Human Sciences
In partial fulfilment of the requirements for
The degree of B. A in the department of
Linguistics And Languages
English and French Program
University Of Nariño
June. 2004

*This work is dedicated to my brother's memory
and to my parents who have allowed me
to study not only in the high school but also at the
university, giving me the opportunity to reach
one more achievement in my life.*

*Besides, I want to express my gratefulness to them for
their unconditional comprehension and support
in my life.*

ACKNOWLEDGEMENTS

In this page I want to express my gratefulness to every one who made the development of this work possible. Firstly, to my advisor Magda Lucy Caicedo and Lisl Hinkson, who taught me important things about the language while they helped me to correct this paper. Secondly, I wish to thank the members of the jury, professors Hector Rosero Hurtado and Ivan Ricardo Miranda. who collaborated in the process of my research. Also, I want to say thanks to Dr. Jesus Alirio Bastidas for having been the guide at the beginning of this research and showing me the way. Finally, I want to say thanks a lot to everybody who trusted me, in my effort and especially to those people who know that they are really important to me.

TABLE OF CONTENTS

List of the tables	v
List of the figures	vi
CHAPTER 1: THE RESEARCH PROBLEM	1
Introduction To The Problem	1
Description Of The Problematic Situation	2
Tentative Problem Statement	2
Problem Analysis	2
Problem statement	4
Problem evaluation	4
Delimitations	5
Population	5
Geographical Location	5
Objectives of the study	6
Significance Of The Study	6
Limitations	6
CHAPTER 2: RESEARCH CONTEXT	8
Language Learning	8
First Language Learning	8
Second Language Learning	13
Foreign Language Teaching	13
Students' Participation	14
Type Of Students' Participation	16
Related Research	17
Research Problem	22
CHAPTER 3: METHODOLOGY	23
Design	23
Participants, Setting And Sample	24
Data collection Instruments	24
Procedure	24
Pilot Study	25
Data Analysis	25
Ethical Issues	26

CHAPTER 4. RESULTS AND DISCUSSION	27
Method	27
Results of the survey	31
Limitations	51
CONCLUSIONS AND RECOMMENDATIONS	53
Conclusions	53
Recommendations	54
REFERENCES	57
APPENDIX	60

LIST OF THE TABLES

	Pag
Table 1. English Knowledge	31
Table 2. Importance of English class	33
Table 3. Importance Of The Participation In the English Class	35
Table 4. Solicited Participation	37
Table 5. Voluntary Participation	39
Table 6. English Class Participation	40
Table 7. Motivation To Participate	42
Table 8. Class Participation	44
Table 9. Materials, Didactic And Audiovisual Aids Influence	46
Table 10. Techniques To Increase The Participation	49

LIST OF THE FIGURES

	Pag
Figure 1. L2 Teaching And Learning Importance	3
Figure 2. Primary Components of language	11
Figure 3. English Knowledge	31
Figure 4. Importance of English class	33
Figure 5. Importance Of The Participation In the English Class	35
Figure 6. Solicited Participation	37
Figure 7. Voluntary Participation	39
Figure 8. English Class Participation	41
Figure 9. Motivation To Participate	42
Figure 10. Class Participation	45
Figure 11. Materials, Didactic And Audiovisual Aids Influence	46
Figure 12. Techniques To Increase The Participation	50

APPENDIX

	Pag
Annex A. Survey	61
Annex B. Class observation format	62

INTRODUCTION

This research has been focused on the students' participation during English classes in a private high school. Participation has been described with the purpose of helping both the students and teachers to become aware of the problematic situation. Also, the study shows how the teachers use the participation in the classroom and how important is it for the students. Taking into account the literature review as a main basis of knowledge to describe the students participation. Moreover, it is important to keep in mind the relation between interaction, motivation and participation to create a sense of togetherness among learners.

Although the description of students' participation is the main objective in this research; we can find a complementary information about related topics such as motivation, learning and teaching strategies, which help us to understand the collected information.

Finally, at the end of this research the reader will be able to find the gathered and analyzed information which help us to understand the relation between participation, motivation and learning.

CHAPTER 1. THE RESEARCH PROBLEM

In this chapter I present some bases to understand the problem that I have chosen as a possible aspect for learning English as a foreign language, providing a general description of the problematic situation, the tentative problem statement, the problem analysis, the problem statement, the problem evaluation, the delimitations, the geographical location, the objectives, the significance of study and the limitations that we can find along this research, involving the readers in the problem, explaining the purpose and the importance of this investigation by means of the previous contents.

Introduction To The Problem

This kind of research focused on students' participation, as suggested by Professor Bastidas, is the continuation of a research study done by Vega and Pinzon (2002). In this work I keep in mind some aspects to widen the knowledge in this area.

This theme is important to me because I think that participation is a way through which the students can practice English as a foreign language in the class, moreover, it is of key importance in the learning process of any language.

In this research study I will be able to collect students information taking into account the participation as a way of motivation because the students and every one of us, search to be accepted and not to be judged by the peers, as I have seen in the class observations. On account of this situation I hope to work in this area to find out new causes for the low participation and attention, focusing this work on the ways used by the teachers to provide places for participation in the classrooms.

Description Of The Problematic Situation

The problem that I chose as the main topic of my research study is students' participation during English classes in a private high school. Taking into account this topic, I start to put into practice a few of the mechanisms to collect data, so as to provide a better description of the problem. First of all, the students' participation during English classes has been given low significance from the learning point of view. Because through this research by means of class observation, I have been watching and hearing that the students do not have an active participation during the English class. Secondly, I have observed how participation has been used by the teachers in the classroom as a mechanism of punishment to discipline the class. For this reason, I think that the students do not feel good participating in class. Moreover the pressure from teachers on students to participate take away the interest from doing anything in class, and this situation could be dangerous in the field of class participation. So the students see participation as a duty, more than a learning activity. Besides the students' participation can be unstable on account of different factors such as age, personality, cognitive factors, teachers' motivation and psychological predisposition of the students in class, among others. Finally, the students' participation during English classes in a private high school would be related to the teaching activities and the factors mentioned above.

Tentative Problem Statement

How is the students' participation during English classes in a private high school, and how important is it for the students?.

Problem Analysis

Taking into account the English learning and teaching process in a private high school, some students state a dislike for the language because of the limited

complementary activities and at times, the teacher and his methodology. Although the teacher seldom does different activities to teach the topics, the materials in the class are bounded; besides the activities to develop the skills of the language are very limited to translations and dictations in order to practice the second language (L2), rarely does the teacher use different activities or techniques like audiovisual aids or didactic materials to teach. Therefore, I have realized that the main obstacle in the learning process could be the methodology used by the teachers. On the other hand, the importance of trust between students and the teacher is paramount to dialogue in the class without pressure, but bearing in mind whether the students want to participate or whether it is important to them. Finally, I think that the learning process is related to methodology, keeping in mind the participation as a mechanism of study in a high school.

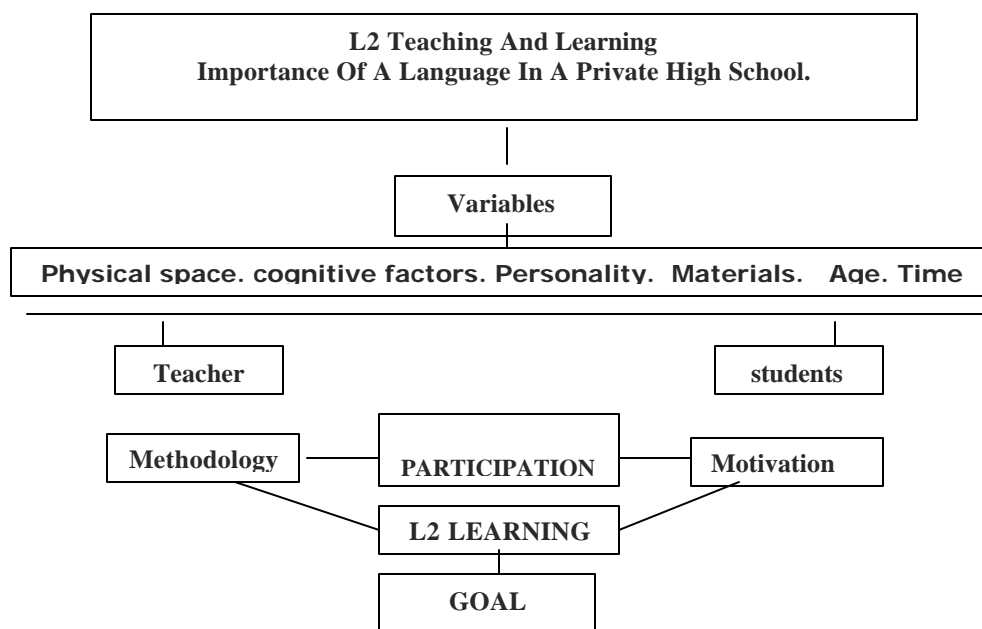


Figure 1 L2 Teaching and learning importance

Variables

Throughout this research I have found a few variables, which influence L2 learning and teaching processes such as materials, time, physical space, personality, age,

cognitive factors, motivation, methodology, learning and teaching strategies among others, which affect directly the class participation. But to describe the problem in a better way, methodology and motivation have been taken into account.

The teaching and learning process of a language in a private high school is related to a few variables which I have shown above (See figure 1). Those variables are independent of each other and they help us to know the necessities that each participant has in his learning process, keeping in mind the students' motivation by the teachers and the use of their methodology to improve the participation in the English class. In this way, the students can learn and practice the language effectively, reaching the main goal, which is the second language learning.

Problem Statement

How is the students' participation during English classes in a private high school from 7th to 8th grades and how important is it for the students?

Problem Evaluation

The problem was clearly established and the information that we need to know about the problem is complete and relevant. Moreover, the problem is not trivial since it has a direct relation with the learning and teaching of English as a foreign language. Besides, participation plays an important role in the communication between teachers and students. I also believe that the problem can be researchable and the information gathered can help us to develop different activities in the classroom taking into account that participation is a strategy of study. Besides, the research can be done because I have sufficient time to develop this research and I can analyze the collected data in this period of time. Moreover, I count on the resources to do this research, such as enough money to afford the expenses, students' collaboration, teachers' help, and the most important point

of this study is to make sure it follows an ethical and responsible process, bearing in mind the necessary steps to do a good work, respecting all points of view to obtain a good correlation with in the work.

Delimitations

Conceptual: These terms taken from Advanced Learner's Encyclopedic Dictionary (1989-1992) have to be considered due to their high frequency and their relevance in the present work.

- * Participation: the act of taking part in an activity or event.
- * Pressure: force, influence or strong persuasion to make somebody do something.
- * Punishment : Penalty inflicted on one has done wrong
- * Observation: A noting and recording of facts, as for research
- * Motivation: the act of motivating or providing an incentive. Stimulate the interest to cause to want to do.

Population

I worked in four courses, which there were 22 students in each course, both female and male between twelve and fifteen years old with a middle-high and high socio-economic class.

Geographical Location

This research study was carried out in a private high school located in the south west area of the city. In this place we can find middle socio-economic neighborhoods around the high school. Also, behind the high school, we find some places which are dangerous, like a market place. These places are in Pasto, in the Department of Nariño, located in the southwest of Colombia.

Objectives Of The Study

General Objective

- * The principal aim of this study is to describe whether the learning process during English class is influenced by participation.

Specific Objectives

- * To identify the type of students' participation.
- * To describe both individual and group participation.

Significance Of The Study

This research is important because the answers provided by the students and the teachers' point of view with regards to participation, may lead us to an application in the classroom that could affect the students' learning process in a positive or negative way, and therefore their knowledge of English. That is why through this descriptive work I pretend to determine if the learning process is related to students' participation during English classes and to show the importance of class participation without the teacher's pressure in order to create a non-stressing atmosphere to foster the learning process in the high school and show the importance of practicing the language in the classroom. Finally, this research brings us the opportunity to open new doors of students' thoughts and create more participation and language proficiency in the class.

Limitations

First of all, the teachers might not talk about the problem sincerely.

Secondly, some students view the participation as an obligation and they say they do not like to do it or simply do not want to do it. Thirdly, the low interest of the students about the problem is a barrier in communication. Fourthly, the duration of the English

class is very short, this is why activities are limited. Finally, the attention to this problem may not really be taken into account neither by the teachers nor by the students.

In this chapter, I presented the problem along with the problematic situation, the objectives, the significance of study and the limitations to provide the most important information about the research and to explain why I chose this problem according to the method of study. After taking into account the importance of the participation in the English classes. I have followed some steps to develop the problem of this study in a good way to continue with the next chapter. Finally I pretend to show a view of study in the English class about participation and carry on with the research to provide necessary information for this study.

CHAPTER 2. RESEARCH CONTEXT

In this chapter, I will present some authors' opinions and theories about the process of learning a language, keeping as reference some texts which focused on students' participation and motivation, this texts include the most important fields of language learning, language teaching, linguistics and psychology to arrive to the main problem: The interaction in the classroom and students' participation during English classes as the most important aspects in this chapter. Finally, this document will show some related studies about the research topic so that we have a better knowledge about the problem.

Language Learning

First Language Learning.

The study of language has been a continual search of knowledge through the time, because language learning has been a process that establishes new connections among language skills and the learner. So, we have learned to speak our language beginning with the intuitive teaching process given to us by our parents. We traveled across the world of sounds and across the time we have recognized them as words and sentences which become evident in a real context. However, we never had knowledge about this learning process because neither our parents nor us were aware of this action. Seeing it from a linguistic point of view we can find, like in other sciences of the human knowledge, an existing dispute between empiricism and nativism. Nativism sustains that the capacity to see, to hear, to think and to speak is an innate or genetic act. On the other hand the empirists, guided by the conductists, are convinced that the child learns to speak because he imitates the adults especially his mother, and because he has the necessity to manifest his needs and desires. According to the empirists, the child learns the language

in the same way as he learns other physical and mental skills. That is to say, by means of the call operant behavior " that it is determined by the influence of external or acquired factors and not by means of innate or genetic factors. The empirists as well are convinced that the child learns how to articulate and to combine sounds. The nativists and Gestalt psychologists reject this theory about the social environment as the only decisive factor in the linguistic development. They are convinced that the speech is a biological gift, which the humans have been born with, and that the cognitive experience is a stimulus for the next development. The psychologist Arnold Gesell cited in Victor Montoya (2001) sustains that great part of the individual's linguistic development is determined by factors of internal maturation, and not by the simple influences of the social environment. The individual's linguistic development cannot be explained from the psychology of learning or conductism, but from the biological perspective. According to Jackson, J (1911) each function carried out by the nervous system is not guaranteed by a reduced group of cells, but by a complicated hierarchy of levels of the physiologic organization of the nervous system. (Dell'Ordine Luis and Montoya Victor, 2001.) In other words, for a person to pronounce a word is not enough to activate the group of cells of the responsible brain's hemispheres. In the maintenance of the linguistic processes the most elementary physiological mechanisms participate so much in the type of stimulus answer ' as specific mechanisms that possess hierarchical and exclusively characteristic structure for the superior forms of linguistic activity". (Petrovski, A, 1980, pp. 193-94).

For the thinker and North American linguist Noam Chomsky (cited by Montoya, 2001.) "father of the generative grammar", language is a luckcomputer that works in an automatic way, as the association processes before thinking. Chomsky outlines the theory that the child has a genetic programming for learning his maternal language, from the

instant in that the norms for the words, and the syntactic construction of the same ones are already programmed genetically in the brain. The only thing that is necessary is to learn how to adapt those grammatical mechanisms to the lexicon and the syntax of the maternal language that, in the bottom, is a variant of a grammar that is common for all the languages, without implying that "a universal mother language" exists or has existed, from which all the languages known until today derive (Jeffmar, C, 1983, p. 66). With regard to the acquisition of the primary language, children are born with the capacity to distinguish the speech of the other sounds that they hear, although they may not understand their meaning. When they reach the age for going to the school, they already speak with complex sentences, they maintain conversations and they understand most of what they hear. How does the development of the language happen? The brain of the children is designed so that they can learn a language from birth, their brains register and processes the sounds that they hear. As their motor system, their brain and their capacity are developed; their understanding also increases and so too, the use of the language to communicate. Underlying the development of the language we found the capacity to meditate about the world and to explore it with the view, the hearing, the smell, the touch, etc. When the child begins to understand the world through his explorations, language unites these experiences. Progressively, the language begins from the loose words of the second language (L2) in a few months until the complex sentences of the 5 year-old and the simple concepts like (juice, shoes) to the most abstract ones (frustration, sum). The children in school age continue their learning and they use a more and more abstract and complex language. Muñoz, M. L. (1998). Consequently, I think that we start to create our own communicative style, which is subconsciously acquired by ourselves to change ideas into a message which we hope will be understood.

In linguistics this process is called “encoding” and “transmitting” the message to somebody who receives it and is hopefully able to convert it back into the idea that someone wants to convey, a process called "decoding." Encoding occurs during speaking and writing and decoding occurs during listening and reading. The message from speaker to hearer is composed of three primary components of language:

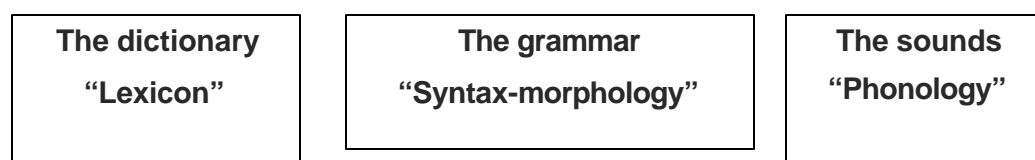


Figure 2 Primary Components of language

Two people who speak the same language have essentially the same dictionary, grammar, and sound system in their head, enabling fairly smooth encoding and decoding. Stephen Krashen (1987) has suggested that the way people acquire languages is, practically speaking, incredibly simple. Instead of three main principles, he boils it down to only one: people acquire language automatically as a result of understanding messages. This is known as the input hypothesis. It is a daring hypothesis, and it has not won wide support in its extreme form. However, it is helpful to realize that simply understanding messages in the language you are trying to learn is a major factor, possibly the most important factor, in acquiring that language, according to Greg Thomson (1993).

Linguistics also embraces many aspects related to the learning process such as psychology and sociology, creating new sciences like psycholinguistics and sociolinguistics. Moreover, we can see that education is totally related to psychology and motivation. According to psychology, motivation is “the force which determines whether

a learner embarks on a task at all, how much energy he devotes to do it, and how long he perseveres". (Littlewood, 1984).

This information helps us to understand that the acquisition of a language is not simply a learner is matter, but also the world that surrounds the learner along with many factors which intervene in the learning process of the language, such as:

- * Lack of teaching materials in the institution
- * Low student's motivation
- * Students origin from a low socio-economic class
- * Large groups
- * Reduced number of hours per week.
- * Frequent change of teachers from one group to another
- * Textbooks not adapted to the Colombian context or to the student's interest.

About The Classroom.

- * Overcrowded classroom (35-50 students).
- * Desk and chairs in bad condition.
- * Poor ventilation and lighting.
- * Constant distractions because in the noise of the next room or from outside because the classroom doesn't have doors.
- * Gloomy classroom atmosphere due to the lack of poor decoration.

Taken from Bastidas (1991).

Therefore, those can be some of the factors that we can find in the future, and we should be aware of them in order to visualize the possible working environment . otherwise, they may become an obstacle in the learning process.

On the other hand, as we can see, language learning is a constant evolution of knowledge and it is necessary to create communication in a social context. However, this communication may be hindered if there is a lack of adequate conditions such as a poor physical space.

Second Language Learning

In second language learning we find that the principal objective is the communication between two cultures, so the L2 learning is provided by the study of the language which we want or need to learn. In other words, we have to learn the language by practice, step by step, skill by skill to improve the language, until “the learner has internalized at a particular stage of development. Moreover, the acquisition of skills consists essentially of the automation of low plans or a unity of activity. The result of automation is that less and less effort is spent on lower level patterns of action, so that more and more capacity is left for the higher level decisions.” (Littlewood, 1984). Furthermore, there are aspects of second language learning which we have to keep in mind: subconscious and conscious learning. Krashen (1981) affirms “The term ‘acquisition’ is often used for the subconscious aspects of learning, while the term ‘learning’ is reserved for the conscious aspects.” The last one is represented in the practice and in the learning effort. The other is a natural process which we develop spontaneously.

Foreign Language Teaching

The generative grammar of Chomsky (1965) incorporates the belief that the linguistic patterns arise from the acquired knowledge and it remains stored in our minds. According to Chomsky, the learners possess an apparatus of languages which is called (LAD) or **L**anguage **A**cquisition **D**evice, it

is an innate and universal nature, which allows the learning of any language. As a result of the ideas promulgated by Chomsky, the language teaching methodology is modified once again to reflect the execution concept.

Teaching areas of language had a significant development. One of these areas is linguistics, which has practical applications as some authors in this field affirm. Polister (1972) considers that the teaching of a foreign language requires knowledge of linguistics in order to formulate learning principles and teaching procedures. We can also see that linguistics takes charge of proposing possible solutions for pedagogic problems based on linguistic theory.

For Campbell cited by (Kaplan,1980.) linguistics is an activity that is between several theoretical aspects of linguistic, psychological and sociological type and the practice activities about the pedagogy of the language. Linguistics is a scientific-educational field that tries to apply concepts, principles, concrete results coming from the description and/or linguistic research to the identification and solution of educational and socio-cultural problems of a linguistic nature. (Gomez de Matos, in Kaplan, 1980.)

Students' Participation

The classroom environment is influenced by the learner-centred notion and a task-based or problem solving approach, for both linguistic and cultural learning. Here we can find a strong focus on classroom interaction and student participation as ways of learning and developing skills related to the functions and uses of language. Byram-Fleming cited by Bastidas (2002). Interaction is based on the communication between students and teacher, involving trust and mutual respect, so we start to create factors which help the student to become willing participants in the classroom. That is why I believe that participation and interaction complement each other. The interaction in the classroom

depends on factors such as motivation, the school environment, the interpersonal relationship in the class, among others which help us to generate an atmosphere of productive language practice and interaction.

In this case of interaction and participation, there are students who are known as “high input generators”. According to Allwright and Bailey (1991) these students have a great capacity of communication, who are generators of a talkative environment. On the other hand, we find another type of students who participate minimally. Selinger (cited in Allwright and Bailey, 1991.) called them “low input generators.” They are students who generate neither a good capacity of communication nor participation in the classroom. So we can find them both in a private high school and in a public high school. Besides in some cases these kind of students are generators of disorder. On the other hand, the student with a low production level could have some problems like their encouragement condition, maybe because they are shy and do not like to participate. It could happen because of different factors, which are directly related to the student’s condition, the level of second language learning, and therefore the comprehension, understanding of this language, and because of personal problems. Concerning the high level of production we could say that they are students who participate a lot in the classroom, and that they are active persons who want to learn and have a good position among the group of students, they want to have a good communication level and have good grades, too. In other words, interaction and participation depend on so many aspects which can produce interferences in the learning of the language. The theory of “affective filter” settled down by Krashen (1981) explains that when fear takes control of our emotions it can interfere with learning. Negative emotions can cause that the affective filter increases and blocks our ability to process the new language. It is possible that in the past, the students had had

experiences related to negative emotions and that in the present those activate the affective filter in a counteractive form. If the affective filter creates barriers which interfere with remembering previous outlines, formulating outlines of new knowledge or to creating relationships among those outlines, the understanding of the new input could be blocked. On the other hand I found students' frustration as the result of teachers' pressure, that is why they assume a defensive behavior, when they hide or they pretend to understand the classes. As a result, the language learning can be affected negatively. To minimize this phenomenon and reduce the fear, the activities given should reflect a familiar, friendly context for the learners and provide opportunities so that the students experience success. Finally, I have found that motivation and encouragement condition are the most principal areas where I will work, taking into account the participation because I think that the principal goal of the institutional education should be the welfare of the students both psychologically and physically, giving them the trust to be able to work comfortably in classes.

Type Of Students' Participation

Based on class observation, I could identify the different types of participation in different moments of the class. That is why, I consider important talk about the categories mentioned by Vega and Pinzon (2002) showed below:

Controlled participation. It refers to how a teacher controls the students' participation.

Solicited participation. It is the participation that the teacher asks to a specific student by direct nomination.

Voluntary participation. It is the participation that students do freely by raising their hands.

Active Participation. It refers to the moment when the students put into practice a topic already known.

Absent participation. It is when the students participate neither in a solicited nor in a voluntary way.

Related Research

Motivation. According to studies carried out by different researchers in this field of teaching and learning process, they coincide that motivation is a part of the pedagogic activities and that it is very significant when learning and teaching are generators of motivation and interest in the learning of a foreign language. Moreover, motivation is defined as the impetus to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989), it is important because it determines the extent of the learner's active involvement and attitude toward learning.

Gardner and Lambert (1972) introduced the notions of instrumental and integrative motivation. In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. In later research studies, Crookes and Schmidt (1991), and Gardner and Tremblay (1994) explored four other motivational orientations: (a) reason for learning, (b) desire to attain the learning goal, (c) positive attitude toward the learning situation, and (d) effortful behavior. Many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one. Oxford and Shearin (1994) analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive

development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- * Attitudes (i.e., sentiments toward the learning community and the target language)
- * Beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- * Goals (perceived clarity and relevance of learning goals as reasons for learning)
- * Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)
- * Environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
- * Personal attributes (i.e., aptitude, age, sex, and previous language learning experience).

Taken from ERIC Clearinghouse on Reading English and Communication, Bloomington, (2002).

Intrinsic And Extrinsic Motivation. Intrinsic means innate or within; hence intrinsic motivation is the stimulation or drive stemming from within oneself. In relation to learning, one is compelled to learn by a desire to understand, originating from one's own curiosity. Intrinsic motivation is often associated with intrinsic rewards because the natural rewards of a task are the motivating forces that encourage an individual in the first place. Paul Chance describes intrinsic rewards wonderfully.

"We learn to throw darts by seeing how close the dart is to the target; learn to type by seeing the right letters appear on the computer screen; learn to read from the understanding we get from the printed word; and learn to solve puzzles by finding solutions". Chance (1992).

The basic idea behind intrinsic motivation and intrinsic rewards is that learning, both searching for answers and finding those answers, is reinforcing in itself. And children are the most curious, naturally driven learners on the face of this Earth. This is why an intrinsically motivating classroom works: it is utilizing the natural learning energy of children! Kohn argues that it is our society's emphasis on grades that deteriorates this natural intrinsic motivation in children by the time they reach the end of elementary school. Brandt (1995). Grades are just one example of an extrinsic reward. Others, such as tokens or praise, are the flip side to this debate. Regardless of bias, experts agree that intrinsic rewards are by far the most successful reinforcers because they teach on their own. The problem lies in children who do not recognize their own sources of intrinsic motivation Chance (1992). This is where the role of the teacher comes in with the use of management methods which tap into students' natural motivation. Other factors to be taken into account are: first the aptitude, about which Oviedo (1980), Bastidas (1991) and (Vega- Pinzon, 2002) state, "that all students are able to learn a language, and as for teachers, Oviedo says that they need a scientific training to be able to teach; and secondly in relation to attitude, for him it changes from group to group, and depends on the motivation". Keeping in mind that all these factors which are part of the language learning, are related to the methodology that is used to teach in the classroom. Furthermore, through investigation we have been able to check that the yield of the

students is due to a good methodology and communication between professor and students. Besides we can find different factors that could influence the learning of a second language, just as: cognitive factors, personality, age, and some active learning strategies.

Learning Strategies

Cognitive factor. This factor is related to the general intelligence, and second language learning ability. (Garner & Lambert as Paul Pinsky, 1968) cited in Littlewood (1984) as an additional example: found that average students' grades in the school are often good grades taking into account how good they would be at language learning. As we might expect, intelligence and language aptitude have generally been found to correlate best with the more "academic" language skills which are often stressed at school, such as reading or performing in grammar manipulation tests (Genesee, 1976). Attitudes and motivation, on the other hand, seem to be linked especially to the ability to use language for interpersonal communication. In other words, the cognitive aspect depends on the capacity to retain information and the ability to recognize the grammatical functions of the language.

Personality. For along time I have heard a lot of versions referring to the attitude that we should have when facing the plans that we need to carry out, to the disposition that we should have in regard to work, and the way how we carry out our plans; our performance depends on how we can develop these actions daily. (Adelaide Heide, 1979) found that a high level of self-esteem was associated with second language proficiency. Naiman (cited in Littlewood, 1984.) found that learners with greater tolerance for

ambiguity scored higher in tests of listening comprehension and other fields of learning. So I think that there are some people who have the ability to express something to others without complication, because their attitude and personality are uncomplicated. I think that we all have predispositions to do something better than other people, that is to say, we have specific skills which help us to do or develop other activities in a better way.

Age. “For many people it is almost axiomatic that children can learn a second language better than adults.” Littlehood (1984) states that however these theories have been criticized since it is not always that children acquire the information or in our case the language better and faster than an adult, although sometimes people say that the child's brain is even new, without worries, without problems, moreover the desire to learn is more active, the curiosity of the child allows him the opportunity to learn more and more and with the reliance to formulate questions without fear of making mistakes; those are some advantages that children have with respect to the adults, so the second language learning in some cases is assimilated much better by the children, taking into account the above mentioned factors and the environment where the children develop their activities. “The level of intimacy of the nexus between the cognitive - affective world and the world of the linguistic expression varies from person to person. The younger the learner is and the more he/she uses the language that is being learned, higher the level of intimacy will be with the nexus that he/she reaches; more similar to the nexus that exists between the native language and the cognitive - affective world. The adult learner is generally more limited”, he cannot "communicate" all his cognitive - affective world in the second language, with the same capacity and language proficiency that he/she does in his native language; and even if he achieves this, he would rarely be able to be identified

linguistically with the group he belongs to “his accent, pronunciation of some phonetic segment, syntactic or idiomatic expressions, etc., will betray him.” (Oviedo,1980).

Active learning strategies. Some observational studies of successful second language learners through natural exposure suggest that they also benefit from developing active strategies. In particular, they find ways to increase the scope for social interaction. For example, Evelyn Hatch (1978) suggests that they develop techniques for keeping the conversation flowing smoothly. Lily Wong Fillmore (1976) notes that a common strategy among child learners is to attach themselves to a group of other children and pretend to understand, even when they probably do not.

So there are so many variables, which influence the learning process from the interaction and participation point of view.

Research Problem

In this research I have centered my work on participation, and the problem to be described is : What is the students’ participation like during English classes in a private high school, taking into account some aspects which have influenced the foreign language learning and whether the language learning is important to them?

Finally, as we can see in this chapter the factors that influence the language learning are interrelated, since the participation and interaction of the students in classes are directly related both psychological and physical aspects. Besides, motivation assumes a very important role in the development of the different language abilities, going through different stages of second language acquisition, which are inter-related, and we can draw the conclusion that those factors are related with daily life. With the collection of these theories, and views of different researchers, I open the path to the following chapter, in which we can find the methodology that we will apply for the development of this study.

CHAPTER 3. METHODOLOGY

Throughout this research, we have seen the origin of the problem, the purpose, the reasons for choosing this problematic situation, and the literature review.

In this chapter, the methodology to be applied in this research study is presented here; the purpose, design, participants, setting, the sample and the instruments used to collect the necessary information are stated. Then, the data analysis and the necessary ethical issues are presented to conclude the chapter.

Design

This chapter aims to show how the problem has been managed, describing step by step the activities that we are going to follow during this research. First of all, the method used in this research has been based on a qualitative research, since I will make a specific study of the social and human phenomena by means of gathering data so as to give a detailed description of the facts and to better understand better the reality to therefore explain thoroughly the situation in the classroom. In doing this, I have employed the method observation and the survey as the main instruments of data collection. I will describe the students' participation, their interaction within the English classes, how much interested they have practicing the language and what the motivation in the classroom is like.

In relation to my observation, I spent the time that was necessary with the group; besides, I made a detailed description about the group's characteristics, incorporating the socio-cultural aspects of the community which was observed analyzing the general language behavior and interaction in the group. The data collected through the survey was used to supplement the information I had gotten through the classes observation.

Participants , Setting And Sample

Participants. I worked in a private high school where the socioeconomic class is between the levels of 4 and 6. I worked with 22 students both male and female, between twelve and fifteen years of age from the 7th and 8th grades, who belong to a medium/high socioeconomic class.

Setting. The high school is located in the southwest of Pasto. It is situated between two high schools, one public high school and the other a private one. The neighborhood around the high school is of middle socio-economical class, but it is a nice place to live. However, behind the high school there is a market, where it is possible to find hardware shops and grocery stores, but it is necessary to remember that these places are at times dangerous.

Sample. I did the class observation and I applied the survey in four courses from 7th to 8th grades. In each course, there were 22 students both male and female. Besides, the courses were divided in equal parts and the total of students surveyed were 88.

Data Collection Instruments

In this research, I applied two different techniques to collect data. Firstly, the class observation and secondly the survey. These instruments will provide the study with the necessary support and reliability.

Procedure

For the development of this research, the subjects needed for participation were selected and the explicit permission to use the information they gave in the surveys was asked. I talked to the high school director to ask for his permission to carry out the observation in the classrooms. The teachers accepted with the condition of knowing beforehand the preliminary design of my research. Once given the

preliminary design, a meeting with the teachers took place in order to discuss the activities that they perform in the high school. Later, they gave me the classes schedule and they gave me the authorization to begin the observations. In this period of time I observed the methodology used, the students' participation and the interaction of the students in the classroom. Then I did a survey (See appendix) to collect data to enlarge the knowledge about students' participation and interaction in the group. In this way, I will be able to provide a proper description of the English classes, including the students' opinions about this topic. With the information collected, the analysis of the information was made. Finally, upon completion of this research, I will donate a copy of this work including the conclusions and recommendations, as way of showing my gratitude to the institution.

Pilot Study

In my pilot study, I applied the sample survey to 5 students, from the other high school to see if the questions were done correctly. Then, according to the answers given by the participants in the pilot study, it was necessary to give other options to choose in the last question of the survey since they wrote different possible answer options. As for the rest of the questions they were clear and there was no necessity to restate them.

Data Analysis

Data analysis was done by means of surveys and class observation (see appendix). This research information was performed using the process analysis according to different authors, such as (Marshall & Rossman, 1995; Bogdan & Biklen, 1992; Miles & Hubermang, 1994) suggested by Bastidas (2002) in one of his essays. The steps for the data analysis are:

- * Data organization.

- ✱ Identification of preliminary ideas, in order to get a global vision of the whole collected information.
- ✱ Generation of categories, topics or patterns, to relate common events and to reduce the collected information.
- ✱ Testing of the emergent hypothesis.
- ✱ Data interpretation and Report of results.

The survey was composed of 10 statements. There were nine closed-ending items and one open question. For the closed items, the answer choices were divided in options such as: high, middle, low, always, sometimes, never and so on. (See appendix).

Ethical Issues

In this aspect for doing this research, I will go to the private high school and will ask for permission to do my study. Then, I will tell them that I will do the study with volunteers and that the activity will not have harmful consequences either for the students, or for the institution. I will show them my ethical principles of confidence in my research, allowing to confide in me to talk to them truthfully and respectfully. Finally, I will demonstrate my gratitude by collaborating with the high school and giving them a copy of my research.

In the following chapter the method which has been applied in the research will be shown to provide a more in-depth view of the work. Moreover, I will present the data collected, the charts and figures to each item and their respective analysis.

CHAPTER 4. RESULTS AND DISCUSSION

After Having followed all the previously mentioned steps, this chapter presents the method, the description of the students' participation, the results which are supported with evidence extracted from class observations and surveys. Then, at the end of the chapter the reader can find the conclusions and recommendations for the research carried out in the high school.

Before presenting the method used for the analysis of the information, it is desirable to remind the reader that this is a descriptive work, however it will make use of some basic statistics in order to show the frequency of the answers given in the survey.

Method

Throughout this study the method applied include different elements that we have to keep in mind when analyzing the information gathered. First of all the overview, that is to say, the introduction to the process of analysis of the data collected. Second the sample, third the sampling technique, fourth the procedure, fifth the materials, and finally the statistical treatment. The students' participation and their interest in this topic have been the statements proposed in this research in order to carry out a qualitative work where the data was collected by means of surveys and class observation according to the model suggested by Bastidas (2002). For the sample, a private high school was selected where the data of four groups were gathered, which constitute the sample of this paper. Each group consisted of 22 students both male and female; furthermore, the classrooms are equally divided. For example, the course 7.2 has 44 students and this course is divided in 2 equal groups: 22 students in a classroom and the other 22 in a different classroom with a different teacher. For the sampling technique, the participants were selected from four

courses and the total of the students were 176. From the sample 88 students were chosen to get the required information. The procedure that was followed is presented next:

The groups were tested one by one in a different class schedule. First of all, the 7.4 classroom was visited, then the 7.2 classroom, after them the 8.1 before going to the 8.3 classroom. In these groups the surveys were given and the time required to answer the survey was around 10 to 15 minutes in each classroom.

The instruments employed in this study were the survey and classroom observation, which allow the researcher to extract the information about the students' participation in the high school. This survey contains 10 questions, from which the ninth is open and the others are closed. The questions were made in a progressive way to introduce the participants to the survey, starting from a general question based on the general knowledge of English and ending with the topic that concerns us. The survey is presented in the appendix.

With all this information a chart was designed including the item and the corresponding answers given by the students. Finally, the students' answers were analyzed by means of percentages, by choosing the answers that each student marked in the survey and by classifying them according to the number of students who answered every item. It is necessary to take into account that the answers were statistically analyzed both individually and as a general result.

Following you will find the analysis of each item, presented in a chart where the statistical result is given.

The next process was followed in order to obtain the percentage:

1. The surveys applied were counted one by one and the number of this result was 88, which corresponds to the total number of students.
2. The students were grouped according to their corresponding courses, in which the number of students are 22 in each course.
3. The answers of the students were grouped according to the items showed in the survey (a),(b),(c).
4. According to the item chosen, the answers were summed up in order to find out the total of each answer.
5. Once the answers of each student were collected, the answers were assigned to the respective group.
6. The procedure to obtain the percentage was: First of all, the results of each answer option were grouped by courses, so that the number of students who answered the same question in each group were divided by the total of students of each group, keeping in mind that there are 22 students in each course, so that the final result was multiplied by 100%, and in this way the percentage in each course was calculated.
7. In order to find the total percentage, the same procedure for each course was followed. The students who marked the same answer choice were added course by course and this total result was divided by the total of students, in this case 88 students. Then, this result was multiplied by 100% to find the total percentage.
8. In addition to the table, a figure is shown for each item by following the next steps as an additional information of this analysis. First of all, from the table N° 1 the complete item was selected with all the answer choices. Second, the total of students and the total percentage were chosen, too. Third, the segment selected was added to

the figure aids from windows and finally, the figure was chosen and the figure was made by means of windows graphic assistant.

9. Finally, the open answer was read and then the most representative answers were selected to be written in this chapter for analyzing the item and giving additional information to the reader in order to support the collected data.

The first item “How do you consider your English level?” was designed in this way:

✱ Answer choice N° 1. Three students of the course 7.2 chose the option high and the percentage for each answer choice will be found in front of the course of the students. So, in this case the percentage of the first item is 13,636% and the total of students are 22 in this course.

✱ Answer choice N° 2. Seventeen students of the same course answered intermediate and the percentage was 77,273% of 22 students

✱ Answer choice N° 3. Two students of this course chose the option low and the percentage was 9,0909% of 22 students.

The same procedure was used in the other courses and the results appear under the course heading with their respective percentage.

Besides, the charts and graphs were grouped in the following categories to understand the analysis of the survey in a better way :

1. General knowledge
2. Interest
3. Motivation
4. Materials
5. Methodology

Results Of The Survey

General knowledge

Table 1 English knowledge.

1) How do you consider your English level? (Knowledge)

	N° Sts. 7-2	%	N° Sts. 7-4	%	N° Sts. 8-1	%	N° Sts. 8-3	%	N° Total Sts	% Total
High	3	13,636	3	13,636	8	36,364	0	0	14	15,909
Intermedia te	17	77,273	15	68,182	11	50	17	77,273	60	68,182
Low	2	9,0909	4	18,182	3	13,636	5	22,727	14	15,909

According to the first item and based on the general results in the survey “How do you consider your English level?”, 15,90% of the participants answered “**high**”; 68,18% answered “**Intermediate**” and 15,90% of the participants answered “**Low**”. Taking into consideration these answers, a figure was designed to better understand the percentages described above.

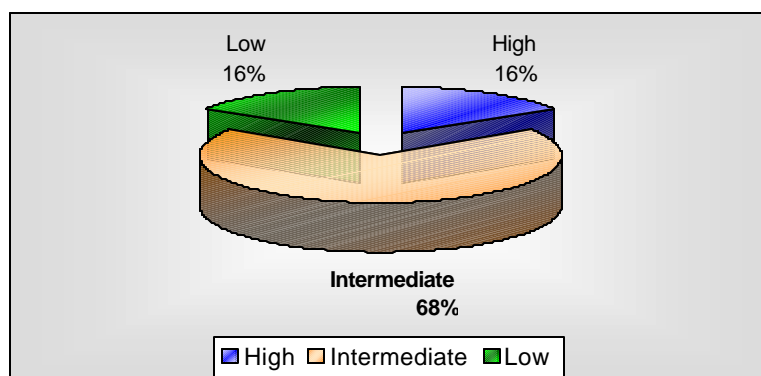


Figure 3. English Knowledge

Bearing in mind the answers shown in figure N° 3, we can conclude that most of the students consider that they have a good English level, since their answers were between “high” and “intermediate”. The rest of the students, who were few answered that their English level was “low”. This shows a poor concept on the part of the students about their English knowledge and the low interest in class participation. Cai Ren (1985) has pointed that the more a student believes in his capacity to achieve a goal, it is most likely that He/She will achieve it. Moreover, everyone who wants to learn is able to do it. This affirmation gives us the key to say in our case that the person who believes in his skills to participate could improve his learning of a language. Oviedo (1980) pointed that intrinsic motivation is the stimulation or drive stemming from within oneself. In relation to learning, one is compelled to learn by a motive to understand, originating from their own curiosity and according to the self concept which are supported based on the direct observation where students demonstrate that they participate with more intensity if the class is more interesting. Moreover, the information obtained from the survey and the statistical analysis can be supported by the facts revealed during the class observation. In most of the cases the students showed a satisfactory work in the English class which proves that their knowledge and participation are good enough to fulfill the requirements of any task designed for their level.

Interest

Table 2. Importance of English class

2) How much importance does the English class have for you?

	N` Sts 7.2	%	N` Sts 7.4	%	N` Sts 8.1	%	N` Sts 8.3	%	N` total Sts	% Total
A lot	17	77,273	16	72,727	12	54,545	14	63,636	59	67,045
A little	5	22,727	6	27,273	10	45,455	8	36,364	29	32,955
Any	0	0	0	0	0	0	0	0	0	0

For the second item in the survey “How much importance does the English class have for you?” 67,04 % of the participants answered “**a lot**”, 32,95 % answered “**a little**” and nobody answered “**Any**”. The answers given by the participants to this item is remarkable since it reflects the importance they assign to English, as can be seen in the next figure.

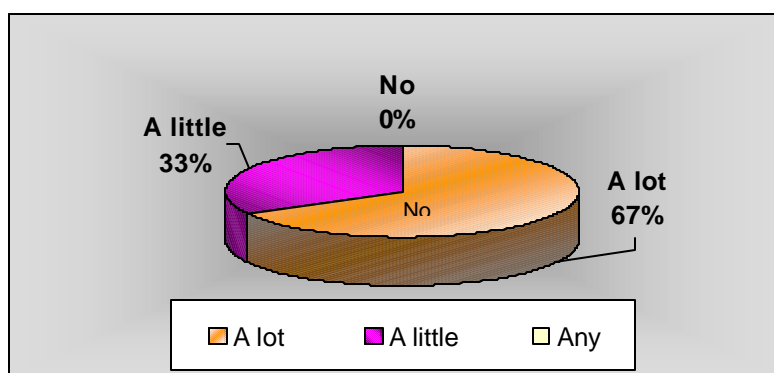


Figure 4. Importance of English class.

In this case the personal concept about English is favorable, it is clear to see that they think English is useful, therefore, they are satisfied with the work that they have been doing in the class. According to the survey information, it could be said that the importance of the English class for the students is "high". Although many students paid attention when the teacher explained, there were also students who did not care about the class and did different activities, mainly at the back part of the classroom. And when the teacher asked a question about the topic, the students neither participated nor gave a right answer. This corresponds to the lack of students attention in the English class. Selinger (cited in Allwright and Bailey, 1991) has mentioned students who generate neither a good capacity of communication nor participation in the classroom. They are called "low input generators". And, on the other hand, "high input generators", that is to say, the students who have a great interest for English language learning. This is important from the outlook of students toward the participation during English classes to increase their language learning, since their interest and participation will be reflected in their language knowledge. In contrast, at the beginning of the class observation, the students demonstrated a high interest to learn the language and the class participation was very active. The students asked questions about the topic in which they were working and the teacher gave the explanations according to the students' questions. However, the majority of the students were not interested in participating after a while, they just worked in the classroom and rarely had an interactive class with the teacher.

Table 3. Importance Of The Participation In the English Class

4) How much importance does participation in English class have?

	N`St s 7.2	%	N`St s 7.4	%	N`Sts 8.1	%	N`Sts 8.3	%	N` Total Sts	% Total
A lot	14	63,636	18	81,818	10	45,455	18	81,818	60	68,182
A little	8	36,364	4	18,182	12	54,545	4	18,182	28	31,818
Any	0	0	0	0	0	0	0	0	0	0

For the third item “How much importance does participation In English class have?” 68,18% of the participants answered “**A lot**”; 31,81 %. “**A little**”, and nobody chose the option “**Any**”. As we can see in figure 5.

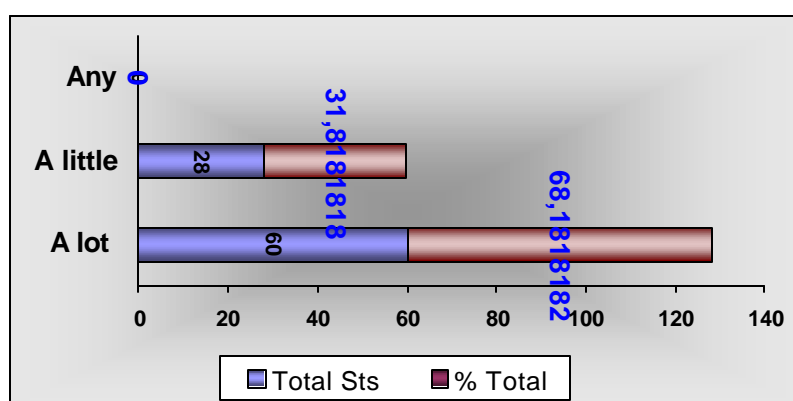


Figure 5. Importance Of The Participation In the English Class

According to this figure, most of students have a good point of view about the participation in English class. Besides, the students understand how necessary the participation is and they know that the bigger the effort is, the better the results will be. (Littlewood,1984). In spite of knowing the importance of participating in the classroom, students rarely have an active participation. During the class observation in the same high

school, the students hardly ever participated in the English class and when they did it, their answers were in Spanish. Based on this class observation, it can be said that students' participation was low. This statement coincides with the surveyed students' answer in this item, they said that their participation is low since they have an intermediate or low English level, which is related to the interest that the students have in participating during the English class. Although the students are aware of the importance of participation in class, they did not care and preferred doing other things while the teacher explained the topic. Therefore, we can state that students' participation depends on the teacher's capacity to involve students and keep their attention up. On the other hand, I can say that the higher the level of knowledge is, the better the class participation is. Because, through the class observation there were students in other course of the high school who, despite the fact they were very restless in the classroom, they were more interested when the class started and their participation was good too. In the same course, the teacher put into practice a good strategy of motivation, he made students participate without calling their names directly. The game consisted of making a paper airplane fly in any direction and the student who received the paper airplane would be the next to participate in the class. This strategy allowed the students to acquire the knowledge by means of didactic aids and games, trying to find a way so that students participate in an active way, since "the participation and motivation go together." (Ames, 1989).

In addition to the above information, it can be concluded that the importance of participation to the students is higher in that group. Since students relate participation to learning, they affirm that 'It is better to participate in class', in that way they increase their knowledge.

Table 4. Solicited Participation

6) How do you feel when the teacher asks you to participate?

	N`Sts 7.2	%	N`Sts 7.4	%	N`Sts 8.1	%	N`Sts 8.3	%	N` Total Sts	% Total
Afraid	8	36,364	7	31,818	7	31,818	10	45,455	32	36,364
Peaceful	5	22,727	8	36,364	9	40,909	10	45,455	32	36,364
Trustful	7	31,818	5	22,727	5	22,727	0	0	17	19,318
Another	2	9,0909	2	9,0909	1	4,5455	2	9,0909	7	7,9545

For the item “ How do you feel when the teacher asks you to participate?” 36,36% of the participants answered **Afraid**; 36,36% answered **peaceful**; 19,31% of the participants answered **trustful** and 7,95 answered other options such as: fearful, insecure, anxious, nervous, among others, as we can see in figure 6.

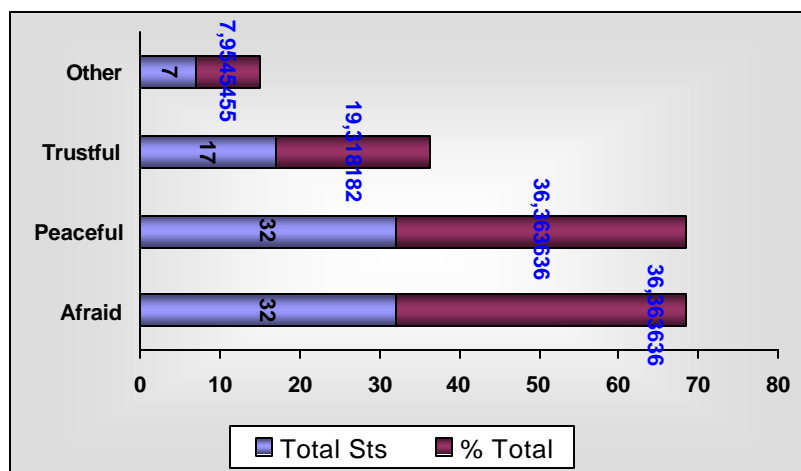


Figure 6. Solicited Participation

Taking into account the data showed in the figure, the students are both peaceful and afraid, because the same number of students chose these options. Krashen (1981) explains that when the fear takes control of our emotions it can interfere with the learning process. Negative emotions can make the affective filter increase and block our ability to

process the new language. In this case, there is a great part of the students who feel afraid of giving their opinion about any topic. When the teacher points at students in class, this class of participation is called “Solicited participation” “It is the participation that the teacher asks to a specific student by direct nomination.” Based on the class observation, it can be said that the participation in the classrooms was different in each course. Whereas in one of the courses the participation was voluntary, in other courses teachers asked with the characteristic student’s name and the students’ participation was continuously guided by the teacher. Bearing in mind the total of the surveyed students’ answers, participation is carried out as a mechanism of control within the classroom and the teacher is sometimes seen as an authoritarian figure. According to the answers given by the participants, there are students who do not worry if the participation is solicited or voluntary, they could have a high self-esteem because of their skill to express anything to others without complications and it depends on the ability of each one to face whichever difficulty arises. On the other hand, some students answered the option other and wrote answers such as: nervous, anxious, fearful, which are included in the first answer option “**Afraid**”, in this case if we add 36,36% to 7,95% we will obtain 44,31% of the participants who get dejected when they are forced to answer or do something that they do not want to do. It can be inferred from this that it is better for students self concept to make the effort by themselves when they feel sure and confident so as not to risk their self esteem for making a mistake.

Table 5. Voluntary Participation

8) How do you feel when you participate by yourself?

	N`St s 7.2	%	N`St s 7.4	%	N`St s 8.1	%	N`St s 8.3	%	N` Total Sts	% Total
Peaceful	18	81,818	13	59,091	9	40,909	12	54,545	52	59,091
Afraid	2	9,0909	0	0	2	9,0909	3	13,636	7	7,9545
Trustful	2	9,0909	9	40,909	11	50	7	31,818	29	32,955

In the item “How do you feel when you participate by yourself ? ” helps us to confirm the answers mentioned above. 59,09% of the participants answered “**Peaceful**”, 32% of the participants answered “**Trustful**” and (7,95%) of the participants answered “**Afraid**”

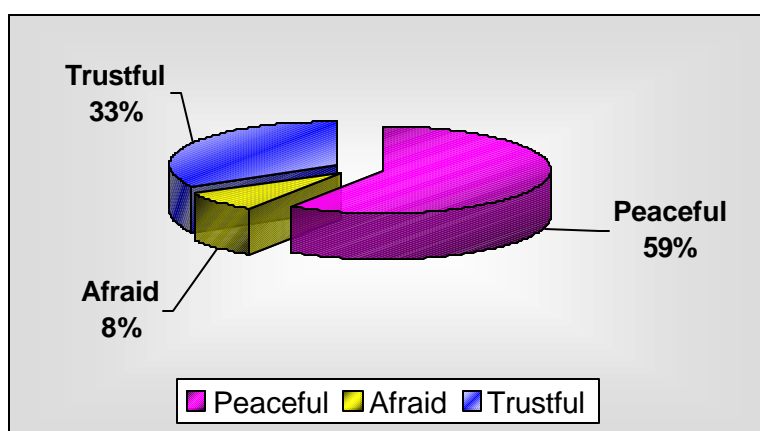


Figure 7. Voluntary Participation

Based on these results most of the students prefer to participate voluntarily because it is more comfortable for them. Carole Ames (1990) notes that participation helps us to learn and it is characterized by long-term, quality involvement in learning and commitment to the process of learning. According to class observation there were

students who feel better when they participate by themselves and in a free way. Moreover, when the students participated by themselves they felt confident to answer the questions that the teacher asked in classes. The students' answers demonstrated that they prefer voluntary participation, because when they participate in a solicited way, they feel nervous and anxious, increasing the possibilities of making mistakes. Finally, after analyzing the surveys, and supported on information from class observation, it can be concluded that the students participate more frequently when they know or they perfectly understand the topic. Otherwise they do not participate.

Motivation

Table 6. English Class Participation

3) How often do you participate in the English class?

	N`Sts 7.2	%	N`Sts 7.4	%	N`Sts 8.1	%	N`Sts 8.3	%	N` Total Sts	% Total
Always	6	27,273	4	18,182	2	9,0909	4	18,182	16	18,182
Sometimes	14	63,636	17	77,273	20	90,909	15	68,182	66	75
Never	2	9,0909	1	4,5455	0	0	3	13,636	6	6,8182

According to this item “**How often do you participate in the English class?**”

18,18% of the participants answered “**Always**”, 75% answered “**Sometimes**” and 6,81% of the participants answered “**Never**”, as it can be observed in the next figure.

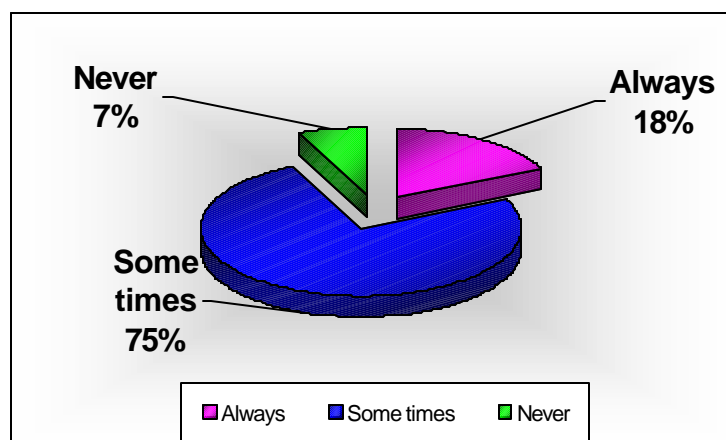


Figure 8. English Class Participation

Keeping in mind the results obtained by means of the survey and observing the information presented in the figure 8, it can be inferred that most of the participants chose the option “**sometimes**” because they acknowledge that they spend the time of the English class in the development of other activities different from those of the class itself like talking, sending messages to each other, doing homework for other subject matters, etc. This was confirmed with the information collected through the class observation, because during most of the class time the students were involved in other activities as the ones mentioned above. At this point I agree with Vega and Pinzon (2002), when they affirm that: “There are some students at the back part of the classroom, who prefer to do different things instead of paying attention to the teacher, they do not participate.”

Here we can note that students participate according to their needs, knowledge or when they want to do it. Then this means that the lack of interest results in the lack of participation.

Table 7. Motivation To Participate

5) What is your motivation to participate in the English class?

	N`Sts 7.2	%	N`Sts 7.4	%	N`Sts 8.1	%	N`Sts 8.3	%	N` Total Sts	% Total
dynamics and games	9	40,90	9	40,90	8	36,36	15	68,18	41	46,591
Partners	0	0	0	0	0	0	0	0	0	0
Teachers' activities	4	18,18	1	4,545	0	0	0	0	5	5,6818
Grades	9	40,90 9	11	50	13	59,09 1	6	27,27 3	39	44,318
Other	0	0	1	4,5455	1	4,5455	1	4,5455	3	3,4091

For the item “ **What is your motivation to participate in English classes**”

46,59% of the participants answered “**Dynamics and games**”; 5,68% of the participants answered the “**Teachers’ activities**”; 44,31% answered “**Grades**”; and 3,40 % of the participants chose “**Other options**” like the interest in learning , “to have a good career in a future”, “learning a foreign language”. This information is showed in the next figure, too.

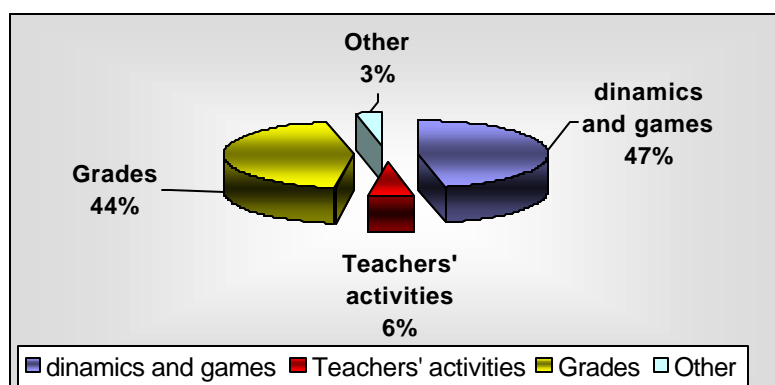


Figure 9. Motivation To Participate

According to this Figure, the students have a clear idea about the motivation in the English class and the most representative answer choices were: the grades and dynamics and games. It shows us that the students are more interested in acquiring good grades to pass the course and, however, they are bored with the monotony of the class, too. So the importance of using materials and activities in the class depends on the students' learning style, because they may influence the students motivation in a positive or negative way. According to Brown and Bernaus (2003) in language learning it is better if materials and aids are used in the development of the classes, because they awake and maintain students interest in the activities carried out. This is important to keep in mind because the students acquire the knowledge in a better way. Besides, a student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Mark Lepper, 1988). An extrinsically motivated student performs "in order to obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers, or teacher approval. (Lepper cited by Lumsden, Linda in ERIC, 1994.) According to the fourth answer choice, "**the grades**", it can be inferred that it is the main interest for the students because they need good grades if they want to continue into the next level. So, it seems that inside our system it is not easy to separate the genuine interest in learning from the interest in getting good grades, although it is worth mentioning that the interest in grades does not imply lack of interest in achieving a goal. In many cases the genuine interest for learning and achieving a goal produces good grades.

Table 8. Class Participation

7) You prefer to participate:

	N`St s 7.2	%	N`St s 7.4	%	N`St s 8.1	%	N`St s 8.3	%	N` Total Sts	% Total
Voluntarily	15	68,182	14	63,636	13	59,091	12	54,545	54	61,364
Obligatorily	0	0	0	0	0	0	0	0	0	0
Waiting for the teacher to ask	7	31,818	8	36,364	9	40,909	10	45,455	34	38,636

Following with the item **“You prefer to participate”** 61,36% of the participants answered **In a voluntary way**, nobody answered in an **obligatory way**, and 38,63% answered **waiting for the teacher to ask**. It shows us that nobody works in a forced way, because the beliefs teachers have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence. In this case the students see the participation as a mechanism to express knowledge about the topic to show that they have learned, and to demonstrate their knowledge to the teacher and their classmates voluntarily. Based on class observation the students who have a high level of English participated actively in class, because they felt confident and moreover they know and understand the topic which the teacher spoke about. On the other hand, the participants who wait for the teacher to ask them are unconsciously soliciting that the teacher singles them out to participate in class. It shows that some students only work when somebody is close to them to involve them in the group participation, to make them feel supported, as we can see in the next figure.

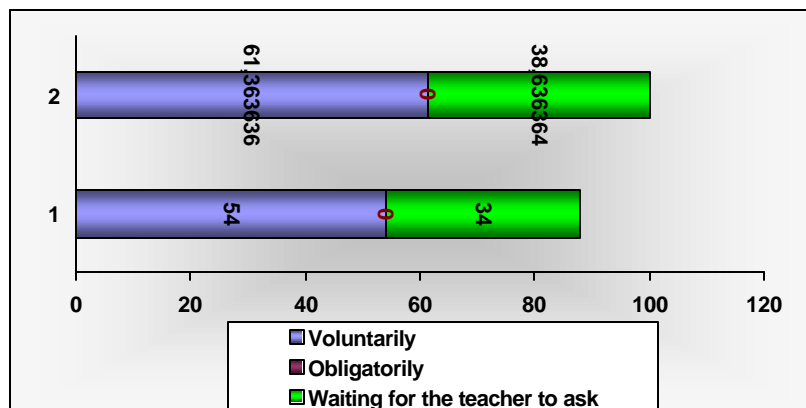


Figure 10. Class Participation

According to this graph obtained from the collected information by means of surveys, the main quality observed in the graphic is the blue one that refers to “**voluntary participation**”. According to the observations made in the high school I found voluntary participation in the higher levels. Moreover, most of the participants answered that they preferred to participate in a voluntary way, because they feel more comfortable. On the other hand the students who marked the option “waiting for the teacher to ask” do not participate in English class because they feel afraid or insecure to participate as mentioned in the previous item “**How do you feel when the teacher asks you to participate?**” here the majority of the students chose the option “**afraid**” which show us that some students are unconsciously agree with the solicited participation.

Materials

Table 9. Materials, Didactic And Audiovisual Aids Influence

9) Do you believe that didactic material and audiovisual aids increase the participation in the English class?

	N ^o Sts 7.2	%	N ^o Sts 7.4	%	N ^o Sts 8.1	%	N ^o Sts 8.3	%	N ^o Total Sts	% Total
Yes	18	81,818	16	72,727	17	77,273	21	95,455	72	81,818
No	0	0	0	0	0	0	0	0	0	0
Sometimes	4	18,182	6	27,273	5	22,727	1	4,5455	16	18,182

According to the answers given by the participants in the item N° 9 “**Do you believe that didactic material and audiovisual aids increase the participation in the English class?**” 81,81% answered “**Yes**”; 18,18% answered “**Sometimes**” and nobody chose the item “**No**”. It would be remarkable to find out if the kind of materials and resources used with these students are fostering motivation. The following graph presents the above information.

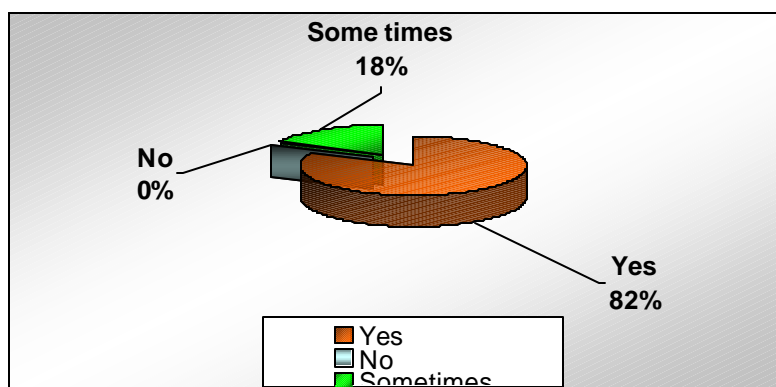


Figure 11. Materials, Didactic And Audiovisual Aids Influence

In this figure taken from the data collected by surveys in the classrooms, there are a lot of students who answered positively to this statement which indicates that most of the students agree with the importance of the use of didactic materials and the audiovisual aids. This helps them to increase their interest in the learning of English and therefore the participation. So participation and learning are related but for learning to take place there must be motivation and materials contribute to students' motivation. In order to know the students' opinions about this topic, the following item was open. **“Do you believe that didactic material and audiovisual aids increase the participation in the English classes?” ¿why?**

Some of the most representative and frequent answers given by students were:

Example N° 1: “ Sí, por que nos ayudan a aclarar nuestras dudas y nos ayudan a que comprendamos y de esta forma nos sentimos seguros al participar.”

Example N° 2: Sí, por que nos ayudan a aprender más y a coger confianza y fluidez para hablar en inglés y poder participar con más seguridad.”

Example N° 3: “Sí, por que uno atiende mejor si le enseñan de una manera divertida y así uno presta más atención y responde igualmente”

Example N° 4: “Sí, porque se tiene más conocimiento y lo motiva más a participar en clases”

Example N° 5: “Sí, por que la clase se vuelve más alegre y amena y no aburrida y monótona”.

Most of the students who participated in the survey answered positively, some of their opinions are written above to show us the importance that resources and materials have to them. On the other hand, other students have a different opinion about the same

item. “Do you believe that didactic material and audiovisual aids increase the participation in the English classes?” ¿why?.

Some of them answered “sometimes”

Example N° 1: “A veces, porque al igual que la teoría la participación es importante, pero no siempre porque se convierte en un momento de descanso y no ayuda al aprendizaje y mucho menos a participar en la clase.”

Example N° 2: “digo que a veces por que a unos no les interesa y en cambio a otros nos motiva y así se participa con frecuencia”

Example N° 3: “porque eso motiva a todos a participar y para que otra vez se utilice el salón de audiovisuales, pero a veces no por que se llevan charlando y no atienden.”

Example N° 4: “Porque en muchas ocasiones solo trabajamos en talleres de inglés en el aula de informática y nunca hemos ido a audiovisuales este año, lo cual no fomenta la participación”

Example N° 5: “pienso que a veces porque esto motiva mucho a participar pero al mismo tiempo hay estudiantes que no les importa nada y no se preocupan por nada”.

These kinds of open answers let the students express their opinion about the topic mentioned, in this case some participants answered “sometimes” because they think that the problem of this kind of didactical classes is the lack of interest that some students give to these activities. According to the students answers to the survey about the complementary activities like videos, music, didactic materials and games; they stated that used in a good way they could help to the students to develop their knowledge of English. These findings are supported by Bastidas (1991) who says that materials

constitute useful aids for the success of any methodology. Which is widely related to the students' participation, since these kinds of techniques help the student to pay more attention in the class and increase the participation if the resources are correctly used in the teaching process.

Methodology

Table 10. Techniques To Increase The Participation

10) What kind of techniques would you like your teacher to use in class to increase your participation?

	N` Sts 7.2	%	N` Sts 7.4	%	N` Sts 8.1	%	N` Sts 8.3	%	N` Total Sts	% Total
Interesting topics	2	9,0909	1	4,5455	0	0	0	0	3	3,4091
Music, Videos	11	50	9	40,909	13	59,091	9	40,909	42	47,727
Books	1	4,5455	1	4,5455	0	0	0	0	2	2,2727
Didactic materials	4	18,182	4	18,182	4	18,182	5	22,727	17	19,318
Work groups	3	13,636	4	18,182	2	9,0909	6	27,273	15	17,045
All previous ones	1	4,5455	3	13,636	3	13,636	2	9,0909	9	10,227

For the last item “**what kind of techniques would you like your teacher to use in class to increase your participation?**” 3,40% of the participants answered “**Interesting topics**”; 47,72% of the participants answered “**Music and videos**”; 2,27% answered “**Books**”; 19,31% of the participants answered “**Didactic materials**”; 17,04% answered “**Work groups**” and 10,22% of the participants answered “**All the previous ones**”. In the following figure we can see the most important answer choices which will help us to have a visual idea about the item mentioned.

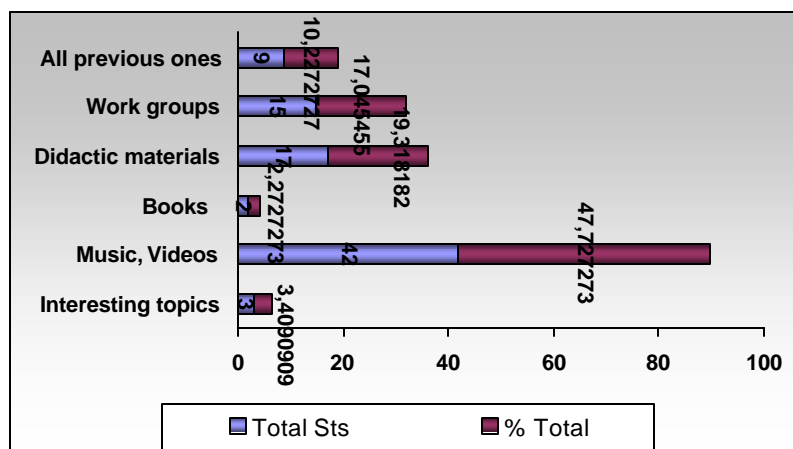


Figure 12. Techniques To Increase The Participation

Based on the graphic information and the percentages I can say that there are a lot of students who chose the option “**music and videos**”, because they are aware that the learning of a language is not only grammar but practice and fun. In other words, the participants share the same opinion about the different resources that would be useful to be applied in the English learning process. According to Bastidas (2002) in all pedagogic activities, the didactic teaching promotes the use of different aids especially audio-visual aids, in order to facilitate the learning of a foreign language. In this case the students have coincided with this affirmation because most of the students who took the survey picked the item “music and videos”. According to this answer, if the technique is applied in good terms the participation would be successful. Moreover, the students would have an additional resource to learn the language. Besides, the students marked the option “**work groups**” because they feel more secure when they have to express something. According to class observation the students and the teacher in the 7.4 group had organized a dialogue between two people. In this activity, students had to prepare a short dialogue and then they had to do a role play in front of their partners. First of all,

they had to arrange a circle in the classroom and after that, they began to exchange knowledge about the topic previously assigned by the teacher. This topic was about adjectives, and after a few minutes the students started to raise their hands to begin with the dialogue. The first occasion was with the help of their paper but then the teacher said that the students who wanted to do this activity without papers could do so freely. After the activity began the participation was very active and the teacher only mediated to change the topic. Bastidas (2002) affirms that there are many different techniques used to have a dynamic, enjoyable and rewarding class based on dialogues, and that they are a social unit of a speech. (Dobson, 1972). According to this affirmation I could say that there is a close relation between the different techniques to teach a topic and the motivation that students have to learn something with pleasure, which helps the students to participate in class and to learn, too. Besides, the group participation is the option that the students prefer. According to the surveys, 17,04% of the participants answered that they would increase the participation with more group work activities, a little group of students chose the option "all previous ones" they want to learn the language in the best possible way, using all the resources to acquire a better English level. In addition to these answers, the individual participation is preferred by teachers not by students, and the results showed that the group participation offers more confidence to students of all levels.

Limitations

The main problem that this work faced was the change of the system in the high school because the classrooms were divided in groups where the students were classified according to their knowledge of English. Then the levels were sub-divided in three

categories, which were denominated “Elemental A”, the first one; the second was “elemental B” and the last one was “elemental C”. this created a problem because the students were organized in levels, and later when the data was collected by means of surveys, the students were grouped as they were at the beginning, without taking into account the knowledge of English in the class, so the students were mixed in the classrooms without preferences of English level. Consequently, the data collected in this work is subdued to the former distribution of the courses and should not be generalized to the present distribution of courses and situation of the students.

CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Through this work and the data collected in the private high school, it was possible to determine that the participation and learning process are connected one to another. Besides, the students recognize the importance of methodology that the teacher applies to increase the participation in the classroom. According to the majority of the students who answered the questions, they agreed on the importance of participation in the English classes and agreed that it is significant to learning and to achieving their personal purposes. Therefore, the concept of class participation is clear and enough to develop an awareness to participate in class.

In order to explore the students' attitude concerning participation usage, the questionnaire about the effectiveness and quality of the participation and the level of students' acceptance of the class participation as a teaching resource was developed. The test that the students of the high school carried out was done with the purpose of corroborating the information obtained by means of the class observation and to know if the results of the questions about the studied material, such as students' knowledge, interest, motivation, materials and methodology had some importance for the students and know if it encourage them to participate in class. So according to the results I could say that students are very interested in the interactive class process where the teaching activities are applied, since the participation and interaction of the students in the class are directly related to psychological and corporal aspects, too.

According to the results found in this research, the didactic material and the techniques used to teach in class improves students' motivation for learning and their

interest for the subject being taught.

Furthermore, the students found in this work the opportunity to express the necessity to use external factors as an additional mechanism in the methodology to increase their motivation to learn the language. In this case the students need to have more access to materials which include sufficient and authentic information to increase the learning process.

It is important to mention that the students are accustomed to learn grammatical content without having a real opportunity to explore the different methods and techniques used in acquiring to acquire the language, allowing the students to know the language by means of didactic material and audiovisual aids. These activities increase the interest of the students in the language and help the teacher to do a better class. Besides, it could be an encouragement to develop the class activities and consequently generate a participative environment in the classroom.

Finally, in this chapter, the results have been analyzed by means of percentages to show the reader the participants' answers for the different formulated questions. The importance of the results were described bearing in mind the purpose of the work as well as the objectives of the study. These findings are supported with evidence extracted from class observations and surveys.

Recommendations

Pedagogical purposes

Once having carried out the pertinent study, the first recommendation is for the teachers who should be careful with the students' opinions and the materials and resources they use to teach, because these external factors could be important in developing the English comprehension and improving the participation in classes.

Secondly, the teachers of the high school should be updated with studies about classroom interaction, teaching styles and strategies. This may help the students in the learning process and it can create an alternative to learn through both traditional teaching styles and new techniques because learning is not limited to theoretical learning but to a practical one, too. According to Rebecca Oxford (1992) “no two students learn in the same manner” and that is what distinguishes one learning style from another. Thirdly, the teachers should know how to make use of the technology in their students' learning process, since it offers a lot of possibilities for both teachers and students to learn and practice the language.

Hubbard (1987) states that “CALL should be properly viewed not as computers teaching people but as people teaching people through the medium of computers to enhance, not to degrade, the learning environment”. Finally, a teacher in high school should provide students with different learning environments out of the classroom to practice the language and increase learning in the students who want to acquire more knowledge, because according to Maggioly (2002) “Everybody deserves to be given the chance to learn; and every human being is able to learn, if the tools for success are provided”.

For further research

For future research works about students' participation it would be advisable to apply interviews or surveys to the teachers to know how important participation is to them.

“Students' participation” is a topic which has to be taken into account from the different points of view such as the status influence in language learning.

Also, making a comparison of the results between private high schools and public high school, using the different method to collect data.

Finally, in this way the information gathered and analyzed gave us an important information, to help us to understand the relation between participation, motivation and learning. Hopefully, this work will contribute to the improvement of the teaching and learning of a foreign language in the place where this research was carried out. Also it includes the research problem, the objectives of the study, the literature review, the method, the description of students' participation, the results of the surveys, the class observation and the analysis of each one, to give reliable information for comprehending and understanding the purpose of this study.

REFERENCES

- Alwright, D., & Bailey, K.M. (1991). *Focus on the Language Classroom*.
Cambridge: Cambridge University Press.
- Bastidas, J.A. (1992). *Teoría y Práctica de la enseñanza de Ingles*.
Tunja: Editorial la Estación.
- Bernaus, M. (1987). *Activities That Motivate And Increase Students' Output*. In:
Forum. Vol, 25. N°, 1. P 45.
- Brown, D. (1987). *Principles Of Learning And Teaching* . New Jersey: Prentice
Hall.
- Cai_Ren, W.(1985). *Foreign Students' self steem in EFL classroom*. In : forum.
Vol, 23. N° 32. p 33-34.
- Dell' Ordine, J. (2002). Area: *Educación Formación*. Available in:
Internet:www.yahoo.com/ first language.learning.article online.

<http://www.dellordine@arnet.com.ar>. Access date: Feb,17, 2003.
- Eraso, P. (2003). *Factors That Might Have An Influence In The Motivation Of The Students
From The English And French Program To Learn English As A Foreign
Language*. Pasto: Universidad De Nariño.
- Harmer, J.(1991). *The Practice of English Language Teaching*.
London: Longman Group. UK Limited.
- Littlehood, W. (1984). *Foreign and second language learning*. Cambridge:
Cambridge University Press.

Montoya, V. (2001). *Lenguaje y Pensamiento*. Available in Internet:
[http://www. Google.com.language learning](http://www.Google.com.language.learning). Article online.

www.onelist.com/archives/language-learning. Access date: Feb,14, 2003.

Muñoz, M. L. (1998). *Language Assessment and Intervention with Children who have Visual Impairments: A guide for speech-language pathologists*.

Austin, Texas: School for the Blind and Visually Impaired. Taken from internet

<http://www.onelist.com/archives/language-learning>. Access date: Sep,18,2002.

Murcia, M.C. (1976). *Teaching English as a Foreign Language*.

California: Louis Mc- Intosh, Editors.

Ngeow, K. Y. (1998). *Motivation and Transfer in Language Learning*.

Available From: ERIC Clearinghouse on Reading, English, and Communication,
Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698. In:
[http://www. ERIC.com](http://www.ERIC.com). Access date: Oct,18,2002.

Oviedo, T.N. (1980). *Ojeada a la problemática de la enseñanza. Aprendizaje de Idiomas extranjeros*. Lenguaje.

Cardenas, M.S. (1992). *Call And Alternative To Fit Learning Styles*. Available in:
How, A Colombian Journal For English Teachers. Colombia: Universidad
Surcolombiana.

Stevens, P. *New orientations in the teaching of English*. Oxford: Oxford
University Press.

Thomson, G.(1999). *Language Learning in the Real World for Non- beginners*.
Available in internet: <http://www.onelist.com/archives/language-learning.electronic>
[newsletter](http://www.onelist.com/archives/language-learning.electronic). Access date: Mar,23,2003.

Vega, A; & Pinson, F (2002). *The influence of the students participation on the English learning process*. Pasto: Universidad de Nariño.

APPENDIX

Annex A. Survey

UNIVERSITY OF NARIÑO

HUMAN SCIENCES FACULTY ENGLISH – FRENCH

COLEGIO CHAMPAGNATH

FECHA -----

GRADO: -----

-

**Encuesta Aplicada A Los Estudiantes Del Colegio Champagnath
En Los Grados 7º y 8º**

1. ¿Cómo considera su nivel (conocimiento) de inglés?
a) Alto b) Medio c) Bajo
 2. ¿Qué importancia tienen para usted las clases de inglés?
a) Mucha b) Poca c) Ninguna
 3. ¿Con qué frecuencia participa en las clases de inglés?
a) Siempre b) A veces c) Nunca
 4. ¿Qué importancia tiene la participación en las clases de inglés?
a) Mucha b) Poca c) Ninguna
 5. ¿Qué lo motiva a participar en las clases de inglés?
a) Dinámicas y juegos b) los compañeros c) las actividades que realiza el profesor
d) las notas e) otras ¿cuáles?
 6. ¿Cómo se siente o qué piensa cuando el profesor le pide que participe?
a. Atemorizado b) Tranquilo c) Confiado d) otros ¿cuáles?-----
 7. Usted prefiere participar:
a. de manera voluntaria b) de manera obligatoria c) esperar a que el profesor le pregunte
 8. ¿Cómo se siente cuando participa voluntariamente?
a. Tranquilo b) Atemorizado c) Confiado
 9. Cree usted que las ayudas audiovisuales y el material didáctico mejoran el nivel de participación en las clases de inglés? ¿Por qué?
a) Sí b) No c) A veces
- ----- . . .
10. ¿Qué técnicas le gustaría que su profesor utilizara en clase para hacerlo (la) participar?
a) Temas interesantes b) Con música, Videos c) Con textos y guías
d) Con materiales didácticos e) Trabajos en grupo f) otros ¿cuáles? -----

GRACIAS POR SU VALIOSA COLABORACION

Annex B. Class observation format

UNIVERSITY OF NARIÑO
HUMAN SCIENCES FACULTY
ENGLISH – FRENCH PROGRAM
HIGH SCHOOL: CHAMPAGNATH

CLASS OBSERVATION FORMAT

GRADE:

DATE:

CLASS TOPIC:

TIME:**OBJECTIVE:****OBSERVATION:**