

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



Universidad de El Salvador

Hacia la libertad por la cultura.

UNDERGRADUATE RESEARCH:
THE INCIDENCE OF CLASSROOM MANAGEMENT ON STUDENTS'
PARTICIPATION LEVELS IN THE ADVANCED INTENSIVE ENGLISH I COURSES
OF THE FOREIGN LANGUAGES DEPARTMENT AT THE UNIVERSITY OF EL
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E INGLÉS

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Abstract

Few studies have been made on classroom management and students participation as interrelated process. This study aims to explore the classroom management strategies address the gap in the literature by exploring the classroom management strategies employed by the Advanced Intensive English teachers in the Foreign Language department at the University of El Salvador to enhance students' participation. Both quantitative and qualitative data were collected through the implementation of observation checklist and teacher interview and student questionnaire was conducted. The findings of the study provide insights into what factors influence students' participation and what measures or classroom management strategies can be taken. The findings revealed that teachers use different classroom management strategies to enhance participation by organizing students in groups or pairs, by turn taking control and being accessible to students, In addition, through the results of the students' questionnaires learners favored and suggested more group discussions and interesting topics to encourage participation. The implications of the study offer suggestions for teachers and for the Foreign Language Department on how to work to increase a positive learning environment. It is expected the study also stimulates further research which will be beneficial for the teaching-learning process.

Keywords: Classroom management strategies, students' participation, classroom interaction

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Introduction

Learning and teaching English in El Salvador as a foreign language can be challenging for both students and teachers. The learning process takes place inside the classroom where students are expected to learn grammar, idiomatic expressions, pronunciation patterns, etc. in order to improve their proficiency in the target language. On the other side, teachers have to develop their courses in a way that students feel motivated and get involved in the classroom activities; they have to create a supportive environment in which learners can build up their knowledge of the language.

Languages are used to communicate; we learn a language to interact with others by transmitting ideas, thoughts, and messages and classrooms are the place where students can learn and apply the knowledge under guidance and supervision of the teacher. Speaking is a key element when learning a language, English learners have to speak, they need to be actively involved in the classroom activities and participate in order to develop their oral skills.

Based on our own experience as students of the Foreign Language Department, it was observed during the English classes low oral productions levels and just a small part of our classmates participated actively in the classroom while the majority was listening passively. This was concerning considering that in order to speak English fluently students need to practice and use the language by participating frequently. Having this scenario reflected in the classroom, it was decided to study learners participation as an interrelated process with classroom management strategies.

Well-managed classrooms provide an environment in which teaching and learning can take place effectively. Teachers play various roles while they teach English, but surely one of the most important is that of classroom manager. Even though, making learners speak is still a challenge for teachers, it is within the classroom where they can apply good classroom management strategies to make students participate and improve their speaking skills, which at the end will lead to an effective learning process.

The purpose of this study is to present insights on how students' participation is influenced by classroom management strategies applied in the English Advanced I courses. In order to accomplish the objectives, the researchers used a non-experimental descriptive design; three instruments were created and applied: a checklist for class observations, a survey administered to students, and an interview to each one of the teachers in charge of the courses. All instruments are presented with their own results; consequently the three of them are analyzed using the triangulation method as a form to compare and discuss the findings. Finally, classroom management strategies are identified and listed, as well as the conclusions and recommendations of this research study.

Statement of the problem

1.1 Research topic

The incidence of classroom management on students' participation levels in the Advanced Intensive English I courses from Foreign Language Department Semester II 2016 at The University of El Salvador.

1.2 Description of the problem

This study attempts to examine the incidences of classroom management on students' participation levels in the Advanced Intensive English I courses. The main focus of the study is to describe the teacher-students interaction behaviors and patterns that exist in the classroom management and how, which and to what extent classroom management strategies influence students participative levels. Participation in this research will be addressed as oral interaction itself rather than quality level in terms of grammar, coherence and pronunciation. The study was conducted in the second semester 2016 in the Foreign Language Department at the National University of El Salvador. Since learners are influenced by the methodology and strategies that teacher uses students' participation and classroom management will be viewed as an interrelated process in the present study.

1.3 Objectives

General objective

To determine how classroom management influence students' participation in the Advanced Intensive English I courses at the Foreign Language Department, semester II, at University of El Salvador

Specific objectives

- 1.** To classify the most common classroom management strategies that are implemented by teachers in the Advanced Intensive English I.
- 2.** To identify the classroom management strategies that enhance students' participation.
- 3.** To determine students' participation levels within the classroom.

1.4 Justification

Formal English language learning in El Salvador takes place in the classroom where two interrelated figures are involved: the teacher and the students.

Since classrooms is generally the only place where students can apply their knowledge and language skills under guidance and supervision; teachers are required to employ different classroom management strategies to stimulate, involved and enhance student's language development.

According to Balcárcel (2003) acquiring and developing oral fluency in English as a Foreign Language (EFL) context is a difficulty faced by teachers and students. Foreign English learners struggle learning English since they are demanded to learn grammar, pronunciation patterns, vocabulary and expressions that are different to their mother language. As a consequence, in order for students to develop English Language proficiency students are expected to take advantage of classroom environment by practicing and developing their Language skills and knowledge through the interactive activities and participation channels that the teachers' classroom management techniques offer. However, as members involved in the classroom setting at the Foreign Language Department during the class flow we have observed that not all students participate in classroom and few of them show willingness to interact. In addition, teachers not always offer effective interaction channels and activities that promote students involvement that interest all students.

According to Mohd Yusof et al (2012) a conducive classroom environment involves completing engagement between teachers and students to stimulate the teaching-learning

process which will eventually lead to effective learning. Classroom management and students participation has drawn the attention of researchers in recent years (see, e.g., Fan 2012; Nazari & Allahyar 2012; Rocca, 2010, Warayet 2011, Wright 2005). However, so far little discussion has been made on how teachers' classroom management techniques influence and enhance students' participation. In fact, making learners talk is still a challenge for teachers (Nazary & Allahyar, 2012; Warayet, 2011). The gap in the research and the concern about what are the classroom management techniques that best promote students participation levels leads the present study.

Importance of the study

- Previous studies have focused only in the different factors that affect students' participation and little research has been done about looking classroom management and students participation as an interrelated process.
- The study will raise teacher awareness of the teacher-learner interactions that exist in their classroom.
- The study will be helpful for teachers to identify modify and apply classroom management techniques that best adapts to their students needs.
- By identifying the best classroom management techniques teachers will promote a positive teaching-learning environment where both teacher and learner will feel satisfied.
- Stimulating student's participation will help students to improve their oral and communication skills so they can feel confident in different social contexts during their lives.

Theoretical framework

The previous introduction chapter has outlined the background of the study and has situated the research in the area of classroom management as an interrelated process that can have a great impact on students' participation. Subsequently, in chapter two the research on classroom management strategies and oral participation is reviewed, as means of providing a theoretical framework for the study. In particular this chapter brings to discussion previous educational research on classroom management and students' participation, especially in ESL and EFL contexts.

1.5 Definition of Classroom Management

Classroom management can be considered as an umbrella term for teachers' actions to manage classes, students' behaviors and their learning (Martin and Sass, 2010 as cited in Aliakbari, 2015). These actions encompass works like, establishing rules, carrying out disciplinary actions, maintaining effective teacher and students relationships (Marzano, 2003). Similarly, assertive discipline has been seemed as an approach to classroom management which helps teachers to prevent discipline problems (Lee Canter, 1976). What the above definitions have in common is that classroom management is seen as synonymous with classroom discipline and order.

The table below, based on the research cited in Sulzer-Azaroff and Mayer (1991), highlights the need to minimize the use of punitive procedures by illustrating the outcomes of using punitive versus constructive or positive classroom management strategies.

Table 1 Sulzer-Azaroff and Mayer (1991)

COMPARISON OF PUNITIVE METHODS AND POSITIVE CLASSROOM MANAGEMENT STRATEGIES	
PUNITIVE PROCEDURES	POSITIVE CLASSROOM MANAGEMENT STRATEGIES
Rapidly stop behavior	Slowly stop behavior
Provide immediate relief (reinforcement) to the teacher	Provide no immediate relief to the teacher
Teach the student and peers what not to do	Teach student and peers what to do
Decrease positive self-statement (self-concept)	Increase positive self-statements (self-concept)
Decrease positive attitudes toward school and schoolwork	Increase positive attitudes toward school and schoolwork
Cause withdrawal (non-task, tardy, truancy, dropping out)	Promote enhanced participation
Cause aggression (against property and other)	Decrease likelihood of aggression
Teach students to respond in a punitive manner	Teach students to recognize the positive
Can harm student-teacher relationship	Can enhance student-teacher relationship

The previous works have identified or categorized classroom management as procedures or strategies to control misbehavior and set order and discipline in the classroom.

1.6 Classroom management and student learning

According to Duke (1979) classroom management is defined as the provisions and procedures to establish and maintain an environment in which “instruction and “learning can occur. This way to approach classroom management and learning has been summarized by Doyle (1986) as follows:

The primary goal of effective classroom management is not the reduction of misbehavior or even the creation of an “orderly” environment although; they are related issues, effective classroom management and the establishment of order are not

synonymous. For instance, teaching practices that lead to passive non engagement would not threaten an orderly environment, but would reduce opportunities for learning. Thus student learning is the primary goal of effective classroom management.

Similarly, Afolabi and Agolaby (1991) added that, classroom management strategies go beyond discipline , order and control but include physical arrangement, time management, effective communication. In concordance, (Martin, N.K., & yin, Z,1997; Martin, N. K. & Shoho;1998 as cited in Moghtadaie & Hoveida,2015)believed that “the first responsibility of the teacher is to manage the class so that he can provide the best environment for learning and so that the students can achieve academic progress”p.185. The purpose of classroom management is to provide an environment so that students are willing to learn. Classroom management has been seem as a challenge for many pre-service and even in-service teachers (Balli, 2009; Quintero Corzo & Ramírez Contreras, 2011, as cited in Macias and Sanchez, 2015). The challenge it is due to many possible issues involved in managing a classroom. According to Brown (2007) classroom management involves decisions about what to do when:

- You or your students digress and throw off the plan for the day.
- An unexpected but pertinent question comes up.
- Some technicality prevents you from doing an activity.
- A student is disruptive in class.
- You are asked a question to which you do not know the answer.
- There is not enough time to finish an activity that has already started.

1.7 Observable elements of classroom management

According to Wright (2005) classroom management includes common observable patterns which are divided in:

- Use of classroom space: Which refers to the way students seat are arranged, and how teachers and students physical position or movement change during class flow.
- Use of time: Sequence of activities and their purpose it is to some extent in control of the teacher or instructor.
- Learning and teaching activity (Language data) It includes the content, topics and the ways are presented
- Communication/interaction: it includes turn-taking control.
- Atmosphere (emotional dimension): It is related to the social nature of each classroom, closeness of teacher/student relationship.
- Artefacts(resources): teaching aids, paper material, equipment and furniture.

Wright (2005) noted however that classroom management goes beyond observables activity and widely classroom life is influenced by cultural, social, psychological and emotional forces.

1.8 Core elements of classroom management

Classroom management is influenced and interrelated with both internal and external forces, however going back to the classroom setting which is the context of our study, classroom management is concerned with four main strands (Wright, 2005).

1. Space: Physical position or change during class flow
2. Time: Classroom life is managed not only through pre-lesson planning but as well through improvisation and decision-making.

3. Engagement: It refers to the way participants engage to the learning activities and to each other. Positive emotional state are conducive to learning.(effective domain) which involves, support for learners, encouragement, praise, challenge emotional feedback and support.
4. Participation: Classrooms are social discourse worlds or communities of practice. It involves teacher talk, turn-taking control, classroom talk.

1.9 Influence on teachers' approaches to classroom management

Classroom management strategies and practices are influenced by teachers daily experiences and further wide aspects for example curriculum education policy and practice, personal/individual, values, attitudes, self-image, perception of role, sense of mission and professional influences like training education, theory, professional culture and their identity.

Teacher awareness and classroom management. In order to manage classroom effectively a range of variables needs to be handle. In this relation, Tulley and Chiu(1995) concluded that most effective classroom management strategies in their study are: positive reinforcement, explanation, and change of strategy were among the most effective ones. Shaver (2006) determine that assertive teachers use strategies like organization, teaching management, teacher-student relationship, and teacher punishment-rewards strategies.

Similarly, Harmer(2007) in his book How to teach English 2nd edition considers that teacher should be aware of the fallowing factors to manage classroom activities: classroom space organization, whether students are working on their own, in groups and classroom time. He believes that instructor should be aware on how they appear to the student, the way talk to the students and who talks more in the lesson class.

Physical presence plays a basic role in the classroom environment some teachers tend to spend most of their class time in one place. Teachers should be conscious of how close they are to their students, what students are doing, where possible how they are feeling to establish a good rapport. It is important for teachers to be able to perceive the success or failure of what is taking place in the classroom, to consider what kind of effect their own behavior has and the relationship that exist with their students. Thus, in order to manage a class effectively, such a relationship is crucial.

1.10 Defining student's participation

Participation varies slightly for individual instructors and researchers (Rocca,2010). According to Fritscher(2000) Participation goes from attending class through giving oral presentations. Moreover, Lee,(2005) (as cited by Namini,2008) noted that participation usually means students speaking in class which consist of answer and ask questions, make comments, and join in discussions. Similary, Dancer & Kamvounias (2005) divided participation in 5 categories: preparation, contribution to discussion, group skills and communication skills. In general, classroom participation requires student to speak and interact in the classrooms to indicate that they are actually learning and paying attention. In our study participation will be consider only oral production without taking account quality in grammar or pronunciation aspects.

Measuring participation. In the Advanced Intermediate English course there is no specific grade to participation, however oral presentation are graded and count to final grade. Melving and Lord (1995) suggested having both students and professors evaluate participation. Rocca (2010) Suggested that participation should be counted as either a part of students' grades or at extra credit, instructors should consider allowing students' to work

on formulating what is credited toward their participation grades, and should conduct midsemester check-in to show students where their participation is where it should be.

Significance of student's participation on English classroom. According to Cohen (1991) Participation is a way to engage students actively into the learning process and give life to the classroom. The more students participate the more they engage of higher levels of thinking including interpretation and analysis (Smith, 1977). Moreover students who participate increase their communication skills which necessary (Bardine, 1986; Dancer & Kamvounias, 2005 as cited in Rocca). Therefore in second language through participation students can learn, gain fluency and improve their communication skills.

Tsui (1995) also stated that when students listen to the teacher's instruction, when they express their opinions, answer questions and carry out task and activities, they are not only learning about the language but also using the language (Tsui, 1995; as cited in Simanjala, 2008) Thus, participation is one major drive towards second language acquisition.

1.11 Reasons students do or do not participate

Past studies have shown that there are several factors that influence on student participation and this include the following elements:

Classroom size. Environmental factor such as the size of classroom affect students willing to engage verbally. Students feel more interested to participate in smaller classes (Berdine, 1986); Myers et al., 2009; Smith, 1992 as cited in Rocca, 2010) Courses with over 35 students have fewer interactions per class period.

To resolve the issue of large class size, teacher can divided the large class into smaller groups to facilitate discussion (Ferguson, 1986). Moreover, in order to large class feel small and thus personal. Gleason (1986) as cited in Rocca2010) suggested instructor to encourage communication by moving around and by talking with students before class.

Seating arrangement. Hitchcock and Hughes (1989) point out that “the way objects and classroom are organized and arranged...provided possibilities for learning” (p.172) Similarly, McCroskey & McVetta(1978) correlated the physical arrangement of seats with student participation and they found that individuals with low apprehension preferred a U-shaped pattern than row/column seating.

Evaluation of participation. According to Berdine (1986) and Smith (1992) as cited in Rocca 2010) participation depends on how participation count toward final grades. Participation should be counted as either part of students’ grade or as extra credit.

Students personality. Another reason that students may not be willing to participate is due to their own confidence levels. This is supported by Fassinger 1995 and Gomez et al 1995 Mohd. Yusof et al (2012) found that students become passive when do they less reading, do not make preparation before class, low levels of self-confidence and fear of failing to show their intelligence will lead students to become passive, thus will make students become less engaged in classroom behavior.

1.12 How teachers contribute to students participation in class

Traditionally in teachers-front classrooms instructors are the ones who are in head and charge of management decisions in the classroom. Teachers shape the curriculum, conducts the topics and activities according to their own experiences, pedagogical views

and at the same time their individual behaviors, attitudes, professional culture and identity is reflected in everyday class interaction.

Students' participation is highly influenced by the ways in which the teacher communicates with them. Different studies have found that creating a supportive climate in the classroom increase participation.

Teachers' personality and traits. Among the characteristics conducive to promote students participation included instructors being supportive, approachable, and friendly including nonverbal behavior. (Mohd. Yusof, 2012). In contrast, students are less likely to participate if their teachers do not pay attention to them, make fun of them, put them down, or overly critical of them. (Wade, 1994 as cited in Rocca, 2009). Similarly teachers who are perceived as close-minded, moody, boring, condescending or sarcastic may experience low class participation. Thus, having a negative personality had a negative impact in the classroom and student learning. (Kearny, Plax, Itays, and Ivey, 1991).

Building a supportive climate. A classroom where students and teachers respect each other, where instructor care about student learning encourage students to be respectful yet critical, and praise students when appropriate increase confidence and comfort (Crombie et al, 2003; Dallimore et al, 2004; fassinger, 1995; Wade, 1994; Kelly, 1984 and Nunn, 1996 as cited in Rocca, 2010)

- Supportive climate can be created by:
- Knowing students' names
- Giving students written or oral encouragement and praise
- Verbal and nonverbal feedback
- Enthusiasm and skills
- Good listener

- Setting high expectations
- Self-disclosure when appropriate
- Empathy and knowing students as individuals (Rocca, 2010).

1.13 Classroom oral interaction strategies

EFL classroom interactions studies are mainly approached in two different ways. (C. Chaudron, 1988) 1) Behavioral category: It consists of using a form of schedule consisting of a set of categories for coding specific teacher and students behaviors. 2) Discourse analysis, it describes the kinds of interactions that take place in language classrooms.

In order for students to speak, share their ideas and feel confident to participate, teachers should find and provide different channels to promote and increase interaction in class. According to Wright classroom talk has a central role in classroom management activity.

During the interaction process in classrooms teachers are the ones in head and determine who talks, how they talk, who they talk to and how long they talk and on what topic they talk about (Kumaravadiuelu, 2000; Xie, 2010 as cited in Nazari and Allahyar (2012). Teachers can use different strategies and activities, to open channels, “opportunities” to stimulate students desire to communicate...”behavior”. (MacIntyre et al, 1998).

Interaction management. Successful interaction in classroom involves managing at least five areas: turn distribution, topic, task, tone and code. (D. All Wright and H.M. Bailey 1991 as cited in Fan, 2012).

Organize students into groups or pairs. The majority of English Classrooms have more than 25 students in their classrooms to combat this issues of large class size, instructor should seek to provide alternatives to increase participation. Dividing the large class into smaller groups can also be helpful to facilitate discussion (Ferguson, 1986).

Turn taking. Multiple studies have determined that in teacher-front classroom it is the instructor the one who talks more (Howard and Henney, 1998) found that about 90% of interactions were made by a handful of students and only around one-third were regular participators, while half of the students observed did not participate at all. Therefore, teachers are required to manage and distribute turn-taking.

Questions Strategy. Efficient questioning can stimulate students to participate in classroom activities (Ur, 1996) questioning is considered an useful tool to perform and manage classroom discussions. (Gravett, 1985) Recommended to ask questions of interpretation instead of fact or evaluation, for instance open-ended questions stimulate creative thinking, they ask for reasons, explanations, descriptions, and opinions.

Wait time. It is a brief pause made after a question is formulated before getting an answer. It is fundamental for the learners to be able to process the question and think on a possible answer. According to Rowe (1996) wait time (3 seconds or more) can affect positively on use of the language, attitudes and expectations. He also points out the number of volunteers would increase if teachers give enough time for learners to answer.

Discuss questions in pairs before answering. In order for students to feel more confident and willing to participate (Cohen, 1991; Fassinger, 1995a; Neer, 1987; Wade, 1994 as cited in Rocca, 2010) suggested teachers should promote preparation in advanced

by allowing students to complete specific tasks as homework assignments before discussing it with the entire class. Likewise, Wilcox (1994) recommended allowing students to go over the answers with a partner or in a group before stating the answers out loud to the class. Correspondingly, Girgin and Stevens (2005) offered some strategies to encourage participation, among those one was called “think-pair-share” where students were asked a question, thought about their answers, pair up with another student, and share ideas.

1.14 Teachers’ feedback and error correction

Lots of researches show that positive feedback is more helpful to improve learners’ behavior than negative feedback (Nunan, 1991).

Kathleen Bailey (as cited in Zublin, 2014) recommends the following ways to deal with error treatment. The use of any option depends on the group of students and the context of the teaching situation:

Basic Options

- 1-To treat or to ignore
- 2-To treat immediately or to delay
- 3-To transfer treatment (to say, to other learners) or not
- 4-To transfer to another individual, a subgroup, or the whole class
- 5-To return, or not, to the original error maker after treatment
- 6-To permit other learners to trigger treatment
- 7-To test for the efficacy of the treatment

Possible Features

- 1-Fact of error indicated
- 2-Location indicated
- 3-Opportunity for new attempt given
- 4-Model provided
- 5-Error type indicated
- 6-Remedy indicated
- 7-Improvement indicated
- 8-Praise indicated

Krashen (as cited in Zublin, 2014) points out that “methods and materials should not be a test of the students’ abilities, should not merely reveal weakness, but should help the student to acquire more”.

Harmer (2001) argues that in oral activities interruption and over-correction should be avoided so as to prevent interfering with the natural flow of communication.

Zubling (2014) teachers should train their students to become active participants and correct themselves, so they can be more confident and less teacher dependent... At the moment of correction teachers have to bear in mind not only what type of mistake was made but also how to provide a gentle correction to avoid discouraging students in their attempts to use the target language.”

Methodology

1.15 Research approach

The approach used was descriptive mixed method. A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). In some cases these are referred to as “correlational” or “observational” studies. The Office of Human Research Protections (OHRP) defines a descriptive study as “Any study that is not truly experimental.” In human research, a descriptive study can provide information about the naturally occurring status, behavior, attitudes or other characteristics of a particular group. Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around people.

Descriptive studies involve a one-time interaction with groups of people (cross-sectional study) or a study might follow individuals over time (longitudinal study). Descriptive studies, in which the researcher interacts with the participant, may involve surveys or interviews to collect the necessary information. Descriptive studies in which the researcher does not interact with the participant include observational studies of people in a specific environment given. In this study, the environment setting is the Advanced Intensive English I groups, semester II- 2016.

A mixed method study which involves qualitative and quantitative research was used in order to observe, analyze and get information from the students from the semester II-2016 Advanced Intensive English I at the Foreign Language Department and their behavior during the development of the classes, this is how the research group intended to discover those classroom management strategies used by teacher during the classes.

Since this project include Mixed methods research, triangulation technique was used since this is a powerful technique that facilitates validation of data through cross verification from two or more sources.

In particular, it refers to the application and combination of several research methods in the study of the same phenomenon. According to Creswell (2003) and Kothari (2004) through triangulation design, different research instruments and techniques are used for reliability and supplementary purposes.

1.16 Type of study

The type of study used in this research is non-experimental mixed method. A mixed method study involves a combination or integration of qualitative and quantitative research and data (Creswell, 2003). The research group made use of a Non-experimental research, on this research we did not control, manipulate or alter the predictor variable or subjects, but instead, the researchers rely on interpretation, observation or interactions to come to a conclusion.

This study intended to show the relation that classroom management techniques and students level of participation and how they are linked. Non-Experimental Methods (Descriptive Method) do not involve as much manipulation, assignment, or control as a true

experiment and is concerned with describing the characteristics of a particular group or situation (Kothari 2004)

1.17 Research design

The researchers used the non-experimental descriptive design. According to the University of Southern California in his research guides Descriptive research designs help to answers questions of who, what, when, where and how X is associated with a particular problem; Descriptive research is used to:

- Obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation.
- The results from a descriptive research cannot conclusively ascertain answers to why or to disprove a hypothesis.
- Descriptive research is often used as a precursor to more quantitative research designs with the general overview giving some general pointers for further research.
- Descriptive studies can yield rich data that lead to important recommendations in practice.

The study attempted to observe during the class flow if classroom managements strategies were applied or not, the information was collected and then filtered in order to discover how this enhance students participation.

No experimental research was needed because there are many independent variables that we cannot manipulate for one reason or the other (e.g., for practical reasons, and for literal reasons such as it is impossible to manipulate some variables).

A non-experimental study picks up the slack from an experimental design. As discussed earlier, to study the effects of gender, you have to be able to manipulate a person's gender. Other examples of non-experimental research include predictor variables like: age, ethnicity, personality and self-concept, economic status, socio-cultural factors.

1.18 Population and sample

The research group focused on studying the incidence of classroom management strategies on students' participation levels who were attending the Advanced Intensive English I courses semester II-2016 at the Foreign Language Department. The population was built by ten groups of student from the FLD attending the Advanced English II, each group formed by twenty eight students. The total population was two hundred and eighty students.

Table 2 Group and population of the Advanced Intensive English I

Advanced Intensive English I			
group	Schedule	Instructor	Number of students
1	6:00-8:00	Teacher 1	28
2	6:00-8:00	Teacher 2	28
3	6:00-8:00	Teacher 3	28
4	10:00-12:00	Teacher 4	28
5	10:00-12:00	Teacher 5	28
6	10:00-12:00	Teacher 6	28
7	1:00-3:00	Teacher 7	28
8	1:00-3:00	Teacher 8	28
9	1:00-3:00	Teacher 9	28
10	5:00-7:00	Teacher 10	28

1.19 The size of sample

Since the population to be studied on the research study was too large, two hundred and eighty students in total, a formula was used to determine the size of the sample for the survey data collection purposes.

$$N = 280$$

$$n = ?$$

$$n' = S^2$$

Confidence level = 98%

Margin of error = 0.02

$$\frac{V_2}{n'} = \frac{\text{Variance of Sample}}{\text{Variance of Population}}$$

$$S^2 = p(1 - p) = 0.9(1 - 0.9) = 0.09$$

$$V_2 = (0.015)^2 = 0.000225$$

$$\frac{0.09}{0.000225} = 400$$

Adjusting:

$$N' = \frac{n'}{1 + \frac{n'}{N}} = \frac{400}{1 + \frac{400}{280}} = \frac{400}{1 + 1.43} = \frac{400}{2.43} = 164.609 > 164$$

$$F_h = \frac{n'}{N} = \frac{164}{280} = 0.58571428571$$

$$G = 28 \times 0.58571428571 = 16.39 > 16$$

The total sample was 164 students which was divided by the number of groups and gave us a total of 16 students to take as sample from each Advanced English II group.

1.20 Sampling method

The sampling method applied was the "Probability sampling". The probability sampling is a sampling technique wherein the samples are gathered in a process that gives all the individuals equal chances to be selected. On this case the students who are taken the Advanced Intensive English I.

In this sampling technique, the research group must guarantee that every individual has an equal opportunity for selection and this can be achieved if the researcher utilizes randomization. According to Cresswell (2004) a random sample is recommended since each individual in the population has equal probability of being selected.

The sample is therefore representative of the entire population. There are a lot of methods to do this. It can be as mechanical as picking strips of paper with names written on it from a hat while the researcher is blindfolded or it can be as easy as using a computer software to do the random selection (Kothari, 2004). In this situation, in order to have an approach and get students confidence, the research group explained the purpose of the study, and then students were encouraged to volunteer. The technique in selecting the participants for the questionnaire was adopted as explained by Kothari (2004) participants will be labeled on slip of papers, put the slips of paper into a box or bag and mix them thoroughly and then make the students draw a paper (without looking) one after another without replacement. In doing so, each of the remaining has the same chance of being selected.

1.21 Research instruments

Different research instruments were used in order to gather qualitative and quantitative data to ensure the objective of the research study. Three data collection instruments will be used in the study:

Interview. The research team worked with seven groups out of the ten groups from Advanced English courses. Only seven teachers were interviewed and the main purpose of the interview was to gather teacher's thoughts about their own practices.

Survey. This was applied in order to collect students perceptions about the teachers classroom strategies, to evaluate their own participation in class and to report their needs and how teachers can improved their oral participation .The survey was administrated just to seven groups of students and just ninety-two students answered it.

Check list. The research team made use of a checklist; this is a two-page, non-technical checklist for the key points of good practice in research. Use of the Checklist can assist researchers to ensure that important issues have not been overlooked. The classroom management checklist was based on primarily on the work of Fan (2012) model of interactive classroom divided in four aspects: Teacher organizing general strategies, Teachers-students interaction, Questioning and teacher's feedback and error treatment. At the end due to teachers' full agenda out of the ten groups just seven groups were observed. Two groups were observed from 6:00- 8:00 am, one group 10:00-12:00m, three groups from 1:00-3:00pm and one group from 5:00-7:00pm.

Findings and discussion

This chapter reports the results of the students' questionnaire. The survey results are presented by using frequencies and percentages as participant responded to each question.

The survey consisted of 19 questions divided in 3 sections which aimed to identify students' perceptions about their teachers' classroom management strategies. Only the most outstanding findings will be presented. However in the annex section the remaining questions rates will be presented.

1-When working in a task, how accessible do you find your teacher to clarify your doubts or questions?

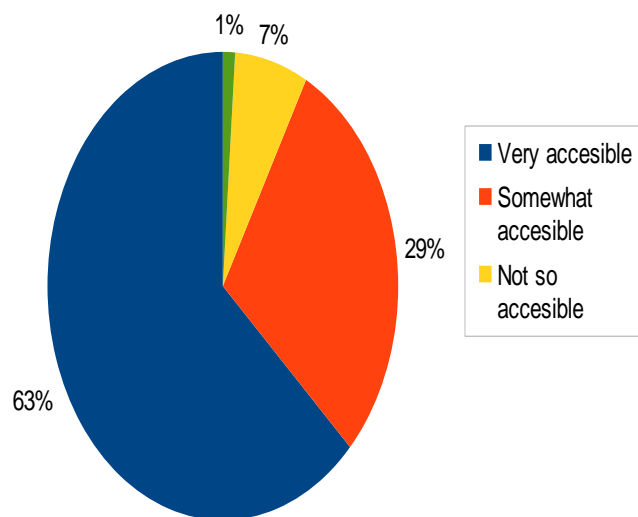


Figure 1 student perception about their teachers accessibility on clarifying their doubts.

A high majority of students, 63% consider their teachers as being very accessible while a small number said teachers were somewhat accessible and just 7% and 1% consider their teachers as not so accessible or somewhat accessible respectively. This means students see their teachers as being open and reachable.

2. Does the teacher's personality or sense of humor influence your desire to communicate and share your ideas in class?

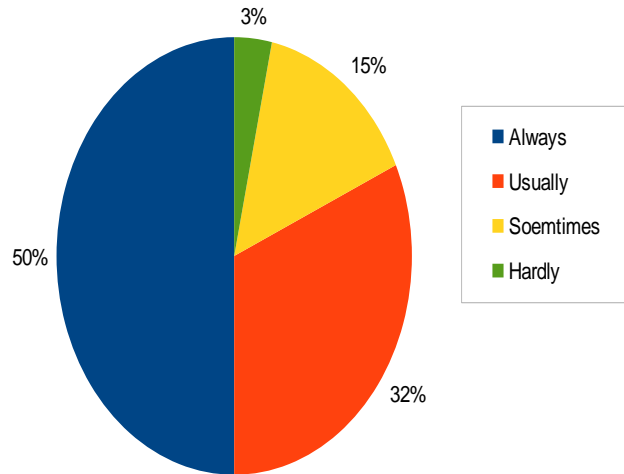


Figure 2 students perception about their teachers personality as influence of their participation.

Half of the class, 50% of students feel motivated by their teachers personality and sense of humor; similarly 32% of the students claim teacher's personality usually affect their performance, conversely a small minority 15% of students said teachers personality sometimes affects their desire to communicate and share their ideas in class.

3. Does the teacher put efforts so that every student participates in class?

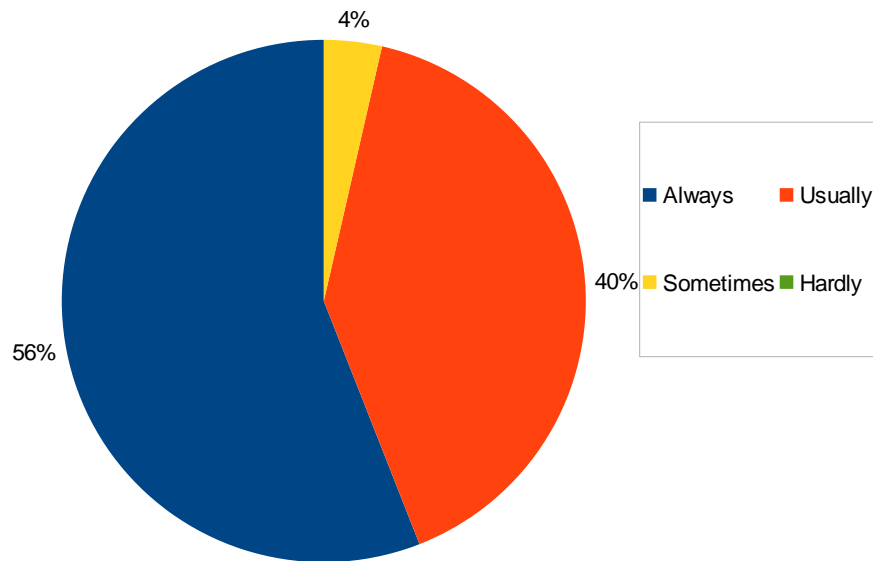


Figure3 students' perception about their teachers effort to make students participate

On question number three, students were asked if their teacher put efforts so that every student participate 56% of participants rated as always, likewise 40% consider that their teacher usually put efforts and 4%, in the other hand, believes their teacher sometimes put effort to make students participate.

4. How interesting do you find the way the teacher delivers the content or topics presented in the book?

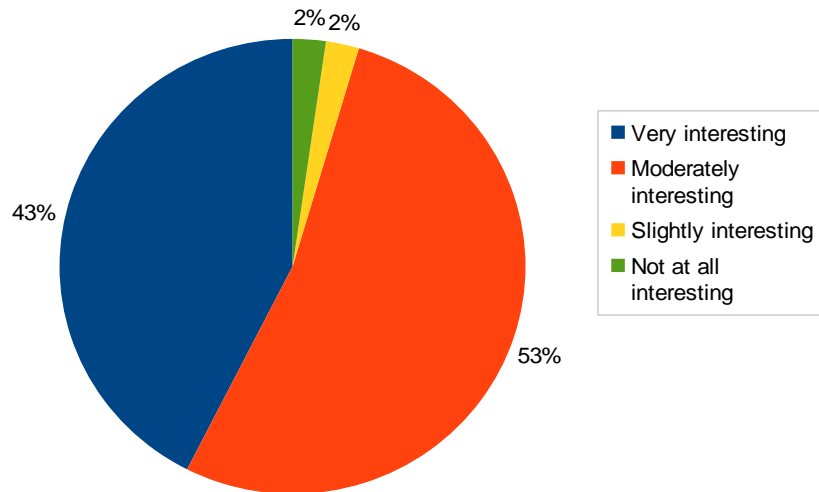


Figure 4 students' views about the way teachers deliver the topics presented in the book

As indicated in figure 4 a good proportion of students, 43% think the topics are very interesting and 53% consider teachers' delivers the content/ topics moderately interesting; in contrast, an insignificant amount of students rated as slightly interesting and not at all interesting. By the answers given it seems students have a positive view of their teachers strategies to present the topics on the book.

5. Do the speaking activities developed in class motivate you to participate?

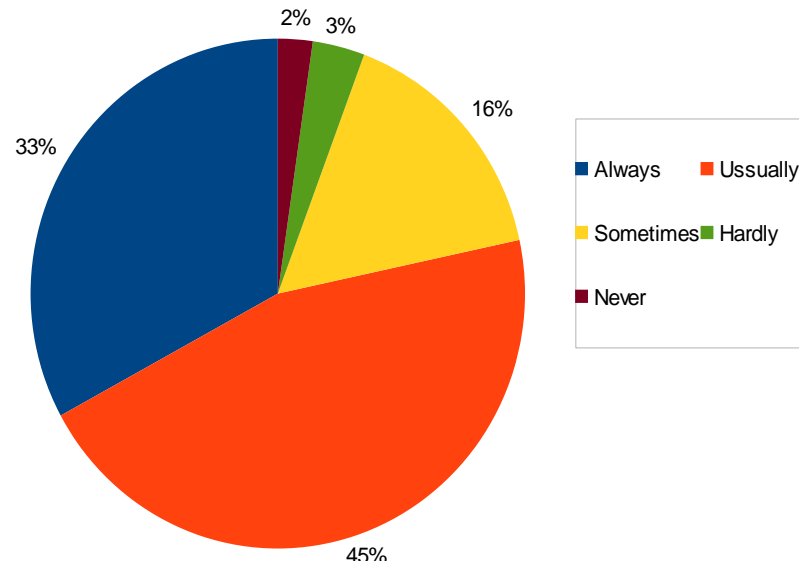


Figure 5 respondents' perception of speaking activities and whether or not they motivate them.

The results show 33% of the students are always motivated by the activities developed in class, accordingly 45% of students rated it as usually and 16% believes sometimes they get motivated; however a small population disagree and affirm that they hardly or never get motivated by the speaking activities.

8. How receptive is the teacher to listen to the students 'opinions

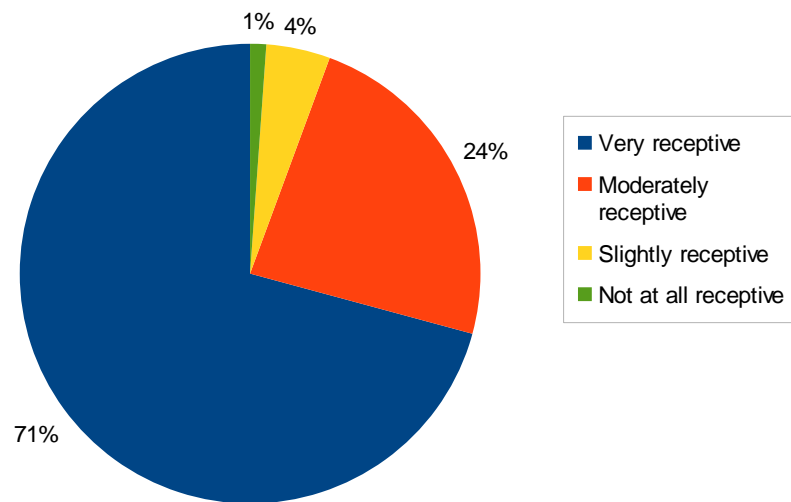


Figure 6 respondents' perception how receptive their teachers is to listen their opinions

The pie chart show that a significant majority of students perceive their teacher as being very receptive to their opinions, similarly 24% of the participants find their teacher being moderately receptive; though a 4% and 1% see their teachers as being slightly receptive and not at all receptive respectively.

Question 3 section II

3. When do you feel more confident to participate?

ANSWERS	TOTAL
a) Individual participation	19
b) Pair discussions	31
c) Whole class discussion	19
d) Oral presentation	19
e) Group discussions	36

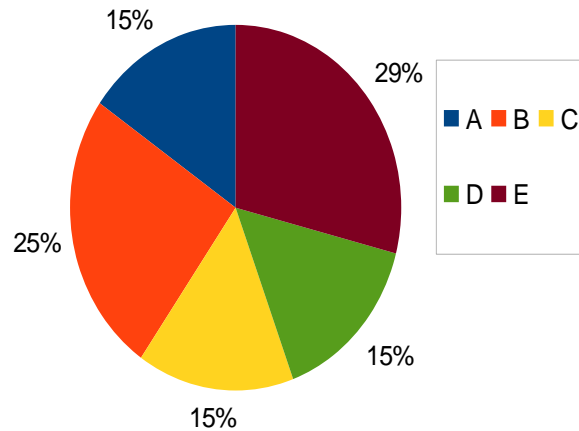


Figure 7 when students feel more confident to participate

In the second section of the questionnaire students were asked when they feel more confident to participate, for this answers individuals were allowed to chose more than one answer. The figure shows that 29% of students prefer working in groups, 25% favor pair discussions whereas individual participation, whole class discussions and oral presentations is promoted by a 19% of respondents correspondingly.

Question 6 section II

6- How often do you participate in class?

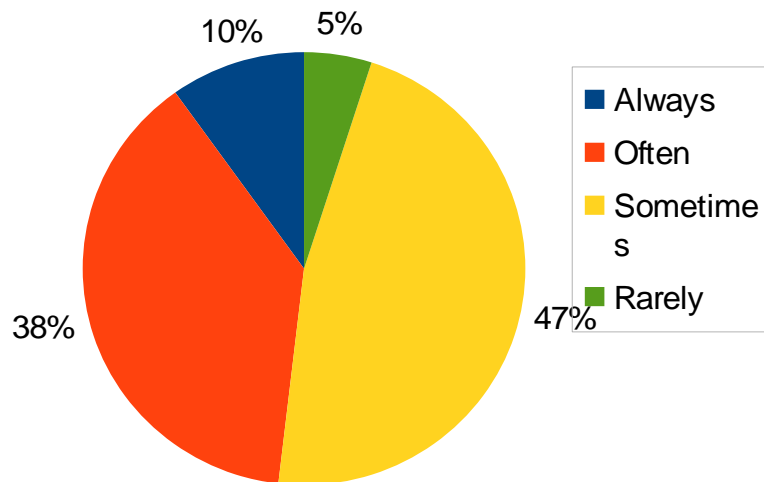
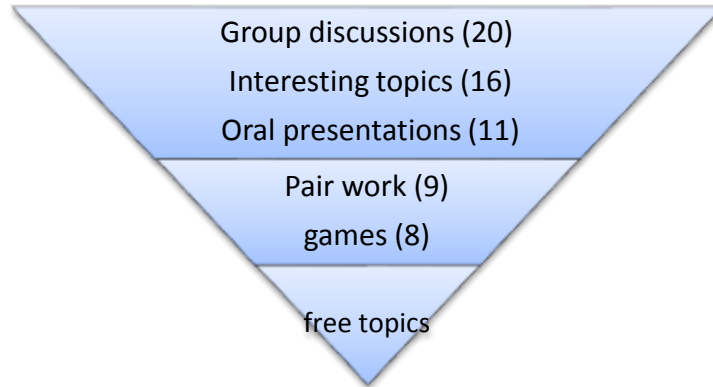


Figure 7 How frequently students participate

Only 8% of students acknowledge they always participate in class , 38% affirm they often participate and almost half of the respondents (47%) said they sometimes participate while only 5% admit they rarely participate.

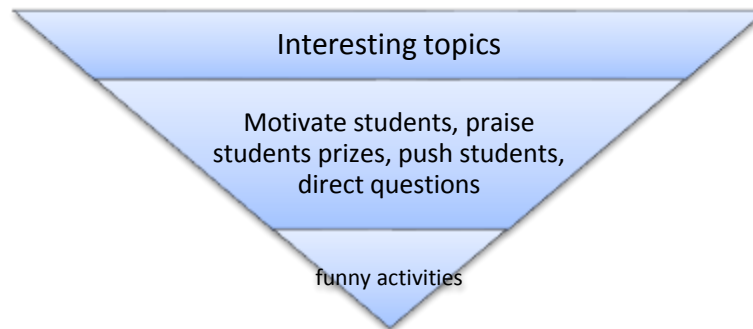
Open questions, Section III

1. Can you mention some of the activities that encourage you to participate?



According to the results of the open questions which few students answered the majority of students acknowledge they want more group discussions, interesting topics and oral presentations.

2. What would you suggest teachers to motivate students to participate:



According to the answers to increase participation students suggest teachers to provided them with more interesting topics, to encourage students by praising them, giving prizes, acknowledge their efforts and for shy students and low participator they suggest to push students by asking direct questions and having more funny activities.

Data triangulation

In order to collect the information required to support this study, which aims to determine the incidence of Classroom Management on students' participation in the English Advanced I courses, three data collection methods were implemented: classroom observation, a questionnaire, and teacher interviews. Having all the instruments administered, triangulation method is being used to strengthen the findings and increase credibility and validity of the research.

The data gathered is expected to confirm that students' participation is influenced by different strategies that teachers use as part of classroom management during the class development. The main strategies that teachers implement according to the findings have been divided in the following areas: classroom general organizing strategies, teacher-student interaction, teacher questioning strategies, and teacher feedback and error treatment.

Participation within the classroom is considered as important element, this was confirmed by all teachers and students as well, teacher 6 mentioned "I think oral participation is, and let me emphasis this, extremely important because speaking is one the fast ways to verify comprehension, so you ask them and if they respond you have an opportunity to verify if they have understood or if they manage what you're asking them to do, so I find it extremely important." Correspondingly, students rate participation as important factor 45% of the respondents believe participation is important because it helps them to improve their speaking skills.

Organizing strategies

The first general area that has influence on students' participation is teacher organizing strategies, this area covers three aspects, manage students in pairs or groups, the variety of speaking activities and turn taking control.

a)Form students in pairs or groups. It was observed in all the groups that teachers generally use organizing strategies to create a supportive environment in the classroom. During classroom activities, it was observed that teachers tend to make students work in pairs or groups. When teachers were asked "what are the classroom management strategies you use to enhance students' participation?" Teacher 1 said: "I have 36 students, that means that if for example I let them participate for a minute each, it will take more than half an hour, so since that is not possible I sometimes put them into small groups" teacher 2 mentioned "most of the time what I do is that according to some topics of the book or some topics that I bring, I make groups and tell them to talk about the topic or the questions and they start talking..." This element was confirmed as well by students' preference, when they were asked "when do you feel more confident to participate?" 25% of students said they preferred to work in pairs and 29% of students said they prefer to work in group discussions.

b)Variety of speaking activities. A regular measure to make students participate is by using different speaking activities like, role plays, discussions, dialogues or debates. Students were asked how they evaluate the speaking activities in the class 49% of students consider it as very good and 35% of them rate it as excellent, which confirms high percent of students agree with the activities chosen by teachers. However, there was a certain discrepancy when students were asked how interesting they find the way the teacher

delivers the content or topics presented in the book, since a 53% of participants rate it as moderately interesting. This may imply some students like the speaking activities but not the topics. In the interview, teachers were asked “what are the oral activities you rely the most to trigger students’ participation?” Most of them said they like to bring a topic and make students talk about it and share their opinions. Teacher 6 expressed the following “watching the whole picture I think it’s discussions, I think one of the ways I have in almost every class is the input and output thing, it can be an audio and then they listen and there come the questions or a video clip and then...they have something to discuss”. Teacher 4 said she tries to emphasize on her students not only to share opinions but to try her students to interact with people and learn to communicate, “most of the time I really like to implement technology in the classroom, I can show them a video for example and we discuss... I really like the handsome project in which they have to do things, they have to create so I ask them to make some posters and later they can explain to their classmates the meaning of the posters, what they have written.” Teacher 1 replied in a similar way “Topics interesting to students, news, pictures, a poem, something that happened to all of us, etc.” In the classrooms it was observed that teachers discuss topics suggested by the book but they attempt to select, adapt or amplify them either by bringing pictures, a video, or preparing some questions; and then, students will interact in role-plays, pair or group discussions. As well, teachers will make students share their opinions to the whole class by asking direct questions.

c) Turn-taking control. As a third factor, turn-taking control is an element that teachers use to give all students the opportunity to speak, even though is not easy on large classes. During the class development it was observed that teachers usually try to engage

different students to participate, for example teachers would use random techniques to pick a student as the next person who will speak by choosing someone wearing a specific color, or might allow the next student to choose the following participant. In the survey, students were asked if their teacher puts efforts to make all students participate in the classes, to this a 56% of the students said that always. Similarly, teachers were questioned if it was possible to make all students to participate; in response to this teacher 3 said: “it’s not possible when you have a lot of students but I do try to have them all at least speak one time in a class but it’s difficult, I try to remember the ones who participated the day before are not the ones who are gonna participate the next today” while teacher 2 mentioned he has tried to make all students participate and spent almost two hours listening to each of the student, sometimes he feels like he is wasting his time however at the end he reaches his goal which is to make every student participate. At the same time he concludes that this strategy cannot be implemented every day.

2 Teacher-student interaction

Teacher-students interaction is another general aspect that was taking into account for this study and has been divided in three factors: amount of talk, teacher personality and value of participation. In order to have a positive learning-teaching environment, there should be a good communication between the teacher and students.

a) Amount of talk. It is usually known that since teachers are the ones in control of the class, they take the highest amount of talk. However, during the class observations, on the majority of groups, it was observed that there was almost an equal amount of talk between the teacher and students. Teachers would take a highest amount of talk only when

introducing a topic or explaining grammar structures, yet teachers put efforts to involve students during grammar explanation by inviting them to read sentences aloud or asking questions to verify previous knowledge about the topic being studied. However, when learners were asked how frequently they participate in class 47% rate sometimes and 38% rate often. While when asking teachers how they manage silence, the majority of teachers said they would try to use icebreakers, like funny comments, jokes. For example teacher 1 said: “Sometimes I joke around, if there’s a big silence I start making noise like a clock tick tack and the begin laughing, as soon as they laugh I know there will be one or another who will raise his/her hand.” teacher 3 implement the following strategy “Funny comments like, oh really? I say when there’s a silence, and they start laughing, and then I start asking personally I say names, but because I have created an environment in which everybody is comfortable”.

b)Teacher personality. Secondly, teachers’ personality is an important factor when teaching a foreign language. When teachers were asked if they consider their personality as factor that influences the participation of the students, teacher 4 said that from the very moment she enters the classroom and introduces herself she builds rapport with the students. Teacher 6 believes that students’ participation is influenced a lot by their personality. In the survey, question number 2 inquired if teachers’ personality or sense of humor influences their participation, 50% of students think it always influences their participation while a 32% said it usually does. In the class observations, all the teachers use a friendly tone voice and occasionally to release stress teachers would use jokes or humor to make the class less mechanic.

c) Value of students participation. Another element that is crucial to increase students oral speaking in class is to value students' participation by using recognition words like "excellent", "good", "well done", "thank you", "nice". In the interview, teachers were asked how they motivate their students to participate in class. Teacher 6 replied "I praise them when they provide very good responses... you say that's a very good response or that's a smart response or something so that they have the feeling that their efforts count". In a similar way teacher 3 mentioned he puts an effort to attract students when topics may not seem interesting. "I guess that the enthusiasm of the person who is in front of them is very important... you have to say something in order to attract their attention and to have them to speak about that, I think that is enthusiasm, kindness." Teacher 2 said he tries to create a good environment by being friendly with their students. During the observations, it was confirmed all teachers praise students with comments like "good", "alright", "excellent" which helps students build confidence and feel valued. In a similar way, students were asked if teacher was committed to create a positive and interactive learning environment in the classroom; to this a 61% of participants replied fully committed, which confirms students feel their teachers are interested in their learning and oral development. Summarizing, teachers work on the teacher-students interaction by addressing to their students by their names. Furthermore, teachers value students' participation using recognition words like "OK", "good work", "well done", "good job". Moreover, teachers use some speaking activities like role plays and dialogues to enhance students' oral production; they personalize topics from the student book in order to make those topics interesting for students.

3. Teacher questioning strategies

Teachers should take in to account what type of questions are being asked to students, if the question asked for description, point of view, or facts, moreover enough time should be given to students for they to be able to answer questions.

a) Type of questions. Teacher questioning strategies was a third general aspect to enhance students' participation. The type of questions teacher asks are important to bring a discussion, it will help students reflect about a topic, it will keep the discussion going on or move to the next topic. During the observation, it was discovered that most of the time teachers will ask relevant open-ended questions according to the topic being studied; however, during the observations on few occasions instructors asked follow-up questions. During the interviews teachers mentioned they would ask directly or use some strategies on how to get a student to answer. Teacher 6 replied the following "I ask them some questions, I prepare some questions or I follow the ones suggested in the material". Teacher 2 expressed "I have faced this silence when topics like that are being studied because they don't want to talk, either they don't know or because they are not interested in, then is when I need to ask directly". In the survey, students were asked to select the reasons for them to participate within the classroom, a 30% of participants said they participate when teachers encourage them to do it.

b) Wait time. A second general feature to enhance students' participation is to give students enough time to think before answering a question. In the checklist, it was not observed that teachers give a specific amount of time to answer or give an opinion when asking direct questions. In contrast, it was observed that teachers would usually give

students time to answer a question or exercise on the book, like listening and comprehensions tests, true or false answers or multiple choice questions. In the survey, students were asked if the teacher give enough time to answer a question, for this a 39% think that teacher “always” gives enough time and a 33% indicated teacher “usually” does. However, a certain discrepancy was found when learners were asked what would be a reason for not participating in class, since a 24% of students said they do not have enough time to respond. In the interview teachers expressed that if a student will not respond they would ask a different student and then come back later or move on to the next activity, teacher 5 said “if a student doesn’t want or can’t answer, ok, you’re going to participate later but listen to the next person and the next person participates so that the other could hear, now I come back, tell me what you think, and they do it better”

c) Encourage students to check with partner first before answering. A third point on questioning strategies was encouraging students to consult first with their classmates before answering. In the interview most of the teacher mentioned that if students are unwilling to answer they will make them discuss in pairs or groups. Teacher number 2 recall a moment and he mentioned the following: “once I asked ok a volunteer and nobody wanted, so let’s discuss it in pairs and then we had to change it, and then they get in pairs and is easier for them to talk because some are shy” Teacher 6 replied in a similar way “there is pair work, and in pair work they feel kind of more confident to talk with a classmate so that could be one way to let them talk” so they feel more confident to speak. This was confirmed on the observations as it was mentioned before when teacher are checking for the right answers on students’ book they will let students discuss in pairs to compare their opinions or answers.

4)Teacher's feedback and error treatment

A fourth general branch that has influenced on students' participation is teacher feedback and error treatment. Two elements will be discussed in this section. Criticizing students and error treatment.

a)Criticizing students. Teacher's feedback is very important for students since it gives them an overview of their performance, in contrast a negative feedback or criticizing a student for his answer, comment or opinion may affect negatively students' willingness to communicate. Within the classroom, it was not observed that teachers criticized a student for having a different point of view or for giving an incorrect answer. As for the survey, students were requested to indicate how receptive the teacher was to listen to the students' opinions. It was found that a significant majority of students (71%) find their teacher to be very receptive while a small number of students (24%) recognize their instructor as moderately receptive. Teacher 6 said, "I listen to them because imagine the teacher talking all the time, what is the purpose" teacher 3 mentioned, "when the students are speaking I am monitoring the activity, I move around them and listening to what they say." Overall, students see their teacher as an approachable person whom they can talk to and who is open to listen to their students.

a)Error treatment. A second element taken into account is interrupting students to treat mistakes. When teachers were asked how they deal with students' mispronunciation during oral production, teacher 7 said, "when I give them the chance to speak, I just let them speak, I don't stop the unless it is like a critical mistake... I give like a feedback afterwards, when they finish their participation, I retake something and say it in the correct

way” During oral productions, the majority of teachers wait for the students to finish their presentations in order to avoid students stop their speech and lose their fluency, teacher 1 said, “If it’s an individual mispronunciation I might let it pass because interrupting them probably will interrupt their fluency of what they are sayings,”. They give a feedback when necessary and try to correct students' mistakes in general without mentioning names.

During the classroom teachers were not observed they interrupted student oral production to make a corrections, on the contrary they will treat mistakes in general at the end of the class.

Teachers as well as students have revealed on the results detailed previously that the use of classroom management strategies has an impact on students’ participation. Teachers consider that participation is extremely important when learning English as a Foreign Language; and by applying good classroom management strategies they can encourage and motivate students to increase their oral involvement within the class. The data that has been discussed attempted to highlight, support and validate the incidence that classroom management strategies have on students’ participation. The results obtained confirmed that students' participation is clearly influenced by the way in which teachers deliver content, the activities they develop to encourage students to participate and talk, how they interact with students, and the way in which students’ errors or mistakes are treated. Taking into account that all of these variables are in control of the instructor is where it comes the opportunity for instructors to modify and apply classroom management strategies in order to have the best English learning environment and build the basis of learning a foreign language which is communication.

Conclusion

According to the results obtained throughout the investigation the researchers determined that classroom management has a great incidence on students' participation, since it can be applied using a variety of strategies that enhance the development of oral production within the classroom. After analyzing the data collected from the instruments through triangulation method, the following conclusions can be stated.

All teachers use classroom management strategies within their courses using different approaches and try to encourage students to participate. It was identified how classroom management strategies are used by teachers, and how this can influence on the students' participation levels. Classroom management strategies are present during most of the activities that are developed by teachers, which will make the class to become more attractive and appealing for students.

Participation is significantly influenced by the way in which the class is delivered. It was found that most of the teachers use classroom management strategies when teaching English. These activities may vary depending on the objectives of the class, students' reaction, and results obtained. Teachers try to create a good environment in the classroom by being friendly, using humors and jokes. They encourage students to participate by asking questions, organizing students into groups or pairs to work on different tasks or discussions.

Also, it was observed that some teachers move around learners at the moment when they are working on an activity to verify comprehension, ask for doubts or questions. Sometimes they try to approach shy students to listen to them so they can look for better

ideas on how their students can get more involved in the activities. Yet, some areas of opportunity were observed in some of the courses that could be improved by to applying good classroom management strategies to encourage and make students participate.

Classroom management strategies play an important role in the learning process but students' participation depends as well on how confident students are and feel towards the teacher and the learning environment. According to the findings, it was determined that students' participation not only depends on teachers' work and efforts but some other factors as well, for instance, depending on how they feel within the classroom students may or may not participate in a given situation.

Additionally, the level of participation depends on how confident students are with their own capacities and the English knowledge they have to express their thoughts and ideas using the language they are learning. Moreover, teachers' personality influences on how students can react and feel towards their instructor; this is reflected on the way students address their teachers, and how often they may participate within the classroom.

As it was previously mentioned, students' participation not only depends on the instructor's teaching method but also on students' willingness to be actively involved in the class. It was observed that most of students are not fully committed with their own learning. This is concerning because in order to learn and become proficient in a language students need to put into practice what they are learning in the courses by being actively involved in the activities. It would seem that students are not totally aware that their commitment and willingness to learn the English language and use it to communicate is what at the end counts the most to improve language proficiency.

Recomendations

After having carried out this research study, the research team has drawn up some suggestions for all the individuals that were part of this investigation either directly or indirectly. These recommendations have the purpose of encouraging with the good work that is being done but as well to invite them to revision of their objectives to see what needs to be improved in order to keep the quality in English teaching-learning method, for this we mention the following:

Teachers should evaluate their own practices according to students' needs and apply good classroom management strategies that best enhance participation. Teachers should be good classroom managers, revise the teaching method used and verify if the results obtained are positive or negative; in order to modify and apply new strategies depending on the types of students they are teaching, having into consideration that their personality has an impact on participation levels.

Oral participation within the classroom should have a greater percentage assigned in the syllabus. Even though, there is a small percentage assigned to participation it is normally taking from other activities that have a good percentage already. As per some teachers, it should be higher in order to grade specifically participation itself.

Students should be committed to be actively involved with their own learning. Students need to be aware that their own work and efforts are keys on their language acquisition, and keep in mind that by speaking is that they can become good speakers. Therefore, students should put into practice what they are learning by speaking within the classroom and in every possible context.

Foreign Language Department should provide their staff with workshops about new pedagogical trends and create more spaces for the debate, forums in which students can learn and practice the language. The administration should create appropriate channels so teachers can express their thoughts and suggestions, in that way the instructors and students' academic needs can be acknowledged. In the same way, teachers should be provided the necessary materials and the equipment to improve the foreign language education. Moreover, the faculty should put their efforts in maintaining facilities in good state where teachers and students can feel comfortable.

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ANNEXES

OBSERVATION CHECK LIST

**University of El Salvador
School of Arts and Science
Foreign Languages Department**



Research Topic: “The incidence of Classroom Management on Students’ Participation Levels in the Advanced English I Semester-II 2016”

Objective: This checklist is designed to identify the strategies applied by teachers to enhance students’ participation.

Observer:	Group:
Date:	Time:

Codes: O- Observed NO- Not observed

Rating scales: A-Always B- Frequently C-Occasionally D-Rarely

Section 1: General observation of teacher organizing strategies

1-Seating arrangement is organized by the teacher		
2-Use of space: teacher moves around learners		
3-Teacher encourages students use of L2 instead of L1		
4-Teacher organizes students into groups or pairs		
5-Teacher uses humors or jokes		
6-Teacher controls turn-taking		
7-Teacher encourages participation by asking questions		
8-Teacher speaks in a friendly tone of voice		
9-Teacher assigns a grade to participation		
10-Teacher try to create a supportive climate/environment in the classroom		

Comments: _____

Section 2: General observation of teacher-students’ interaction

1-Within the course, the highest amount of talk is taken by the teacher		
2-Teacher uses some expressions as "good", "well done", and "ok" to motivate students to talk		
3-Teacher uses some speaking tests as means to encourage oral participation		
4-Teacher uses speaking activities as role plays, discussions, dialogues etc.		
5-Teacher takes responsibility to engage all students evenly and equally to participate		
6-Teacher values student’s participation		
7-Teacher encourages respect to different points of view		
8-Teacher brings topics that meet students’ interest		
9-Teacher addresses students by their names		
10-There is positive and respectful relationship between students and the teacher		

Comments: _____

Section 3: General observations of teacher questioning strategies

1-Teacher asks relevant questions according to the topic being studied to students		
2-Teacher asks open-ended questions		
3-Teacher asks follow-up questions		
4-Teacher phrases the question and then call on students		
5-Teacher calls on specific students to answer questions		
6-Teacher selects students to answer randomly		
7-Teacher gives students enough time to think before answering the question		
8-Teacher encourages students to consult with their classmates before answering		
9-Teacher encourages students to initiate questions		
10-Teacher repeats or modify the question when it is not understood or there is no response		

Comments: _____

Section 4: General observation of teacher's feedback and error treatment

1-Teacher criticizes a student for his answer, comment or opinion		
2-Teacher praises students for their correct answer		
3-Teacher acknowledges students with comments		
4-Teacher quotes or repeats student's answer or point of view		
5-Teacher summarizes the student's idea		
6-Teacher listens carefully to the students		
7-Teacher interrupts students' participation to make corrections		
8-Teacher asks probing questions for error correction		
9-Teacher waits for students to end participation in order to treat corrections		
10-Teacher gives good comments about students' participation but also suggestions		

Comments: _____

General Comments:

SURVEY INSTRUMENT

University of El Salvador
School of Arts and Science
Foreign Languages Department



Research Topic: “The incidence of Classroom Management on Students’ Participation Levels in the Advanced English I Semester-II 2016”

Objective: The survey aims to identify student’s perceptions about their oral participation in class and the teacher’s classroom management strategies to enhance students’ participation.

Section I

Directions: Read each question and put a check mark on the answer that best represents your point of view. Mark only one answer. It is anonymous so be as honest as possible.

1. When working on a task, how accessible do you find your teacher to clarify your doubts or questions

Very Accessible___ Somewhat accessible___ Not so accessible___ Not at all accessible___

2. Does the teacher’s personality or sense of humor influence your desire to communicate and share your ideas in class?

Always___ Usually___ Sometimes___ Hardly___

3. Does the teacher put efforts so that every student participates in class?

Always___ Usually___ Sometimes___ Hardly___ Never___

4. How interesting do you find the way the teacher delivers the content or topics presented in the book?

Very interesting___ moderately interesting___ Slightly interesting___ Not at all interesting___

5. Do the speaking activities developed in class motivate you to participate?

Always___ Usually___ Sometimes___ Hardly___ Never___

6. Do you feel motivated to participate in class?

Yes___ No___ Why?

7. Does the teacher use different strategies to make all students participate in class?
Always ___ Usually ___ Sometimes ___ Hardly ___ Never ___
8. How receptive is the teacher to listen to the students 'opinions'?
Very receptive ___ Moderately receptive ___ Slightly receptive ___ Not at all receptive ___
9. Does the teacher give you enough time to think before answering a question?
Always ___ Usually ___ Sometimes ___ Hardly ___ Never ___
10. Do you think the teacher is committed to create a positive and interactive learning environment in the classroom?
Fully committed ___ Somewhat committed ___ Not so committed ___ Not at all committed ___

Section II

Directions: Choose the option that best describes you.

1. When you participate in English speaking activities, you do it because:
- You feel willing to participate
 - The teacher encourages you to do it
 - Participation is being evaluated
 - Positive and interactive classroom environment
 - Other _____
2. You think participation is important because:
- It helps me to improve my oral skills
 - It helps me to improve my interpersonal skills
 - It helps me to become more fluent
 - It helps me to measure my knowledge
3. When do you feel more confident to participate?
- Individual participation
 - Pair discussions
 - Whole class discussion
 - Oral Presentations
 - Group discussions
4. Which factors can affect your participation?
- Not enough time to respond
 - Lack of confidence
 - Lack of opportunities
 - Lack of knowledge
 - Not interesting topics

5. How do you evaluate the speaking activities developed in class?

Excellent	Very good	Good	Need to improve	Low

6. How often do you participate in class?

Always	Often	sometimes	Rarely	Only if being evaluated

Section III

Directions: Read the following questions and answer based on your own experience.

1. Can you mention some of the activities that encourage you to participate?

2. Why do you think some classmates do not participate in oral or speaking activities?

3. What would you suggest teachers to motivate students to participate?

INTERVIEW INSTRUMENT

University of El Salvador
School of Arts and Science
Foreign Languages Department



Research Topic: “The incidence of Classroom Management on Students’ Participation Levels in the Advanced English I Semester-II 2016”

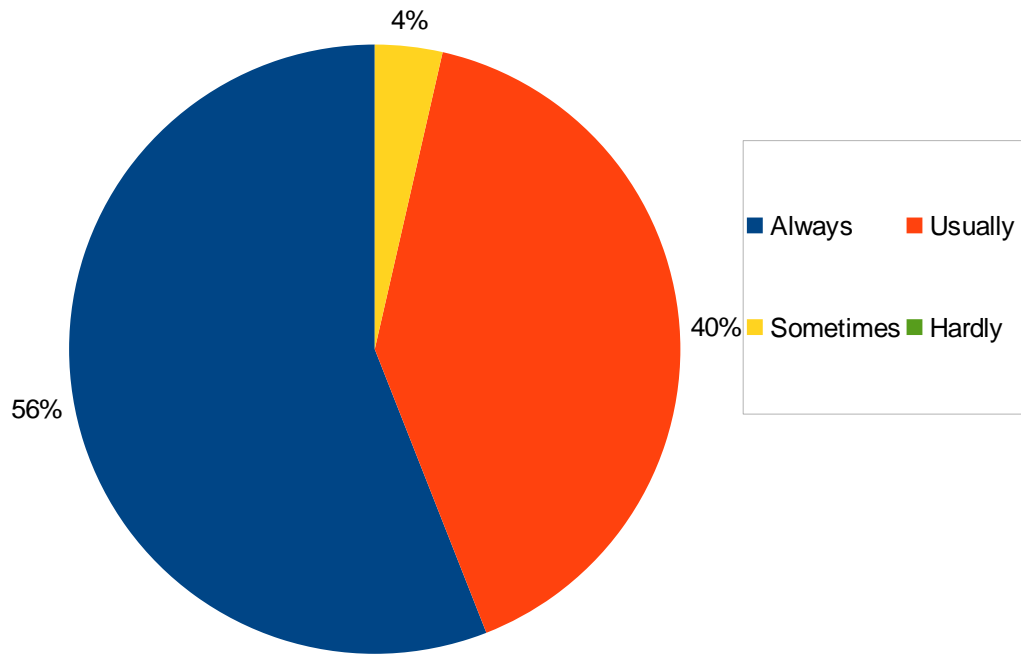
Objective: This interviews aims to collect information about teachers Classroom management strategies to enhance students’ participation.

Directions: Please answer questions and justify your response.

1. How important do you consider oral participation within the classroom when learning English as a foreign language?
2. Do you evaluate students’ participation? If so, how is evaluated?
3. What are the classroom management strategies you use to enhance students’ participation?
4. What are the oral activities you rely the most to trigger students’ participation?
5. How do you motivate your students to participate in class?
6. How do you deal with silence after asking a question or asking for a volunteer and students seems unwilling to respond?
7. There are students who are always motivated and volunteer to participate. How to you make shy or less confident students to express their thoughts and participate?
8. Do you consider your personality influence on students’ participation?
9. How do you deal with students’ mistakes or mispronunciation during students’ oral production?
10. Based on your experience is it possible to make all students to participate?

SURVEY REMAINING GRAPHS

3. Does the teacher put efforts so that every student participates in class?

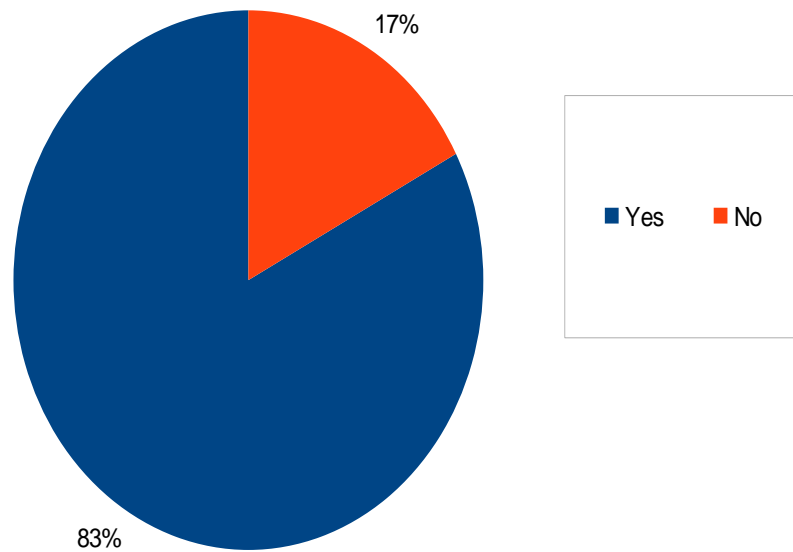


How teacher develop themselves on the classes and how they prepare their courses have a very big impact on students participation, 56% of students can see teachers make an effort to make all students participate in the class , likewise a 40% and 4% of students claimed their instructor usually or sometimes respectively put an effort to make all students participate.

6. Do you feel motivated to participate in class?

Yes___ No___ Why?

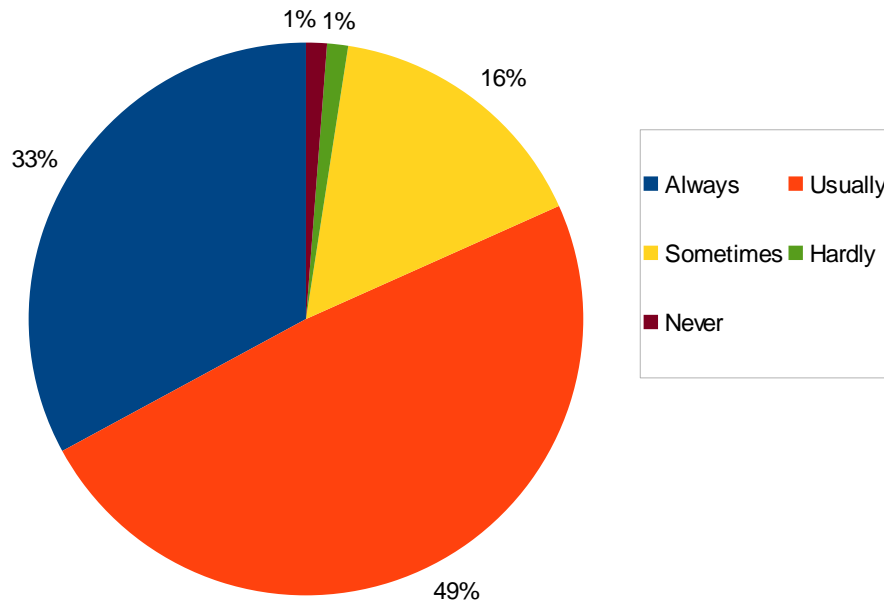
Answers	
Yes	No
72	15



According to this graph the majority of students, 83%, feel motivated to participate; in contrast, 17% of participants said they do not feel motivated to participate.

7. Does the teacher use different strategies to make all students participate in class?

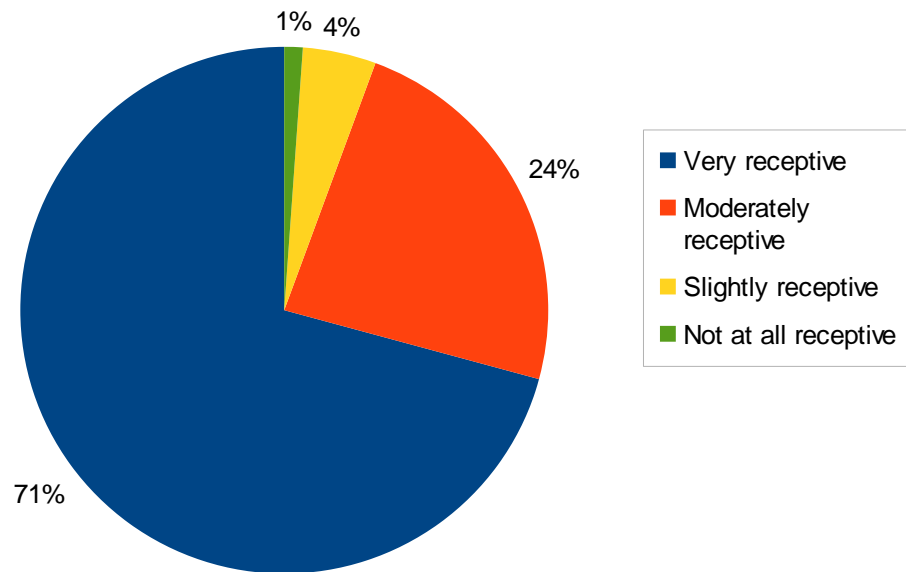
Answers				
Always	Usually	Sometimes	Hardly	Never
27	40	13	1	1



In this graph 33% of students affirmed their teachers always use different strategies to make them participate, 40% expressed their teachers usually use some strategies to make them participate, similarly few of the students said their teachers sometimes use different strategies, by contrast a insignificant minority, just 1% considered their teachers hardly or never used different strategies.

8. How receptive is the teacher to listen to the students 'opinions'?

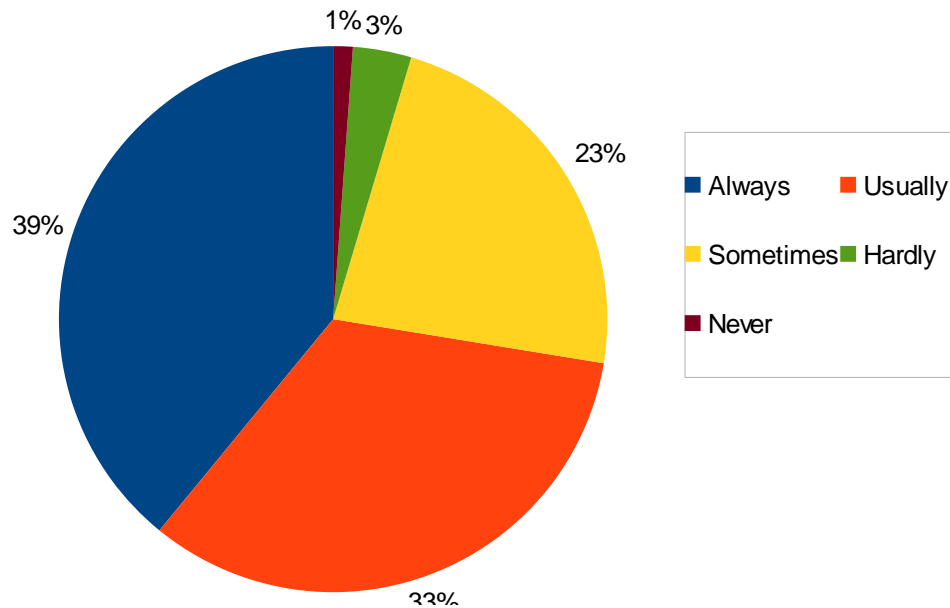
Answers			
Very receptive	Moderately receptive	Slightly receptive	Not at all receptive
63	21	4	1



A positive feedback is displayed in the graph. Teachers are very receptive when students expressed their opinions. 71% of students rated their teachers as very receptive to towards their opinions. In a similar degree, 24% think that teachers are moderately receptive and just a 4% and 1% considered their instructors as slightly receptive and not at all receptive respectively.

9. Does the teacher give you enough time to think before answering a question?

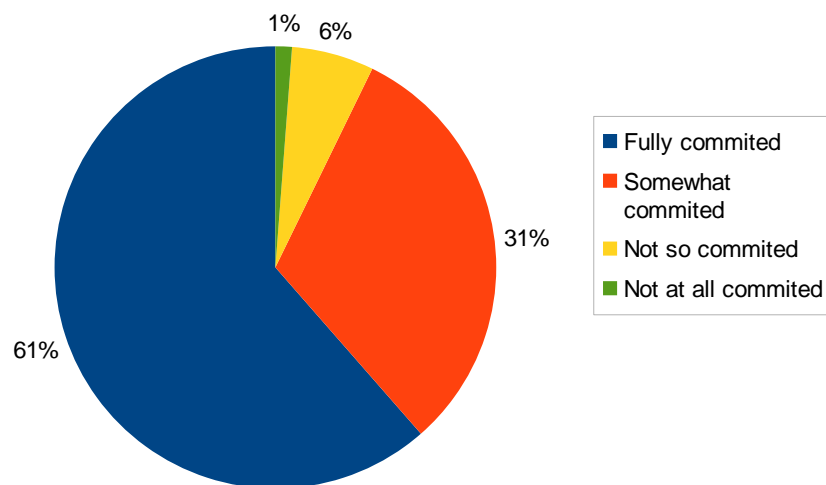
Answers				
Always	Usually	Sometimes	Hardly	Never
34	29	20	3	1



The 39% of students confirm that they always have enough time to think what they are going to say, having enough time to answer and to think their answer is really important for students since sometimes they do not have a lot of information about the topic they are talking about, when having a long time or at least enough time to think their answer students can have a better participation levels because they can put their ideas in order. 33% of students rated they usually have enough time to participate, 23% considered they sometimes have enough time, by contrast a very small part of respondents said they hardly 3% and never 1% have enough time to answer to their teacher questions.

10. Do you think the teacher is committed to create a positive and interactive learning environment in the classroom?

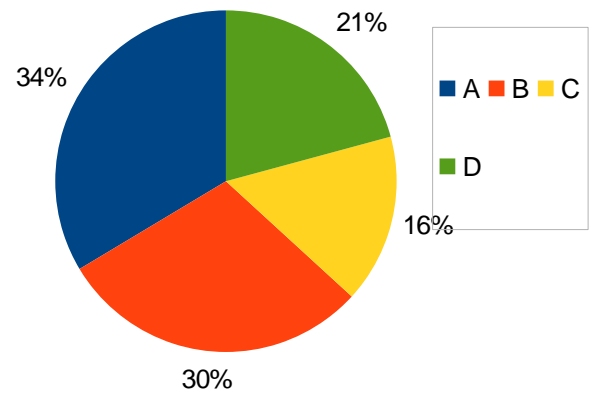
Answers			
Fully committed	Somewhat committed	Not so committed	Not at all committed
51	26	5	1



More than a half of all the students (61%) recognized that their teacher is committed to create a positive and learning environment, 31% rated their instructors as somewhat committed, by contrast 6% and 1% viewed their teachers as not so committed and not at all committed.

1. When you participate in English speaking activities, you do it because:

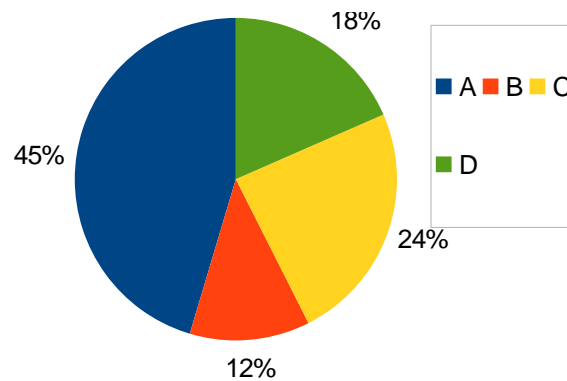
Answers	Total
a) You feel willing to participate	42
b) The teacher encourages you to do it	37
c) Participation is being evaluated	20
d) Positive and interactive classroom environment	26



Students were asked to choose the reason why they participate 34% of respondents said they participate because they feel willing to participate. 30% specified they participate because their teacher encourage them to participate, 16% of students expressed they participate because participation is being evaluated. On the other hand 21% of students said that they have a positive and interactive classroom environment and this is what makes them participate.

2. You think participation is important because:

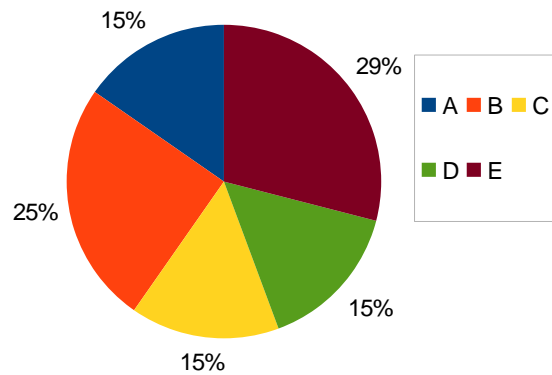
ANSWERS	TOTAL
a) It helps me to improve	64
b) It helps me to improve my interpersonal skills	17
c) It helps me to become more fluent	34
d) It helps me to measure my knowledge.	26



According to the answers for this question, most of students are aware of the importance of participating in class. 45% of students considered participation is necessary it helps them improve, a 24% said that participations helps their fluency. A lower proportion expressed that by participating they measure their knowledge (18%) and improve their interpersonal skills (12%).

3. When do you feel more confident to participate?

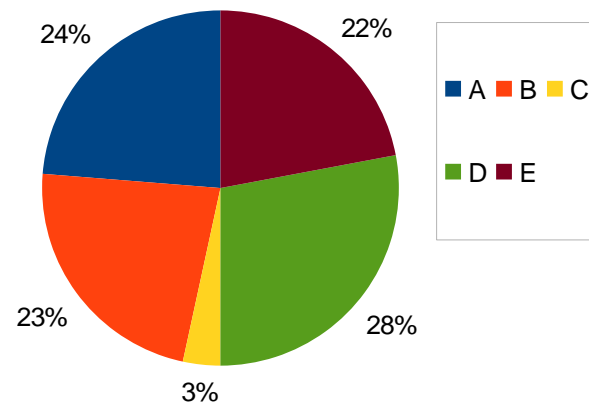
ANSWERS	TOTAL
a) Individual participation	19
b) Pair discussions	31
c) Whole class discussion	19
d) Oral presentation	19
e) Group discussions	36



The majority of students expressed they feel more confident to participate in group discussions, similarly 25% said they like to participate in pairs. Individual participation, whole class discussions and oral presentations have a similar preference 155 respectively.

4. Which factors can affect your participation?

ANSWERS	TOTAL
a) Not enough time to respond	28
b) Lack of confidence	27
c) Lac of opportunities	4
d) Lack of knowledge	33
e) Not interested topics	26

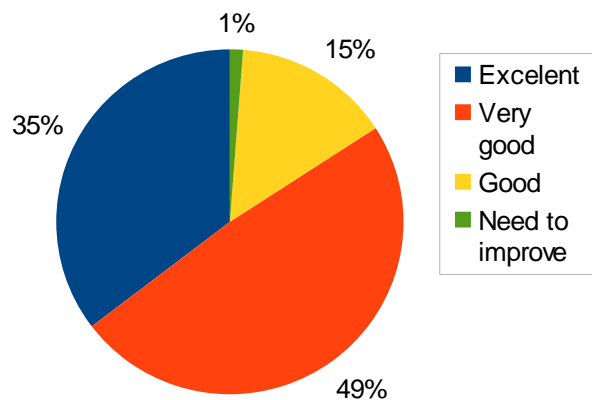


Student's participation is affected by not having enough time to answer; according to 24% of students claimed they need more time to convey their answers. We also have the 23% of students saying they do not feel confident to participate.

Lack of knowledge is a reason why 28% of students do not express their opinions. A small part of students considered they do not participate because lack of opportunities.

5. How do you evaluate the speaking activities developed in class?

Excellent	Very good	Good	Need to improve	Low
29	40	12	1	0



When asking students to evaluate the speaking activities in the classroom, 35% of students rate them as excellent, while the 49% think they are very good activities, and the 15% qualify them as Good. This feedback towards the oral activities is a positive one since students feel comfortable with the performed activities.

Part of Teacher's interview

2. Do you evaluate students' participation? If so, how is evaluated?

Teacher 1.-I do not evaluate it by giving them a grade, you participated you got a ten, oh you didn't participate you got a zero. I do take it into account if that shows how much they have developed their speaking ability, participation in the class is spontaneous. I do take it into account but I don't assign a grade or mention to them they got a specific grade.

Teacher 2. The program that we have says, there is one 10% for assignments and other things, sometimes I take that for me it's the way they perform, I evaluate them not really in the moment because is complicated but mostly we do it in oral evaluations.

Teacher 3. We usually do it but we don't do it as a summative, the experience we have is that we have to evaluate the speaking but not in the classroom, what we do is to encourage students to participate as much as they can, as much as possible because if you pay attention there are many students and it's very difficult to have all participating in one single class what we mostly do is to have them working in groups, in pairs, individually yeah but when we throw them the main question or something and we have them participating individually, they have to speak. This is what we mostly do.

Teacher 4. In the program there are some oral presentations for example, interviews, one on one interviews, there are different ways, but there are also different ways to evaluate students, evaluate it really depends, but yes, they are evaluated.

Teacher 5. I evaluate my students every day in oral activities, conversations, speeches, etc, it's a little hard grading those activities, but that is something really interesting because students must do the oral activities just because it is something for them it's a benefit for them. But the problem is that real students don't do anything if it is not graded for that reason I have to grade every day about conversations, speeches as I told you, but it has to be something spontaneous, I just give a guideline ok you are going to talk about this, and students always specially in the first levels, oh how many lines teacher and I say no I give time, you are going to speak one minute, how you're gonna do it I don't know but you have to do it, and they can express. And first thing to take into account is that they have the right to make mistakes, yes, and in that way they will be learning and that's how I evaluate, and remember to evaluate and to grade are two totally different things. If you go to the syllabus 20% or 15% about participation, that's something nice but for me it could be higher.

Teacher 6. In my opinion I do it as a formative process because most of the time in fact responses are not graded but I think they are very useful too because you involve them in the class when they participate, that's one way to keep them motivated and the other thing is you make them interact, but as I said it's not graded but still it's important.

Teacher 7. -That's something difficult, I normally tell the students that I value all the work that they do every day more than exams. I do that in order to encourage them to participate like voluntarily. I don't like to push people, I tell them that they are there for a purpose, they have goals. I truly believe that everybody can do things by themselves, and that they are on that course to improve their English. In the syllables there is a percentage assigned to participation, like I said I value participation more than exams.

3. What are the classroom management strategies you use to enhance students' participation?

Teacher 1 I know that when the teacher addresses students they might have some kind of anxiety, since I have a teacher assistant (TA) sometimes I let her to talk in front of them, I tell her you will tell them this and this as if she were the teacher, most of the time I let her to begin with the grammar, they begin to feel more active with the language, students say ok, because it's the intimidation to that students don't participate when speaking to the teacher. Another strategy that I use is that I sometimes bring a piece of news that I know they will be interested in and just present an image, this and this happened or this I read on Facebook, that will catch their attention.

Teacher 2. First of all, what I try to do is that they feel confident and comfortable with me, then if you feel that way with a person is there for you to speak. Cause that happened to me when I was studying with most of my teachers I never felt that confident to talk to them. Even when you needed something or wanted to say something to them was like the most difficult thing to do. There is like a gap between the student and the teacher, from my point of view first of all, that is my opinion I like that they feel good with me, confident and comfortable, because then you can whatever person hey what you do think about it a topic or something and they will answer to you, even though they know that they will make some mistakes it's not that important, is how you feel with the person you are talking to.

Teacher 3. Well, group work, pair work, I say this to students who help me with the activities, the TAs that I cannot conceive the class of English as a very solemn class , a very solemn moment or a very empty of noise class because the classes of English have to be all the time noisy in a way, let's understand what I mean by saying noisy cause they have to be speaking all the time even though I am not in front of them but they have to be speaking or when I am in front of them because sometimes I tell them I am the one who is speaking a lot and you are not participating but you have to say something and they like, I like this group because they are very active participants of the class, they like to speak even though I am not asking something but they like to say something, I guess they feel encouraged.

Teacher 4. There are many, I think that's from the first moment in which you introduce yourself, and you build rapport with the students, you make them feel comfortable in the classroom, with yourself, you try to foster their confidence a little bit in such a way that when you have a question they participate they don't feel scared or they don't feel shy, they feel confident enough to give their opinions even if they make mistakes the idea is that they can express their points of view and we can learn together because it's not only them for learning but myself as well. Everybody has a point of view and at the moment that we share them students learn, I learn. I think that the most important thing here in classroom management, or before that, it is the type of rapport you build with your students. I don't want them to feel pushed to speak, I try to be friendly with them, I try to be respectful with their ideas and if there any mistake to be corrected I think I can do it at the end of the class in a whole class correction period or I can approach them personally and tell them hey this is incorrect, try this way, or you can improve this by saying it this other way. I think there are many ways in how you can your students to participate in class, and participate in a willing way.

Teacher 5. Every day we try to do it with a review, the warm up is very important it's to gain their attention, I'm not going to give you a lot theory here, for example today we were talking about reported speech and talking about personality too, and I asked them ok Maradona said this phrase what do you think about the phrase, oh that he's an arrogant, I'm not going to explain you about the theory but they were no it is ok, it is bad, ok let's check reported speech is this, remember what you said, right just one sentence, it is not necessary to do many just one but effective, they can continue speaking.

Teacher 6. -I have three here, one is seats arrangement, I think it involves it implies interaction, so I always do kind of a horse shoe, not lines, that may help. Another I have is I encourage participation, I praise when they respond and also I listen to them because imagine the teacher talking all the time, what is the purpose, if the teacher is always talking, so what am I gonna say a word, but if you shut up for a while and give them the chance to speak, they will know that they have the opportunity to talk in class so they may find the ways to have something to say every session, so I think listen to them is important also.

Teacher 7. I don't have like something specific, I try to combine stuff, I try to do different things, I normally use bargains (bur gains?), but I try to use elements to improve speaking skills by exposing students to real material. They can improve a lot because they are not forced, they are not thinking about grammar, they are like in an opened environment. One of the main problems in classrooms is that students feel intimidated to speaking. I tell them, you have to speak no matter mistakes or anything. I don't correct mistakes right in the moment because if I do it I will stop the speaking thing, so I do it later. Classroom management is very important in the way that if you don't have control over the group they will not take it seriously, you need somehow to control students.

Sometimes, we want to establish like rules and policies inside the classroom, right now is something like difficult because some students take it the wrong way, they take it personal, so we don't get into trouble we try to be not so strict even though classroom management and specific policies, they are very helpful to control, you have to control. It's not like intimidating students, but it's like taking things seriously; and that's something cultural, we as Salvadorans, if we are not pushed we don't do anything, it's something inside us.

4. What are the oral activities you rely the most to trigger students' participation?

Teacher 1. I have 36 students, that means that if for example I let them participate for a minute each, it will take more than half an hour, so since that is not possible I sometimes put them into small groups and they see each other faces and there is no way to avoid participation, there's always something you need to say. The other type of participation it is that I call for volunteers.

Teacher 2. Speaking activities, most of the time what I do is that according to some topics of the book or some topics that I bring, I make groups and tell them to talk about the topic or the questions and they start talking, or sometimes I ask them to bring some pictures of something that they like, an article or something like that, so they can talk with their partners. One day, I made an activity about homeless people, first I had two pictures, one picture was the poor person, students were giving opinions in the past what happened to him, and in the other picture was the person nowadays and most of them are rich now, so I made the activity so then they got more interested in things like those. Topics for discussions. I try to do things the other courses don't have, for example later they will have grammar, readings, composition, etc

Teacher 3. - I don't push them but I ask them well who wants to answer this question volunteers and then I try to use those enchants that I have haha in telling them give one number, ok 1 2 3 I just go to you because I want you to participate and the person may be thinks that I'm going to choose another person but funny things, things that are very easy to do in there and also puts them to speak, that's what I do, or little papers, I use little papers so the one who got this paper so you speak, or the ones who are in this group, someone who is wearing something red is gonna speak or say something .

Teacher 4. . I think there are many different activities that we can implement in the classroom, for example most of the time I really like to implement technology in the classroom, I can show them a video for example and we discuss key vocabulary in the video, what they think about the video, what's their opinion, if the video is for example about people, what do they know about the people and I ask them a couple of questions or for example, I really like the handsome project in which they have to do things, they have to create so I ask them to make some posters and later they can explain to their classmates the meaning of the posters, what they have written. Also, once I asked them to sell a

product and they had to bring something and try to sell it. I think there are many ways how students feel motivated to participate and just the common class in which you have a question, discuss it, there are different ways to use the vocabulary they learn and how they can be more fluent. I truly believe that when you learn a language, it's not just to share with your classmates in your comfort zone, the idea is to learn to communicate, one of the things that I've learned in my experience is that you have to socialize, if you are able to communicate with other people you learn a lot of things not just about English, you learn how to interact with people, you learn to be a little bit more confident and not to be so shy, or if you are shy you try to overcome that and speak more, there are many things I've learned and I try to put them into practice every time I can.

Teacher 5. Roleplaying, because they can do it in their own way, I can give just a spontaneous example and they roleplay it but in their way not in mine. And they do it and I grade, I rely more on that because you can use other strategies and they are ok but in this case you know you gave the example that you did what you had to and they can follow up, but you already know what you want and they are going to do it in their way, but you know exactly what you want to grade to get from them.

Teacher 6. -Watching the whole picture I think it's discussions, I think one of the ways I have in almost every class is the input and output thing, it can be an audio and then they listen and there come the questions or a video clip and then you discuss something, so it's input and output, first they listen and then they have something to discuss. But I think discussions is one of the most common ones I use.

Teacher 7.- Like I said I use burgains, I like using videos from the internet and in that way I think students will motivate. It's like when someone goes to the States illegal and how come this person learns English in 3 or 4 months, it's because this person is exposed to the language, and besides that this person is forced to speak English. If my students are exposed only to my English they are not going to learn, they have to feel the American thing (accent). We need more native speakers in the Department.

5. How do you motivate your students to participate in class?

Teacher 1. Topics interesting to students, news, pictures, a poem, something that happened to all of us, etc.

Teacher 2- Try to create a good environment, it's dangerous but I have learned to manage it, it's dangerous because the more confident students are with you the more disrespect each other, it's dangerous in a point but it doesn't happen yet and hope it will not happen. The problem is that my personality is like that I always try to be friendly, once I had students that way I was too friendly with them so there were points in the class that they were not putting attention to anything just talking, not here in a different place, I said hey we're not talking about that, yeah teacher but... and they don't care... then is

dangerous, being friendly sometimes is dangerous, here I have tried to manage both, being friend and at the same time no, but in here is different because you always see your teacher as the teacher never as your friend, and I am not like that but they still think about it even if I am friendly but they still see me as a the teacher, that's why I haven't had that problem.

Teacher 3. I guess that the enthusiasm of the person who is in front of them is very important, I'm not saying that I am enthusiastic but I try to put a little bit of this in order to have them to speak and to say something interesting even though the topics are not so relevant for them because you know talking about globalization is not so important, so interesting or attractive for them. But you have to say something in order to attract their attention and to have them to speak about that, I think that is enthusiasm, kindness, you have to be kind in front of them, if you want them to do something you have to do it first. These things, the movement of the teacher, the tone of the voice I use sometimes for emphasizing some words and some expressions, this attracts students, and this is what I have learned.

Teacher 5. The warm up, etc but what I do I'm like a dictator in the class not like hittler ha,ha, ok what do you think about that one by one and they have to say something, and that's what I do mostly because students try to hide themselves with other (parts) specially if the groups are big.

Teacher 6. As I mentioned before I praise them when they provide very good responses, there are certain good responses in the class so you praise them, you say that's a very good response or that's a smart response or something, praising is one of them, I also ask, I ask them some questions I prepare some questions or I follow the ones suggested in the material, we ask them some questions so that they have the feeling that their efforts count, that's what I do.

Teacher 7. I motivate the using real material, real language, sometimes they don't wanna do it, for instance they don't like reading and I encourage them to read Yahoo articles on the internet, those are very challenging.

6. How do you deal with silence after asking a question or asking for a volunteer and students seems unwilling to respond?

Teacher 1 Sometimes I joke around, if there's a big silence I start making noise like a clock tick tack and the begin laughing, as soon as they laugh I know there will be one or another who will raise his/her hand. Sometimes I wait for the ones that always participate and that begins the discussion. And some other times when students seem unwilling to respond, actually that doesn't happen to me they are never unwilling to participate, probably they don't have the answer but it's not because they don't want to, what I do is I tell them OK keep that question in mind because I'm going to come back to you at the end of the question period, so I continue with the rest and when I'm done I come back to him,

OK what do you have for this one.

Teacher 2. If I have that problem what I do is to ask, like what about you, what do you think, with names right, otherwise they don't want to participate and the problem I have seen is that sometimes the topics are too boring, like globalization and they don't care about it, topics are getting more boring, we don't care, that's the difficult part, I have faced this silence when topics like that are being studied because they don't want to talk, either they don't know or because they are not interested in, then is when I need to ask directly or need to do another activity in which they can be involved and not being asking them, for example once I asked ok a volunteer and nobody wanted, so let's discuss it in pairs and then we had to change it, and then they get in pairs and is easier for them to talk because some are shy. So I try to make the topic interesting, I need to create something, that is difficult.

Teacher 3. Funny comments like oh really I say when there's a silence, and they start laughing, and then I start asking personally I say names, but because I have created an environment in which everybody is comfortable I guess everybody wants to participate but sometimes they don't want to speak, because almost all the time the same students speak, although all participate there are some that are very monopolic and they want to monopolize the participation all the time, I try to put them in the box and take out of the box the one who normally don't do it.

Teacher 4. . It really depends, if I consider that the question is too difficult and they don't answer because they have not understood the question I say it on a different way, if I consider that they don't answer no because they haven't understood but because they don't know what to say, maybe they don't have knowledge on the topic or they don't have an opinion on the topic, I tell them ok get in pairs or in groups, discuss the question and I will ask you the question again later when we have more opinions because sometimes students feel more confident talking between themselves or in pairs, or with their friends so in that way they have enough time to think about possible answers, think about the situation and then I will go ahead and ask the question and I know I will have answers. It is not uncomfortable for me and it is not uncomfortable for them.

Teacher 5. When a student doesn't want, doesn't want, but at the end they are not going to get the grade they want or even they are going to fail, you have to be clear first about that because if you are not clear about that they are going to continue passing, passing, they are going to go to Advanced II, they are going to go to real life and it is going to be embarrassing to the university to have a professional with the title from here doing something wrong there, that's the first thing you have to be clear if they don't want they don't want, they are going to fail and that's something you have to remind them. But what I do if a student doesn't want or can't answer, ok you're going to participate later but listen to the next person and the next person participates so that the other could hear, now I come back, tell me what you think, and they do it better no as the way the other did but it gets

better, but if a student doesn't want he/she has to go, that's it.

Teacher 6. I ask them why are they keeping quiet and not saying a word, and sometimes it may be the way you ask so you may want to reinstate the question and even if with the reinstatement of the question they don't respond, I think if I ask them why they are not responding I think you can go to the next activity, maybe it's more appealing, more interesting to them so I go to the next activity. But I let them know that they didn't want to participate but then I move on.

Teacher 7. I start crying haha they are hurting my feelings xD. I force them to speak, I tell them "don't do that to me please!" like in different accent and they start like reacting like saying "we don't have to do that to him" and I sometimes tell them "it doesn't matter what you say, I don't care if it is something stupid or something silly, but the thing is you have to speak, that's the whole thing". So I normally say don't do that to me or I start naming people, or sometimes I answer my own question.

7. There are students who are always motivated and volunteer to participate. How do you make shy or less confident students to express their thoughts and participate?

Teacher 1. I first let the confident students express themselves and gradually they are the ones who start speaking, they think it's not the end of the world, so let me try. Sometimes I said ok all the people in red will participate today, and they start mentally preparing for that.

Teacher 2.-What I do with them is, first of all, if we have the silence coming from the other question I do groups and I get close to the ones that don't speak that much in the class or the shy ones, I get close to them and I start talking to them, I seat with them and say hey what do you think and they start talking to me because it's only you and me right, but then in the class they don't speak. I have one who says she is shy but when I talk to them she speaks well, she doesn't hesitate that much, she is not shy about talking. That's what I do talking with them.

Teacher 3.-The same, I know there are some shy students some of them are more timid than others, and I say fulano what do you think about this, hey everybody pay attention to him and yeah that person says something, maybe the participation is not so long as I would wish but they say something.

Teacher 5.- . It's the opposite (for motivated students) first you have to be careful with the language you use when they want to participate because you cannot stop their willing, what you have to do is yes I know that you know but wait for the other person, you have to be careful because when I was a student I remember that some teacher said shhh no no, no, and I used to get shy, and remember the objective is to get everybody participating but we have to be careful with those who participate in every class and they want to answer,

about them what you have to do is to control your way of telling the wait a minute, you have to be very careful about that because they are going to participate always, because if you stop them they might get shy and you will have to work harder.

Teacher 6.- . I think you can make them talk with student to student interaction, there is a type of students you don't ask them you don't push them to talk for the whole class but there is pair work, and in pair work they feel kind of more confident to talk with a classmate so that could be one way to let them talk, and also I think they can express in a different way rather than just saying them, maybe writing a post, or writing the answer in a chart or a poster or something, so for me those are some ways to let them say what they want to say.

Teacher 7. I have two students that are always motivated, I've noticed that their English level is way above the rest. Here's the thing, when you feel secure about your English level you don't care, you speak. The problem with the rest is their level is way below, sometimes they start like thinking about the things they are going to say and that's what stops them from speaking, I'm pretty sure about it. They overthink because they know grammar but they don't know how to, probably they don't expose themselves to do it, that's why. I try to encourage them, they need to have the level. Theory says that after 3 years students you start speaking the second language. Languages are not for everybody, for some people it's easy but for some others this is terrible.

8. Do you consider that your personality influences students participation?

Teacher 1.- Yes, definitely because if they don't see a friendly face they will not be willing to collaborate, even though they know that is for their own benefit. For example if I arrive late, I tell them you will not believe what happened to me and I begin telling them, so they relate (??) as person besides relating to me as a teacher, there is control but still there is approachability, yes I think my personality influences.

Teacher 2.- At this point I don't know but I guess it does. Because I had teachers that because of their personality I didn't want to participate, and even I had teacher that my personality against their personality it didn't match or didn't fit. When talking was like trying to get a fight I had some teachers like that I didn't like them and they didn't like me, and it was confronting. So in a way I guess it influences cause according to how you are students will react that way, if you are angry, serious, or they don't feel confidence with you, it will affect. We need to have a sense of humor but sometimes it's dangerous but I prefer being that way because when I was student I would participate because of the teacher's personality. Classes were boring, no jokes, just do this do that, do reading do writing. And English must be fun, even there is an approach I guess about teaching English in a fun way, it must be fun from the point of view that it's not our language. I can't understand or learn something in an environment that I don't feel confident in. It's not the

point to have a joker teacher but at least so you cannot feel as the class goes away, it a better point. If your students say is it time, and nobody felt it, you are working good. Students know now, so the point is not how much you can teach them cause they know, but how much you can make them practice what they know, how much you can have their attention, that's the most important at this level.

Teacher 3.- Well, not because I say it, students have said it, students have commented that in this group, I have heard them speaking about that I didn't mean listen to what they were saying but they were saying that. My personality I guess, I am timid too, but I have learned how to deal with my timidness and this is helping students too because when I say that I am timid, they say or really you are timid, yeah because I feel that I am but I have overcome that situation and I know how to deal with it.

Teacher 4.- . I'm not sure about that. I try to be friendly and I really hope that my students participate because it's comfortable.

Teacher 5.- I don't like to answer that because it is like arrogant... any teacher could say yes but I don't know that may be a question for students, but I could say that I am a little crazy because I am very hyperactive, in the class is difficult of me to be seating a long time, I'm walking, asking, talking about experiences that have to do with the class, not just talk by talking, you need to have a pedagogical objective because whoever can do that, oh yes my life... my personality, I think that students get fun, but I wouldn't like to say that because that's something students have to tell you.

Teacher 6. . Yes, I think it influences students' participation a lot because as I said if you are the kind of teacher who is always used to lecture them and you talk and talk and you don't let them talk so after some time they may feel I don't have the need to talk because the teacher is always talking, but if you let them talk and you let them think, ask them to think, ask them to participate, you are active. So I think if you let them talk and you are that kind of teacher they will do better and will participate.

Teacher 7.- Definitely, sometime I told them I don't wanna be here haha but I remember police officers in the US " live by example" if I'm not motivated I cannot motivate somebody else. I try to be motivated, but I sometimes feel that I dedicated a lot of time preparing presentations and material, and when I see that my students don't care, they, it's the same thing, it's not relevant for me, it's like I get down a little bit. We as professors have to be motivated and have to transmit that, it's very important.

9. How do you deal with students' mistakes or mispronunciation during students' oral production?

Teacher 1.- If it's an individual mispronunciation I might let it pass because interrupting them probably will interrupt their fluency of what they are saying, but if it's something that I see like a collective mispronunciation, after everyone has participated I might write it on the board, OK how you do pronounce this? They will say it again badly and I say ahhh ok we do it this way ok let's repeat. If it's grammar mistake I think of having an extra exercise the next day.

Teacher 2.- I don't tell them, not in the moment later on, the feedback afterwards, because the problem is that if you are talking and I tell you, no, don't say that, I will stop your fluency, I have done it to try, and then students are ok, but they say it again and they say it incorrectly and you have to correct them again and then the presentation is lost. They need some time to refresh their minds in order to continue, so in oral productions I don't say anything unless they hesitate and tell you is it ok, like trying to say a word and there you can help them. But it's better to give feedback afterwards. Then in class yes, in class you can correct them, even though is not that good sometimes, because they need to realize they made the mistake so they can correct themselves. And other people they don't correct, they make fun of them, it's better to do it later on.

Teacher 3.- Mostly I don't correct their misdoings in the very moment what I do is to write on the board, when the students are speaking I am monitoring the activity, I move around them and listening to what they say and then I go to the board and without their noticing I write or I remember and at the end of the activity I recall what they have said and I say to them, you have say this this way and I don't say no, don't say that don't do this, I don't usually do it, I used to do it before, I have done it but now on this course I'm using that technique. In pronunciation when they are reading something in front of everybody and they mispronounce words what I do is to echo what they say or to repeat what they say, I have them notice about the mistake they have said because I pronounce the words in a different form but I don't say to them, no don't say that, don't say it that way say it this way, I don't say that, I usually reformulate what they have said, those techniques that are suggested in the didactics texts.

Teacher 4.- 9. If they are for example in oral presentations I would never stop or interrupt them just to tell them that is a mistake, unless the student is repeating the same word over and over again, only in that situation I can point out the mistake it's not pronounced correct it is this other way. But most of the time if it is on an evaluation I try to take some notes and at the end of the presentation I let them know you did well but there are some mistakes maybe you can improve them, on a one on one conversation. I don't like to make them feel uncomfortable in front of the whole class for correcting their mistakes, I try to avoid that.

Teacher 5. It is related to personality, what you have to do first is to make students confident about you, if they know your personality they know your way of correcting, for example I use a lot of gesture, I move my face and they understand because they already know my personality. And I interrupt them, I have received many workshops saying that it is not ok to interrupt students during speech because they get stuck, but in my case talking about real life in El Salvador I interrupt them in the moment because if I interrupt them in the moment they have like a feeling uu I did it wrong... it was hard... and they are not going to make it again, they are not going to do it again. But if at the end I tell them ok the mistakes were... I swear you they don't pay attention they don't correct, for that reason in the moment I say... there are some academic strategies that say don't interrupt, but that's my way and till the moment it has worked.

Teacher 6. This is based on the purpose because if it is in test you write it down and you let them know later, but if it is in the formative process I think I correct the mistakes, the mistakes that need to be corrected or errors in the end of the session, after they talk, in general you say "this was said" and this is the right way to say it or the right way to express it without mentioning any name or anything just the mistake or error made so I think I do it that way.

Teacher 7.- When I give them the chance to speak, I just let them speak, I don't stop the unless it is like a critical mistake, one of the most common mistakes that they have was they used to say "more easier" and that's critical in this level so I stop them. In some other cases I just let them speak, when they finish speaking I retake all the mistakes and rephrase them in the correct way. I truly believe that if I stop them, it's like they are going to develop this anxiety and everytime they are going to say something they will start thinking if I say something wrong he's gonna stop me. The idea is to develop fluency, we can take care of these things later. I give like a feedback afterwards, when they finish their participation, I retake something and say it in the correct way and they react, but the thing is I didn't stop them from speaking, languages is about making mistakes, that's the way we learn, even illegal people in the US, they make mistakes and hear the correct way from native speakers, but they are not stop from speaking, that's my theory.