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SCHOOL OF ARTS AND SCIENCES
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UNDERGRADUATE RESEARCH

TECHNIQUES AND APPROACHES FOR IMPROVING MOTIVATION AND PARTICIPATION OF TEENAGE STUDENTS (AGES 13 – 17) IN CENIUES AND CENTRO ESCOLAR REPÚBLICA DE HONDURAS IN EFL BASIC LEVEL CLASSES USING MUSICAL INSTRUMENTS, SEMESTERS I AND II-2018

IN ORDER TO OBTAIN THE DEGREE OF:

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Chapter I

Summary

The following investigation is directed to describe the effects students are able to show while they are exposed to different techniques, when recorded music and/or live instruments are played during a class. As a result of only some parts of the environment were managed in order to trigger different effects, the investigation was considered a quasi-experimental study. It was expected a change in participation and motivation of the teen students while they learned a second language. This investigation takes into account the positive effects of music, as in the “Suzuki Method”, that helped many generations in Japan after World War II, theory explained during the life of Mr. Shinichi Suzuki, due to this theory, the general objective of this study is to analyze several teaching techniques with the use of musical instruments in order to explore which better enhances the students’ motivation and participation. Positive changes were possible when using live musical instruments, a different and positive behavior was also feasible when merely using recorded music, certainly music helped to have better classes as a tool, according to the observed and to the data results, it is the teacher who propitiates a better environment in the classroom, being music an outstanding help, whether it was played with live instruments or recorded music.

Key words: Teens, Motivation, Music, Abraham Maslow, Participation, Violin, Teens, Suzuki.

Introduction

Research Topic

Techniques and approaches for improving motivation and participation of teenage students (ages 13 – 17) in CENIUES and Centro Escolar República de Honduras in EFL Basic Level classes using musical instruments semester I and II-2018.

Description of the research project

The present investigation work was destined to describe the resulting effects students can show by being exposed to several techniques, in which either music or musical instruments were involved. The following project was considered quasi experimental due to the nature of the study, in which only parts of the environment of the subject of study were managed in order to make effects feasible. A change in motivation and participation from students at the moment they learn English as a second language was expected.

The musical aspect of the research was based on the “Suzuki Method”, which helped many generations of Japanese Children after World War II. It has already been proven that music can help the acquisition of language in children.

Delimitation of the problem

This research project was able to determine the effects of the techniques applied to motivation and participation only on basic level students. This study was not expected to include more musical instruments besides a violin and other resources to recreate musical instruments, since other instruments were not affordable at the moment the research project began. This research project was exclusively taking into account teenagers as a result the method on which it is based (Suzuki method). It has already been proved that children are able to acquire the language in the same way musical abilities can be acquired, and it wasn't applied in adults since they are less likely to get motivated or to participate with not so frequently used techniques within the classroom. Also, adults are less willing to be part of

activities in which physical actions are involved. This study did solely measure the results of 2 different groups from 2 different institutions in order to have a sample of the salvadoran teenagers.

Location

This research project took place in two locations since there were 2 different institutions involved: the first institution is CENIUES (which means “Centro de Enseñanza de Idiomas de la Universidad de El Salvador” and is the official languages study center of the School Science and Arts of the University of El Salvador) has already proven to be a very good languages school and makes most of its students reach a proficient level. Second, the Centro Escolar “República de Honduras”, which is a public school with teenagers attending free courses during the afternoon. These two places may have different kinds of students with different academic backgrounds and different social stratus. The application of this project was more valid due to the complexity and variety of places.

Objectives

The study has several objectives, from which the research team had identified, the main one, which the research team defined as the general objective and several subsidiary objectives that also were covered along the research. These objectives were:

- **General Objective:**

To analyze several teaching techniques with the use of musical instruments in order to explore which better enhance the students’ motivation and participation.

- **Specific Objectives:**

- A. To observe students' motivation and participation as they are exposed to the techniques with music prepared for each lesson in order to have numbers regarding the motivation and participation.
- B. To measure any changes in students' motivation and participation within 8 weeks by exposing students to music (with or without instruments).
- C. To present activities especially prepared for the use of musical instruments that would be focused on teaching English as a foreign language to discard or include activities to analyze which ones can be combined with music.

Justification

This research project was useful because the research determined if the use of musical instruments could trigger participation and motivation in positive or negative amounts among salvadoran teen students, rather than teaching English only with mere traditional methods. Its purpose was to develop innovative approaches with the use of musical instruments and to impact the students' motivation and participation as they learned English as a foreign language (EFL). Motivation has always been the key to raise the interest in students from the point of view of a teacher. Participation is really important since it is there from where a student can develop a better self-esteem. CENIUES and the Centro escolar "República de Honduras" have different kinds of students, with different behaviors and dissimilar social backgrounds. Regardless of the previous, motivation was the common factor for them to reach a better learning and the researchers estimated that any methodology that is capable of triggering motivation and participation was an important contribution for the populations.

Music has been with mankind since the very beginning, there have been studies and methods, such as the "Suzuki Method", which have been proven to be effective when it comes to combining music with language. Consequently, the use of music and musical instruments were considered as a strategy during this research project at the moment of teaching English as a foreign language, because it presented an alternative to conventional approaches that have been employed in classrooms so far. In addition to that, this research

project showed the different reactions and changes these approaches could have at the different institutions where the research was developed.

By making this research project in regards to how music and musical instruments affect L2 students' motivation and participation, it was expected to have meaningful information about any changes, whether if it was going to be an increase or a decrease in the students' motivation and participation, or if music could not affect students' learning process at all. Furthermore, the research team intended to have students concurrently raise their interest in musical instruments as they learned English as a foreign language and established a cultural and innovative environment within the classroom, which could lead to further research projects.

Description of the problem

In the recent years, the English language has become an essential tool in Salvadoran society and an important requirement to study abroad. CENIUES and public schools like Centro Escolar "República de Honduras", offer English courses for those who want to learn English as a foreign language. Consequently, expectations are high at the moment people enroll in such courses, as they wish to learn a second language with the highest quality possible.

Nevertheless, many factors may interfere at the moment students learn English as a foreign language, such as a lack of motivation and participation in the classroom, and routine-based lessons inside the classroom, which turn the students' learning progress into a poor and lower improvement. The problematic of this situation is that students lose their interest in learning a new language since there is not any innovative method or approach that creates an environment that encourages students to enhance motivation and participation.

There are many resources that can be taken into account at the moment of teaching English as a foreign language. One of them is music, which can be an important element that can impact students' motivation and participation inside the classroom. It is important to

mention that music is still not frequently considered when it comes to learn a new language and it is a method which has not been explored in depth yet.

A list of innovative techniques and approaches is still missing in order to cover the students' needs inside the classroom. Many teachers in the previously mentioned institutions only have a course book and a CD player as resources to cover the corresponding English lessons and that unfortunately makes this problematic repeat itself in every single course.

Therefore, based on this context, the question that arises is the following: *To what extent does music and musical instruments influence Salvadoran teen students' participation and motivation in activities destined to learn English as a foreign language?*

Chapter II

Historical Background

Teaching techniques and motivational strategies

Around the globe, there are so many different techniques in teaching. Some of them may be attained within their own cultural background, some others may be really general and can be applied in most classrooms, but “*what could make students go further is their motivation, a term which is really abstract and is mostly related to a conative action from the student.*” (Dornyei, 2001) The strategies for motivation can be diverse but sometimes only a few of them are put into practice.

There is no perfect technique or exercise that would always work and in all classes, so it is really important to be aware that a class can be related to trends, student’s needs and social backgrounds since it is what dictates what the student would identify as their own, especially with young learners:

Homo sapiens are not necessarily predisposed to perform as required by institutions or to enjoy in the typical institutionalized classroom; as a result of being born with abilities, capacities and emotional needs of living in community. This is an INHERITANCE since its appearance in the Pleistocene. (al, 1997)

The educational system, academic institutions and teachers in general seldom take this inheritance into account when it comes to teaching; as a result, they limit students and do not take into account human complexity.

Motivation as an important part of social needs

Motivation is what gives human beings the desire to live. Motivation comes from necessity, and as necessities are fulfilled, other necessities (reasons to be motivated) appear. There are diverse studies about motivation, some of them focusing on general terms applied to all human beings taking Holistic into account, such as the many examples provided by Dr. Abraham Maslow, establishing there are subordinate needs in every human being. In first place there are the physiological/biological needs, such as need to eat, to sleep, excrete,

sexuality. *“If physiological needs are fulfilled, it allows people to strive for social needs (like when a student likes relaxing music in the classroom) in other words, when primary needs are fulfilled, then needs for “security” appear.”* (Maslow, 1954)

Some social needs are being part of a group, having friends, having a partner, feeling loved by the parents, economic needs, social/physical security, living in community and feeling part of the society in general terms (etc.). *“A lucky and satisfied person does not perceive security as a need, but a person that lacks social, economic and physical security may have the need for this “security” in his actions and reactions.”* (Maslow, 1954). After all (or most) social needs are fulfilled, there is self-actualization, which means the person would look beyond what the person already has, for example; a better job, try to dedicate his life to help others, try to achieve a career in something the person really likes to do, and many objectives that only a truly motivated person would achieve, *“things such as self-appreciation cannot be separated from the rest of behavior since there is no “self-appreciation behavior” but it has many characteristics of different behaviors”* (Maslow, 1954)

Students can fail in any of the first two phases as a result of lacks at home; the more characteristics of every subordinated need are fulfilled, the more the person would show a superior motivation and a trend to have it increased. Teachers are not able to replace the first group of needs as all of them must be filled at home, without most of the first level (physiological/biological needs) being fulfilled, it is likely impossible to move to the second level. Even on the second level there is a lot of influence from the home of children/teens, but teachers for sure can improve the situation if basis are not good at home, or make it even better if they already have a superior motivation up to the second level, it is pretty logical if the phrase “school is the second home” is recalled, it is a popular saying for many reasons; mainly because students can spend 5-10 hours, five days a week at an educational institution over 15 years. Teachers for sure can make a difference in motivating students.

In Salvadorean society there are no records of many studies about motivation in education, despite being a concern and a key to a very much needed change in the educational system, there are not many experimental studies applied directly towards education and motivation, and it seems this can be comprehended because there are no social conditions

that could develop the firstly needed motivation in teachers. There are general economic problems among all professionals: most teachers do not have any academic freedom, plus most academic educators feel they work too much and do not get paid for their actual work. It is important to remember that “*the better the social conditions, the more stimulated the scientist will be in their investigation as when they have academic freedom, better salary, etc.*” (Maslow, 1954)

In our reality, it would seem that motivation is always up to the student and teachers are limited to motivate by only being outgoing in the classroom, not taking into account any kind of specific methodology or academic background (in the academies). For private and public schools; teachers are more concerned about filling books and making students know the answers to the tests than a true, meaningful and long-term learning to motivate the students towards the English Language. In his book, Dr. Abraham Maslow was not only able to explain the difficulties and challenges in general motivation, but also to set the things a professional should take into account when investigating about motivation.

Motivation and education around the world

This attempt of education is what has society as it is; it forces teachers and students to adapt to the same faulty education and social system, by repeating the same mistakes over and over in a circle. This mere instruction in teaching around the globe must be changed in an authentic education. However, in some other places of the world at different times, there were more studies about motivation. The biggest example towards what music can do for the motivation is the life of Dr. Shinichi Suzuki, who devoted his whole life into attempting a better world. According to Talent Education:

What a child becomes later depends entirely how he is educated, fine human beings of superior ability can be achieved with talent education. All children are born with the potential; ability will appear with the correct approach. Dr. Shinichi Suzuki found his inspirations in Leon Tolstoy and Ludwig Van Beethoven, and WAS a pupil of Albert Einstein himself (who was also a musician and used to play the violin). (Suzuki, 1983)

Dr. Shinichi Suzuki agreed indirectly with Abraham Maslow and Eric Jensen that it is highly necessary to do something in a different way in order to improve education, as all geniuses throughout history would agree:

What stimulates one student cannot do the same to another. Having a variety of activities for the students can be more suitable, arts cannot be a separate thing from education institutions and they should test the different aspects that can improve education. Students (teens) can have the cortex smaller if they just see boring features in the class, this effect can be inverted in just 4 days). More than 15 years of education cannot be the same all the time, it must be enriched as much as possible. (Jensen, 1998)

Dr. Shinichi Suzuki lived his methodology and the Talent education beyond just as a way to teach the violin but as a philosophy of life.

Taking into account Japan was allied with the Nazis at WWII and they both lost the war, despite of that and all the social, economic and cultural precariousness Japan had before, during and after the war, they were able to succeed, and the Talent Education played a big role not only in Japan's history but also in the whole educational history, being transcendental enough to be taken into account in many academies, institutes and by many teachers around the world, Talent Education is under the Philosophy no talent is exclusively inherited or inborn, and that practice is what is required to become an expert in the abilities, not only was he able to make allegedly "untalented" students to overcome their difficulties with the instrument, he was also able to instruct students with disabilities, such as blindness, motor skills issues and succeeded in teaching English (and other abilities in different sciences) with Talent Education, only through the idea that everything can be learned every day.

He became aware of this Talent Education since one day he woke up thinking "*The reason Japanese people use their language so freely and very well, is because they practice it daily. This has been the secret of Talent Education.*" (Suzuki, 1983) Talent Education does not necessarily have music included when it comes to English classes, but practicing music and practicing the language work the same, according to Dr. Suzuki. Such thing has not been taken into account enough as to come to the conclusion they can be used together and should

be analyzed beyond music just being a random or energetic stimulation for the student without checking what fits better in a classroom or what does have the best positive effect. *Music is not a candy for the brain, it is well known it actually helps to make both hemispheres of the brain work.* (Jensen, 1998)

Music and the brain

There are different studies about music in the human brain, from the “Mozart effect” to the diverse effects human beings can have in their brain. Although is not completely clear since there is no “absolute” study of what music can exactly cause in the human being, what is clear is the existence of a mood, which can be either negative or positive towards music; whether a person recognizes the music as something good or something bad. Also the “arousal”, which is the intensity of that mood, which decides how much you like or dislike a song. (Grahn, 2017). Although this is not a black and white rule, since a human can hear but not listen as to discriminate sounds, resulting in a zero arousal. Although it can be impossible, it is really necessary to be taken into account as a possibility.

Music, the brain and the student as the showrunner

Such thing as the zero arousal is impossible in a classroom if the student is asked to perform or if the student is willing to pay attention. The Student-Based Learning states that the student would feel more motivated to learn if there are critical thinking problems or challenges that are not necessarily stated in a textbook “how to solve it” but instead uses student’s creativity to face through it. Also, this Student-Based Learning all materials and activities must be done thinking in the student performing, also being taken into account. (Jeffrey Froyd, 2010). Either using live music in the classroom would fail to motivate to generate positive emotions and generate negative ones, or it would achieve the objectives of the Student-Based Learning, but there would not be a “neutral effect” as student would be cornered to be exposed to music through all the activities.

Music and English Teaching as a Universal Theory

When we talk about teaching techniques that involve music for ESL learners, it is said there are some teachers that have used music as a resource to be used when students need to be focused within the classroom in order to obtain relaxation and to stay focused on the objectives to be reached, as done is Suggestopedia with Baroque music.

In addition to that, if we determine to look for techniques that involve music to influence either both participation and motivation, it is appropriate to include an English teacher that has employed this theory with 3rd and 4th grade learners. Anna García Marrama and her work *Music as a Motivating Factor in the Teaching of English as a L2 (2014)* creates a series of lessons in which she involves music and music theory in order for them to gain develop students motivation and also to have them use English language and musical concepts.

“Motivation is a necessary factor into the classroom because when students are motivated they show a better and effective learning. In addition, motivated students present more successful results, and teachers have a very important role in this process”. (Marrama, 2014) Consequently, by using music and musical instruments for different drills through different English lessons, the classroom was directly influenced on motivation and participation.

When creating lessons and developing many activities that are destined to influence students' motivation and participation, it is very important to mention that teachers need to have a mindset to go beyond creating lesson plans as a routine to complete an English course. *“Rapport should be built between students and teachers in order to achieve a stronger and motivated classroom making lessons more interesting, and the study easier and pleasant.”* (Marrama, 2014)

Although the use of music and musical instruments within ESL classrooms can be considered as a starting project for future investigations, it can be observed throughout the years that music is an essential factor when it comes to affect a person's current mood. Music is used not only for relaxing, entertaining but also for getting focused and getting prepared for an important exam *“Music is a great way of offering interesting classes and it can provide*

many opportunities which take the students' attention and help them to develop in the second language learning..., the use of songs can also stimulate students' cognitive function and working with songs can make the lessons more interesting and more motivating although students do not realize” (Marrama, 2014)

Thus, with this important contribution from Marrama, it can be said that there is a Universal theory that can be used in order to learn English language through the use of music. This is a remarkable study that can lead to future projects in order to deeply investigate how music can be used as an important tool within ESL classrooms and the variety of techniques involved with it.

Theoretical Framework

Motivation within ESL classrooms

Within ESL Classrooms, many English teachers prepare their lessons with a specific set of activities to be performed in a specific part of the lesson. This tends to create a repetitive and predictable scenario that may cause boredom and lack of interest from part of the students on the topics that are being taught. Two important factors that are being impacted because of this situation are motivation and participation.

Diana Stirling, M.A. from the Learning Development Institute, has done a research about Teacher’s motivation and motivation in education. Her work from 2013 called “Motivation in Education” begins by defining the term motivation, where there is *a distinction between intrinsic and extrinsic motivation:*

Intrinsic motivation is characterized as that which comes from within the individual. It inspires action even when there is no perceived external stimulus or reward. Extrinsic motivation, in contrast, provides incentive to engage in action which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes.(Stirling, 2013)

Stirling also mentions that motivation can be found as an important factor on many different fields such as business, sociology, psychology, education, etc. By taking this into account, many different perspectives can be found as a result of getting to know the causes that trigger motivation.

Based on that, motivation is an important factor that needs to be taken into account when teaching English as a foreign language, in order to determine the causes that trigger it. By doing this, teachers would be capable of recognize how to approach students and which techniques could be used to provide and teach English lessons more effectively.

An important element that can be used in order to impact student's motivation is music, since this element is often capable to change people's mood. By using music or musical instruments within ESL classrooms, there is an opportunity for ESL teachers not only to teach their lessons in a creative way, but also to provide an alternative to any routine-based lesson that teachers may get used to.

In addition to that, by using this element as a key to teach English language, it would be important to highlight how students' intrinsic and extrinsic motivation can be affected throughout the lessons, if there is any major resulting effect after using this teaching technique, determine which techniques are highly accepted and which ones have an opportunity to be used in a different way.

Important aspects to consider to impact students' participation

When it comes to participation, there are many factors that have to be considered that may affect students, especially within ESL classrooms where participation is an essential part so they can develop their learning and gather knowledge in L2.

A work from Mohammed Abdullah (2012) called *Student's participation in classroom: What motivates them to speak up?* Mentions many important aspects to be considered when students are required to participate within the classroom.

In the recent years, teachers always try to innovate and look for more ways to encourage students to actively participate within the classroom, to create an environment

where students can feel confident and to avoid the fear of failure. Consequently, teachers create the urge of investigate and take into account every single detail that could have any influence on student's participation. *"Students still do not actively participate or become passive in the classroom despite encouragements and use of various teaching methods by the instructors to stimulate active participation from the students."* (Abdullah, 2012)

According to Abdullah, there is a list of factors that could influence student's participation that teachers need to consider in order to have a major impact within the classroom. The first important factor to consider is student's personality. If students gather high self-efficacy levels, their performance within the classroom would be affected. Thus, by using a variety of techniques within ESL classrooms, student's participation would be directly influenced. *"If students' self-efficacy is high, it will enhance their confident level to become more active and speak more in the classroom."* (Abdullah, 2012)

Not only depends on students' self-efficacy to be the only way to create an impact, but also depends on teachers to achieve a change on their motivation and participation. Teachers need to be aware that students would always look for their support in order to gain a complete learning development when they approach their instructors. *"Traits that have been shown by instructor, such as supportive, understanding, approachable, friendliness through positive nonverbal behaviour, giving smiles and nodded for admitting the answers that are given by students"* (Abdullah, 2012)

These elements are necessary to consider when teachers give their lessons and it is important to mention that any of these elements can be applied from kids to adults so they can experience new ways of learning a new language and to have them proactively participate within the classroom.

Factors involved

The following factors directly may affect students' motivation and participation within L2 classrooms and may have an important impact on their performance:

- Age

Many ESL students have a great impact on their learning as they grow up. While they're teenagers, students have many capabilities in order to gain a wider vocabulary in their L2 learning than adult learners, since they're still on their way to fully develop their cognitive abilities. Furthermore, teenagers are more responsive to activities that leads them to interact with other classmates. Thus, their ages (13-17) become a great opportunity to make an impact on their motivation and participation while learning a new language.

- Introvert and extrovert personalities

Another factor that may have affected students' participation and motivation is their personalities. During these ages, there are many students that like to be part of an important role on ESL classrooms and prove that they have an advanced L2 knowledge to their classmates and teachers. Some others, even though they may know the answers to the questions that the teacher asks, may step aside and reserve their answers for themselves. CENIUES presented a variety of personalities, it cannot be generalized and the sample was diverse. In Centro Escolar República de Honduras both students could be considered extroverted and participative.

- Negative feedback from teachers

Another important factor to consider when students want to become part of activities within ESL classrooms, is the type of feedback students received while they participated. Students felt nervous and not willing to participate in activities due to fear to a failure. Students had negative feelings towards being exposed in front of their classmates and not being supported by their teachers to encourage them to give another try to drills in which students feel that need to keep practicing to master a specific macro or micro skill. Students of CENIUES did not complain at all about other teachers in the institution but rather (a few of them) of the places where they study in their regular classes, on the other hand, students from Centro Escolar República de Honduras had some complaints about teachers in general and the way they provide feedback or correct them.

- Parents- role

Even though students were being sent to English courses to gather and expand their knowledge in a foreign language, this didn't necessarily mean that students were completely comfortable to attend to their courses they are enrolled if they are not completely supported at their homes. Parents play an important role so students can feel encouraged to do their best while they are attending not only their weekly schedules at their schools but also their optional courses to reinforce a specific subject or to achieve an additional goal during these ages. Student's parents in CENIUES are never called by the teacher in the Teens program unless is a strong situation that requires it, parents do not need to show up to CENIUES unless they need to justify an absence or the reason to leave. In Centro Escolar República de Honduras students always meet with the authorities of the School at least 3 times every year, also in Father's day and Mother's day parents may show up and share a moment with the teachers and authorities. Teachers have the obligation to talk with parents to report any abnormal behavior. This allows the authorities of the school to diagnose general issues such as problems with the attendance, problems with the student's behavior and poor academic development. Just two or three people (in charge of the student) per classroom take their role in the student's education, sometimes parents are not present as it was stated by the principal of the public school.

- Social-cultural background

Another aspect to be considered is the location where students live. In El Salvador, there has been an increasing situation in the recent years where students are being forced to step aside from their studies due to the violence experimented around their communities, or are being forced to move with their families to look for better opportunities and achieve their academic goals. Both motivation and participation could be negatively affected and students may feel not too comfortable and unhappy with the fact to attend to their schools, since they are living a complex reality outside classrooms. Students with different Social backgrounds attend to CENIUES, since it is a free course it was it not possible to generalize student's situation as they attend

only 4 hours every week and for the institution is not necessary to identify their backgrounds. On the other hand, students from Centro Escolar República de Honduras study the regular subjects in the morning and live in the same area which is considered of high risk when it comes to social problems, this is not only well known by the government but also by the authorities of the institution that are able to identify the social problems. Most of students don't have a regular attendance to classes in the morning, they had the same behavior in the afternoons as they did not attend all the lessons.

Chapter III

Type of study

The literature and sources used at the moment the research was developed were limited. This let the research team provide more information about a topic that has not been deeply studied.

The research project was a quasi-experimental research. The design of the research was able to determine any effect or changes wasl be caused by the use of music and musical instruments within the classroom. In addition to that, it compared students' behaviors before and after the techniques were applied with the help of a pre-post intervention. (Annexes from A – F) In this way, any resulting change was easily noted so that at the end of the research the results were easily described with the same tests after being exposed to the techniques (Annexes G - K).

The study used a Non-Equivalent Group Design (NEGD). This type of quasi-experimental study was used to compare two existing groups that shared similarities in age, gender and academic level, with the plus a pre-test and posttest was applied to measure changes and populations better and have a more effective sampling.

Variables

Independent variable

The independent variable, which was not changed throughout the research is the use of musical instruments with different techniques and focused within the EFL classroom. Among the sub variables, the ones that took the lead and affect students' behavior within the classroom, were: The use of the violin playing as a means of aiding activities on a frequent basis on a classroom, and the focus on speaking through elicitation and reading exercises accompanied by live instruments.

Dependent variable

The dependent variable focused on students' behavior divided into: emotional motivation, more participation within the classroom, curiosity and interest on English language, better grades in the long run, higher attendance rates to classes and more interest on music as a cultural manifest.

Research Methodology

Research technique

The research technique used by the research team was surveys, in order to gather information from every weekly technique employed within the ESL classrooms on both academic institutions.

Research instruments

The research instruments used by the research team were:

- Weekly survey: A weekly survey was handed in to every student that has attended the lessons on both academic institutions, in order to determine and gather information on how the weekly technique had affected their motivation and participation. They were asked to grade in 14 different questions in the ranges from 1 to 10 aspects in which the musical instrument and/or the music influenced the motivation and participation in the class (See Annex A)
- Pretest and Posttest: The research team used Pre and Posttests in order to set a starting point with the use of a Pretest on how students felt their learning process was and the Posttest could establish a difference on every aspect mentioned to compare results and determine the final impact. (See Annex B - G)

- Checklist and interview: The research team listed the main factors and interviewed authorities looking for causes that could affect the research project nature students' motivation and participation on both academic institutions. This list has been named as "Factors involved". (See Annex H)

Target population and sample

The population was taken from two different groups at two different academic institutions: The University of El Salvador and Centro Escolar "República de Honduras". The sampling technique used was the convenience sampling, since these groups were selected by availability and due to the accessibility that was given in order to develop the research project.

The target population at CENIUES was the 56 levels for teen students making a total of 1,228 students, where the sample was taken from the level 4, in which there were a total of 27 students. In addition to that, the target population at Centro Escolar "Republica de Honduras" were 56 students from 7th, 8th and 9th grade and the sample was 2 students at this academic institution due the fact these 2 two students attended to all the lessons.

By the time the research project began, the expectations to have a representative sample from Centro Escolar "República de Honduras" were to have at least a 10% sample out of the target population. When the research project finished, there were only two students who attended to all the lessons given and were present for both; pretest and posttest. More details about this situations are explained and listed on the "Factors involved" section. (See pages 16-19)

Research Chronogram

The table below shows the chronogram for the period in which the research project took place. The estimated execution time frame lasts from April/2018 until November/2019. This table includes all the important activities and their corresponding dates in order to establish a well-organized sequence for the research development.

N°	Month / 2018	April				May				June				July				August				September				October				November			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	Week N.																																
	Activities																																
1	Selection and delimitation of the problem	X	X																														
2	Research topic approval		X																														
3	Statement of the problem			X																													
4	Establish the objectives of the research				X																												
5	Research profile			X	X																												
6	Research profile revision and approval					X																											
7	Research design and instruments						X	X																									
8	Develop the literature review						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
9	Application of the research methodology																	X	X	X	X	X	X	X	X								
10	Pretest application																	X															
11	Classes																	X	X	X	X	X	X	X	X	X							
12	Posttest application																									X							
13	Research findings																	X	X	X	X	X	X	X	X	X							
14	Conclusions																										X						
15	Recommendations																										X						
16	Review and corrections																									X	X						

Chapter IV

Data Collection

In this section, the research team explains the weekly activities that were developed within the two academic institutions. There is a total of 8 activities with their description and the most important findings when these techniques were developed. In addition to that, the research team also randomly selected some students from each institution in order to create a weekly follow up on their results and the weekly surveys they filled. The students selected from CENIUES are named “Student A, B and C”, while the students at Centro Escolar República de Honduras are named “Student G and P”. This follow-up has been created in order to see specific reactions from some students at the moment every technique is developed.

The following activities have been designed in order to be performed during a specific part within the lesson being taught, previously agreed with the teacher. During the activities that require the use of the musical instrument, the research team has arranged their turns to play and when it comes to give instructions to students.

By the time this research started, the research team used Pre and Posttests in order to set a starting point with the use of a Pretest on how students felt their learning process was and the Posttest could establish a difference on every aspect mentioned to compare results and determine the final impact. (See Annex B - G) Also, A weekly survey has been handed in to every student that has attended the lessons on both academic institutions, in order to determine and gather information on how the weekly technique has affected their motivation and participation. (See Annex A)

- Activity #1



Title: Hot Potato with Musical Instrument.

Date: August 11th, 2018.

Stage of the lesson in which activity was developed: Warm Up

Time used to develop the activity: 10 Minutes.

Instrument(s) used: Violin.

Objectives of the activity

- To raise students' attention by using a musical instrument, so students would be focused on the activities that would be developed during the lesson.

- To create a friendly environment among students since the beginning of the class, so students can feel supported not only by the teacher, but also by their classmates.

Description of the activity

The activity was taken from the original “Hot Potato” game, in which students have to pass a ball to the closest classmate during a specific time frame. The musical instrument, which is being played at a faster rhythm every second, is used so students can be aware the time they have to pass the ball. The student that had the ball at the moment the music is stopped has to answer a simple small question such as “What is bigger: An ant or a building?” or “Which are the three basic colors?” If the student doesn’t know what the answer is, he/she would receive a hint or can ask a classmate to answer the question correctly.

Observations made in CENIUES course:

Students were paying a close attention to the use of the violin. In addition to that, the environment changed from a quiet to an anxious environment. Students felt curious to get to know what song or what type of music was going to be played.

By the time the students were passing the ball, some of them seemed really nervous since they didn’t want to answer the questions that were prepared. Some students that were not able to answer the question by themselves were completely supported by their classmates. Some others, surprisingly, could answer to these questions without using a hint or asking a classmate. *Music helps social and learning abilities* (Jensen, 1998)

After the activity was developed, many students were focused on what was going to happen or if there was going to be another activity that would be developed with the use of the violin. Students were given a survey so they could leave their feedback about the activity and the lesson kept its flow with the rest of the activities listed for that day.

Observations on CENIUES' students

Subject A: Subject was really excited towards exercise and willing to participate His average for this activity on the weekly survey was for a 7.31.

Subject B: Subject did not participate but was paying attention throughout the lesson. The student provided a 9.77 as an average for all the questions on the survey.

Subject C: Subject did not participate and was really shy towards doing it, although on the weekly survey he had an average of 8.92.

Observations made in Centro Escolar "República de Honduras" course

Students were always willing to "pass the potato" although roughly and hesitant with answering the questions, they fulfilled expectations in the activity. In comparison to the CENIUES course, students at this academic institution were showing certain doubts when it came to participate and it seemed there was a "fear of failure" while they were about to answer the questions.

Observations made on Centro Escolar "República de Honduras" students

Subject G: This student was showing a very energetic mood and also decided to participate when he had the opportunity to pass the potato and interact with his classmates. His average for this activity was a total of 10.

Subject P: This student showed the same enthusiasm such as student P and also laughed when passing the potato and showed effortless to participate within this activity. The average for this weekly activity received an 8.46 by this student.

Activity #2



Title: “Parts of the body, aches and symptoms with musical instruments.”

Date: August 18th, 2018

Stage of the lesson in which activity was developed: Production

Estimated time to develop the activity: 20 minutes

Objectives of the activity:

- To employ useful vocabulary within the topic “Parts of the body, aches and symptoms” to describe health related situations.
- To have students interpret the use of different musical rhythms so they can detect mood changes during the development of the activity and help them to interpret better and understand the sentence widely.

Description of the activity:

Students were asked to participate in pairs. Each student that participated had 3 sentences to read using vocabulary of parts of the body and symptoms/diseases. Student A read a sentence aloud, during that time, the teacher played the violin, the key vocabulary was the written within the sentences and the song rhythm was completely changed after the first two sentences, so that made it easier for students to recognize that there was vocabulary related to symptoms/aches involved. Student B acted according to what student read, he/she touched the part of the body that was mentioned within the sentence and listened to the song changes and to the part with his respective disease. The activity required a pair of students to stand up, some of them wanted to take the role of the person who read the sentences, while some others wanted to perform the activities described in the sentences.

According to Robert T. Tauber and Cathy Sargent Mester, *“Teachers and actors should catch the attention of listener since attention is a prerequisite in learning. Acting and teaching share the goal of having the listeners the most important parts of the message, indirectly directing the listeners’ attention with the help of nonverbal expressions. Teachers want to present something that gets attached with the listener for a long time as much as actors want.”* (M, 2007)

Observations made on CENIUES course

In this activity, students were paying attention to the class since the very beginning, they were able to comprehend instructions and most likely they clarified their doubts since two teachers made the example of what they were instructed to perform. There were some students that wanted to keep a low profile while the activity was being developed.

They were asked to voluntarily participate in the activity: the first two pairs of students were voluntary, doing a well performance by listening and “acting” accordingly. After the first two sentences, the rest of the students were chosen by the teacher, most of them were cooperative and just a few of them denied to participate. Most cases, they agreed to participate if they had a friend who supported them, when they had a classmate far from the place where they sit, some of them showed restraint to stand up and participate. When students were not willing to participate there was a positive negotiation and they did not agree.

It can be said that most of the activity all of them were paying close attention to what was happening the first 4 or 5 sentences, when it was time for sentence 6, there was anxiety and uncertainty who was going to be next. Since students did not have the page of the exercise in order for them to focus on the activity, last sentence was not read since just 6 pairs participating was enough to have a clear scenario of the feasibility of the technique.

After activity most of students were really positive towards the class and most of them seemed to understand the objectives it had.

Observation on CENIUES' students

Student A was able to participate and really willing to since when he was asked to become part of the activity, he did not hesitate even when his reading was not the best. Also student A wanted to participate another time. His average for this activity was a 10.

Student B was observing the class closely and had fun with her classmates participating. She didn't seem to be disrupted while the activity was being developed. The activity average answers were for a total of 9.54.

Student C was shy and silent through the class; he was asked to participate but was one of the students in which even negotiation to participation was not successful. He became really nervous after that. The results given by this student got an average of 7.08 for this weekly activity.

Observations made on Centro Escolar "República de Honduras" course

Students were truly negative towards participation; they were not excited to start due internal factors. They were more deeply explained about the objectives of the class and a negotiation started. After the explanation and negotiation students were able to participate willingly and had fun with the activity, they also asked for the teacher participation and to one of them play the instrument. Every objective was successfully achieved, even beyond expected since students were truly participative and positive

Observations made on Centro Escolar "República de Honduras" course

Subject G: This student was showing a positive mood since the beginning and wanted to participate in the activity. This student gave a 10 as an average for this activity.

Student P: This student was negative at the beginning but was able to be positively encouraged in order to participate within the activity. This student had an average of 9.54 given for this activity on the weekly survey.

Activity #3



Title: “Traditions around the world”

Date: August 25th, 2018

Stage of the lesson in which activity was developed: Warm up

Estimated time to develop the activity: 20 minutes

Objectives of the activity:

- To raise students’ attention and make them eager to participate in the different activities to be developed during the class.

- To have students recognize different music genres around the world so they become familiar with the topic developed during the class.

Description of the activity:

In order to take advantage of the class' main topic "Traditions around the world", a set of flags would be posted in the whiteboard. An audio of a certain music genre or instrument would be played so students can listen to it. After the audio is played, another picture would be presented to students in which there would be an instrument or an image that represents the audio that was being played, so students determine which picture matches with the audio and to determine in which country the music or instrument is played the most.

e.g.

Country	Music	Instrument
		
		
		

Observations made on CENIUES' course

Students were truly uneasy during this day due it was the first level test; tension was noted within the classroom. Most of the students were paying attention, some of them were not paying any attention but most of them were collaborating with the activity, it was easy for them to recognize from which countries the different music genres were.

It can be stated most of them did like it, the teacher showed some dancing steps for them to recognize the differences between classic music from Austria with Flamenco music from Argentina, this helped to draw their attention better. *“Teachers must comprehend how meaningful emotional states can be. Apathy can disappear by listening, sharing or with a simple activity that draws attention, also the development of musical activities or group activities.”* (Jensen, 1998). Instruments were recognizable in the songs when it comes to nationality, but with Andean music (except for one) they were not able to name neither the instrument used charango nor the panpipe, the objective of the class was fulfilled since they practiced their knowledge in music and learned new vocabulary.

Compared to other activities, attention span was lower and the students did not seem as excited as in other days when live instruments were involved, this can let us know the impact of the live instruments within the classroom is higher than it is with recorded music. It can be either due the unusual nature of the instruments used during the activity or due the fact it is basically a live concert along with the class.

Observations made on CENIUES' students

Student A: This student was really excited to start the activity, he did not offer himself to participate and he was not completely willing to participate but was asked to, he also was hesitating when choosing the correct and ended choosing the wrong instrument in the wrong country. This student provided good grades on this activity.

Student B: This student seemed more comfortable towards the classroom and was paying attention. She also provided good grades to the weekly activity and her average rate was 7.85.

Student C: This student was not asked to participate but was paying attention and seemed to enjoy the activity. This student may be affected because of shyness or a certain fear of failure while he is in front of his classmates. His average rate was for 8.54 for this activity.

Observations made on Centro Escolar “República de Honduras” course

Students were really energetic before the class started; they did not have any problem matching the flags with the music and answered all questions correctly. They seemed to enjoy guessing the song genre when the recording started to play. Students within this course even started to dance according to the music genre and were able to identify instruments. Students were truly positive towards the activity and wanted more music in the classroom in the precedent activities.

Observations made on Centro Escolar “República de Honduras” students

Student G: This student was dancing and participating in the classroom, although sometimes distracted due external factors he was really into the class. This student provided a perfect 10 for this activity on the weekly survey.

Student P: This student was completely focused on the class and paid attention to the lesson given. This student was also dancing and participating by the time the activity was getting developed. This student also provided a 10 for all the questions within the weekly survey.

Activity #4



Title: “World festivities and professions”

Date: September 1st, 2018

Stage of the lesson in which activity was developed: Production

Estimated time to develop the activity: 25 minutes

Objectives of the activity:

- To have students use meaningful vocabulary within sentences about international festivities and professions
- To connect music with several international festivities and professions with the use of musical instruments so that international festivities and professions can be easily understood.

Description of the activity:

One student would stand up in front of the classroom. The student would have a certain festivity / profession with the use of a PowerPoint Presentation behind him / her. So the student can guess the correct answer, his / her classmates would help with the use of mimics, and also the research team would play a song related to the festivity / profession the student would guess. The classmates that would help the student would be allowed to use mimics only.

Observations made on CENIUES' course

Students from the very beginning were not excited to complete the activity; as they were expecting to see what the activity development was going to look like.

As soon as activity started, students offered themselves to participate, in all turns of the activity there was always a student willing to participate, in some cases the same students offered themselves to participate more than once since it called their attention, all the students were very focused on their classmates doing the mimics since they were really curious in both sides, the one guessing and the students helping his / her partners to make them guess. This curiosity and the need to know the answer for each question in the exercises were really meaningful since *Curiosity and comprehension about science are cognitive needs* (Maslow, 1954)

One of the students had a high level of proficiency playing the violin, he helped in a couple of songs and it was really rewarding for the student and for the rest of the class to see

a student so involved in the development of the activity. This student is already proficient playing the instrument and was able to play the songs required for each exercise.

All the students were certainly having a good time, all of them were paying attention and at least one of them per group wanted to participate when they were asked to.

Students who participated did not have any trouble practicing the vocabulary since they already knew most of it.

Class was utterly filled with motivation and participation due the nature of the activity and with the help of the instrument.

Observations made on CENIUES' students

Student A: was not asked to participate since the very beginning, as it seems its strength is not on guessing. However, he was pushed by his friends into participation although he was not able to guess, he did a great job trying to and getting close to the answer. He rated this activity with 10 on every question on the weekly survey.

Student B: This student was paying close attention not focusing in anything else besides the classroom and was making good comments (or funny comments) to her classmates. Her average rate for this activity was for 8.77.

Student C: This student was not asked to participate but was paying attention to the classroom. The average rate he provided was for 8.38.

Observations made on Centro Escolar "República de Honduras" course

Students were ready for the class since they were looking forward to receive it. Students were commenting on their expectation before starting the class, most of them were not completely comfortable doing the mimics since they are not used to participate very much

in the class besides providing answers to questions in the book. They had to be encouraged to participate and told it was okay to do it.

They had some difficulties guessing the festivities since they did not know quite well the vocabulary and some of them were hesitant to answer due lack of vocabulary. Students are not used to acquire new vocabulary and despite it was practiced the previous week they were not able to answer all the questions, all of them were really participative and they had a very good focus of the activity being developed since despite difficulties all of them were trying to guess.

For some students probably it was the first time they were asked to mimic in a classroom because some of them were not able to perform really well at first even when they are excellent for providing speeches or exposing. Music helped to make this “First time” process better and easier for them since music improved the environment and their confidence towards the activity. This is comparable to other times in which there was not music involved and students were not as participant as in this exercise.

Observations made on Centro Escolar “República de Honduras” students

Student G: Always willing to participate he was able to guess many festivities and to remember many of them. This student provided a 10 on every question on the survey.

Student P: Was very good at guessing but had some difficulties to make the movement in order to make his classmates guess. The survey average for this student was 9.23.

Activity #5



Activity Number #5

Title: “What is your classmate doing?”

Date: September 8th, 2018.

Stage of the lesson in which activity was developed: Warm Up

Estimated time to develop the activity: 20 minutes

Objectives of the activity:

- To have students recognize verbs that frequently used in a daily routine

- To use music as a means of recognize the different types of verbs shown to students
- To introduce students the topic “Verbs in past tense”

Description of the activity:

The classroom starts working on pairs, every pair is given a piece of paper in which they are required to write down as many verbs as they can in a certain time frame. Once students finish writing verbs, they would give the piece of paper to the teacher. Students would stand up and make 2 rows in the middle of the classroom. The first pair would stand face to face to each row. The teacher would select from the papers a specific verb so the first pair would mimic that verbs and the rest of the students would need to guess the verb within 20 seconds. If the pairs in the row guess the verb, the first pair performing the activity would stand at the end of the row so the next pair repeat the activity. While students are guessing the verbs, the other teacher would play the instruments so students can be aware of the time they have left to guess the verb. The activity would be completed after all students in the 2 rows pass to the front and mimic the verb selected.

Observations made on CENIUES’ course

This was the first time all students were asked to participate without leaving a single of them out of the activity. Students were already in a good mood and they were all asked to stand up and make two lines, since they were asked to make two rows, pairs were random so they had to work with a classmate that probably was one they never had work with, this causes for most of students an improvement in socialization and for others probably some extra difficulty since they were not used to work with “strangers”.

One of the most outstanding highlights is that once the activity started is that participation was completely voluntary. Students had almost no complications when they were guessing the verbs and each pair was performing a good mimic so the next pair could guess the verb in an easier way, as the first students broke the ice, the following classmates

had more confidence to realize this exercise since they saw the previous classmates, making the activity more and more good and easy to develop.

On the other hand, motivation was achieved through the mimics and the time students were allowed to guess the verb that was selected, and the instrument had only a small influence when the rows were arranged. In addition to that, students were more focused on the activity that each pair in the front of the rows was performing than the instrument and the music itself, taking music to a background sound in second degree and the activity center of their attention during its development.

In addition to that, it could be observed the amount of students in the CENIUES group was a large amount and students at the end of the row were not paying attention to the first pair in the front of the row, so it became difficult to keep all students focused in a long term at the same time, even though it was definitely a very good class for them and very positive.

As an overall, participation and motivation was partially achieved in the CENIUES group since it decreased as the activity was being developed. Also, it is important to mention that students were assigned homework for that day and they were going to have a test later on, so that may have affected students' behavior towards the warm up activity.

Observation on CENIUES' students

Student A: This student was expecting his participation and was not exactly well behaved since he stood up with his friends but when it was his turn to participate he was really willing to. Student A provided a very good grade on every aspect of the survey, as he always seemed eager to participate on this activity.

Student B: This student easily guessed what the classmate was doing and was able to perform the mimic to make his next classmate guess. Student B marked with 7 many aspects, such as if the instrument was being used on the appropriate time or if she thinks that activities of this kind should always be performed by teachers.

Student C: This seemed to enjoy the brief participation and the fact all students participated and he was not the only focus of attention, as he commented. Student C marked with 6 similar aspects such as the ones Student B marked. In addition to that, he thought that there was a slight learning by the time the teacher played the instrument during the activity.

Observations made on Centro Escolar “República de Honduras” course

At the beginning it was going to be the warm up and was just going to take a few minutes then they would come back to practice verbs in another way through the lesson, but this turned out to be a production part since students had a rich vocabulary of a lot of verbs. they were more participative and entertained as to make it the production part of the class than a warm up so activity was extended since it was suitable to practice the verbs due the number of students, they had the chance to participate in multiple times and they were truly excited every time they were able to do it.

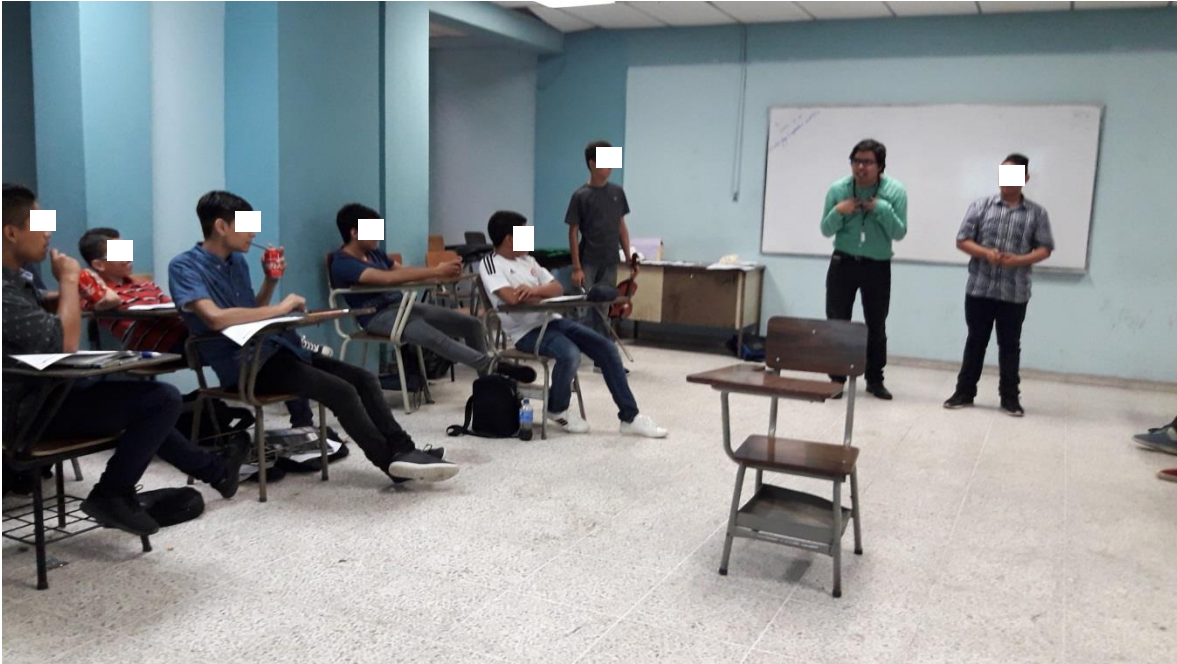
As a result of all the good environment students were strongly motivated. It is important to mention students decided to extent this activity without requesting it but by accepting the challenge of keep on guessing verbs and make their classmates guess. *Intrinsic motivation can take the attention for 10 to 90 minutes. When a student feels obligated attention span lasts for less than 10 mins. Relevant vs. obligated. Relevant needs different resources and processes. Irrelevant is limited. Compromising is more energetic and even includes pressure from classmates, passive is limited and since there is no participation it can be something as a video.* (Jensen, 1998)

Observations made on Centro Escolar “República de Honduras” students

Student G: Was completely focused on the class and paying attention to the activity.

Student P: Student P was really interested with the class and participated the whole time. On this time, there were many 9's marked on the weekly survey and the average given was for 9.21.

Activity #6



Title: "What did you do in your childhood?"

Date: September 22nd, 2018.

Stage of the lesson in which activity was developed: Wrap Up

Estimated time to develop the activity: 25 minutes

Objectives of the activity:

- To have students use meaningful vocabulary and create several sentences in past tense.

- To employ music as a means of managing students' pronunciation and voice tone within the classroom.
- To complete the and close the topic "Migration" taught in previous lessons.

Description of the activity:

In order to employ grammar structures that students learned in previous lessons, the research team is going to use a box full of toys students may have played with during their childhood. Students would be asked to work in groups and so can take one or two toys per group. Students would also be asked to answer questions such as: "Did you use this toy in your childhood?" So students can arrange sentences using the past tense. Students were given around 5 minutes to create sentences with the help of the toys they have chosen. Once the time is up, students would be asked to pass in front of the classroom so they can say the sentences they have created. By the time students speak in front of the classroom, music would be played so students can have a higher voice tone so they can be listened by everybody within the classroom.

In addition to the previous activity in which toys are going to be used, students were given a list of questions about "Migration" since this has been a topic students have been learning with the use of the past tense. Students would have questions such as "Do you want to live in another country?" or "Why people go to a different country?" so they can answer these questions and discuss within their groups. After the time is up, students would be asked to elicit some of the answers they made within their groups so students will be introduced to a short presentation about the topic "Migration" and they would be given a reflection about the reasons why people decide to migrate to different places around the world and so they can close the chapter successfully.

Observations made on CENIUES' course

Before starting the class, apparently students were having a hard time with their teacher and their teacher assistant (probably because of the activity's difficulty or how long the activity was taking) the teachers of the students told teacher investigators "it was a good time for them to get in the class". Students clapped as teacher investigators came in and made positive sounds, students were really expecting the activity it was going to be developed.

This proves as time passed, students grew more and more positive bias for the investigation team as week passed they trusted the activity was going to be good without knowing any information prior it started. Almost all of the students accompanied the clap.

Students felt really curious of the box as "what was inside" was still a mystery until the teacher investigators started to explain the steps to develop the activity. Students paid close attention from the beginning and until the end of the activity, since everyone were asked to make groups and participate no students were left behind. Proving it was really positive to make all of them participate, increasing community feeling and socializing, at the same time adding pressure to students to have a positive participation.

By the time students picked the toys from the box, they seemed they had not too much trouble to create sentences using the past tense. Some of the students needed assistance from the research team to double check if the sentences they had written were correct.

Once students passed to the front to share the sentences they have created, students had to speak a little bit louder so the rest of the classroom could listen their sentences. Some students were shy at the beginning, however, they just wanted to make sure their sentences were correct in order to speak out loud Probably the lack of practice and the fact they are not commonly the center of attention can cause the uneasiness to speak in front of everyone, it was easier to practice with the help of instrument than it normally would be without it. After every representative from each group shared his / her sentences with the classroom, a small class review was made about the topic "Migration". Students were asked to elicit examples when people migrate to different countries and the reasons why this happened.

Observations made on CENIUES' students

Student A: Was participating and really positive towards the activity development. The student provided a 10 for every question showing on the weekly survey.

Student B: On this time, this student was not really willing to participate but joy could be seen in the face of this student. The student had answered some questions with many 7's and 8's and her average provided was for 8.46.

Student C: Vaguely showed some participation and had to be convinced to participate. The average given on this time was for 8.23.

Observations made on Centro Escolar "República de Honduras" course

Students were interested from the beginning what was on the box, after some time to prepare the sentences about the chosen toy they were able to perform correctly and use the right sentences, when they were participating they had to speak louder due the violin being played (Due playing the instrument at a right volume helps them to speak louder without necessarily ask them to do it) having the instrument was neither an impediment for their participation nor something that caused annoyance but a reason to have a louder tone of voice so all classmates could listen the sentences correctly , it certainly made the classroom better as student had to pay attention to their own tone of voice and have it the right tone for the class.

Although pronunciation was not neat, they were happy while telling the sentences during the class. They had freedom to choose from many toys as they were less students.

Students shared many good memories and felt taken into account to participate, some of the sentences were elicited in English and some of the anecdotes were provided in Spanish. Combining toys and music really brought back their childhood's memories.

Observations made on Centro Escolar República de Honduras' students

Student G: Provided more than one answer in more than one item, and tone of voice was better thanks to the music. The average given by this student was for 9.54, as there was only one question that was not selected with a 10.

Student P: This student gave some sentences with the item and even though it may felt not so willing to pass in front, student was able to overcome that since student perceived some pressure which resulted in a positive outcome. The student provided a perfect rate for this weekly survey, which is a 10.

Activity #7



Title: “Recreating and Acknowledging Rap Phrases”

Date: September 29th, 2018.

Stage of the lesson in which activity was developed: Warm Up

Estimated time to develop the activity: 20 minutes

Objectives of the activity:

- To have students participate and have students establish a better rapport with themselves.
- To use music a motivator for them to practice their speaking skills.
- To help them to be more confident when participating in front of everyone.

Observations made on CENIUES’ course

Students were really nervous due two factors; first, they were aware of the “rap” activity about to be developed since it was explained last class, and second they had the final quiz of the level.

Almost all of them (excepting some students) were negative towards developing the activity, after the example provided and some articles in order to “disguise” as a rapper were showed off and the fact “anyone can rap” some students were being convinced to participate. The first group and the band of rapper was called “Killmongers” (based on the superhero movie “Black Panther” villain), some other groups were called “Rappers of the City”, “The Brandons” and the final group was “Supergirls”. As the teacher played the violin in a continuous and simple 1, 2, 3 rhythm, another student of every group had to make some “Beat box” sound. All the groups were truly positive when participating, all members of all groups participated and since they were told of the two positive outcomes; either “they would do a great job rapping or it would be funny to tell the words and that it would sound as a rap song”. Students were constantly enforced by the fact no one was going to be left without

participation and they were neither threatened at any moment of consequences nor rudely encouraged to participate, contrary to that, a positive negotiation was carried with the ones that were not willing to participate.

Students enjoyed the activity, they had fun and accepted the challenge to pass in front of everyone, it could be seen in their faces that doing something really different of what they usually do triggered very positive emotions. *Novelty and challenges for sure cause a more enriched learning* (Jensen, 1998) Only student B did not participate as a result of allegedly being sick.

Observations made on CENIUES' students

Student A: Student A was positive to participate; however, student was really uneasy all the class and was constantly standing up, possibly due external factors such as personal problems or due the test the class was going to have. Focus was not the best as in other activities but was certainly acceptable. His average for this activity was a 10.

Student B: She was the absent student in the activity, unfortunately student alleged was sick and unable to participate, it is important to tell the student rejected to participate very politely and kindly, being the sickness really authentic and not “made up” in order to not participate. The average given to this activity was an 8.23.

Student C: Was not willing to participate as in a past activity where student was asked and declined to participate. Student this time was told in multiple times everyone was going to participate and that it should be taken into account all that fear to be in front was faced and was going to be faced by all classmates, and it could be better to participate than to not to since some chances as bilinguals are presented just once and they as future bilinguals should take all of them. In the end student C was willing to participate along with another classmate and smiled when saying the sentences. His average was for a 7.85.

Students were even more participative as they played the instruments and others were part of the rap section; all of them were fully motivated and were eager to participate since they were really confident on what they did. Students built confidence and were more than spectators.

Observations made on Centro Escolar “República de Honduras” course

In comparison to the CENIUES course, in which students has the opportunity to create groups with their own names, the whole classroom was organized as the only group in order to participate in this activity. At the beginning of this activity, a certain kind of reluctance was noted within the classroom. The same songs were used as in CENIES course and in this course, students not only did rap but also played the violin to create the rhythm on their songs once they created their sentences.

Although they were not asked to play the violin at CENIUES, in both classes students were the showrunners of the activity for sure, even when most of them did not feel comfortable participating since the beginning, it is clear whenever there is musical talent (being used to perform in public) English development was easy and in both courses (CENIUES and Centro Escolar. República de Honduras) students did obtain a higher amount of time within the lesson in order to interact with each other and being in front of the classroom. *“Teachers must not be entertainment objects (such as circus people), contrary to that, best class have students as the showrunners. Once there is attention from students, it must be taken advantage of, if not, process must start again”* (Jensen, 1998)

Observations made on Centro Escolar “Republica de Honduras” students

Student G: Was nervous since he had to rap, but he made an excellent performance as a result of being really positive towards the activities and the words he wrote to rap. This student was not used to play a musical instrument, however, he tried to play the violin for a few moments while the activity was being developed. There were only 2 questions that were not marked with a 10 on the weekly survey and made the average be a 9.92

Student P: This student was eager to participate on this activity and was confident since the very beginning. The student performed excellently good and played the

violin several times while the activity was being developed. This student provided a 10 for all the questions showing on the weekly survey.

Activity #8



Title: “Understanding Challenges and Commands”

Date: October 6th, 2018.

Stage of the lesson in which activity was developed: Warm Up

Estimated time to develop the activity: 15 minutes

Objectives of the activity:

- To make students practice their listening
- To build confidence by making all students participate
- To see different qualities from students
- Measure effects of instruments vs. recorded music

Description of the activity:

Students were arranged in groups. Only each of them at a time was asked to participate, each of them were asked randomly in front of everyone to perform the next commands accompanied by the violin or a song: “Make a rhyme” “Dance to the rhythm!” “Move your ears”, “Sing the song!”, “Move one Eyebrow”, “Speak another language (not English and not Spanish)”. All of this in order to measure the effects of different sources of music or instruments.

Observations made on CENIUES’ course

At first students seemed a little bit nervous since they thought dancing and singing was going to be a must over all the activities, most of them were not completely willing to participate but all of them were convinced to. The first group of students were certainly okay as the first command was to sing the song, “Closer” is a really well-known song among young students at they were able to pull it off, even a good part of the sitting students were able to sing it. Later they were asked to dance as “Bangarang” song was playing, it was until its chorus that this second group of students started to move, some of the students were doing some brief movements and suddenly one of the standing started to make breakdance steps and doing impressive possess that left the willingness to participate of the rest of the students (in the activity) decreased, and the sitting students were really impressed. It is important to take into account how meaningful is for students to go beyond a simple participation, to feel in community and confident enough to use other attributes more than the body “*Thinking is not caged on the brain but overall the body*” (Restak, 1993, p207). Chemicals alter the behavior, emotional state and actions, it is not possible we have an educational institution and we do not address emotions (Jensen, 1998)

Later the next command about speaking another language, the song “Fifty Sixty” was played, since it is a French song some of them identified and tried to utter some French words, others needed help to make them due obviously not knowing another language besides

English or Spanish. When asked to move ears, they did it with their hands as some songs were performed with the violin, since indication never implied without using them, all of them sat back quicker than expected. And then they were asked to make a rhyme, as the group in which only girls were having the last participant not willing to, all of the girls stood up in order to support their remaining member, but such motivation to participate vanished as they heard they had to rhyme in English, such thing was really impossible for the participating students, they did not feel capable of performing the command and decided to come back to their sits, then last command was read and just some of them were able move their eyebrow without the other.

Students were not at his best to participate as in other activities, overall attention span, focus on the activity and willing to participate was very acceptable. In the first two times it seemed the recorded music may have worked better as they were more connected to the instructions, making it more suitable for the activity and since the question with the violin were more challenging, students needed more clues during the development of the command which was at some point an impediment for both teachers to focus on the instrument.

Observations made on CENIUES' students

Student A: Today student was really nervous due to the final course grades being delivered; he was not at his best but always participated and helped with the class. Throughout the research, the student always marked a 10 for every activity given.

Student B: Student declined to participate expressing was not willing to. In the end, student participated with her classmates in the group with not a very good performance. Her average for this activity was for an 8.08.

Student C: Student was very quiet during the lesson, although he had a good performance during the activity. There was no need to create or establish a negotiation with this student, as he was willing to participate with his classmates in front of the classroom. This activity receive a 7.15 by this student.

Observations made on Centro Escolar “República de Honduras” course

Students were interested from the beginning and they seemed really happy and eager to become part of the activity, as students showed a predisposition to be willing to participate and start doing the challenges they were asked to perform. The predisposition before starting the activity really helped the classroom dynamic in order for students to maintain the motivation students presented since the very beginning.

During this activity within this course, students showed enthusiasm on how the activity was getting developed and they seemed to enjoy the activities, independently of the type of music they were listening to, it was the violin or recorded music, they did develop a good performance to complete every challenge and students successfully achieved getting all the answers correct.

The trend for this activity kept positive and students got totally focused on the activity development, as they laughed when they recognized that they were making some mistakes when creating sentences. This insight is something remarkable, as students were subtly learning how to get correctly built grammar sentences without having them directly corrected and getting to know the proper grammar structures.

Observations made on Centro Escolar “República de Honduras” students

Student G had a constant participation throughout the activity development and also liked to use of both recorded songs and the use of the violin to complete every challenge during the activity. This student provided a perfect 10 for this activity.

Student P was also always participating and he got focused on getting all answers correct and laughed at the time he realized there was a mistake made when using English to complete the challenge presented. The student also provided a 10 for all the questions showing on the weekly survey.

Data analysis and results

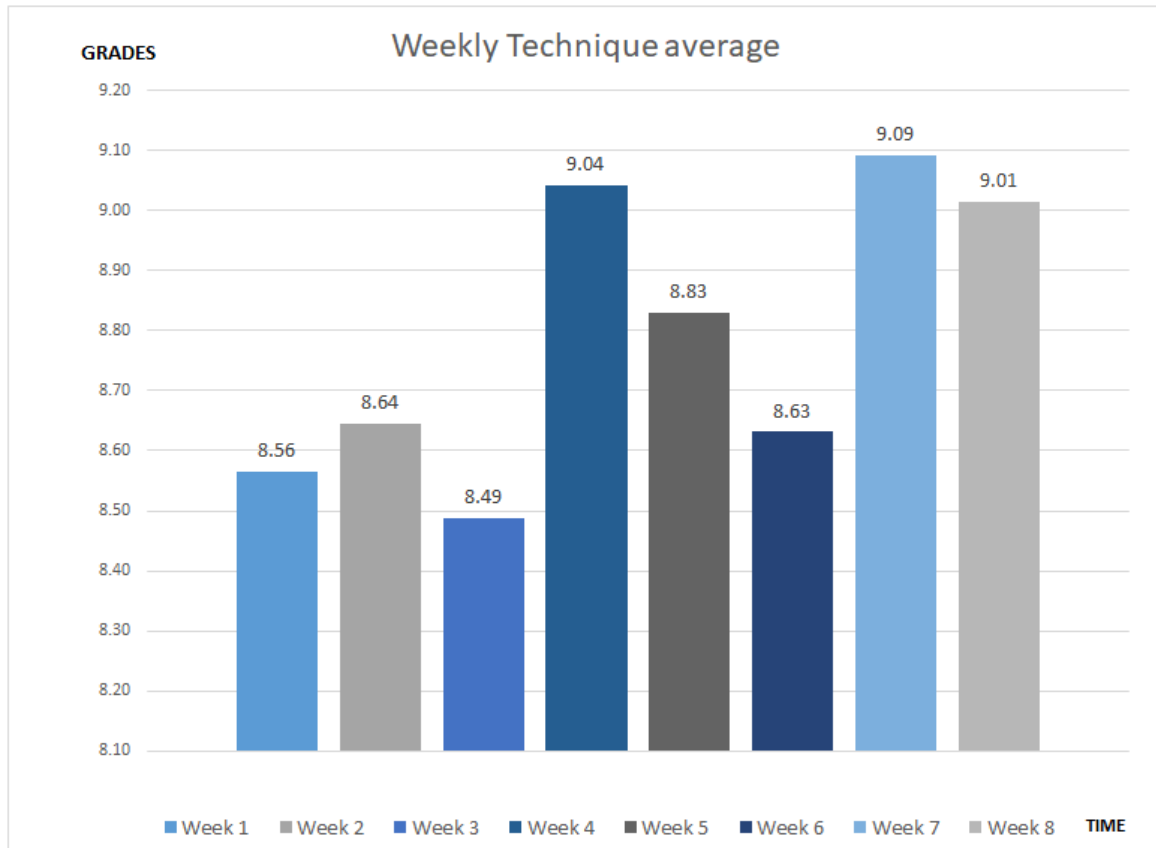
The present research projected was destined to determine any resulting effect on motivation and participation with the use of music or musical instruments on ESL's teen students. The research project was carried out in two different academic institutions where English language is being taught: The first institution is the University of El Salvador, where English courses are being implemented to teen students through the previously mentioned CENIUES, while the second institution was Centro Escolar "República de Honduras", where there was an elective course in which students could attend to have free English lessons.

In order to gather the information and final outcomes, the research team used two instruments throughout the research: the first instrument was a Pretest and a Posttest (See Annexes B-G), in which students could select different statements that mentioned different situations that can occur within the classroom that involve motivation and participation at the moment of learning English as a second language.

Secondly, the research team also administered a weekly survey (See Annex A) throughout the two academic institutions while the English courses were being implemented, in order for students to evaluate every technique implemented during the lesson and how they felt towards the use of music or the musical instruments when learning English as a second language.

Results from information gathered in CENIUES course

Weekly Survey



In a scale from 1-10, where 1 is the lowest rate and 10 is the highest rate, the weekly techniques were evaluated with ranges from 8.49 up to 9.09. It can be observed that the highest rates were given during the week number 4 and week number 7. The research team strongly believed that this was due to the way in which music was being used, where the activity in week number 4 was designed so that students could identify a specific song by doing mimics or speaking. In addition to that, in week number 7, students were asked to mix small sentences that they were provided, in which they had to sing a rap song with along with the music rhythm in front of their classmates.

CENIUES Pretest and Posttest data analysis

Positive Statements

Statement	PreTest	Post-Test	Difference
Siento que los maestros me toman en cuenta lo suficiente para participar en clases	4	13	9
Me gusta interactuar con mis compañeros de clase	11	19	8
Los maestros muestran interés en mi aprendizaje	9	15	6
Me gusta cuando los maestros mezclan la música y el inglés	10	15	5
Cuando estoy en la clase de inglés tengo la sensación de que el tiempo pasa mas rápido	9	13	4
Siento que tengo un espacio durante la clase en el que yo soy el protagonista	1	5	4
Los maestros logran mantener una clase interesante	9	11	2
Mi maestro se preocupa porque yo tenga un momento para expresar mis ideas durante el desarrollo de la clase	7	9	2
Me gusta cuando los maestros me hacen cantar	1	2	1
Siento que me es posible entretenerme y aprender a la vez en las clases de inglés que recibo	12	13	1
Las actividades que desarrollamos con los maestros normalmente son variadas	12	12	0
Es fácil aprender inglés con la ayuda de la música	13	13	0
Tengo la oportunidad de expresar mis ideas en el salón de clase	5	5	0
Los maestros generalmente dan clases de manera entretenida	13	12	-1

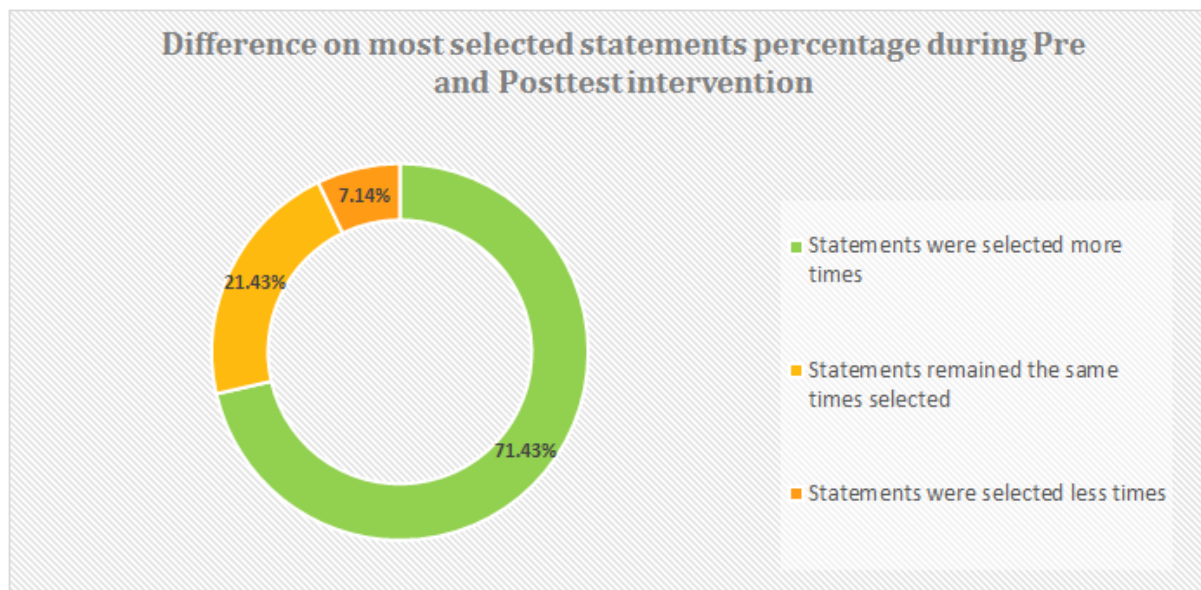
The table above shows a list of positive statements that students could mark if they felt that each scenario is a good thing for them to experience within ESL classrooms. The main objective to have these scenarios within the Pretest and Posttest was to determine if there was a positive or negative trend at the end of course after all the techniques were developed. (See Annexes B and E)

From a total of 14 statements, there were 10 statements that represent the **71.43%** of all the statements, which have presented a positive trend during the Posttest evaluation. Some of the outstanding results were that students feel that they are being taken into account with techniques of this kind and also students tend to prefer the interaction between them with the techniques that were applied.

There were 3 statements which represent the **21.43%** of all the statements shown that remained with the same frequency of times chosen during the Pretest and Posttest intervention. Some of these statements are the ease students find by the time to learn English

as a second language through music usage and the opportunity that students have in order for them to express their ideas within the ESL classroom with the use of the techniques applied.

There was only one statement that was representing a total of **7.14%** that was less selected after the Posttest was being administered. This statement is in regards to how entertaining teachers' lessons within ESL classroom. The research team believe that this is due to some activities were not paying full attention while some techniques were being applied and got distracted by some of their classmates.



Frequency	Percentage
Statements were selected more times	71.43%
Statements remained the same times selected	21.43%
Statements were selected less times	7.14%
Total	100.00%

As an overall for all the statements on this section, the research team obtained a positive trend for the statements selected, where the **71.43%** of all the statements reflected an increase on the difference by comparing the Pretest and Posttest results.

The remaining percentage is divided into a **21.43%** that reflects students selected the statements the same time during the Pretest and Posttest intervention and a **7.14%** which

reflects that only one statement was selected less times by making a comparison between the Pretest and Posttest intervention.

Since there was a positive trend that became higher after comparing the results at the beginning and at the end of the CENIUES course, the research team got to the conclusion on this section that the positive statements were impacted with good results after using techniques that involved music and musical instruments within the ESL classroom.

Negative Statements

Statement	PreTest	Post-Test	Difference
Se las respuestas a algunas preguntas pero prefiero no responder en voz alta	15	8	7
La mayor parte del tiempo paso callado en el salon de clases	8	3	5
Siento que me es imposible entretenerme y aprender a la vez en las clases de inglés que recibo.	4	2	2
NO me gusta cuando los maestros mezclan la musica y el idioma inglés	5	3	2
Tengo la sensación que solo llego a completar ejercicios en inglés	8	6	2
NO me gusta cuando los maesteos nos hacen cantar	11	10	1
Los maestros NO logran manener una clase interesante	6	5	1
Los maestros generalmente NO dan clases de manera entretenida	8	8	0
Las actividades que desarrollamos con los maestros normalmente ni siquiera son variadas	4	4	0
Siento que los maestros NO me toman en cuenta lo suficiente para participar en clase	4	4	0
Es dificil aprender inglés con la ayuda de la música	4	5	-1
Cuando estoy en clase de inglés tengo la sensación de que el tiempo pasa más lento	7	9	-2
Siento que solo llego a ocupar un asiento y pasar desapercibido en el desarrollo de la clase	3	5	-2
Los maestros NO muestran interés en mi aprendizaje	2	6	-4

The table above shows a list of negative statements that students could mark if they felt that each scenario was an uncomfortable thing for them to experience within the ESL classroom. The main objective to have these scenarios within the Pretest and Posttest was to determine if the negative statements could be reduced to show a positive trend as an overall or if these statements were selected more times to show a negative trend as an overall. (See Annexes C and F)

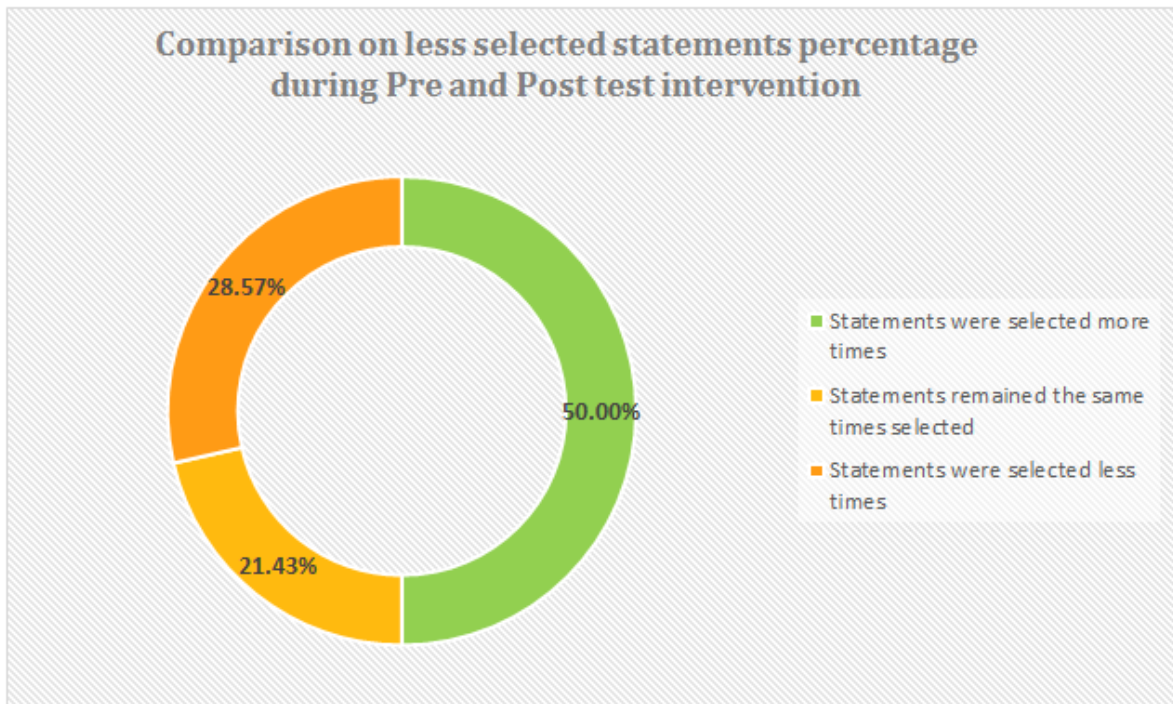
From a total of 14 statements, there were 7 statements that represent the **50.00%** of all the statements, which have shown a decrease on the frequency of times selected by

comparing the Posttest results. Some of the outstanding results were that students were less afraid of participating and tell answers out loud when they are being asked and also they are less time remaining quiet within the ESL classroom.

There were 3 statements that represent the **21.43%** of the total statements that were selected the same amount of times during the Pretest and Posttest. Some of these statements are that the activities presented doesn't have enough variety and the lessons given by the teachers are not entertaining.

Furthermore, there were 4 statements that were selected more times after the Posttest was administered. These statements represent the **28.57%** of the total amount of statements on this section. Some of these statements are that some students find difficult to learn English as a second language with the use of music or musical instruments and also the time they feel they spend while learning English becomes slower.

As an additional insight, the research team wanted to take a closer look to the statement that was selected more times after the Posttest was administered. Some students felt that teachers do not care about their development while learning English as a second language. The research team concluded that this is due to the fact that they asked students to take into account not only the activities that were presented within the CENIUES course itself, but also the activities that other teachers develop outside CENIUES or at their academic institution, which could have become the awareness that after a certain amount of time some teachers from different institutions give only a few or no importance to students' learning development.



Frequency	Percentage
Statements were selected more times	50.00%
Statements remained the same times selected	21.43%
Statements were selected less times	28.57%
Total	100.00%

As an overall for all the statements on this section, it can be observed that the **50.00%** of the statements have shown a decrease on the times selected after comparing the Pretest and Posttest results.

The remaining percentage is divided into a **21.43%**, which means that 3 statements were selected the same amount of times during the Pretest and Posttest evaluation, while there was a total of 4 statements that consist of a **28.57%** that were selected more times in comparison to the initial data gathered within the CENIUES course.

On this section, there has been a reduction by half on the negative statements selected by students. Thus, the research team concluded that the ESL classroom was impacted with a good influence due to music and musical instruments being used throughout the ESL classroom.

Other statements

Statements	PreTest		Pretest Difference	Post-Test		Posttest Difference	Final Result
	Total Yes	Total No		Total Yes	Total No		
Se nos hace crear un dialogo en parejas	18	6	12	22	1	21	9
Cantamos en grupos de 3-5 personas	16	8	8	18	5	13	5
Levanto mi mano cuando el maestro pide que alguien responda	11	13	-2	14	9	5	3
El maestro me hace pasar en frente de todos a hablar	10	14	-4	14	9	5	1
El maestro corrige mi pronunciacion	21	3	18	21	2	19	1
Leo en voz alta mientras todos me escuchan	14	10	4	12	11	1	-3
Leemos frente a todo el salon en voz alta	20	4	16	17	6	11	-5
El maestro me hace cantar	6	18	-12	12	11	1	-11

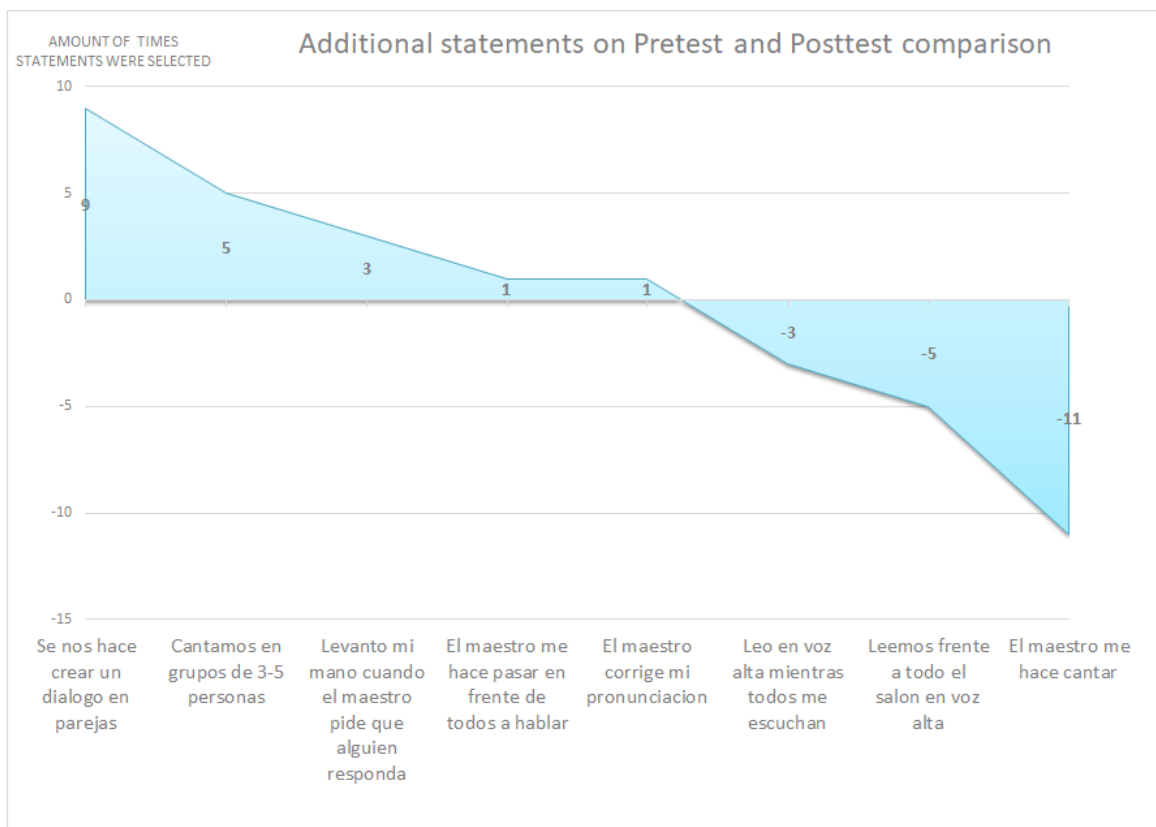
In addition to the Positive and negative statements that were added to the Pretest and Posttest, there was an additional survey (See Annex D and Annex G) in which students could place a happy face next to all the statements that they felt they were happy to happen within the ESL classrooms and also they could place a sad face next to all those statements in which students could feel uncomfortable to happen while they learn English as a second language. The main objective of this section is to determine any resulting effect after using the techniques within the ESL classroom by using different activities that lead students to learn English with the use of music or musical instruments.

From a total of 8 statements, a total of 5 statements have shown an increase on the amount of times selected, which represent the **62.50%**, while 3 statements representing the **37.50%** reflect a negative result after comparing the Pretest and Posttest intervention.

Some of the most outstanding results that showed a positive trend within this section is that students like to have dialogues while they performed activities in which music or musical instruments took place within the classroom and also to arrange groups from 3 to 5 members in order to develop activities in which they are required to sing.

On the other hand, some of the activities that showed a negative result after making the final results comparison are that some students did not like to read out loud in front of the

classroom due to they preferred to develop activities with their classmates in small groups. In addition to that, another activity that was showing a negative trend was that the teacher made students sing, although the negative results were showing that after the Pretest was administered, the result was a very negative frequency. However, after the techniques were applied and the Posttest was administered, the result showed a more balanced result, in which there were more students that like to sing within the classroom with the techniques that were applied.

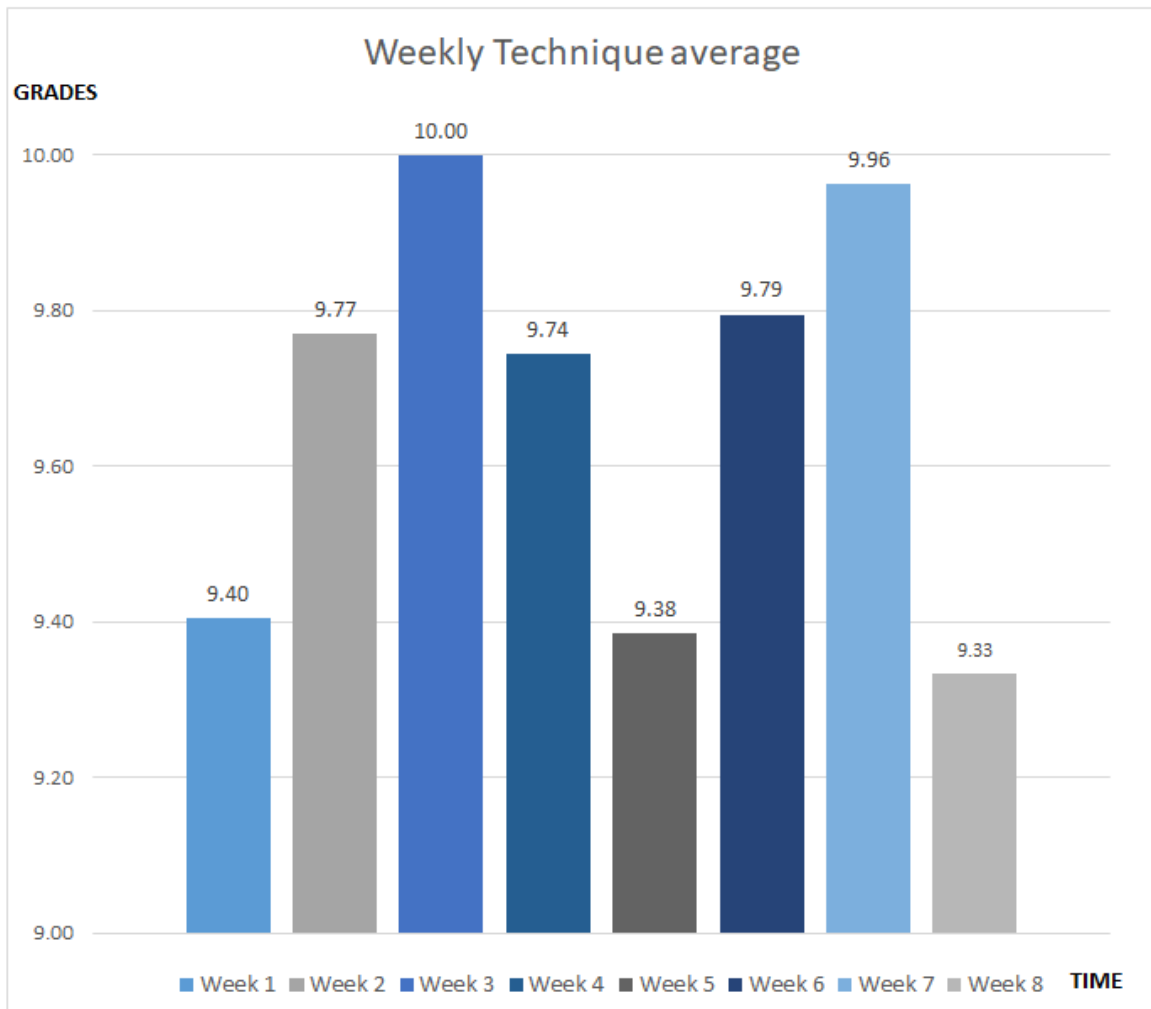


As an overall and after comparing the results shown on the Pretest and Posttest evaluation, the research team have observed that a total of **62.50%** of all the statements presented have a positive trend which can be considered as a good impact based on specific

activities that can be lead to be successfully performed with the use of music or musical instruments.

In addition to that, the remaining **37.50%** of the whole section means that there is an area of opportunity to discuss alternatives and ways in which such activities could be developed so that students can feel more comfortable when using music or musical instruments.

Weekly Survey



In a scale from 1-10, where 1 is the lowest rate and 10 is the highest rate, the weekly techniques were evaluated with ranges from 9.33 up to 10.00. It can be observed that the highest rates were given during the week number 3 and week number 7. The research team strongly believed that this is due to the way in which different music genres were being used, where the activity in week number 3 was designed so that students could link different music genres with images and flags from many countries and cultures around the world. In addition to that, in week number 7, students were asked to mix small sentences that they were provided, in which they had to sing a rap song with along with the music rhythm in front of their classmates.

Centro Escolar “República de Honduras” Pretest and Posttest data analysis

Positive Statements

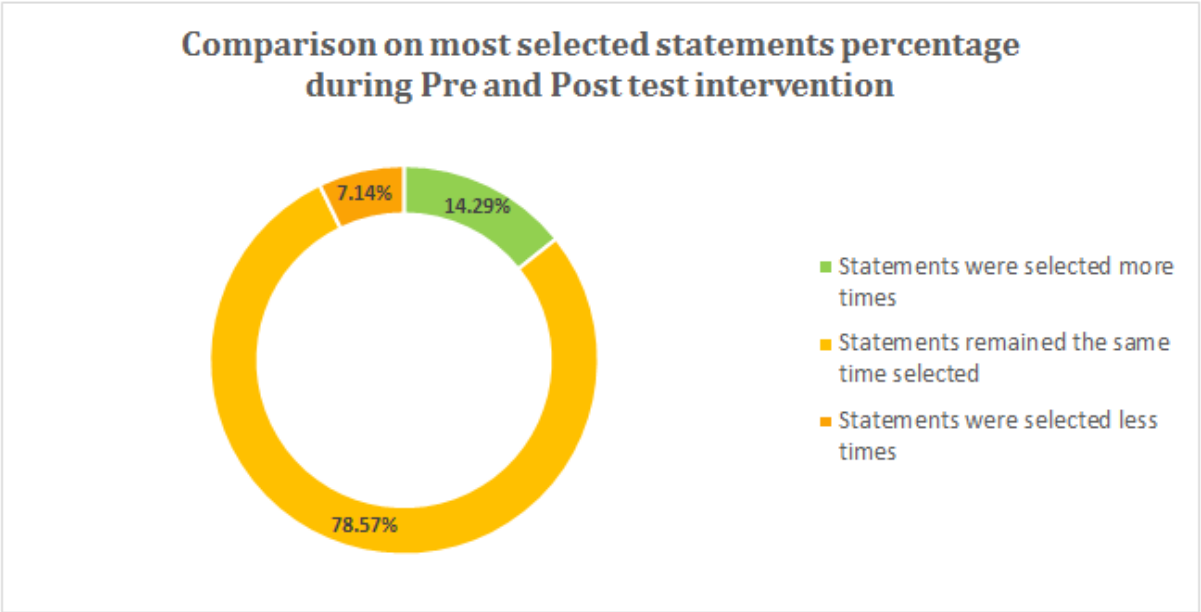
Enunciado	PreTest	Post-Test	Difference
Me gusta interactuar con mis compañeros de clase	1	2	1
Siento que tengo un espacio durante la clase en el que yo soy el protagonista	0	1	1
Los maestros generalmente dan clases de manera entretenida	2	2	0
Me gusta cuando los maestros me hacen cantar	1	1	0
Las actividades que desarrollamos con los maestros normalmente son variadas	2	2	0
Los maestros logran mantener una clase interesante	2	2	0
Cuando estoy en la clase de inglés tengo la sensación de que el tiempo pasa mas rápido	2	2	0
Los maestros muestran interés en mi aprendizaje	2	2	0
Siento que los maestros me toman en cuenta lo suficiente para participar en clases	2	2	0
Es fácil aprender inglés con la ayuda de la música	2	2	0
Me gusta cuando los maestros mezclan la música y el inglés	2	2	0
Tengo la oportunidad de expresar mis ideas en el salón de clase	2	2	0
Mi maestro se preocupa porque yo tenga un momento para expresar mis ideas durante el desarrollo de la clase	1	1	0
que me es posible entretenerme y aprender a la vez en las clases de inglés que recibo	2	1	-1

The table above shows a list of positive statements that students could mark if they felt that each scenario was a good thing for them to experience within ESL classrooms. The main objective to have these scenarios within the Pretest and Posttest was to determine if there was a positive or negative trend at the end of course after all the techniques were developed. (See Annexes B and E)

From a total of 14 statements, there were a total of 2 statements, which represented the **14.29%** presented an increase on the amount of times selected. The statements that reflected an increase after comparing the results were the interaction they have within the ESL classroom and also the opportunity students had within the classroom in order for them to become the main character by performing several activities to learn and practice their English.

There were a total of 11 statements that represent the total of **78.57%** that were selected the same amount of times after comparing the Pretest and Posttest results. Some of these statements are that teachers do care about students' learning development, the way in which music or musical instruments were being used within the ESL classroom and also students are being taken into account when it comes to participate.

Lastly, there was only one statement that was selected less times, which represented a total of **7.14%** of all the statements, which was the ease that students find to find a lesson entertaining and learn English at the same time.



Frequency	Percentage
Statements were selected more times	14.29%
Statements remained the same time selected	78.57%
Statements were selected less times	7.14%
Total	100.00%

As an overall for all the statements on this section, there were only two statements that obtained a positive trend for the statements selected, which belong to a **14.29%** on the difference by comparing the Pretest and Posttest results.

The main trend from all the statements remained the same times selected during the Pretest and Posttest intervention which is a **78.57%**. In addition to that, there was only one

statement representing the **7.14%** of the total amount of statements that was selected less times by comparing the difference between from the Pretest and Posttest results.

Since the main trend was kept on most of the statements presented after comparing the results at the beginning and at the end of the CENIUES course, the research team can conclude on this section that there was a slight positive trend where the statements were impacted with good results while the majority of all the statements presented remained with the same frequency after using techniques that involve music and musical instruments within the ESL classroom.

The research team wanted to highlight that the amount of Pretest and Posttest used for this project was in relation to the amount of students that always attended throughout the course. Some students unfortunately left the course due to personal and family reasons such as lack of support and unwillingness from parents for them to attend the classes and did not complete the courses given at “Centro Escolar República de Honduras”.

Negative statements

Statement	PreTest	Post-Test	Difference
NO me gusta cuando los maestros nos hacen cantar	1	0	1
Las actividades que desarrollamos con los maestros normalmente ni siquiera son variadas	1	0	1
Cuando estoy en clase de inglés tengo la sensación de que el tiempo pasa más lento	1	0	1
Se las respuestas a algunas preguntas pero prefiero no responder en voz alta	1	0	1
Los maestros generalmente NO dan clases de manera entretenida	0	0	0
Los maestros NO logran mantener una clase interesante	0	0	0
Siento que me es imposible entretenerme y aprender a la vez en las clases de inglés que recibo.	0	0	0
Los maestros NO muestran interés en mi aprendizaje	0	0	0
Siento que los maestros NO me toman en cuenta lo suficiente para participar en clase	0	0	0
Es difícil aprender inglés con la ayuda de la música	0	0	0
NO me gusta cuando los maestros mezclan la musica y el idioma inglés	0	0	0
La mayor parte del tiempo paso callado en el salon de clases	0	0	0
Siento que solo llego a ocupar un asiento y pasar desapercibido en el desarrollo de la clase	0	0	0
Tengo la sensación que solo llego a completar ejercicios en inglés	0	2	-2

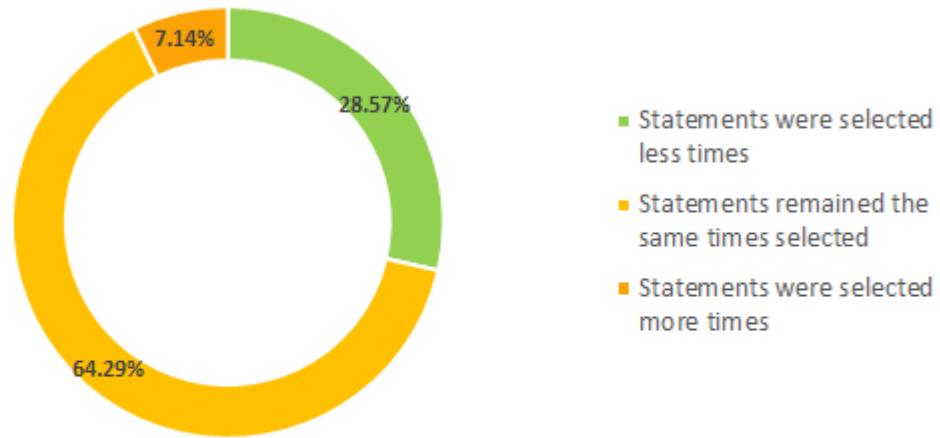
The table above shows a list of negative statements that students could mark if they feel that each scenario is an uncomfortable situation for them to experience within the ESL classroom. The main objective to have these scenarios within the Pretest and Posttest was to determine if the negative statements could be reduced to show a positive trend as an overall or if these statements were selected more times to show a negative trend as an overall. (See Annexes C and F)

From a total of 14 statements, there were 4 statements that represented the **28.57%** of all the statements, which have shown a decrease on the frequency of times selected by comparing the Posttest results. Some of the outstanding results that were reduced were that students did not like when teachers asked them to sing within activities and the variety of activities developed within the ESL classroom.

There were 8 statements that represented the **64.29%** of the total statements that were selected the same amount of times during the Pretest and Posttest. Some of these statements were that students feel that teachers did not care about their learning development and that some students found difficult to learn English with the use of music or musical instruments.

Furthermore, there was only 1 statement that was selected more times after the Posttest was administered. This statement represented the **7.14%** of the total amount of statements on this section. This statement reflected that students feel that they only filled exercises within the ESL classroom.

Comparison on less selected statements percentage during Pre and Post test intervention



Frequency	Percentage
Statements were selected less times	28.57%
Statements remained the same times selected	64.29%
Statements were selected more times	7.14%
Total	100.00%

As an overall for all the statements on this section, it can be observed that the **28.57%** of the statements have shown a decrease on the times selected after comparing the Pretest and Posttest results.

The biggest percentage belongs to the **64.29%**, which means that 8 statements have been selected the same amount of times during the Pretest and Posttest evaluation, while there was a total of 1 statement that consists of a **7.14%** that was selected more times in comparison to the initial data gathered within this academic institution.

On this section, there has been a low reduction on the negative statements selected by students. Consequently, the research team concluded that the ESL classroom has been slightly impacted with a good influence due to music and musical instruments being used throughout the ESL classroom, while many of the statements presented remained with the same amount of times selected.

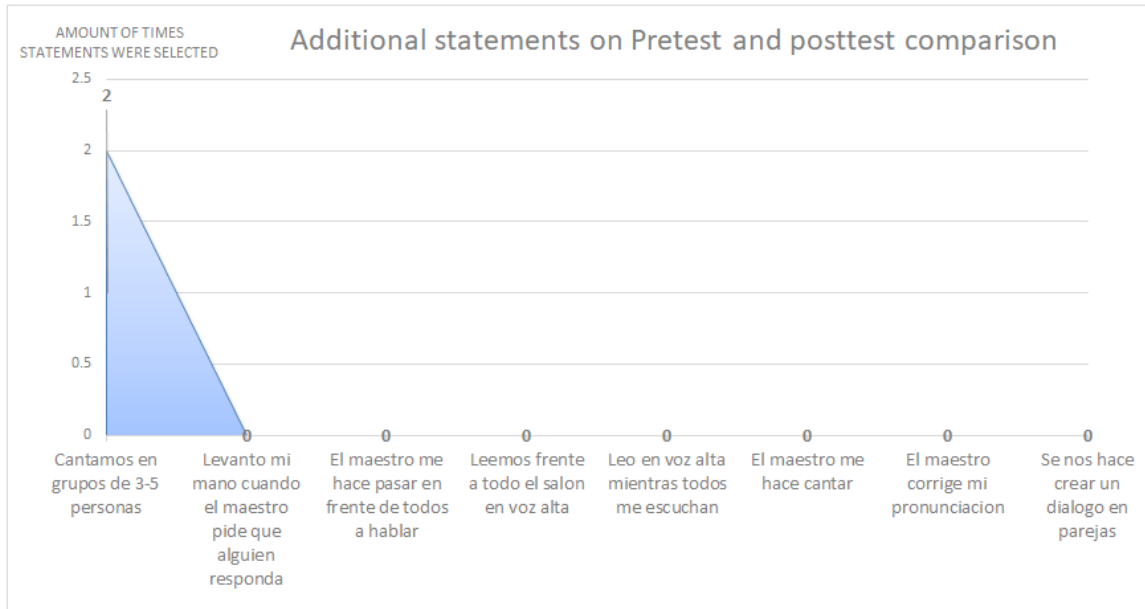
Other statements

Statements	PreTest		Pretest Difference	Post-Test		Posttest Differenc	Final Result
	Total Yes	Total No		Total "Si"	Total "No"		
Cantamos en grupos de 3-5 personas	1	1	0	2	0	2	2
Levanto mi mano cuando el maestro pide que alguien responda	2	0	2	2	0	2	0
El maestro me hace pasar en frente de todos a hablar	2	0	2	2	0	2	0
Leemos frente a todo el salon en voz alta	1	1	0	1	1	0	0
Leo en voz alta mientras todos me escuchan	2	0	2	0	2	-2	0
El maestro me hace cantar	2	0	2	2	0	2	0
El maestro corrige mi pronunciacion	2	0	2	2	0	2	0
Se nos hace crear un dialogo en parejas	2	0	2	2	0	2	0

In addition to the Positive and negative statements that were added to the Pretest and Posttest, there was an additional section in which students could place a happy face next to all the statements that they felt they were happy to happen within the ESL classroom and also they could place a sad face next to all those statements in which students could feel uncomfortable to happen while they learn English as a second language. (See Annexes D and G) The main objective of this section was to determine any resulting effect after using the techniques within the ESL classroom by using different activities that lead students to learn English with the use of music or musical instruments.

From a total of 8 statements, a total of 1 statement showed an increase on the amount of times selected, which represented the **12.50%**, while 7 statements representing the **87.50%** reflect the same frequency as a result after comparing the Pretest and Posttest data.

The one statement that has been influenced with a good result was that students like to create groups to perform activities where they are required, while the rest of activities remain with the same amount of times selected.



As an overall and after comparing the results shown on the Pretest and Posttest evaluation, the research team have observed that most of the statements, which are a total of **87.50%** of all the statements presented have shown the same trend which can be considered as the techniques had low impact based on specific activities that can be lead to be successfully performed with the use of music or musical instruments.

In addition to that, the remaining **12.50%** of the whole section means that this a good sign to keep up creating more activities where students can have a wide variety of options so they can learn English as a second language and mix singing activities within the ESL classroom.

Data analysis and results summary

It must be clarified that the pre-test and the post-test were asked to be filled in general terms directed to all the classes students received in order to measure changes towards education and not just towards the lessons taught by the investigators. Weekly surveys were the ones evaluating only the thesis project itself, the goal for the pre-test and post-test was to measure a change in the reality of students towards education and how much the realization of this project could change in their viewpoint. It is important to state in Centro Escolar it was taken just as a sample of two already motivated students, they attended all classes in a 100% while other students barely arrived due to personal reasons or family needs.

Every aspect that had a change of 3 or more students would be considered as a change, subtle or major would depend on the difference.

What could be negative aspects?

Centro Escolar República de Honduras

The only question the students reflected as a negative result was when students stated they felt they just attended their courses to fit an empty space and complete exercises. This could be due to a viewpoint they were not sure about teachers in general before being exposed to this project or generated conscious about how teachers should work with them.

CENIUES teens

Students showed in a more negative viewpoint towards teachers in a 33% for the statement “teachers are not interested in my learning development”, resulting a positive aspect towards this project since in every week students provided excellent grades through the weeks, resulting in the project making them more aware of a teacher’s interest in their education.

What remained almost the same?

Positive aspects for motivation remained the same good numbers in some questions (or difference was for 1 or 2 aspects), it represents that applying live instruments can maintain already motivated students in the same goodwill classes. Also negative aspects did not present more numbers in the questions besides the ones previously mentioned. They still believe music helps to learn English more easily, activities from teachers are varied and the rest of negative aspects did not increase in a significant number.

What improved?

Students thought time goes faster when having English lessons (being this an indirect question if their brain feels there was too much stress and if they were focused and busy enough in the class). Also, students think teachers are interested in their learning, this aspect increased in a 166%. Students felt taken into account to participate in a 335%. Students that think using music and instrument is a good idea increased in a 150%. For feeling comfortable speaking interacting with classmates, numbers increased a 172%. And finally, students felt they are the protagonists within the ESL classroom by a 500%.

Chapter V

Conclusions

Student's motivation and participation can for sure be achieved more easily with the help of music. As an overall, most of student's reactions were no other than positive during the research project, participation became even more throughout every lesson and students were able to express themselves and feel more comfortable with the environment.

Students' reactions were better than expected. Negative comments were never received towards the instruments themselves as they meant something significant for the student's viewpoint and became a positive influence during all lessons. Despite it is commonly stated that teens are difficult to catch their interest, all participants during this research met the expectations for each lesson, thus participation was neither hard for the teachers to elicit nor for students to proactively participate.

Music helped the classroom to become a more social friendly environment from the beginning as students were clearly more comfortable with the help of instruments. Music was able to make students move and use physical language as intended.

It is necessary to mention that there were isolated cases in which some students were not willing to participate and they had to be encouraged and convinced with a positive negotiation, which included to have students remember the activity objectives and how useful the participation could become for them.

Enriching the lesson topic being taught with culture was possible, as music is culture itself and it was very well established making a relationship between music and knowledge as in some scenarios it was subtly explained the reason why certain music was being used.

Not only teachers had the chance to be the music creators, but also a student at Centro Escolar República de Honduras also felt curious enough to ask to play the violin and he was allowed to do it. Also, a very music talented student was asked to participate in the CENIUES' class and played the instrument for his classmates, this contributed motivating all students. Both students had the chance to lead and become the positive influence in their classes.

Throughout the research project, students were creating positive attitude towards the exercises developed. As weeks advanced, their expectations for every class were becoming positive, and an excellent viewpoint towards mixing ESL and music was getting well established.

Every class is different, even when the same method is applied it must be taken into account the different behaviors students have as individuals and also the number of students within the classroom. Activity 5 worked excellently well in a small group of 5 in Centro Escolar República de Honduras, it worked better than in the CENIUES's group and instead of a warm up it was performed during the presentation part, as they seemed to enjoy very much this activity and they were already introduced into correct grammar use to develop it.

The help of different tools was crucial for this project, music itself may be really good but adding extra tools such as toys, papers, images, visual aids, speakers, tracks and many more tools or instruments can make a better classroom environment so they develop and practice more than just one macro skill.

It is really important to take into account human beings are creative and the educational system limits them most of the time, also they are social beings that live in community. Music works really well to develop creativity and social skills. Music helps to build a better rapport among students and let their creativity be explored by themselves.

Students will be friendly and highly cooperative if their social needs are fulfilled, if they perceive that teachers do care for them and if their social difficulties are correctly managed. Even when they did not participate or they were not willing to participate, they recognized it was an internal impediment more than an external factor.

It is clear that recorded music works very well with students and it can be an important part in the classroom, but live instruments have proven in this case to work even better. The two investigators are not professional musicians but merely amateurs with the violin. The only student who actually realized about this was the student who was already a musician in training who clearly had a very good music level. Opening the door for future investigators and musicians; it should work for a basic level musician and should be even better if an advanced level musician investigates about motivation / participation with music.

Results in almost all aspects showed either remaining the same or resulted in an improvement in the pre-test vs. post-test comparison. There are many statements during the pretest and posttest comparison that helped the research team determine how students felt at the beginning and at the end of the courses at both academic institutions. Statements such as students want to answer questions they're being asked instead of just remain quiet and the feeling that students are taken into account within the classroom were some of the remarkable statements that determine this trend during the research project.

Furthermore, the fact that a survey was passed after each activity, made students feel taken into account and being listened, so this helped to improve their motivation and participation with every class. Every student gave different comments about every technique being used and this definitely helped the research team to determine which techniques suit best motivation and participation and which ones have received low rates.

It is important to mention that extrinsic motivation resulted affected due some aspects as students having tests these days, or problems at home, not affecting the numbers provided to this investigation but the observable behavior in the class.

It is remarkable the fact it increased even more aspects that were not intended such as socialization among students, self-esteem and generated more conscience towards education and towards the teachers, as in the pretest – posttest comparison showed with numbers that 75% of students who marked this statement as a negative aspect have the viewpoint teachers do not care for their education, considering this insight as an important highlight for this research project since they always evaluated with good grades almost all aspects towards the project, their reactions were positive and the average results showed they approved the approaches and techniques applied.

Music cannot be a motivator per se, is a tool that must be applied correctly with live instruments and recorded music. The extent on how much the live instruments would positively influence student's participation and motivation would depend how well teachers take into account the diverse behaviors students present, the good willingness teachers should have for making the class a social friendly environment, making students the center of

education and empathy towards difficulties students may present. The rest is all relating correct vocabulary and being creative while developing good approaches and techniques.

Recommendations

To CENIUES

- To give students the opportunity of providing feedback to CENIUES as institution, teachers and their English Courses.
- To create innovative techniques and approaches for students in order to raise their interest for the class to keep high quality lessons.

To FLD

- To encourage future English teachers create innovative techniques and drills that will let students interact with each other within ESL classrooms.
- To implement in the TEFL Major curricula the learning of more student approaches and techniques according to the nowadays students' emotional needs.

To future researchers:

- To be aware that is necessary to have a strong motivation towards mixing education and music in order to have better results in future research projects
- To carry out activities with different musical instruments to measure different varieties and outcomes with the instruments they use.

To Centro Escolar Republica de Honduras

- To keep different elective workshops and add more subjects for students to learn during afternoon shifts.

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Annexes

ANNEX A – WEEKLY SURVEY



Universidad de El Salvador
 Facultad de Ciencias y Humanidades
 Departamento de Idiomas Extranjeros

Fecha: _____

Purpose of the research: To analyze motivation and participation on teenage students who attend to CENIUES' / Centro Escolar “República de Honduras” Basic English level.

Instrucciones: En una escala del 1 al 10 en donde 1 es la calificación más baja y 10 la más alta, marque con una X en la casilla donde sienta apropiado de acuerdo a cada pregunta que se muestra a continuación.

Del 1 al 10 ¿Cómo evalúa la influencia del instrumento utilizado en clase?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Muy negativa

Ni positiva ni negativa

Muy positiva

Del 1 al 10, ¿Cuál fue tu interés por la clase cuando el maestro utilizó el instrumento para la actividad?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Me hizo perder el interés en la clase

No me interesó pero tampoco me desinteresó

Absolutamente interesante gracias al instrumento

Del 1 al 10 ¿Qué tanto sintió que aprendió mientras el maestro utilizó el instrumento musical en la clase?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

No aprendí nada

No aprendí ni mucho ni poco

Aprendí mucho durante la clase

Del 1 al 10 ¿Qué tan divertida sintió la clase?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Muy aburrida

Ni divertida ni aburrida

Totalmente Divertida

Del 1 al 10, ¿Siente que se motiva más a aprender inglés cuando el maestro ocupó el instrumento?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**No me motivó
cuando lo usó**

**Ni motiva
ni desmotiva**

**Siento que motiva
muchísimo**

Del 1 al 10, ¿Cree que el instrumento musical usado en la actividad hizo que el tiempo pasara más rápido?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**El paso del
tiempo fue
bastante lento**

**Sentí el tiempo paso igual
que con otras actividades**

**Sentí el instrumento hizo
la actividad pasara
rápido**

Del 1 al 10, ¿Si tuviera que elegir, considera la actividad fue más entretenida o fue más educativa?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Completamente
educativa y nada
entretenida**

**Fue bastante
entretenida y educativa
a la vez**

**Completamente
entretenida y nada
educativa**

Del 1 al 10 ¿Cree que el instrumento en la actividad motiva a la participación de la clase?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Creo que
desmotiva a
participar**

Ni motiva ni desmotiva

**Creo que
motiva a la
participación**

Del 1 al 10 ¿Qué tan motivado te sentirías a participar la próxima vez que alguien haga una actividad como la que acabas de ver?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Nada motivado

Ni motivado ni desmotivado

Totalmente motivado

Del 1 al 10, ¿Qué tanto crees que más maestros deberían hacer esta actividad con instrumentos?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Ningún maestro debería hacer esta actividad en su clase

Los maestros en algunas ocasiones en sus clases

Todos los maestros deberían hacerlo siempre en sus clases

Del 1 al 10 ¿Siente que el entorno de la clase se volvió más dinámico cuando el maestro utilizó el instrumento musical?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

La clase no se volvió dinámica en lo absoluto

La clase tuvo un leve aumento cuanto a lo dinámico

La clase se volvió completamente dinámica

Del 1 al 10, ¿Siente que el tiempo en el que se usó el instrumento musical durante la clase fue el adecuado?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Fue muy poco tiempo

El tiempo que se usó no fue poco ni suficiente

El tiempo que se usó fue suficiente

Del 1 al 10, ¿Siente que el momento en el que se usó el instrumento musical durante la clase fue el idóneo para comprender el contenido de la clase?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

No fue el momento adecuado

Era un momento no muy adecuado para usar el instrumento

Fue el momento adecuado

Del 1 al 10, ¿Siente que el instrumento musical logró hacer que los objetivos del tema se comprendieran de una manera más eficiente?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Me tomó más tiempo
en comprender el
contenido de la clase**

**Comprendí el contenido en un
tiempo habitual**

**Logré comprender el
contenido de la clase en
menos tiempo**

ANNEX B – PRETEST (PART I)



Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Fecha: _____

Institución: _____

Purpose of the research: To analyze several teaching techniques with the use of musical instruments in order to explore their resulting effects on students' motivation and participation.

Instrucciones: Por favor marca con una "X" en el cuadro si consideras que el enunciado escrito a la derecha del cuadro es una razón válida para ti de manera personal.

Estoy motivado a aprender inglés porque...

- Los maestros generalmente dan clases de manera entretenida.
- Me gusta cuando los maestros me hacen cantar.
- Las actividades que desarrollamos con los maestros normalmente son variadas.
- Los maestros logran mantener una clase interesante.
- Cuando estoy en inglés tengo la sensación de que el tiempo pasa más rápido.
- Siento que me es posible entretenerme y aprender a la vez en las clases de inglés que recibo.
- Los maestros muestran interés en mi aprendizaje.
- Siento que los maestros me toman en cuenta lo suficiente para participar en clases.
- Es fácil aprender inglés con la ayuda de la música.
- Me gusta cuando los maestros mezclan la música y el inglés.
- Me gusta interactuar con mis compañeros de clase.
- Tengo la oportunidad de expresar mis ideas en el salón de clases.
- Siento que tengo un espacio durante la clase en el que yo soy el protagonista.
- Mi maestro se preocupa porque yo tenga un momento para expresar mis ideas durante el desarrollo de la clase.

ANNEX C – PRETEST (PART II)



Universidad de El Salvador

Fecha: _____

Facultad de Ciencias y Humanidades

Institución: _____

Departamento de Idiomas Extranjeros

Purpose of the research: To analyze several teaching techniques with the use of musical instruments in order to explore their resulting effects on students' motivation and participation.

Instrucciones: Por favor marca con una "X" en el cuadro cuando consideres el enunciado escrito a la derecha del cuadro es una razón por la cual **NO** quieres aprender inglés.

A veces me desmotiva inglés porque...

- Los maestros generalmente NO dan clases de manera entretenida.
- NO me gusta cuando los maestros me hacen cantar
- Las actividades que desarrollamos con los maestros normalmente ni siquiera son variadas
- Los maestros NO logran mantener una clase interesante
- Cuando estoy en inglés tengo la sensación de que el tiempo pasa más lento
- Siento que me es imposible entretenerme y aprender a la vez en las clases de inglés que recibo
- Los maestros NO muestran interés en mi aprendizaje
- Siento que los maestros NO me toman en cuenta lo suficiente para participar en clases
- Es difícil aprender inglés con la ayuda de la música
- NO me gusta cuando los maestros mezclan la música y el inglés
- La mayor parte del tiempo paso callado en el salón de clases.
- Se las respuestas a algunas preguntas pero prefiero no responder en voz alta.
- Tengo la sensación que solo llego a completar ejercicios de inglés.
- Siento que solo llego a ocupar un asiento y pasar desapercibido en el desarrollo de la clase

ANNEX D – PRETEST (PART III)



Universidad de El Salvador
 Facultad de Ciencias y Humanidades
 Departamento de Idiomas Extranjeros

Fecha: _____

Institución: _____

Instrucciones:

Cada oración es un escenario que ocurre en el salón de clase. Por favor dibuja

una cara feliz 😊 si te sientes motivado cuando el escenario en la oración sucede, y una cara triste 😞 cuando el escenario te hace sentir desmotivado.

Levanto mi mano cuando el maestro pide que alguien responda la pregunta.	
El maestro me hace pasar enfrente de todos a hablar.	
Leemos todo el salón en voz alta.	
Leo en voz alta mientras todos me escuchan.	
El maestro nos hace cantar.	
Cantamos en grupos de 3-5 personas.	
El maestro corrige mi pronunciación.	
Se nos hace crear un diálogo en parejas.	

ANNEX E – POSTTEST (PART I)



Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Fecha: _____

Institución: _____

Purpose of the research: To analyze several teaching techniques with the use of musical instruments in order to explore their resulting effects on students' motivation and participation.

Instrucciones: Por favor marca con una "X" en el cuadro si consideras que el enunciado escrito a la derecha del cuadro es una razón válida para ti de manera personal.

Estoy motivado a aprender inglés porque...

- Los maestros generalmente dan clases de manera entretenida.
- Me gusta cuando los maestros me hacen cantar.
- Las actividades que desarrollamos con los maestros normalmente son variadas.
- Los maestros logran mantener una clase interesante.
- Cuando estoy en inglés tengo la sensación de que el tiempo pasa más rápido.
- Siento que me es posible entretenerme y aprender a la vez en las clases de inglés que recibo.
- Los maestros muestran interés en mi aprendizaje.
- Siento que los maestros me toman en cuenta lo suficiente para participar en clases.
- Es fácil aprender inglés con la ayuda de la música.
- Me gusta cuando los maestros mezclan la música y el inglés.
- Me gusta interactuar con mis compañeros de clase.
- Tengo la oportunidad de expresar mis ideas en el salón de clases.
- Siento que tengo un espacio durante la clase en el que yo soy el protagonista.
- Mi maestro se preocupa porque yo tenga un momento para expresar mis ideas durante el desarrollo de la clase.

ANNEX F – POSTTEST (PART II)



Universidad de El Salvador

Fecha: _____

Facultad de Ciencias y Humanidades

Institución: _____

Departamento de Idiomas Extranjeros

Purpose of the research: To analyze several teaching techniques with the use of musical instruments in order to explore their resulting effects on students' motivation and participation.

Instrucciones: Por favor marca con una "X" en el cuadro cuando consideres el enunciado escrito a la derecha del cuadro es una razón por la cual **NO** quieres aprender inglés.

A veces me desmotiva inglés porque...

- Los maestros generalmente NO dan clases de manera entretenida.
- NO me gusta cuando los maestros me hacen cantar
- Las actividades que desarrollamos con los maestros normalmente ni siquiera son variadas
- Los maestros NO logran mantener una clase interesante
- Cuando estoy en inglés tengo la sensación de que el tiempo pasa más lento
- Siento que me es imposible entretenerme y aprender a la vez en las clases de inglés que recibo
- Los maestros NO muestran interés en mi aprendizaje
- Siento que los maestros NO me toman en cuenta lo suficiente para participar en clases
- Es difícil aprender inglés con la ayuda de la música
- NO me gusta cuando los maestros mezclan la música y el inglés
- La mayor parte del tiempo paso callado en el salón de clases.
- Se las respuestas a algunas preguntas pero prefiero no responder en voz alta.
- Tengo la sensación que solo llego a completar ejercicios de inglés.
- Siento que solo llego a ocupar un asiento y pasar desapercibido en el desarrollo de la clase

ANNEX G – POSTTEST (PART III)



Universidad de El Salvador
 Facultad de Ciencias y Humanidades
 Departamento de Idiomas Extranjeros

Fecha: _____

Institución: _____

Instrucciones:

Cada oración es un escenario que ocurre en el salón de clase. Por favor dibuja

una cara feliz 😊 si te sientes motivado cuando el escenario en la oración

sucede, y una cara triste 😞 cuando el escenario te hace sentir desmotivado.

Levanto mi mano cuando el maestro pide que alguien responda la pregunta.	
El maestro me hace pasar enfrente de todos a hablar.	
Leemos todo el salón en voz alta.	
Leo en voz alta mientras todos me escuchan.	
El maestro nos hace cantar.	
Cantamos en grupos de 3-5 personas.	
El maestro corrige mi pronunciación.	
Se nos hace crear un diálogo en parejas.	

ANNEX H – Checklist



Universidad de El Salvador

Fecha: _____

Facultad de Ciencias y Humanidades

Departamento de Idiomas Extranjeros

Purpose of the checklist: To analyze different already existing factors the institution thinks it that may affect students positively or negatively.

Instrucciones: Por favor marque con una “X” en el cuadro si considera que este apartado afecta a sus estudiantes.

- Las edades de 13-17 son una edad óptima para el aprendizaje
- Las edades de 13-17 son problemáticas para el aprendizaje
- Mis estudiantes son extrovertidos
- Mis estudiantes son introvertidos
- Los estudiantes tienen una imagen negativa de los maestros en general
- Los estudiantes tienen una imagen positiva de los maestros en general
- Los padres/encargados se involucran suficiente en las actividades de sus hijos
- Los padres/encargados NO se involucran suficiente en las actividades de sus hijos
- El factor sociocultural afecta de gran manera a los alumnos de la institución, llevando a cabo la necesidad de estudios exhaustivos ante la violencia social sufrida directa e indirectamente