

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



Universidad de El Salvador

Hacia la libertad por la cultura

**THE IMPACT OF AGE, GENDER AND ANXIETY ON THE ENGLISH LEARNERS´
CLASS PARTICIPATION. CASE OF SEVENTHGRADERS IN THE SCHOOL
DISTRICT 0602 (MORNING SHIFT) IN THE CITY OF SAN SALVADOR DURING THE
ACADEMIC YEAR 2014.**

PRESENTEDBY:

ESCOBAR IBARRA, GUILLERMO

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LEONOR UMANZOR, JENIFER

LU09001

**FINAL RESEARCH PROJECT IN ORDER TO OBTAIN THE DEGREE
OF BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING**

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MAY15th/2015

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GROUPACKNOWLEDGEMENTS

First of all, we want to express our gratitude to God for all His blessings, and for being with us from the beginning to the end of our graduation process, making our dream come true.

We want to thank our advisor Jorge Homero Llanes, M.A. for providing us with useful advice, academic assistance, and invaluable time during the whole process of this research. Also, we want to thank the coordinator of graduation process, Edgar Nicolas Ayala, M.A. for providing and explaining to us all the stages of this process. Additionally, we would like to thank all the principals and English teachers from the different public schools for giving us the opportunity to carry out our project in their educational institutions.

Also, we are so grateful to our families for believing and supporting us in every aspect during the development of our graduation process. And finally, special thanks to all our friends that always helped us and stayed with us during the development of this project.

Guillermo Escobar Ibarra

Jenifer Leonor Umanzor

PERSONAL ACKNOWLEDGEMENT

I would like to express my sincere gratitude to God for being with me all the time even when sometimes I step away a little.

This is the end of a long process started with the support of Kike, Gertrude and their family. Thanks to all of them because they believe in me. Thanks a lot to my mother who also has been willing to help me all the moment, like a hen along with its chick. A special gratitude to Morrix, who supported me all the nights with the lights on while making this possible. And at last but not the least, to my family Mae and Criss. This effort is because of you and for you. And without forgetting, I want to thank all the people who helped me with the arrangements in the presentations, and those who gave me recommendations. Thanks, from the bottom of my hearth to all of you.

Guillermo Escobar Ibarra

PERSONAL ACKNOWLEDGEMENT

First, I want to grateful to God for being with me in every stage of my life, and for giving me the capacity during my whole major. I recognize that all of this was possible for His help.

Then, I would like to express my sincere gratitude for the valuable support and help from my advisor Jorge Homero Llanes, M.A. who was guiding and encouraging me from the beginning until the end of this project. I really appreciated all the time, patience and devotion he showed during all of this process. I also want to thank Edgar Nicolas Ayala, M.A. for collaborating by proving me with advice in all the stages to follow during the graduation process.

I am really thankful to my family, who believed, encouraged, and supported me financially and emotionally, during my entire major. Finally, I would like to thank all my friends who were willing to give me their help and who always stayed during the whole major supporting me.

Jenifer Leonor Umanzor

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INTRODUCTION

Learning a foreign language is really important that students have an active oral participation when being embarked on that process. According to Ghobadi, participation is an essential part in the learning process that provides the students with opportunities to learn, practice, and improve the language (Turner, 2004). Some specialists such as Block are concerned that it is necessary for students to get involved in classes since participation and the learning process are intimately intertwined. But, unfortunately, participation has been affected by a variety of different factors through the years. In her research about Factors Affecting on Oral Participation of ELT Students and Language Development, Ghobadi (2012) categorizes age, gender, and anxiety as ones of the factors that interfere most with the learners' participation.

For that reason, one of the main purposes of this investigation was to synthesize and explain how age, gender, and anxiety interfere with the students' participation as well as their learning process. Because through the literature review in the web, books, theses, and essays from the Central Library of the UES, the research team could find huge data of how these variables interfere with the students' participation. Then, the researchers investigated how these three factors were influencing on the participation of the corresponding sample under study by using a checklist and administrating questionnaires to the students in order to identify and know how these three variables are affecting the students' performance. And at the end, they analyzed the data with the final objective to provide possible recommendations to the schools under study.

All this research was possible in the way the researchers worked coordinately with the professor Jorge Homero Llanes, who was in charge of advising the research team and the three educational institutions that had given the team the opportunity to carry out this study in their classrooms. This research project was developed in the different classrooms of seventhgraders in three public schools of the district 0602 of the city of San Salvador with the final objective to

provide the beneficiaries with possible recommendations in order to improve their general participation in their English classes.

This research contains chapters I to IX, which will be described below. Chapter I contains the statement of the problem that has the description of the problem, the objectives, general and specific, the research questions, the justification and finally the delimitations. This chapter has the purpose of introducing the reader to the importance of the problem, placing the problem in a context, and providing the framework for reporting the results; this is indicating what is probably necessary to conduct the study and explain how the findings will be presented.

Chapter II contains the theoretical framework, which in summary demonstrates an understanding of existing theories and concepts that are relevant to the topic and explains why the research problem under study exists. In this research, the chapter describes the previous theory and cites some authors whose theories are related to this topic.

Chapter III is the methodology. This chapter explains that this study is descriptive because throughout the investigation the environment is not affected or manipulated. It also explains that the research is correlational because it measures the relationship among the variables under study. Also presents the research design that is the plan or strategy designed to get the information, i.e., how the data would be collected. The researchers applied a transactional and a non-experimental study. Besides contains the census of population, in which are explained the reasons why the researchers made a census and not a stratified sample. And finally, it explains the different techniques that the researcher used in order to collate and evaluate the data in accordance to the goal of the investigation.

Chapter IV contains the data analysis and interpretation. This chapter has all the results obtained from the instrument administered to the corresponding sample.

In Chapters V and VI the researchers make the conclusions and the recommendations, respectively.

Chapter VII lists the limitations or barriers the researchers found thorough the investigation.

Chapter VIII contains the bibliographic references consulted for the purposes of this research.

Finally, chapter IX has the appendix section.

CHAPTER I

STATEMENT OF THE PROBLEM

One of the biggest challenges for a teacher is to reach the outlined objectives within a class. Those general and specific objectives that are stated at the beginning of the semester or at every class are the classroom's spine of all teachers. However, the objectives' achievement is a hard path to go without the students' involvement. A truthful way to see if the objectives are being accomplished in a class is according to learner's participation. Unfortunately to teachers, learner's participation in classes is one of the most affected attributes for several factors.

There are several factors that affect participation, so to develop it or to maintain it, it is sometimes difficult. Some of these factors are anxiety, gender and age, among others. What are these effects needed to be asked, stated and researched, and how do they affect English learners' class participation also?

Through this research the authors will take as a sample three public schools of the district 0602 (morning shift) of the city of San Salvador; and into these three schools the authors will work with the seventhgraders. In relation to the factors described above, the research group seeks to answer the following questions: What are the age-related effects on the class participation of the students under study? Which are the gender-related problems that prevent the students under study from participating? And finally, what are the anxiety- related effects among the subjects under study?

By answering these questions the authors will determine some effects of these factors, on their participation in English classes, in order to make recommendations to each of the three schools.

A. Description of the Problem

Participation is an essential and important part that takes place inside the classrooms. Unfortunately, through the years, this phenomenon has been affecting not only students but also teachers around the world. The problem of this phenomenon is that students do not develop the language because they are quiet almost all the time, and in that way they cannot improve what they are doing wrong, in order to be proficient. Behind this phenomenon there are many barriers that cause this counterproductive behavior in the students.

Some factors the research team can mention that affect class participation are socio-economic factors, educational, environmental, teachers' methodology, social and personal factors. These are general classifications. However, there exist other sub-factors which make the problem even more extensive such as age, gender and anxiety. Hence, all of these factors are influencing students not to participate in classes.

This investigation was based on the impact of age, gender and anxiety on the English learners' class participation of seventhgraders in the school district 0602 (morning shift) in the city of San Salvador during the academic year 2014. Through this project, the research team intended to determine the effects of age, gender and anxiety on the English learners' class participation among the seventhgraders in the school district 0602 (morning shift) in the city of San Salvador, in order to provide recommendations to those educational institutions.

B. Objectives

1. General Objective:

- ✓ To determine the effects of age, gender, and anxiety on the English learners class participation among the seventhgraders in the school district 0602 (morning shift) in the city of San Salvador in order to provide recommendations to those educational institutions.

2. Specific Objectives:

- ✓ To identify the factor that mostly affects the seventhgraders' participation in class in order to propose possible recommendations.
- ✓ To discover the anxiety-related effects on the subjects under study with the purpose of providing possible solutions to the schools.
- ✓ To identify the gender-related problems that prevents the students under study from participating in class so as to provide recommendations to both teachers and students in those educational institutions.
- ✓ To determine the age-related effects on the class participation of the students under study in order to present solutions to the school.

C. Research Questions

1. General research question:

- ✓ What are the effects of age, gender and anxiety on the English learners' class participation among the seventh-graders in the school district 0602 (morning shift) in the city of San Salvador?

2. Specific research questions:

- ✓ What is the factor that mostly affects the seventhgraders' oral participation?
- ✓ What are the anxiety- related effects among the subjects under study?
- ✓ Which are the gender-related problems that prevent the students under study from participating?
- ✓ What are the age related-effects on the class participation of the students under study?

D. Justification

The learning of a foreign language is a difficult task which requires too much dedication and inspiration of improving in order to acquire the language. For that reason, it is necessary to get involved in classes since the participation and the learning are intimately intertwined (Block, 2003). It is important for students to participate in order to develop the language. However, there are some obstacles or factors that the researchers have identified through literature review in different websites and in some theses at the FLD at the University of El Salvador that affect students' participation in the classroom. Some of these factors are: the educational factor, socio-economic factor, environmental factor, social factor, personal factor, and others. Inside all of these factors, there are many sub-factors that even make the problem more extensive. Nevertheless, this investigation was focused on how age-related effects, gender-related problems, and anxiety-related cases interfere with the learners' participation in class.

These barriers affect the student learning process in the following ways. First, the learners do not develop efficiency in the four macro skills (Rocca, 2010). According to Krashen, when there is no participation, learners cannot improve the target language because they do not take a risk in order to change what they are doing wrong. Besides that, they have more difficulties to learn because they do not experience or practice the language (Mortense, 2008). For all these reasons, this phenomenon is a big problem that students face in the classrooms.

The purpose of this research was to determine the effects of age, gender and anxiety on the English learners' class participation among the seventhgraders in the public schools of the district 0602 (morning shift) in the city of San Salvador, during the academic year 2014.

The reason why this investigation was focused on the seventhgraders and not on other students was because in most public schools, the English classes are taught from seventhgraders

on. Hence, the students have their first contact with the target language, and it makes them feel anxious to participate since they do not have background knowledge about the language. Another reason why the research team chose the seventhgraders is because they are in the new stage of adolescence. The transition of this stage influences the students' participation since they do not want to make mistakes in front of their classmates because they do not want to be criticized by them. Hence, the age of the seventhgraders influences the students' participation. For these reasons, the researchers selected the seventhgraders as subjects under study to consider the age, gender and anxiety cases related to their class participation.

The purpose of this investigation was to provide the beneficiaries with possible and effective solutions to the factors that affect the students' participation since the importance of doing a research is not only to know facts but also to understand the phenomenon in order to solve the problem (Judith Bell, 2010). Hence, this investigation was very important because it benefited the students, teachers and somehow the authorities and district schools because they were aware of the factors that interfere with the learners' participation, and they looked for alternatives or strategies to increase the participation so that there was a better proficiency development process for the students.

E. Delimitations

- This research was developed on the seventhgraders in three public schools of the district 0602 (morning shift) in the city of San Salvador. The academic institutions are the following:
 1. Centro Escolar El Progreso
 2. Centro Escolar República de Nicaragua
 3. Centro Escolar San Antonio Abad
- The researchers selected just three of the nine public schools that are in the district 0602 for the following reasons:
 - 1) In one school, the principal did not give the research team the opportunity to work in his institution for reasons that he only knows.
 - 2) Another school does not have seventhgraders.
 - 3) In another school, the teacher in charge of the English class did not allow the team to develop the investigation.
 - 4) And in three schools, the principals said that it was not possible to carry out the research because there were other researchers from others universities making investigations related to psychology and education.
- This investigation was developed during the academic year 2014 in the seventhgraders' English classes of the schools mentioned at the beginning.
- Finally, this project was developed by the following researchers:
Jenifer Leonor Umanzor and Guillermo Escobar Ibarra.

CHAPTER II

THEORETICAL FRAMEWORK

A. Historical Framework

This research was based on the impact of age, gender and anxiety on the English learners' class participation. Case of seventhgraders in the school district 0602 (morning shift) in the city of San Salvador during the academic year 2014. The purpose of the study was to provide a brief summary of some previous investigation that has been made regarding these variables, age, gender and anxiety. Many researchers have demonstrated the importance of participation to acquire the language, but also they have demonstrated that there are many factors that affect the students' participation in the classroom.

Over the last years, many investigations about the importance of class participation have been studied, and the participation has been defined as all modes that students employ to engage in ongoing activities (Abdalla, 2011) that provides students with opportunities to learn and practice the language (Turner, 2004). Nevertheless, among the different studies carried out about the participation, the researchers have found that different obstacles are affecting the students' participation in the classrooms. For example, in an investigation made by Abidin (2007) five obstacles that affect the learners' participation were found: the linguistic, pedagogical, cognitive, social and cultural factors. In another research, Jaravia (2008) identified the social, personal, environmental, economic factors as the ones that affect the learners to get involved in classes. Also Ghobadi (2012) in her research categorizes the age, gender and anxiety factors as the ones that most affect the students' participation in the classroom. Hence, the participation in classes has been subject of many investigations by different researchers since it is an essential part of the learning process.

Also, at the Foreign Language Department, there was some information that was very significant due to the proximity of student researchers to the problem of participation. Amelba Palacios (2011) wrote on her thesis about gender, personality type and class management related to participation. She pointed out that the factors above are very important in student's successful participation. A more recent research made by Xiomara Osorio in 2011, found out that despite of the more used speaking techniques in the classroom such as discussions presentations, and the like, there is always going to be problems in student's participation, but this participation is increased by the use of several techniques into the classroom. Hence, class participation has been subject of many investigations because it is an essential part that takes place inside the classroom. For this reason, many researchers around the world have done many studies in which they identify many factors that interfere with the learners' class participation. So, class participation has been, is and will be an interesting subject of investigation by many researchers.

B. The Impact of Age, Gender, and Anxiety on the Learners' Class Participation

Nowadays, learning English has become increasingly important due to immigrations and international public relations with people and English- speaking countries. As time passes, the English language has become more necessary in our country. For these reasons, in 1996 the Ministerio de Educación (MINED) introduced the English language as a compulsory subject in the National Program of the so-called Tercer Ciclo de Educacion Básica (a study level somehow similar to Junior High) in the Salvadoran public schools with the purpose of developing the competences of the English language such as speaking, listening, reading and writing in the students at the level mentioned before.

English learning is a complex process that needs time and effort to acquire the language. However, in learning another language it is really important that students have an active oral participation. For example, according to Ghobadi, it is an essential part of the learning process that provides students with the opportunities to learn and practice the language (Turner, 2004). Nevertheless, among the different studies carried out about the participation over the last years, many researchers have discovered that different kinds of factors are interfering with the students' class participation. Hence, Ghobadi and some other researchers have found out that the most important factors that affect the participation in classes are age, gender, and anxiety. For that reason, this investigation will be focused on these three variables or factors that are interfering with the learners' oral participation.

The first factor that interferes with the foreign students' participation is anxiety. Studies have confirmed that foreign language anxiety is experienced by most students in the language learning (Liu, 2007). It means that English students, no matter what level they are at, usually

experience anxiety or other psychological barriers when they are learning their target language. For this reason, many behavioral researchers in the field of education have investigated how anxiety interferes with the learners' performance. Hence, they have defined anxiety as a diffuse feeling, aimless, unpleasant and persistent sensation, which usually makes it difficult for the person experiencing it, identify its beginning and its end (Cerezo. S. & Arajuo. V. 2008).

Anxiety is one of the most common symptoms of emotional tension in the language classroom. It is also an important and unattended area of investigation. Every time, many learners present anxiety in the classrooms which is often accompanied by physical sensations such as heart palpitations, nausea, and chest pain, shortness of breath, stomachache, and headache. Besides that, there are other external symptoms of anxiety that include pale skin, sweating, and papillary dilation. These are some aspects that do not let students participate in classes as it should be expected.

Anxiety is a variable that is related to the students' learning process because according to Spielbeger (1980) anxiety is an unpleasant or negative emotional reaction produced by an external stimulus. In learning a foreign language, the most external stimulus that makes students anxious and does not let them participate is that of being criticized by others. Also, this variable is considered by psychologists as a threatening feeling producing behavioral changes in the students such as shy and isolation behaviors. Besides, Sarason and Mandler state that students with high levels of anxiety are affected in their learning because they feel powerless and unable failing to do things right. These and some other specialists support the fact that anxiety is a negative factor that influences on the students' outcomes, because in the majority of cases, anxiety works against them decreasing their learning.

Howitz (2001) strongly argues that anxiety is a multifaceted variable that can be both a cause and a consequence of poor language learning because it makes students nervous and afraid and contribute to their poor performance in classes. Also, it is associated with negative feeling such as uneasiness, frustration, self-doubt, apprehension, and tension. Besides, anxiety is categorized to have the potential to interfere with the performance and learning. And for those

reasons, it is one of the most investigated phenomena by behavioral researchers in the field of education.

Teachers may know that anxiety is present in every single class as well as the consequences that this causes in the students, because it is one of the most obstructive factors in the learning process. For that reason, it is really important that teachers pay attention to the students' feeling because they play a crucial role in the classrooms in order to make students feel comfortable and motivate them to take the risk and participate.

"It is never too late to start", prays a famous saying inherited by old generations. This seems to be applicable towards every aspect in life, including education, one of the most important areas in the life of human beings. However, it has been proven that children or young learners have more flexible, plastic malleable brains than old people or adults. Thus, the learning process is easier, as it were natural; and even more when we talk about linguistic abilities, like learning a second language. One of the aspects that affect participation in the English classrooms is age. If age is the time of existence of a person, since creation or birth, to today, then it is understandable why humans that are beginning to live have more capacity to learn than the others that might be overwhelmed in life. Nonetheless, according to some researchers the opposite happens.

The fact that adults or elders are in disadvantage as compared to children is just a belief nowadays, and it has little credibility among researchers, according to Singleton (1989). Many experienced learners learn more efficiently and quickly than children. One of the reasons is the intrinsic motivation originated by a sense of previous accomplishments in life. The experienced learner has a specific purpose, in most cases, and seeks to advance personally and professionally.

Another reason is that according to a study published by the Journal of Cognitive Neuroscience, adult brains are able to identify quickly the central ideas of a topic. Over the time, the ability to analyze and solve problems results better. So, the understanding becomes more clearly about the topic under study. Some adults tend to learn a language well and speedily. Having more resources handy and knowing what to do, those experienced learners seem to learn efficiently. Now, there is always one who says that experienced learners have some personality obstacles in the learning process, like inhibition and shyness for instance. Younger learners have the social context and opportunities to practice a new language or every other learning. These learners usually have set peer groups or closer friends with learners from the same environment, so having the ability would result ineffective without the practiced required in the social context.

In addition, to mention some differences between young and experienced learners that are not directly related to age but are connected in a way, we can mention for example the learning process in a natural or artificial environment. Young learners start to learn in kindergarten or even prior. The language becomes easily acquired through plays, daily funny activities, and so on. Learning is not the focus but an incidental whereas adults' learning is artificial "fake" and even worst short. Progress becomes slow and many times unsuccessful. It is there where every thing has its own place; and talking about education, some studies take longer or harder periods of time for young learners than for adult learners, even though there exist advantages and disadvantages alike.

If the classroom environment is affected, the learning process does not take place. Some of the aspects that affect the classroom most mentioned in the last decade are bullying and gender. So, they could be considered as a problem or aspect that affects participation in English classrooms and therefore learning. Gender difference, known as gender biased for some researchers, is the term applied to the typical differences between men and women that are often specific to a particular culture where domains as careers, education, communication, health, social awareness and orientation to the environment are seen, according to the Psychology

Dictionary. Recently this aspect has been gaining relevance by some feminist movements, and it has been proved that it indeed affects the learning process and participation.

There are some well-marked differences in classrooms between males and females. These differences seem to be affecting females more than males. Some of these differences are their demographic status as members of a minority in the classroom, their inability or unwillingness to compete against men, their vulnerability to interruption, and the fact that men and women talk by taking turns, a turn being the fact that during a given period, the conversation is dominated by one gender or another (Krupnick, 2006). These aspects greatly affect the development of self-esteem, and, later on, self-confidence in a profession. Current research has determined that both female students and female professionals tend to have lower self-esteem than, their male colleagues according to the author mentioned above. These differences affect more females than males and educators worldwide are beginning to worry about this matter.

Without a doubt, classrooms are being dominated by male students. Many researches have been done stating that student males have a hierarchy upon female ones in class discussion, for instance (Galvin, 2013). Some explanations about this are the fact that women prove to be extremely vulnerable to interruption. Women are interrupted far more frequently than men, or what appear to be the same, male students are more likely to blurt out answers without raising their hands or being recognized by the instructor. Another fact is that male students talk much longer in a critical situation in the classroom; or the counterpart is that women speak less frequently, more briefly, and like to overlap another's comments. This is because most instructors are male, and they play an important role in students' participation. However, in a study recently made by the Columbia University in 2010 called "*Gender issues in the college*" this tendency is changing and both, female instructors and students are becoming to be the most (Mintz, Steven 2010).

These aspects affecting the equity in classrooms' participation are in most cases, teacher's responsibility. According to Krupnick, teachers often confuse ends with means in their desire to produce "a good class". There is a clear concern to keep the flow of the discussion accepting most of the participations from the first students to volunteer. As a result, classroom

discourse and participation are biased. As a further matter, these aspects affecting the equity in classrooms tend to be changing. According to the last census, in El Salvador women outnumber men by almost two hundred, in total population (Dygestic, 2005). This is reflected in the Education field also. The presence of female instructors apparently had an inspiring effect on female students. They spoke almost three times longer under instructors of their own sex than in classes led by males. This helps satisfactorily the classroom and learning environment. It also creates a fairer participation in English classes.

In conclusion, since there are some factors that affect participation in classes, and Ghobadi states that some of the most important ones are age, gender, and anxiety, this project will find some solutions or recommendations to these variables that are interfering with this crucial aspect in English classes, as is the participation. This is important due to the fact that our Salvadoran public schools deal with English as a compulsory subject every day, and the purpose of each teacher is that the learning process is carried out efficiently in classrooms; as well as the MINED and the respective authorities.

CHAPTER III

METHODOLOGY

A. Research Approach

1. Quantitative Study

According to Bell (2010), a quantitative research is a study that collects facts, and studies the relationship of one set of facts to another. It uses numerical data, structured and predetermined questions, conceptual frameworks, designs and techniques that are likely to produce quantified and, if possible, general conclusions. This type of study is based on statistical numbers. Hence it provides more accurate information. This approach was useful to gather the data that were important and necessary for this research project.

A quantitative research or study has some advantages which the research team took into account (O'Neill, 2006). It allows making a broader study studying a larger number of subjects. This type of study measured all subjects that the research team is proposing to study, since a census was made. It also provides accuracy of results. Since the results are summaries of what has been studied, this type study showed the data with objectivity and reliability. Due to the type of this research the research team carried out a quantitative research along with its advantages.

B. Type of Study

1. Descriptive Study

According to the nature of this investigation, this research was based on two types of studies. The first one is descriptive. This type of study is about specifying properties of people, groups, communities or any phenomenon that is submitted to analysis, and it measures or evaluates dispersed aspects, dimensions or components of the phenomenon to be researched (Pankhe, 1986). This means to mention characteristics of people, communities or groups of study, as the researchers will find in the total of 137 students to be investigated.

Some reasons why this investigation was descriptive are that this allows the researchers to use various forms of data, and also because it was important to describe each aspect related to the phenomenon. The research team developed the study with a questionnaire and a check list; investigation techniques that describe the subjects under study. The descriptive study helped the team to find and describe each aspect or variable that interferes with the students' oral participation. This provided the categorization of each aspect, so the researchers subtracted the variables. These are some reasons why this investigation was descriptive.

2. Correlational Study

The second type of research used, according to the nature of the investigation, is the correlational study. It consists of measuring the degree of relationship that exists between two or more variables which are to be related or not related to the same subject. The researchers analyzed such correlation to determine how a variable affects another one. The study became correlational in order to understand the relationship between the variables of the research; in this case, age, gender and anxiety are related to English class participation. These are some aspects of the correlational study.

In conclusion, it is determined that the approach described above is important and necessary for this research project. This is due to the focus of the investigation how age, gender and anxiety factors affect the English learners' class participation among the seventhgraders. For these reasons, the research team used a quantitative research and the two types, descriptive and correlational, throughout the investigation.

C. Research Design

The research design refers to the general plan of the researchers to get answers to the questions, or to verify the research hypotheses. The research design breaks down the basic strategies that the researcher adopts to generate accurate and interpretable information (Roldan, 2013). In summary, the designs are strategies to try to get answers to questions and that these can be easily understood. The research team designed this research using the following approaches.

1. Non-experimental Research

This investigation was designed as a non-experimental research since it is an investigation that would be made without manipulating deliberately the variables and would observe the phenomena in their natural context (Kerlinger, 2002). Hence, this research project was non-experimental since the researchers would not have direct control over the variables because the independent variable had already occurred and could not be manipulated.

2. The Transactional and Transactional Descriptive Research

Among the non- experimental researches, there are two classifications which are the transactional research and longitudinal research. In the transactional research, data are collected in just one moment in a unique time whereas in the longitudinal study, the data are collected through the time in specific periods in order to examine changes that occur. However, this investigation is considered to be transactional since the research team administered a questionnaire to the subjects under study in a unique time or specific moment. The Paper-and-pencil questionnaire administration was presented in 2014 where the seventhgraders study group can be reached; as the checklist. This was the transactional research design.

Also, it is important to mention that this research was a transactional descriptive study. This type of design gives an idea about the state of one or more variables in one or more groups

of people or things. The process of this study consisted of measuring in a group of people one or more variables and giving their description. The transactional descriptive study can collect much information from many subjects at one time. Taking into account that the total of the population was 137 students and teachers, the information was collected just in the 2014's academic year. This is how the transactional descriptive study was developed.

The transitional correlational, has as an objective to describe relationships between two or more variables in a determined moment. Hence, the investigation was transactional correlational since it described the relationship between the variables such as age, gender and anxiety related to the students participation in a unique time or specific moment. This type can study a wide range of variables and their interrelations. The three aspects or barriers were studied along with their relationships among each other. This was the objective of having the transitional correlational in this research.

The design of this investigation was non-experimental since there was not any manipulation of the variables in order to give it a higher level of validity than experimental research. Also the study was transactional correlational because it had as an objective to describe the relationship among the variables. So, the research was stated as a non-experimental transactional correlational design.

D. Census of Population

The current research has been done in three public schools of the district 0602 (morning shift) in the city of San Salvador during the academic year 2014. The population is the total active seventhgraders making the total of one hundred thirty-seven (137) students based on the official attendance list provided by the principal of each school.

1. Reasons for Choosing a Census Rather a Sample

There are two types of census Airasian (2006), census of tangibles and census of intangibles. A census of tangibles is the one which measures noticeable or physical facts like objects, subjects, studies, etc. The seventhgraders were real and countable subjects since the moment the researchers received the attendance lists. Census of intangibles considers not touchable variables or constructs that are not directly observable but must be inferred from indirect measures. These censuses measure attitudes, behaviors, feelings, etc. The researchers will not take into account this type of census since the variables investigated are tangible and can be measured. The type of census carried out was tangible, not intangible.

The research team made a census with the population, taking into account that a census collects data of all members in a population given rather than a fraction. The research team considered the active students who according to the lists provided by the schools amounts to a total of 137 students. By collecting the data of the total of those students the census was conducted.

The research team noticed that it was possible to administer the investigation technique to the whole group. According to Street (2007), when you have a small potential population it is often viable to undertake a census. If you have a small group of individuals as your population, to undertake a census of the group is feasible. This helps to ensure that their views are represented; whereas, other techniques for selection may overlook them completely or under-represent them. The research team decided then to undertake a census due to the characteristic of the group under study.

There are some advantages in making a census in a research. One advantage is that a census provides a true measure of the population (no sampling error). In contrast to the sample, census does not give rise to speculation because it measures the total of the population. Census grants benchmark data for future studies, having all the data, data that have not been sectioned, and that can be used for other studies. Another pro is that detailed information about small sub-

groups within the population is more likely to be available. If the general information of the total population is handy, then one could use it in the future easily. These are some advantages of making a census in a research.

2. Student's Distribution

Once these terms are defined, the research team proceeded to gather the data according to the following table.

Schools' name	N°
Centro Escolar El Progreso	43
Centro Escolar República de Nicaragua	46
Centro Escolar San Antonio Abad	48
Total	137

These are the total active students of the schools of the district 0602 in the study that was taken into account to make the census in this research project.

E. Research Techniques

Data collection is an important aspect of any type of research study in order to give it validity and credibility. There are so many different techniques to collect the data according to the type of the investigation and the goals pursued. Data collections techniques help the researchers to understand and assess the phenomenon with the main purpose to solve the problem under study.

Because of the nature of this investigation, the researchers used quantitative data collection methods since they produce results that are easy to summarize, compare, and generalize. Also, quantitative data collection techniques are concerned of being able to estimate the size of the phenomenon under study.

Due to the complexity and the purposes pursued in this investigation, the process of collecting the information was very complex and carefully structured by the researchers for a good quality of the data. For that reason, the data collection techniques considered the most appropriate by the researchers were a **survey** and **observation** since they were, in the researcher's opinion, the best techniques to collect the information needed in order to better understand the phenomenon and give possible solutions or recommendations to the schools under study

F. Research Instruments

1. Questionnaire

A questionnaire is a quantitative instrument which consists of a set of questions with the main purpose to gather the data from the respondents. The questionnaire of this research was designed by the researcher in a coherent, organized, and sequenced way according to purpose persuade through this investigation, so that its answers could provide the researchers all the needed information. This technique was composed by 12 closed questions that were strategic and useful to gather the data. The main aim for this instrument was made to get the most factual information regarding to how age, gender, and anxiety affect the learners' participation. It is important to mention that this questionnaire was made for seventhgraders of the different public schools of the district 0602 in the city of San Salvador, who were the population of this investigation. This technique was designed by them with the purpose to get the essential information from the students in order to better understand better how the phenomenon affected their class participation and give them some possible recommendation to solve this problem.

2. Checklist

The checklist was selected as the second data gathering technique. This instrument was also designed by the researchers themselves with the purpose of getting a record of the students' participation in the English classes. It was composed by 7 closed questions but, unlike the questionnaire, each questions had its comment in which the researchers could write comments of important aspect that he/she had observed. The chief aim of this observation technique was to observe how age, gender, and anxiety were interfering were the seventhgraders' class participation to give them some possible solutions to diminish this problem.

In conclusion, these instruments were very useful for the team, because a variety of information was gathered. Besides that, with these essential techniques it was possible to analyze the different factors that were interfering with the learners' participation. And finally, with the help of these instruments, the research team collected all the necessary information with the main purpose of providing some possible solutions or recommendation to the schools under study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

A. Statistical Procedures

The statistical procedures that was used to analyze and interpret the data was for the application of a statistical program called Statistical Product and Social Service Solutions (SPSS) that helped the team to analyze the data obtained from the questionnaires and checklist in a better and ordered way all the information collected. This program was used successfully during the whole analytical process.

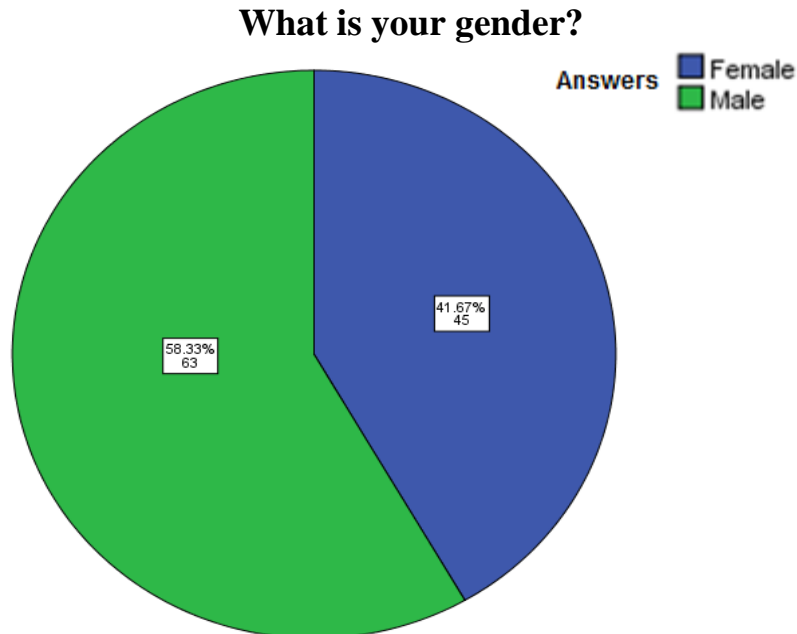
In addition, the analysis process was presented through graphs since for the researchers' opinion is easier to understand. Each graph shows the results obtained from the different questions of the questionnaire and checklist administered to the corresponding sample. Each statistical graph contains its analysis and interpretation about how age, gender, and anxiety interfere with the oral participation of the seventhgraders of three public schools of the district 0602 (morning shift) in the city of San Salvador during the academic year 2014. All of these findings helped the research team to arrive at the conclusions and facilitate the corresponding recommendations, for teachers and students, in order to overcome this phenomenon that is affecting to the learners. These results are shown in the following pages.

In the development of this processes, the research team used just the univariate analysis since it analyzes the results of each question from the questionnaire and the checklist. Also, at the end of this chapter, it is a deep and general interpretation of each instrument used in the data collection of this investigation.

B. Data Analysis

1. Univariate Analysis

a. Questionnaire



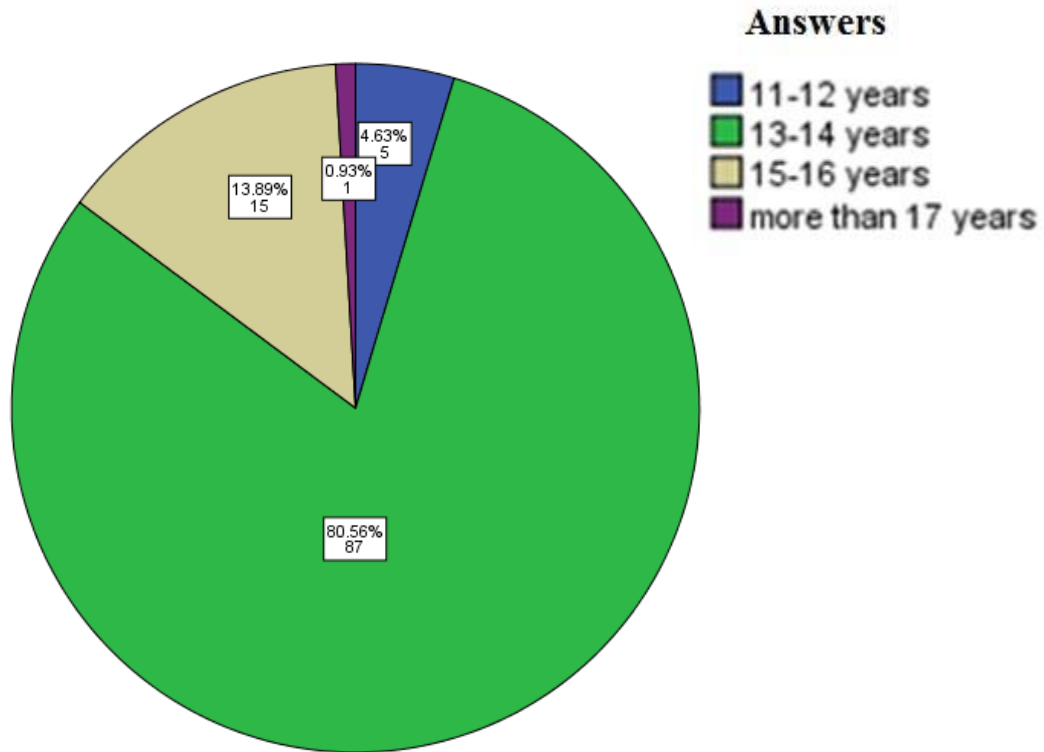
Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Graph 1, which illustrates the percentage of how many girls and boys there were in the schools under study.

Analysis: The following graph shows the gender of each student that was under study. Hence, the result was that 58.33% were male and the 41.67% were female.

Interpretation: As observed on the graph, the majority of the subjects under study were male making a total account of 63 students of 108 whereas the rest of them were female.

How old are you?



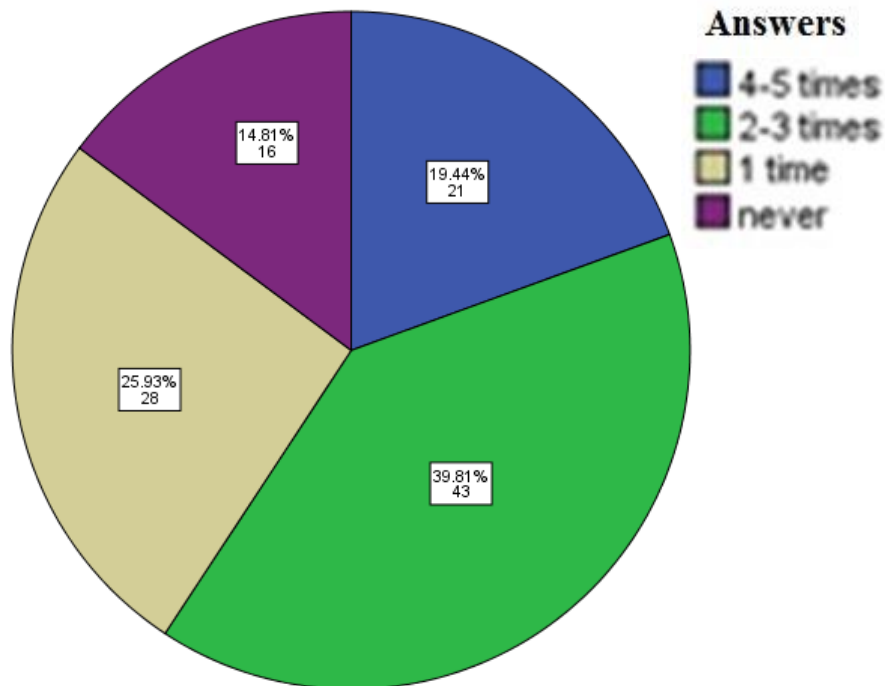
Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Graph 2, which illustrates the percentage of the age of the seventhgraders.

Analysis: Focused on the results, the researchers found that the 80.56% of the respondents' age was between 13-14 years old; a 13.89% was from 15-16 years: a 4.63% was from 11-12, and a small group of 0.93% was more than 17 years old.

Interpretation: As revealed by the graph, the majority of the subjects under study are between 13-14 years old. This means that the majority of the students were at the appropriate age for this study level. The researchers could conclude that was not so much difference because just a 19.45% of the population was not in that year span.

How often do you participate in class per week?



Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

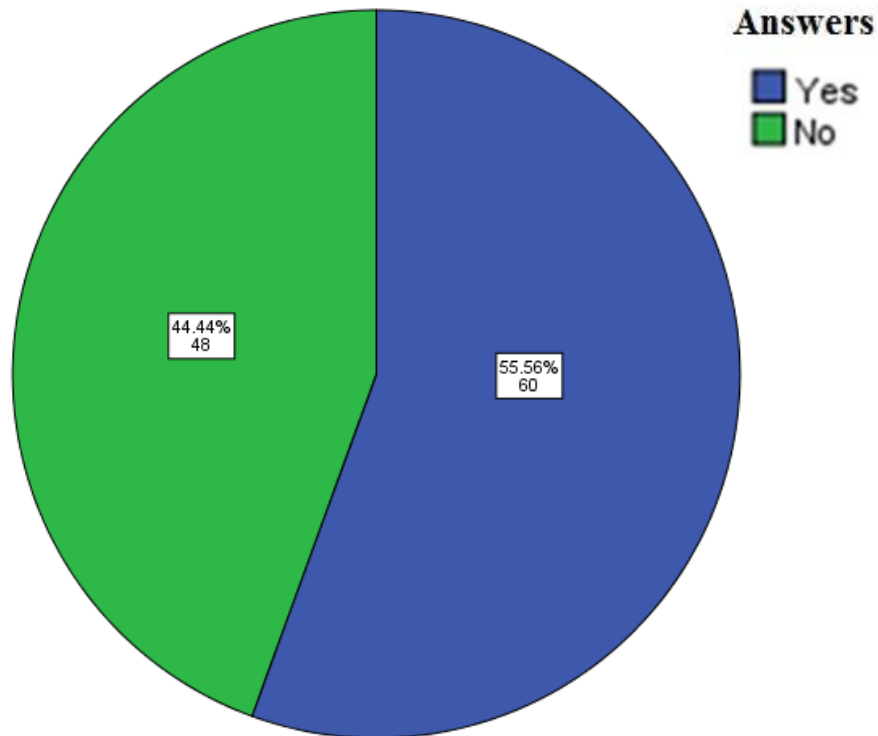
Graph 3, which illustrates how often students participate in classes per week.

Analysis: According to the results, a group of 39.81% of students participates around 2-3 times per week; another group of 25.93% participates 1 time; 19.44% said that they do it 4-5 times, and just the 14.81% of them answered that they never participate in classes.

Interpretation: As shown by the graph, the subjects under study have a strong tendency to participate in classes. Among these subjects almost 6 out of 10 participate from 2 to 5 times per week.

The conclusion of the researchers in this respect is that the seventhgraders under study have an active oral participation in their English classes whereas 15% of them need some feedback on the teachers' part to participate orally because they did not show any motivation to do it by themselves.

Do you consider that there are some factors that affect your oral participation?



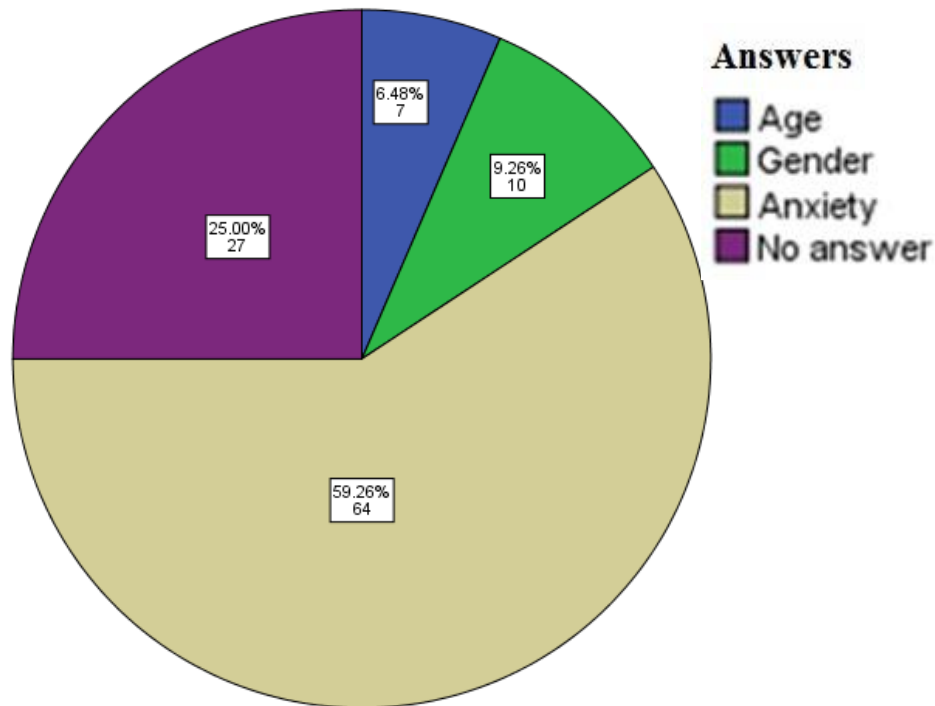
Graph4, which illustrates students' opinions if there are factor sor not that interfere in their participation.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: This graph shows that 55.56% of the students consider that there are some factors that interfere with their oral participation while the rest express the opposite.

Interpretation: As revealed by the graph, a little more than 50% of the students admit that some factors do affect their oral participation whereas the rest of them express the opposite. This represents a challenge to the teacher who needs to take appropriate measures to overcome this problem.

If your answer is affirmative, which of the following factors do you consider affect more your oral participation?



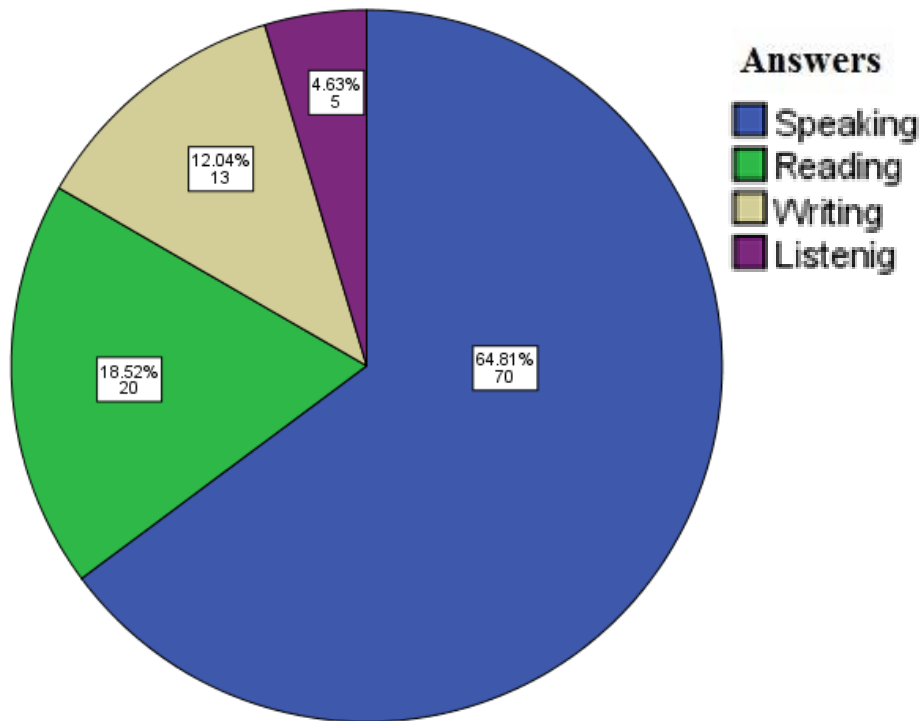
Graph 5, which illustrates which factor (age, gender, and anxiety) they consider affect more their oral participation.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: The graph shows that the 59.26% of the students are affected by anxiety at the moment of participating. The 9.26% of them consider that gender is the factor that impacts their participation. And the remaining 6.48% answered that age is the one that influences on their participation. On the other hand, the 25.00% of them did not answer this question because, according to the previous question, they considered that there are not factors that interfere with their oral participation.

Interpretation: As revealed by the graph, the major factor that affects the students' oral participation is anxiety, and the minor factors are gender and age. This represents a big challenge to the English teacher, who has to control these factors which affect the learning process of the 75% of his/her students.

In which of the four macro skills do you feel more nervous?



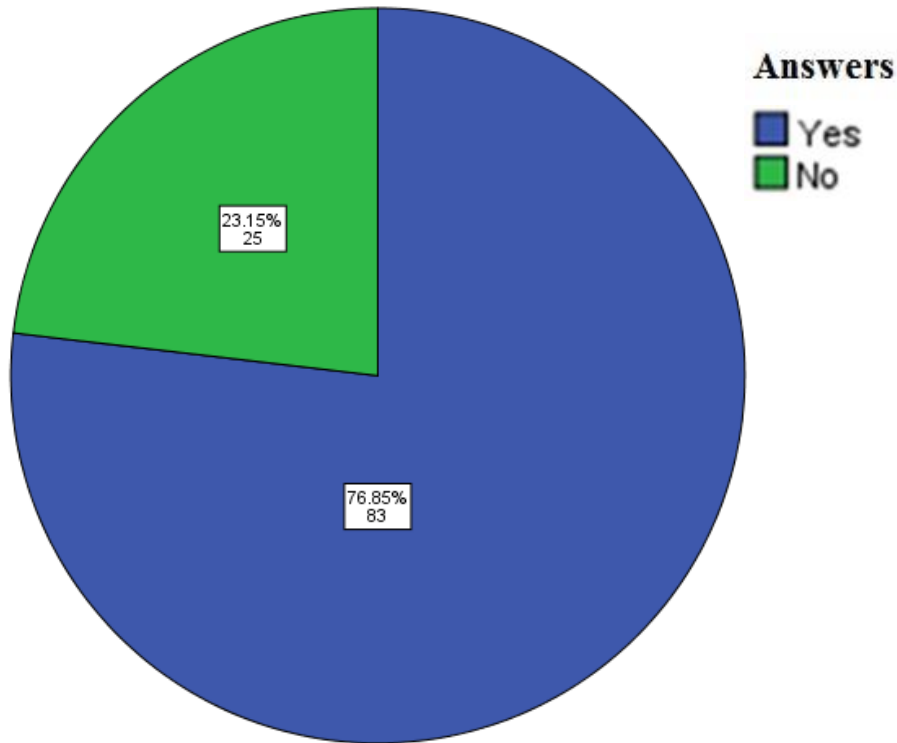
Graph 6, which illustrates in which of the four macro skills students feel more nervous.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: According to this result, the 64.81% indicated that speaking is the macro skill in which they feel more nervous; the 18.52% answered that it is reading; the 12.04% said writing, and just 4.63% selected listening.

Interpretation: As observed in the graph, a big part of the population under study feels more nervous when speaking and reading. In other words, more than 80% of the subjects feel more nervous when speaking and reading. This reveals that they need more attention on those skills on the teacher's part.

When you participate, are you afraid of making mistakes in front of others?



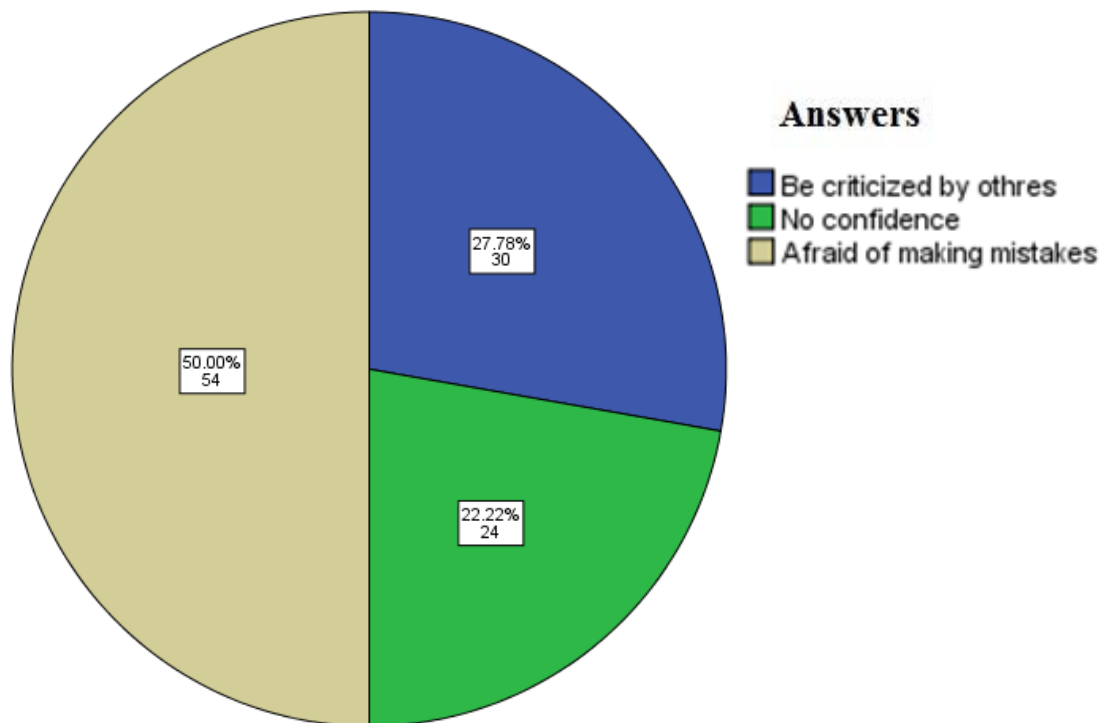
Graph 7, which illustrates the students' opinions about they feel a afraid of making mistakes in front of others or not.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: The following graph shows that the 76.85% of the students are afraid of making mistakes in front of others, while the remaining 23.15% express the opposite.

Interpretation: Regarding on this result, a big part of the subjects under study indicate to feel afraid of making mistakes in front of the class. So, this represents a big challenge to the English teacher who needs to look for strategies to overcome this phenomenon, which is, interference with the learners' participation.

Which of the following options makes you feel more afraid of participating?



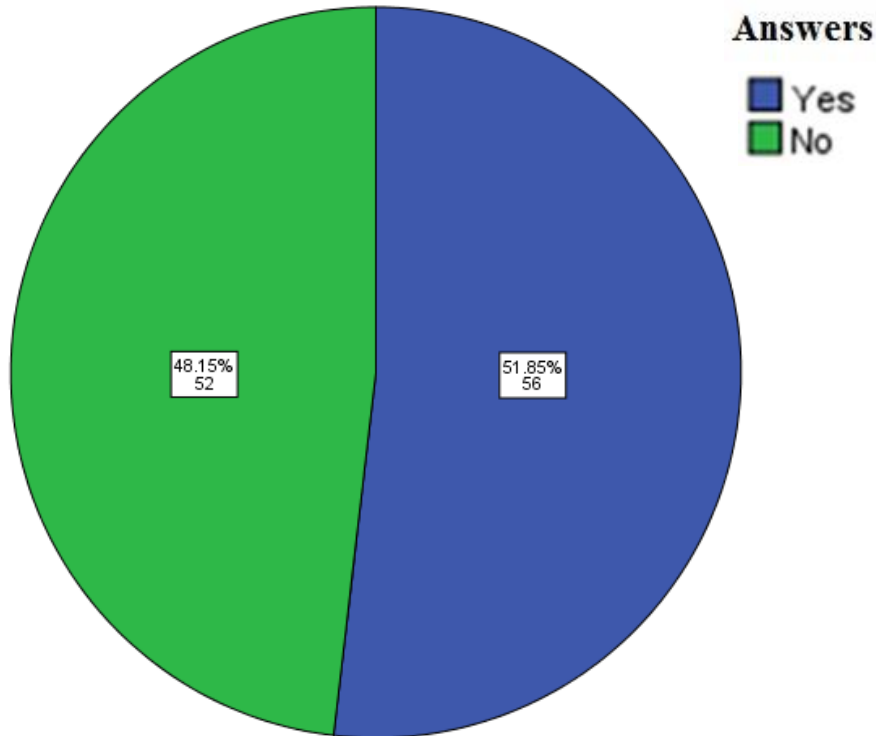
Graph 8, which illustrates the percentage of three different options in which the learners feel more afraid of participating.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: This graph shows the reasons why students feel more afraid of participating in classes. 50% of the students indicate that they are afraid of making mistakes; 27.78% of them indicate that they are afraid of being criticized by others, and the remaining 22.22% feel afraid of participating since they have no confidence of themselves.

Interpretation: According to the results obtained in this graph, the main reason why students do not participate in classes is because they feel afraid of making mistakes. Hence, at the end of this investigation, researchers will provide some possible recommendations in order to solve this problem since it is the biggest problem that students face in their English classes.

Do you feel comfortable when you participate?



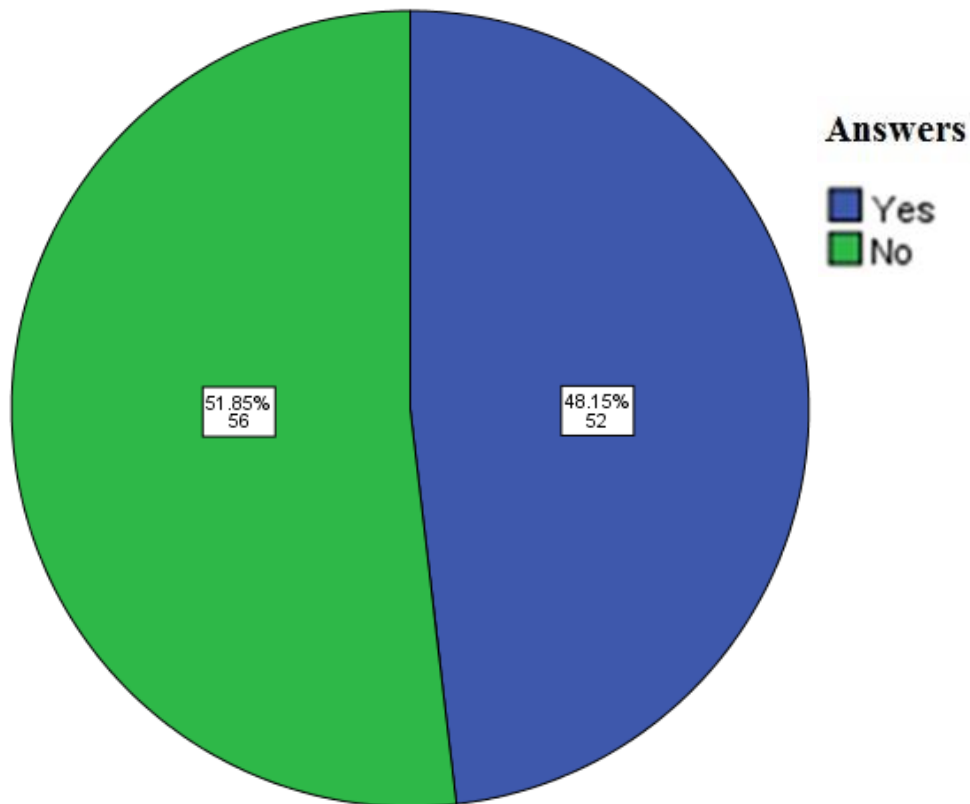
Graph 9, which illustrates the seventhgraders' opinions about the feeling of comfort at the moment of participating.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: The following graph shows that the 51.85% of the subjects under study feel comfortable when they participate in classes while the 48.15% of them express the opposite.

Interpretation: As revealed the graph, there is divided opinion among the subject under study. In terms of comfort, almost half of them express their agreement while the rest express the opposite. This represents a real challenge to the English teacher.

Do you participate in class even if you are not sure the topic?



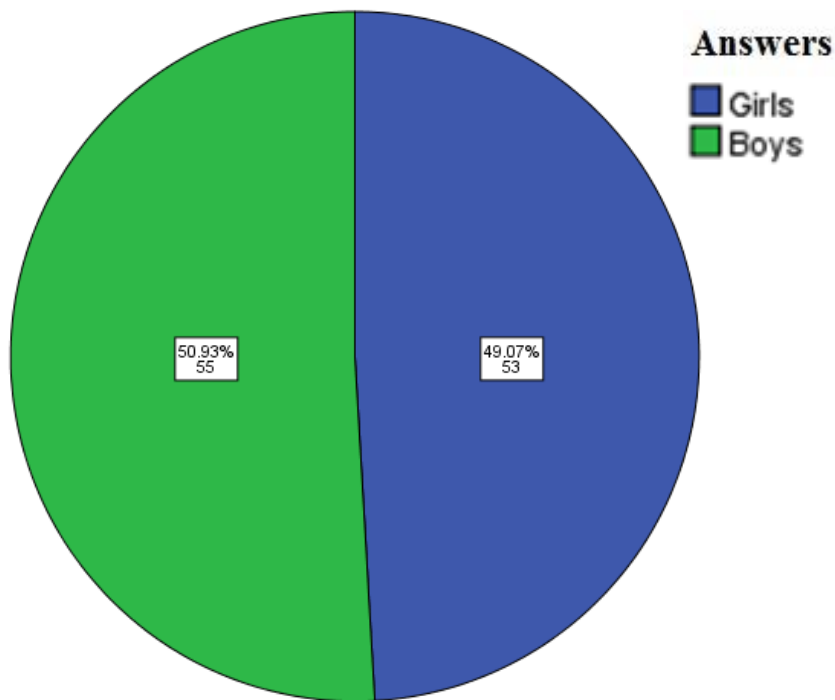
Graph 10, which illustrates the students' participate even if they are sure about the topic or not.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: In the following graph, the 51.85% of the students indicated that they do not participate in class when they not are sure about the topic while the 48.1% of them answered the opposite.

Interpretation: As shown by the graph, a little more than 50% of the subjects under study admit that they do not participate in class when they are not sure about the topic whereas the rest express the opposite. This represents a big challenge to the English teacher who needs to look for other strategies in order to maintain the students' participation.

In your opinion, who participate more in classes?



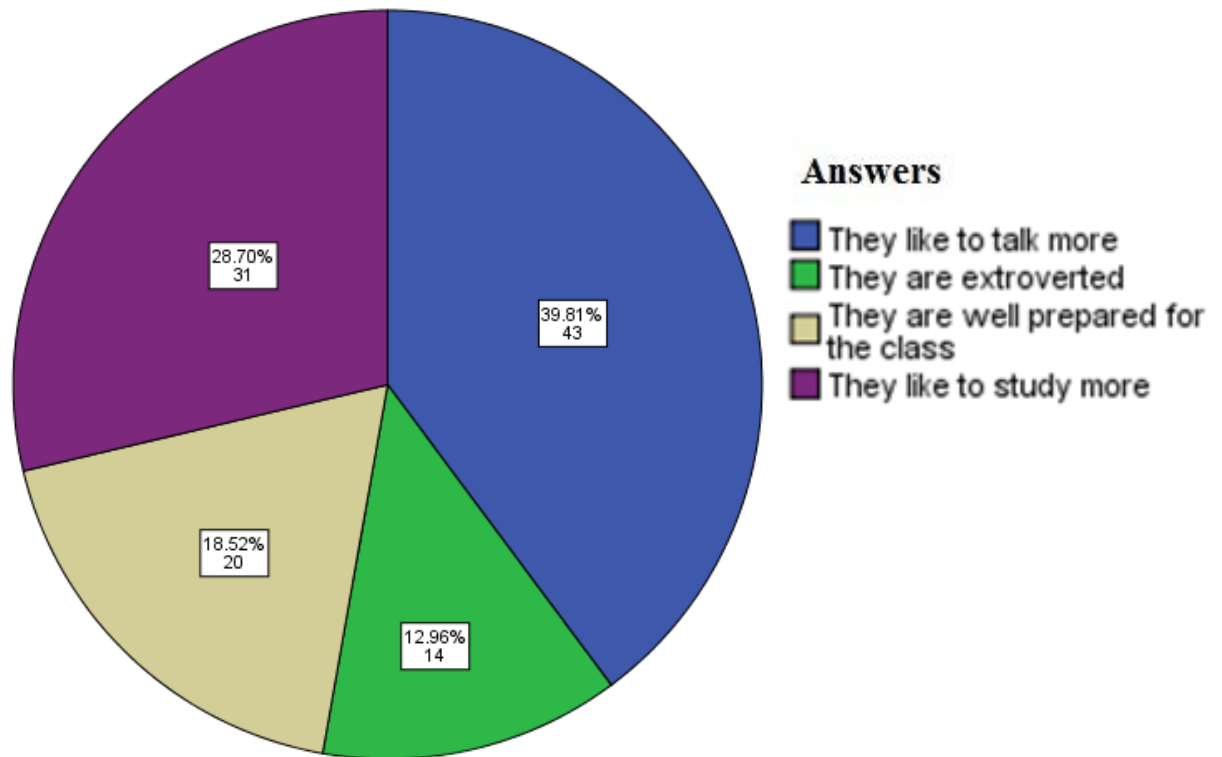
Graph 11, which illustrates who are the ones who participate more in classes.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: According to this graph, the 50.93% of the students affirmed that boys are the ones who participate more in classes while the 49.07% affirmed that girls.

Interpretation: As revealed by the graph, there exists a balance between the boys and girls in terms of class participation, which is good for their learning purposes. The percentage of boys number is bigger than the girls percentage, though.

According to your answer to question 11, why do they participate more in classes?



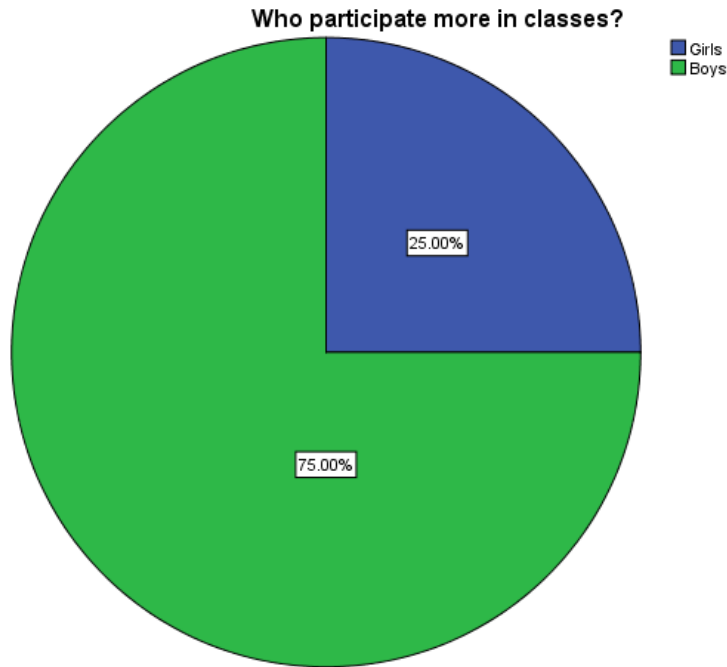
Graph 12, which illustrates the reasons why boys are the ones who participate more in classes.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: The graph above shows the reasons why boys (according to the result of question 11) are the ones who participate more in classes. The 39.81% of the responders affirmed that they like to talk more; the 28.70% of them ensured that they like to study more; the 18.52% indicated they are well prepared for the classes, and the 12.96% said that they are extroverted.

Interpretation: As shown by the graph, the prevailing reasons why boys participate more in class are two facts: They like to talk more and like to study more. A fifth of them express that they are well prepared and the rest are extroverted.

b. Checklist

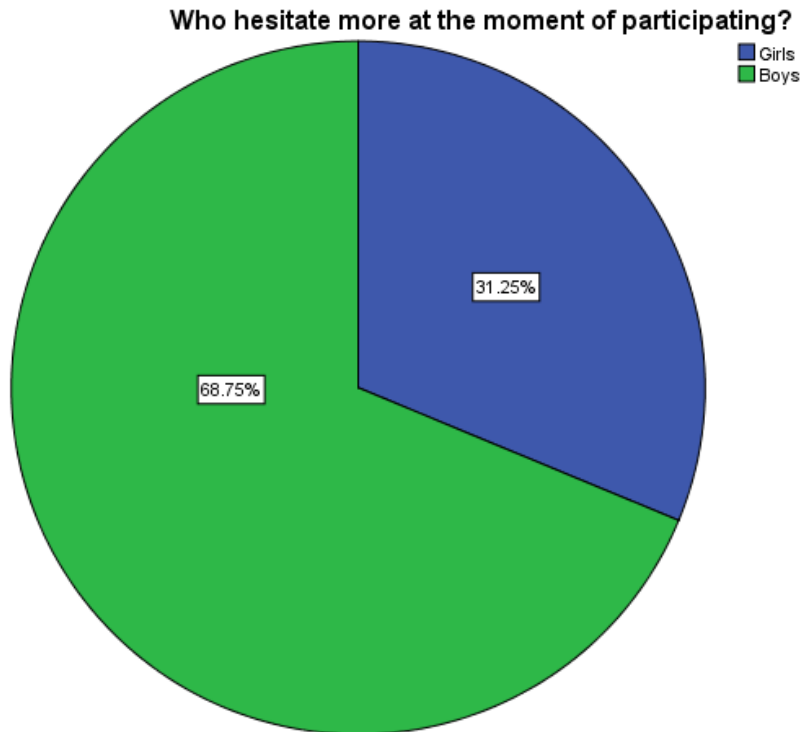


Graph 1, which illustrates who are the ones who participate more in classes.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: According to this graph, boys are the ones who participate more in classes with the 75.00% while girls with the 25%.

Interpretation: As shown by the graph, there exists a big difference in terms of gender participation. The boys' percentage is bigger than that of the girls. This represents a big challenge to the English teacher who needs to look for other strategies in order to maintain the students' participation equally.

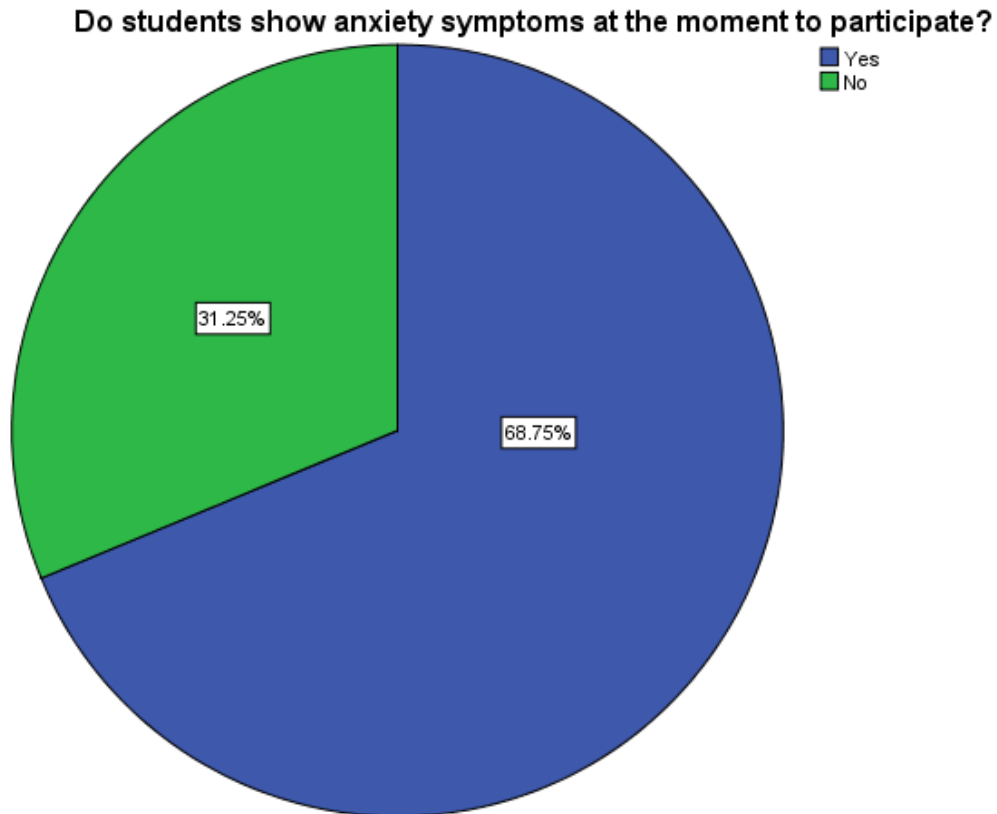


Graph 2, which illustrates who are the ones that hesitate more at the moment of participating.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: The graph above shows that boys are the ones who hesitate more at the moment of participating with the 68.75% while girls with the 31.25%.

Interpretation: As observed in the graph, more than half of the students are boys who hesitate more than girls. This reveals that they need more attention. In other words, it is a challenge to the teacher in order to overcome this problem.



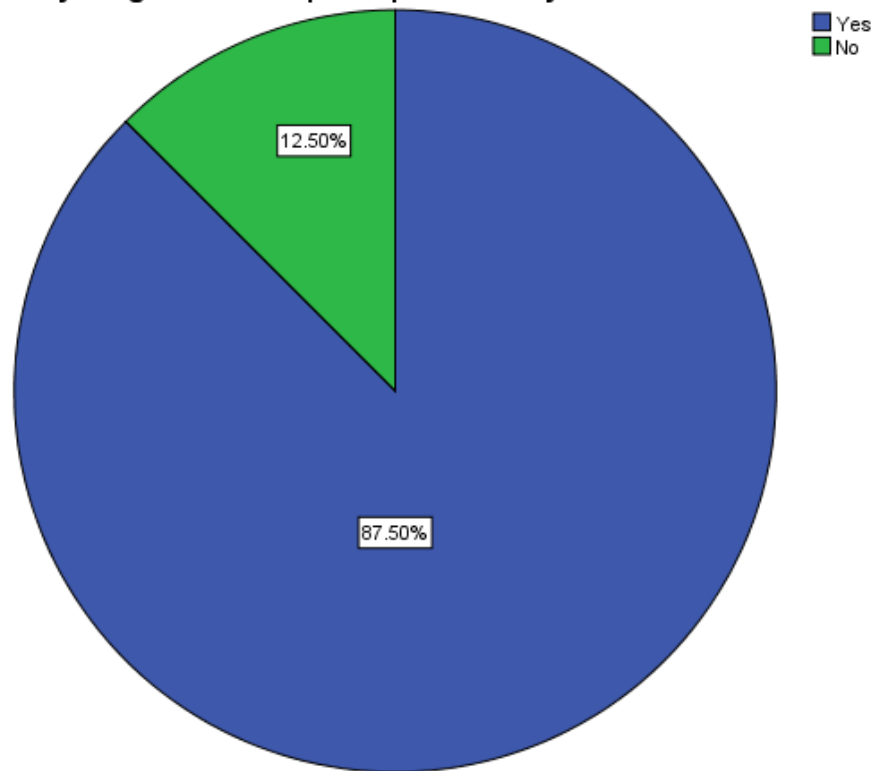
Graph 3, which refers to seventhgraders' anxiety symptoms when participating.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: This graph shows that 68.75% of the subjects under study show different anxiety symptoms when they are participating while the rest show the opposite.

Interpretation: As revealed by the graph, a big part of the subjects under study show different anxiety symptoms at the moment of participating. This represents a real challenge to the English teacher to overcome this phenomenon that is interfering with the learning process of her or his students.

Do younger students participate actively and interact in classes with others?



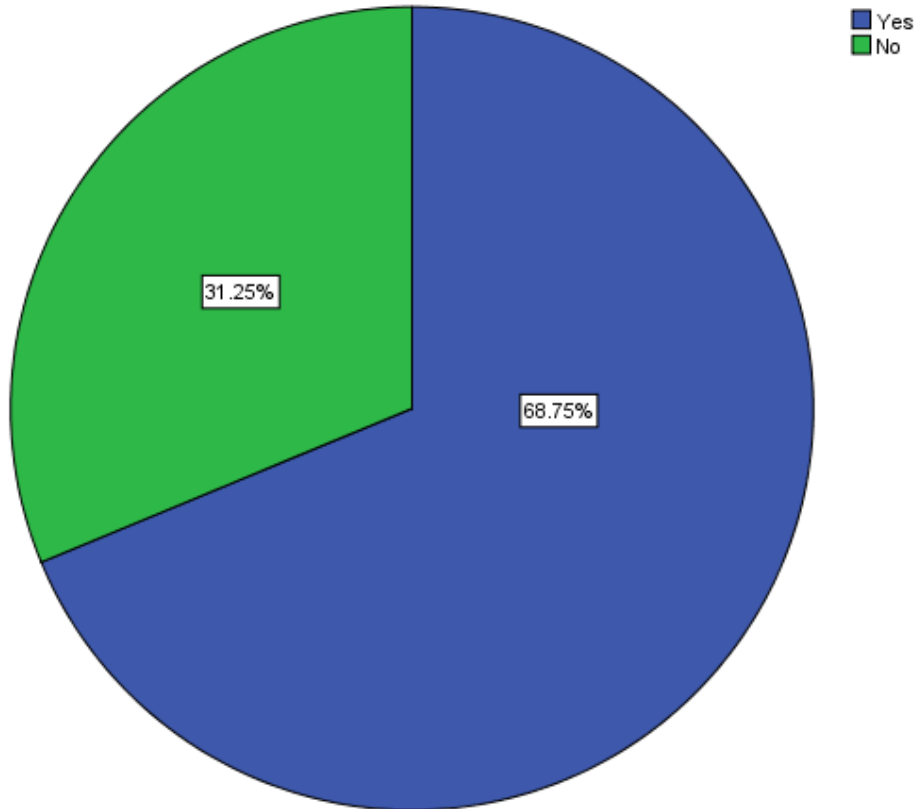
Graph 4, which illustrates younger students' active participation and interaction with one another.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: According to this result, the majority of younger students participate actively in class making the 87.50% while the rest do not.

Interpretation: As revealed by the graph, the majority of younger students have an active oral participation in their English classes. This is good for their learning process. But, at the same time, it is a challenge to the teacher to stimulate the rest of the students to have an active participation like the others do.

Do older students participate actively and interact in classes with others?

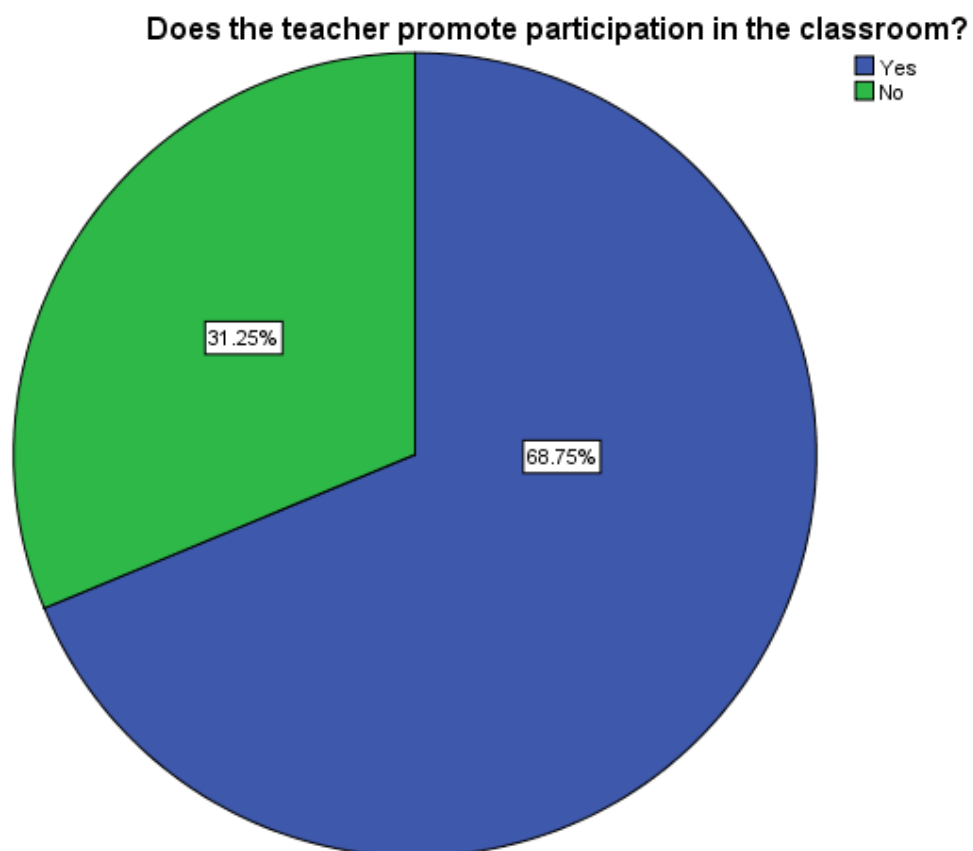


Graph 5, which illustrates how older students participate and interact in classes with other.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: According to the graph above, more than half of those older students have an active class participation making a percentage of 68.75% while the 31.25 show the opposite.

Interpretation: As observed in the graph, the majority of older students have an active oral participation in their classes. This is good for learning purposes. But at the same time, it is a challenge to the teacher to encourage the rest of the students to have an active participation.



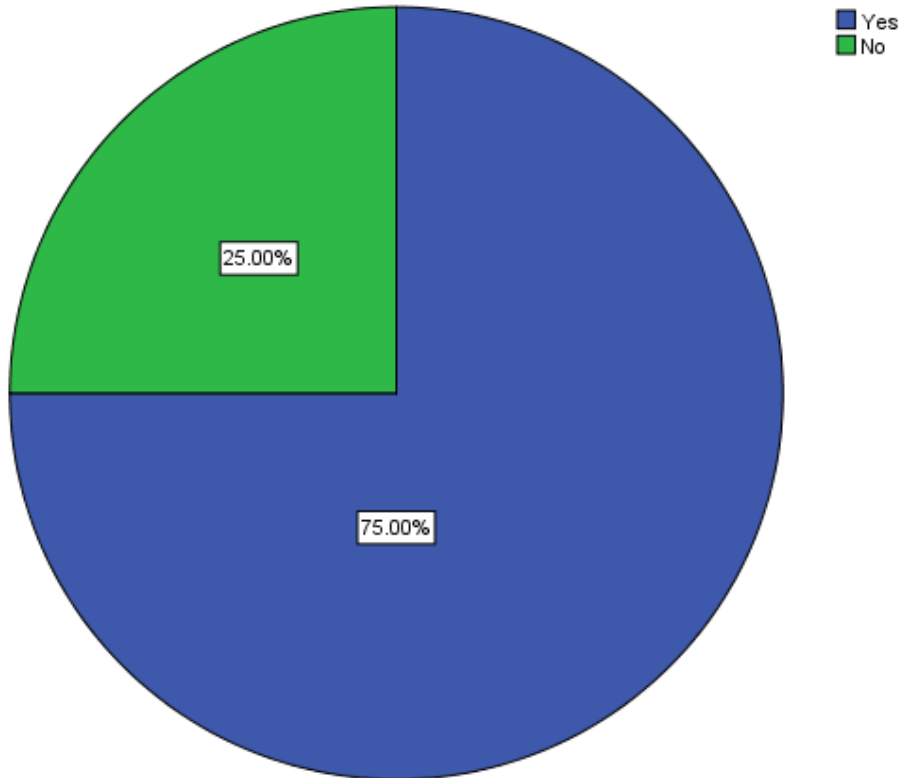
Graph 6, which illustrates teachers' promoting participation in their English classes.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: According to this graph, 68.75% of the subjects affirmed that teachers do promote participation in their classes and the 31.25% affirmed the opposite.

Interpretation: As observed in the graph, most of the times teacher do promote and stimulate their students to get involved in the classes, which is successful for learning purposes. But at the same time, it is a challenge to the teacher to promote participation in every class they teach.

Does the teacher provide the same opportunity to participate for both girls and boys?



Graph 7, which shows the students' opportunity to participate.

Source: Seventhgraders in the public schools district 0602 (morning shift) in the city of San Salvador during the academic year of 2014.

Analysis: According to 75% of the classes observed, teachers promote the same opportunities to both genders to participate, and the rest stated opposite.

Interpretation: As shown by the graph, most of the times teachers do promote the same opportunities to participate for both girls and boys, which is good for the learning process of their students.

C. Interpretation

The following papers present deep interpretation of each instrument used in this investigation. There will be some important aspect that cannot be explained in the univariate analysis. Also, this section presents a general interpretation of each instrument since it is not interpreted question by question. The main purpose of this is to enhance those most relevant findings from the data collection techniques.

1. Questionnaire Results Interpretation

According to the results obtaining through the questionnaire administered to the seventhgraders of three public schools of the district 0602 in the city of San Salvador, the researchers could determine how age-related effects, gender-related problems, and anxiety-related cases were interfering with the learning of the subjects under study.

The factor that mostly impacted the students' oral participation was the anxiety-related cases. More than half of the population under study indicated to feel nervous at the moment participating for such reasons as making mistakes in front of the class, being criticized by others, and lack of confidence. All of these cases made the students not to feel comfortable at the moment they were participating in their English classes. As a conclusion, seventhgraders admit that anxiety is the factor that is mostly impacting their oral participation. This means a real challenge to the English teachers in order to look for other strategies to overcome all the anxiety-related cases that are affecting the students' learning process.

On gender-related problems, the researcher could determine through the results that boys were the ones who participate more in classes. The majority of the students affirmed that boys are the ones who participate more for two main facts: they are talkative and like to study more. And the rest expressed that they are well prepared for the class, and they are more extroverted. This represents a big challenge to the teacher to get all the students involved, equally, in his/her English classes.

Finally, age-related cases had a minor incidence on the learners' class participation. The researcher team determined that there was not so much age difference among the students. Almost all the subjects under study were in an appropriate age according to their study level, which is good for learning purposes.

As a conclusion, the majority of the subjects under study admitted that there are some factors that are interfering with their class participation. And, this research is an example that could determine that age, gender and anxiety are some of the factors that are affecting the learners' oral participation.

2. Checklist Results Interpretation

According to the information gathered from the different checklists administered to the corresponding sample, the researcher determined how age, gender, and anxiety were affecting the students' class participation. The research team could interpret the following aspects.

As shown by the questionnaires' results, the researchers coincided with the subjects under study that anxiety is the factor that is mostly interfering with the learners' class participation. This means a real challenge to the teachers and also to the students to overcome this phenomenon since students presented many anxiety symptoms at the moment of participating. Some of those external symptoms that the researcher could observe were nervousness, pale or red skin, sweating, and hesitation. All of these do not let the students have an active and fluent oral participation. For that reason, teachers have to pay attention to those symptoms and look for strategies that help to change the class atmosphere to a comfortable environment in which the students can participate comfortably without fear of making mistakes.

The checklist results and the questionnaire showed that boys are the ones that participate more in classes. Some of the gender-related cases presented through the data gathering process were that girls were passive in classes because they do not show interest in the class. They were more interested in their physical appearance and other things than the class. On the other hand, boys were more extroverted and talkative. And almost half of the boys were interested in the target language. This represents a big challenge to the teacher in his/her efforts for making girls participate in class.

And regarding age-related problems, the researchers could observe that younger students are the ones that participate more than those few older students. This happens because younger students are more likely to be more extroverted than older students. This is a challenge that teachers have to overcome looking for strategies in order to get all the students involved.

To conclude the researchers are aware that these factors do affect the seventhgraders' oral participation whereby they formulate some possible recommendations to both the teachers and students under study with the main purpose of overcoming this phenomenon.

CHAPTER V

CONCLUSIONS

After analyzing the results obtained from the instrument administrated to seventhgraders from three different public schools of the district 0602 of the city of San Salvador (morning shift) during the academic year 2014, the researchers arrived to the following conclusions.

- Seventhgraders' participation in class is really affected by such factors as age, gender, and anxiety.
- The factor that has more impact on the students' oral participation is anxiety. According to the data obtained, the subject under study indicated that they did not feel comfortable at the moment they participated. Also, they admitted to feel afraid of making mistakes in front of the class. Besides that, they said to feel more nervous when they participated because they were afraid of being criticized by others. So, for all these reasons, the researcher could conclude that anxiety was the factor that more impact had on the learners' participation.
- What mostly affects boys is their extreme extroversion, which presents them from concentrating on their lessons. On the other hand, what mostly affects girls is their desire to look beautiful in order to be popular among their classmates. This fact prevents them from paying attention to what is going on in their class.
- Regarding to age-related effects, the seventhgraders who are under the average age tend to be extreme extroverted causing lack of attention and participation in their English classes. Those who are the average age have the tending of competing among themselves to get the highest graders. Finally, those who are above the average age bother the younger ones (do bullying), which interferes with everybody's learning process.

CHAPTER VI

RECOMMENDATIONS

A. Recommendations to the Teachers

Taking into account the impact of age, gender, and anxiety factors on the seventhgraders of the public schools of the district 0602, the researchers suggest the following recommendations:

- ✓ Teachers have to identify which of the factors affect more the students' participation in order to help those students to improve that behavior.
- ✓ Teachers should look for more communication strategies in order to increase the level of participation of those students.
- ✓ Teachers should create opportunities to exchange real ideas, opinions for learning new information about each other or about the world so students really communicate and interact in classes.
- ✓ Teachers have to emphasize the importance of participating in class, and encourage the students to get involved in the activities.

B. Recommendations to the students

These are some possible recommendation that the researchers suggest to the students.

- ✓ Students have to make an effort to participate in classes in order to practice and improve the English language.
- ✓ Students have to take risks to participate and not be afraid of making mistakes in front of others.
- ✓ Students have to get involved in all the activities of the class in order to diminish the level of anxiety.
- ✓ Students have to participate in classes, and not to wait to be forced by the teacher to do it.

CHAPTER VII

LIMITATIONS

During this investigation, the research team had to face some limitations that interfered with the development of some activities but did not affect the process and the results of the research.

The limitations are shown below:

1. The first limitation that the researchers had to face was that some principals did not allow them the opportunity to carry out their investigation in their educational institutions' for different reasons. That's why, the research team worked just in three public schools of nine that are in the district 0602 of the city of San Salvador.
2. Another limitation was that one of the nine schools did not have 7th grade.
3. The third limitation was for the different events in the Independence Month (September). The researchers faced some limitations because in that month teachers and students had to attend and develop some activities, so the researchers could not go to the schools to administer the instruments.
4. And the last but not the least limitation was the illness called *CHICUNGUNYA*. This illness affected a big part of the population in our country taking into account the researchers' family, English teachers, and students. So, this interfered with the data gathering process because students missed many classes for this illness and even a school, San Antonio Abad, was closed for a week.

CHAPTER VIII

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APPENDICES

Appendix A
Research Timetable

N o.	Activities	June				July				August				September				October				November				December				January				February				March			
		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	1	2	3	4	1	2	3	4
1	Chapter I Statement of The Problem	█	█																																						
2	Chapter II Theoretical Framework		█	█	█	█																																			
3	Chapter III Type of Study						█																																		
4	Chapter IV Research Design						█	█																																	
5	Chapter V Population and Sample						█	█																																	
6	Chapter VI Data Gathering Process						█	█																																	
7	Data Administration									█	█	█	█	█	█	█	█																								
8	Chapter VII Data Analysis and Interpretation														█	█	█	█	█																						
9	Elaboration of the Final Conclusions of the Research.																					█	█	█	█																
10	Formulation of Final Recommendations																									█	█	█	█												
11	Final review																													█	█	█	█								
12	Final Details																																	█	█	█	█				

Appendix B
Questionnaire



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



QUESTIONNAIRE

Objective: To determine the effects of age, gender, and anxiety on the English learners class participation among the seventhgraders in the school district 0602 (morning shift) in the city of San Salvador in order to provide recommendations to those educational institutions.

Directions: Mark with an X in the square all the answers that match your personal case.

1. Gender

Female Male

2. How old are you?

11-12 years 13-14 years 15-16 years more than 17 years

3. How often do you participate in classes per week?

Always Usually Sometime Never

4. Do you consider that there are some factors that affect the oral participation?

Yes No

5. If your answer is affirmative, which of the following factors do you consider affect more your oral participation?

Age Gender Anxiety

6. In which of the four macro skills do you feel more nervous?
Speaking Reading Writing Listening
7. When you participate, are you afraid of making mistakes in front of others?
Yes No
8. Which of the following options makes you feel more afraid of participating?
Be criticized by others
No confidence
Afraid of making mistakes
9. Do you feel comfortable when you participate?
Yes No
10. Do you participate in classes even if you are not sure about the topic?
Yes No
11. In your opinion, who participate more in classes?
Girls Boys
12. According to you answer to question 11, why do they participate more in classes?
They like to talk more
They are extroverted
They are well prepared for the class
They like to study more

Appendix C

Checklist



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



CHECKLIST

Date: _____

Hour: _____

School name: _____

Teacher's name: _____

Observer's name: _____

Objective: To determine the effects of age, gender, and anxiety on the English learners class participation among the seventhgraders in the school district 0602 (morning shift) in the city of San Salvador in order to provide recommendations to those educational institutions.

Directions: Mark with an X in the square all the corresponding answers.

1. Who participate more in classes?

Girls

Boys

Comments: _____

2. Who hesitate more at the moment of participating?

Girls

Boys

Comments: _____

3. Do students show anxiety symptoms at the moment to participate?

Yes

No

Comments: _____

4. Do younger students participate actively and interact in classes with others?

Yes

No

Comments: _____

5. Do older students participate actively and interact in classes with others?

Yes

No

Comments: _____

6. Does the teacher promote participation in the classroom?

Yes

No

Comments: _____

7. Does the teacher provide the same opportunity to participate for both girls and boys?

Yes

No

Comments: _____
