

## WHAT FACTORS CAN INFLUENCE PASSIVE PUPILS NOT TO TAKE AN ACTIVE PART IN AN ENGLISH LESSON IN NON ENGLISH SPEAKING COUNTRIES? DIFFERENT METHODS OF HOW TO DEAL WITH WEAK STUDENTS

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### ABSTRACT

This article aimed at investigating on factors affecting the seventh form pupils' active participation during the English lesson. By conducting surveys, addressing classroom atmosphere issues and actively engaging with parents, we can increase motivation and activeness of the pupils. The data obtained from the questionnaire were analysed quantitatively in charts. The objectives of the study were to distinguish factors that increase and decrease pupils classroom participation and explore the foremost influential factors that affect classroom participation. Teaching methods, styles as well as positive characteristics of instructors play a vital role in motivating and stimulating engagement among pupils in the classroom. Pupils actively participate when they have an equal chance to participate. Moreover, teachers must consider and overcome hurdles hindering pupils in their efforts to interact with each other effectively.

**Keywords:** the target language, lack of motivation, classroom atmosphere, the outline of the classroom, poor classroom acoustics, classroom participation, lack of support, teaching methods and styles, activeness of pupils, language acquisition, learning process, teaching process, classroom environment, student participation, questionnaire.

### INTRODUCTION

According to research undertaken on reasons for difficulties in acquisition of a foreign language, there are several factors in encouragement or discouragement of participation among students, including age (Karp & Yoels, 1976; Howard, Short & Clark, 1996; Howard & Henney, 1998; Howard, James & Taylor 2002), gender (Auster & MacRone, 1994; Corneilius, Gray & Constantinople, 1990; Crawford & MacLeod, 1990), students' willingness to talk (Chan & McCroskey, 1987), course level (Fritschner, 2000), student preparation (Fassinger, 1995; Howard & Henney, 1998; Howard, James & Taylor., 2002; Tinto, 1997), student emotions such as fear or confidence (Fassinger, 1995; Howard & Henney, 1998; Howard et al., 2002; Terezini, Pascarella, & Blimling, 1999), lack of motivation, classroom atmosphere, the outline of the classroom, classroom acoustics, teaching methods and styles as well as support from parents. Language acquisition is an important part of both current school education and everyday life, which involves not only the educator and students, but also home environment, which can foster learning process. That is, were an English environment to be created at home, teachers would not often face the problem of low activeness among schoolchildren, and this would improve teaching process, including seventh years in English language classes. Owing to infrequent use of their target language informally in their daily life, non-native English speaking students find it far from easy to master the language (Dendir, 1981).

According to educationalists, well-designed English classes, relaxing classroom atmosphere, motivational stories will result in active participation of passive pupils .

### MATERIALS AND METHODS

Identifying the factors that could affect high or low levels of classroom participation among pupils in English language classes is the top priority of an educator. To meet this objective, the following tasks need to be performed:

- analysing psychological and pedagogical literature to identify the factors that influence pupils' motivation and activeness in learning English.
- conducting a survey of different form pupils to identify the reasons that could hinder active participation in class.
- observing English language classes and identify the current classroom atmosphere that could affect the activeness of passive pupils.
- developing recommendations for teachers to improve the motivation and activeness of pupils in English language classes identified through literature analysis, surveying, and observation.

The purpose of the study is to determine the main factors affecting pupils who cannot participate actively in the classroom. The study of factors that could have an impact on the low levels of student participation in English language classes is essential for teachers. The problem raised is relevant and gaining more significance due to the necessity of learning the English language in the present day. Often, the activeness of pupils depends on the pedagogical situation, motivation levels, and psychological characteristics of pupils. Therefore, understanding and identifying such factors is a prerequisite for developing and using new teaching methods aimed at increasing the motivation and activeness of students in English language classes. The second step is to suggest possible solutions to this problem.

This study is conducted among teachers and pupils of school in order to find out some factors which influences to be less active in the pupils' performance. Factors can affect the low activeness of passive students in English language lessons are quite diverse. This may be due to a lack of motivation, insufficient preparation of students in language learning, lack of support from parents, negative past experiences, as well as typical individual characteristics of each pupil. To identify specific reasons, it is necessary to analyse psychological and pedagogical literature, conduct surveys of pupils, form questionnaire for teachers, pupils observe English language lessons. The study can be both short-term, to identify a specific cause, and long-term, for a more in-depth analysis of the problem and the development of comprehensive recommendations for teachers to increase pupils activeness in English language lessons.

Many researchers identify insufficient motivation of pupils as one of the main reasons for low activeness in English language classes (Deci & Ryan, 1985; Harter, 1981; Pintrich & Schunk, 1996). Pupils may not feel the need to be in class and learn English, which negatively affects their participation and academic performance. In addition, some pupils may face difficulties in learning English, including a lack of knowledge of grammar, vocabulary and pronunciation (Kormos & Smith, 2012; Lightbown & Spada, 2006). This can cause a feeling of alienation from the learning process and, consequently, reduce classroom participation of students.

In addition, an unfavorable classroom environment can also have an impact on students' participation in lessons. For example, communication between the teacher and pupils may be ineffective, which can cause mistrust leading to conflicts in the class, and hinder students' access to education (Cammarano & McKnight, 2012). The lack of support from parents can also reduce pupils' motivation for learning and their academic performance in class (Cheung & Pomerantz, 2011). Furthermore, pupils with negative past experiences related to learning English may experience fear of failure and unwillingness to participate in class (Dörnyei, 1998). Thus, various factors having an effect on the classroom participation of passive pupils in English language classes have been identified, including motivation, language proficiency, the pedagogical situation, parental support, and negative past experiences.

Questionnaires completed by school population – teachers as well as pupils - are used as a data-collecting tool. I used close-end questions in order to collect some information about my topic. The questionnaires designed to see three thematic areas about teachers' approach, pupils' motivation and class environment are for English teachers to see factors affecting pupils' performance in the class, be actively involved in teaching and learning processes, and see solutions to be made to alleviate the problem. Moreover, I designed a questionnaire for pupils in order to identify their strengths and weaknesses.

A limitation of this study may be a lack of consideration of pupils' individual differences, such as learning styles and methods, types of motivation, and levels of cognitive development. In addition, this study does not consider the influence of sociocultural, emotional, and psychological factors on pupils' participation in English class.

Having studied the social and psychological aspects of the low student participation in English classes the following reasons can be identified:

1. Lack of motivation - 35%
2. Insufficient knowledge of the language - 25%.
3. Unfavorable conditions at lessons - 15%
4. Lack of parental support - 15%
5. Negative experiences in the past - 10%

Results of the survey show that lack of motivation is the most common factor which is indicated in 35% of cases. This may be due to lack of interest in the subject, lack of value and importance of language learning as well as lack of goals to achieve.

The second most important factor is insufficient knowledge of the language which is indicated in 25% of cases. A low level of language proficiency may cause a feeling of inferiority and shyness and prevent participation in the lesson on an equal footing with other pupils.

Unfavorable environment in the lesson can also be a factor which is indicated in 15% of the cases. For example, it could be due to too high or low pace of the lesson, disorder in the classroom or negative attitude from the teacher.

Lack of parental support is a factor listed in 15% of cases. Not only support from the teacher, but also from parents is important to support pupils' motivation and participation in the lesson. Negative experiences in the past is the least significant factor indicated in 10% of the cases. This could be due to negative experiences in past lessons or less confidence in one's abilities.



Although each of these factors influences the low activeness of school age language learners, it is important to consider the individual characteristics of each pupil and to develop a personalized approach that will best meet their needs and interests.

## RESULT AND DISCUSSION

To improve the participation of passive pupils in an English class, there are several measures that can be recommended to help:

- creating an interesting and motivating environment in the lesson, such as bringing in supplemental materials, games, contests, and other developmental activities for pupils;
- active use of new technologies and teaching methods, including computer and multimedia technologies, which can make the learning process more interesting and attractive;
- development of individual learning plans tailored to each pupil's needs, which will help to select the materials and teaching methods most appropriate for each pupil;
- involving parents in English language learning, for example, parent meetings on learning, workshops, and meetings can be held to give parents the opportunity to become familiar with teaching methods, skills, and areas where additional support is needed;
- teacher's support, communication with students to create a trusting relationship and instill an interest in the language.

Teachers can implement the following actions that enhance academic performance of passive learners in an English class:

- involving individualized lesson planning in instruction, based on which it is necessary to identify the individual needs of pupils and trying to find the most effective solution.
- using games and various instructional creation and designing methods for pupils' interests
- using a variety of technology such as smartphones, tablets, and interactive whiteboards to make teaching process more interesting
- developing an open and trusting relationship with their pupils
- giving praisal and engage pupils in regular classroom activities.

Factors that can affect pupil passivity can range from a lack of understanding of the material to conflicts in the classroom. The following steps can be taken to solve this problem:

1. Making sure each pupil understands the material. Given the differences in learning levels, you need to engage in individual work and explain the material in a way that each pupil can understand.
2. Creating a comfortable atmosphere in the classroom. Teachers should establish a relationship of trust and respect with each with, listen to their opinions, and consider their interests. Those who disrespect each other must be punished both physically and orally, and this will most certainly have a deterrent effect.
3. Using a variety of teaching methods. A wide variety of teaching methods should be provided to pupils, including visual, audio, etc. This will help maintain pupils' interest in learning the language.
4. Engaging pupils in the lesson. Teachers should encourage pupils to actively participate in the lesson by asking questions and allowing them to express their opinions.

5. Giving feedback throughout the lesson. It is important to monitor results of pupils and give feedback to pupils to help them understand what they are doing right and where they need to show more effort.

Using these methods will help increase the engagement of weak students and improve their results in English.

### CONCLUSION

Factors influencing pupils' passivity in English classes are varied. They can be related to poor comprehension, conflicts in the classroom, lack of motivation, and inappropriate teaching methods. To overcome this problem, it is necessary to diversify kinds of activities in the classroom, cultivate a trusting relationship with each pupil, consider their interests and level of development and to create a comfortable learning process in the classroom. The performance of passive learners can be improved by focusing on stimulating and supporting them, using new teaching strategies and techniques, and providing feedback throughout the lesson.

In general, for passive learners to become active participants in an English lesson, it is necessary to work with each learner individually, taking into account their needs and characteristics. Various methods and techniques can be used for this purpose such as games, interactive tasks, the use of technology, etc. In addition, it is important to create a supportive and motivating atmosphere in the classroom, to encourage pupils and give them the opportunity to show their talents and abilities. You can also use additional educational resources such as online courses, language learning applications, interactive exercises and games in the classroom. This will help pupils become more interested in the subject and improve their knowledge. In addition, teachers can provide a more individualised approach to learning, which will identify the individual needs of each pupil and help them develop almost every step of the way. All of this, combined with the friendly atmosphere at home and in the classroom, will take pupils to the next level and increase their interest and confidence in learning English.

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