

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
LANGUAGE DEPARTMENT**

**“THE EFFECTS OF THE METHODOLOGY USED IN THE LANGUAGE  
DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR WESTERN  
MULTIDISCIPLINARY CAMPUS ON ADVANCED ENGLISH II STUDENTS’  
ORAL ACCURACY, IN SEMESTER I, 2010”**

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LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

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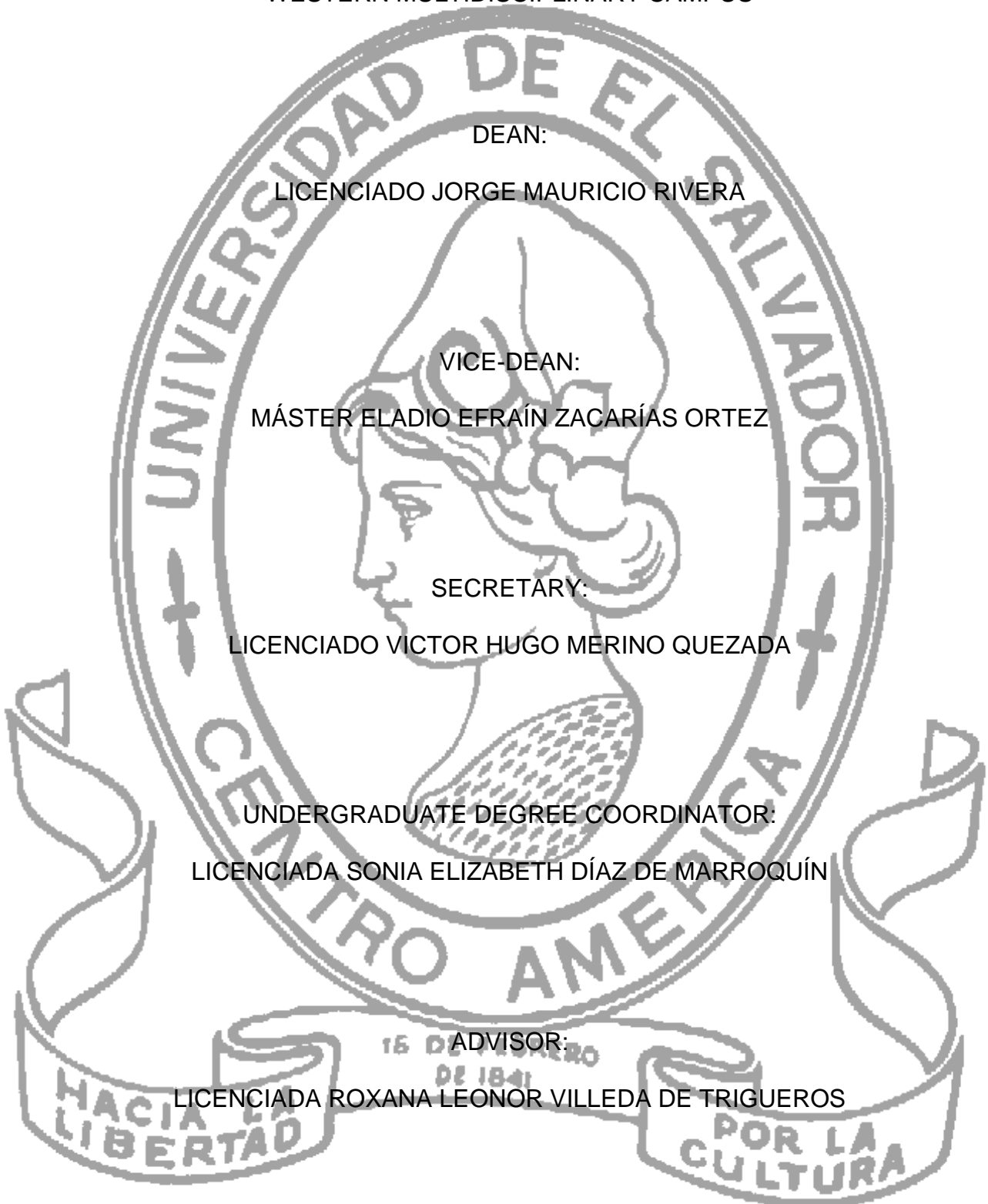
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## ABSTRACT

The aim of this investigation was to explain the effects of the methodology used by Advanced English II teacher of the University of El Salvador Western Multidisciplinary Campus on Advanced English II students' oral accuracy. The participants for this investigation were four Advanced English II students who were observed and interviewed during the investigation. For this investigation three data collection instruments were used: observation guide, checklist and semi-structured interview guide. These instruments were useful to gather information regarding the two variables of the investigation: 1) Methodology used by Advanced English II teachers and 2) Advanced English II students' oral accuracy.

Since this is a qualitative research, Nvivo 7 was used to categorize the information from the three sources to be analyzed thoroughly. After the analysis of the information, a body of conclusions and recommendations were built up.

According to ELT experts such as Penny Ur (N.D.), Chauren Ke (1995) and Sasson (2007), the implementation of the communicative approach undermines one important dimension of the English language which is accuracy. In the same sense, in this investigation, Advanced English II students also show high levels of inaccuracy in their oral production. That is why the body of recommendations was based on what these experts recommends doing when students are immersed in programs which the Communicative Approach is implemented. These recommendations lead, then, to include more deductive grammar in the instruction.

At the same time you will find the following key words used in this research: **AI234**: Advanced English II; **Communicative competence**: the general ability to use language accurately, appropriately and flexibly; and **Communicative approaches**: approaches to language teaching that are based on learning through using language rather than learning about language.



## INTRODUCTION

This document includes information about the research study “The Effects of the Methodology used in the Language Department of the University of El Salvador Western Multidisciplinary Campus on Advanced English II students’ Oral Accuracy, semester I, 2010.” The purpose of this investigation is to explain the effects of the implementation of the Communicative Approach on IAI234 students’ oral accuracy.

This research consist of six chapters: Chapter I provides the information about the Research Objectives (general and specifics), Research Questions, Justification and the Description of the Problem. Chapter II contains the Theoretical Framework. Chapter III includes information about the design of the study, the participants, the instruments administered, the procedures followed to administer the instruments and the procedures followed to analyze the results from the instruments, validation procedures, and collaborators for this investigation. Chapter IV presents the Discussions of the results of the instruments. Finally, Chapter V embraces the conclusions of this study and the recommendations.

## **CHAPTER I**

### **1.1 STATEMENT OF THE PROBLEM**

#### **1.1.1 TOPIC**

- The Effects of the Methodology used in the Language Department of the University of El Salvador Western Multidisciplinary Campus on Advanced English II Students' Oral Accuracy, in semester I, 2010

#### **1.1.2 RESEARCH OBJECTIVES**

##### **1.1.2.1 General objective:**

- To diagnose the effects of the methodology used in the English Department of the University of El Salvador Western Multidisciplinary Campus on the Advanced English II students' oral accuracy

##### **1.1.2.2 Specific objectives:**

- To identify the effects of the methodology used by the teachers of the English Department on IAI234 students in the University of El Salvador Western Multidisciplinary Campus
- To describe the effects of the methodology used by the teachers of the English Department on IAI234 students in the University of El Salvador Western Multidisciplinary Campus

- To evaluate the effects of the methodology used by the teachers of the English Department on IAI234 students in the University of El Salvador Western Multidisciplinary Campus

### **1.1.3 RESEARCH QUESTIONS**

1. What is the methodology used by teachers of the English department of the FMOcc?
2. Which are the effects of the methodology used in the English department of the FMOcc on IAI234 students' oral accuracy?
3. What are the short-term effects of the methodology used in the English Language department on the IAI234 students' oral accuracy?
4. What is the methodology that helps IAI234 students enhance their oral accuracy?
5. What is the methodology that hinders IAI234 students' oral accuracy?
6. What error correction techniques are used to enhance IAI234 students' oral accuracy?
7. Are error corrections techniques properly used by teachers of the English Department of the FMOcc?
8. Is the methodology used by teachers of the English Department of the FMOcc undermining IAI234 students' oral accuracy?
9. What kinds of activities are helping IAI234 students enhance their oral accuracy?

10. What kinds of activities are not helping IAI234 students enhance their oral accuracy?
11. Is the methodology adopted in the English Department of the FMOcc adequate to prepare future teachers of English?
12. Do IAI234 students not communicate effectively due to grammar constrain?
13. Are lesson plans of the English language department of the FMOcc based on the enhancement of oral accuracy?
14. Why do IAI234 students have deficiencies in grammar?
15. Why are IAI234 students committing basic grammar mistakes?
16. Are IAI234 students more interested in fluency than accuracy when they speak English?
17. When do IAI234 students commit more mistakes?
18. In what kind of activities do IAI234 students commit more mistakes?
19. Do IAI234 students display fossilization in their speaking?
20. How often do IAI234 students self correct?

#### **1.1.4 JUSTIFICATION**

The purpose of this investigation is to diagnose the effects of the methodology used by teachers of the English Department on IAI234 students in the English Department of the Western Multidisciplinary Campus. In preliminary observations in the subject Advanced English II in the University of El Salvador

Western Multidisciplinary Campus, the researcher could notice that Advanced English II students committed a lot of basic mistakes when participating in class and when talking among them, etc. This was considered as a worrying situation by the researcher since the level of English of these students should be high. In other words the IA1234 student should have a high level of accuracy and fluency. Besides, according to two preliminary interviews carried out in the class of Advanced English II in the University of El Salvador Western Multidisciplinary Campus by the researcher, it was found that the mistakes committed were frequent in the speech of IA1234 students.

IA1234 students are very fluent in English, but they are not accurate in their English oral production. In these observations students showed difficulties in the usage of prepositions, past tense (form and pronunciation of the regular past verb), possessive adjectives, object pronouns, etc (just to mention some). This problem is common in courses in which the communicative approach is predominant. This notion is supported by **Penny Ur (n.d.)** in her article “Balancing Fluency and Accuracy.” She explains that the communicative approach focuses on communication (meaning) rather than on accuracy. This means that fluency is more stressed than accuracy and, as a consequence, students, taking courses of English of this nature, will have low rates of accuracy in their speaking.

Besides, IA1234 students misused prepositions; for example, one student said, “I’m captivated with the singer.” This student meant “I’m captivated by a singer.” The other recurring problem was mispronunciation of the regular past tense verbs; for example one student said, “What happen?” In this case, the

student didn't pronounce correctly the past tense of the verb "happen". Another student uttered the following: "...near to my house" when the correct form is: "...near my house". They also have problems in a variety of English words which, sometimes, distorted the message the students wanted to convey. In this same sense an investigation carried out in Waseda University by **Kouichi Ano (n.d.)** reported that the investigated students presented high levels of inaccuracy due to the implementation of the communicative approach in their school. The study points out that one negative effect of the overuse or use of communicative strategies is fossilization. Thus, it is not surprising that IAI234 students also display fossilization or signs of fossilization.

Therefore, this investigation is important because it will focus the attention of the English Department and the teachers of the English Department on the high levels of inaccuracy that is affecting IAI234 students of the English Department of the University of El Salvador Western Multidisciplinary Campus. In addition to that, the IAI234 students will be benefited because they will enhance their oral accuracy in English throughout different activities designed by the teachers of the English Department of the University of El Salvador Western Multidisciplinary Campus based on the useful results from this investigation.

The English Department will be benefited since the investigation will provide with important information regarding students' oral inaccuracy in English. The English Department could use this information to improve the methodology and techniques used in class by teachers, specifically to enhance students' oral accuracy in English.

In this sense, this investigation is worthy because it is focusing on a problem that most courses of EFL/ESL neglect. In the world of ESL/EFL what is really important is communication, but oral accuracy is left aside since the lack of this aspect does not affect communication. According to **Sasson (2007)** the trend in English language teaching is moving towards the communicative approach. She points out that for students to be communicative competent, teachers should focus on fluency but not on accuracy since the latter undermines communication.

In the English Department of the University of El Salvador Western Multidisciplinary Campus communication is the predominant approach to teaching English. However, this means that the aspect of oral accuracy could not be appropriately addressed. According to **Sarosdy et al (2006)** the communicative approach focuses on social function rather than on form; that is, the primary goal of this approach is to enable students to cope with the real world. However, this IA1234 course is aimed to prepare future English teachers who have to command the English language in its three dimensions: form, meaning, and use.

### **1.1.5 DESCRIPTION OF THE PROBLEM**

English teachers want students to be successful in the learning of the English language; and we can achieve this goal only by observing carefully what their needs are. In this sense the purpose of the teacher is to make their students **competent** in the English language by presenting activities with which students

develop high levels of **accuracy** and **fluency**. However, in recent years a new approach is taking place rapidly in the world of ESL/EFL. This approach has as a main purpose to enable students to become **communicative competent**; that is, to deal with everyday situations that permit these students move smoothly in their jobs, travel, etc. Nevertheless, the approach to communicative competence has overlooked an important component for a student to be totally **competent** in English. This component is accuracy. Many authors have pointed out the issue and some others have stated that the aforementioned component of the English language does not hinder students' communication in the real world. However, **Doughty and Williams (1998, as cited in Ano, n.d.)** state that form (accuracy) is part of communication. This approach is evident in the program of the English Department of the University of El Salvador Western Multidisciplinary Campus and there is evidence of it.

In preliminary observations, the researcher could observe that teachers of the IAI234 English Department of the University of El Salvador Western Multidisciplinary Campus focus their teaching more on the development of fluency than on accuracy. The reason for this is that at this level little mechanization of the new grammar structures is given. Another aspect observed in class was that when students committed a mistake, considered as a basic mistake, the teacher did not take much care since he or she was focused on the new structure he or she was teaching. Besides, all the activities developed in class were designed to develop fluency and not accuracy. Checking the lesson plans of IAI234, the researcher found that controlled practice activities were scarce. These kinds of activities



strengthen accuracy. In this kind of activities students can fix the new grammar patterns in their brains developing high levels of accuracy in English.

When the researcher checked the IAI234 lesson plans, he found that most activities were aimed to develop IAI234 students' fluency and not accuracy. As it was described above little mechanization is given at this stage and this could be the cause IAI234 students lack accuracy. Besides, in the checking of IAI234 lesson plans the researcher found that the grammar explanation in the lesson plan was not enough for students to get the new grammar structure well and this was also observed in IAI234 classes.

When the researcher entered one of the IAI234 classes, the researcher could observe that IAI234 students were very quiet. The teacher of that class diligently tried to make students speak, but she didn't get any positive outcome. The IAI234 students seemed to be afraid of speaking, and when IAI234 students spoke, they made English mistakes which are not tolerated at advanced levels. This could be an effect of the methodology used in the English Department of the University of El Salvador Western Multidisciplinary Campus.

In another class the researcher could notice that the IAI234 students' participation was very low, around 30% of the time (teacher-centered classes). It could be observed that only a few students participated, probably the most advanced students of that class. In general all IAI234 students hesitated or didn't produce any English in class.

In another class observation, the researcher noticed high levels of inaccuracy in the IAI234 students. In that class the students were in a discussion

when suddenly one student uttered “I went to fishing”, meaning “I went fishing”. Another student said, “near to my house” meaning “near my house”, and additional to this problem the IAI234 students have serious problems with past tense structures.

Thus, the use of a communicative approach in courses of English in which future teacher of English are being prepared could not be beneficial at all unless the Language Department balance both important aspects of the English language: fluency and accuracy.

## CHAPTER II

### 2.1 THEORETICAL FRAMEWORK

The English language has two important dimensions: fluency and accuracy, which should be taught by ESL/EFL teachers in perfect balance. Nevertheless with the implementation in the world of the communicative approach, only fluency seems to be developed in English classes.

**Penny Ur (n.d.)** discusses in her article “Balancing Fluency and Accuracy” that the communicative approach focuses on communication (meaning) rather than on accuracy (form). She also states that deductive grammar should be taught since communication also includes accuracy (form) as an important element. Besides that, she states that both aspects are equally important and they should be balanced in ESL/EFL instruction.

In the same way, **Kouichi Ano (n.d.)** discusses that grammatical knowledge is a necessity for appropriate communication. In his study in a Japanese High School, he discovered that those students couldn’t communicate effectively due to the lack of grammatical knowledge. He explains that they were fluent, but the methodology used by the English Department of that Japanese school (Communicative Approach) hindered students’ **communicative competence**.

In this sense, this debate leads us to think that English instruction depends on the objectives of the class and the objectives of the students (students’ needs). So, which is more important communication or grammar? **Daughty and Williams (as cited in Ano, n.d.)** answer that question when they state that the aim of focus-

on-form studies is to determine how learners approximation to the target language can be improved through instruction that draws attention to form, but is not isolated from communication. According to this study language immersion programs have a weak point which is that students become fluent but not accurate when speaking English.

**Chaunren Ke (1995)** reports in his research that the studied students underwent high levels of inaccuracy in areas such as pronunciation, vocabulary, sentence pattern, etc. **Ke (1995)** found that these deficiencies were fossilized in the students' minds, but these students were very fluent when speaking in English. As well as in **Ano (n.d.)**, in the work of **Ke (1995)**, it is stated that there have been discussion about the communicative approach. He explains that the discussion tries to find a roll of accuracy in the communicative approach.

The work of **Ke (1995)** continues and displays a serious and common problem caused by the use of the communicative approach. He states that school learners fossilize language if they are exposed to inaccurate models and if they internalize incorrect forms. **Higgs and Clifford (as cited in Ke, 1995)** report evidence of fossilization in school learners, caused by teacher's flawed used of the language and lack of error correction. This is evidence that the teacher has to be a good model for students. In other words the good preparation of the teacher is crucial when we talk about the development of fluency and accuracy of the students.

**Alice Omaggio (1996, as cited in Ke, 1995)** also discusses the phenomenon of overuse of communicative strategies and its effects on fossilization:

“Errors that are potentially fossilizable can result from heavy communication demands made on the (the speakers) to use strategies like approximation, word coinage, circumlocution, translation, language switch, appeal for assistance, and mime, or else to abandon their message altogether or choose to avoid the topic.”

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**Ken (1995)** concludes that errors should be expected, but if teachers are to produce more than survival-level speakers of the language, teachers should be concern about accuracy in all their classes and take vigorous action in their instruction.

On the other hand, **Dorit Sasson (2007)** discusses in her article that the trend in language teaching is moving towards the communicative approach. She point outs that for students to be communicative competent, teachers should focus on fluency rather than on accuracy since the latter undermines communication. She also explains that when teachers focus much on accuracy, they correct students in a way students feel ashamed and frustrated. Then, she continues by saying that the best way to teach is by letting students express what they want with little or no error correction by the teacher.

In contrast to **Sasson (2007)**, **John Tzenciak (2002)** asserts that what we need for effective communication is effective packing of the message in the right words. He explains that in our technological and business society appears to demand a

precision of language in which the facts speak for themselves, but the theory has been questioned a great deal. In other words the world of business and other areas require that students of English be more accurate when communicating ideas in the real world to have effective communication (“Right language”).

In his investigation, **Pedro Luis Luchini (2008)** explains that the communicative approach comprises form and meaning. According to his research the teachers of the educational center taught their classes for students to pass a written exam; the students didn’t develop their communicative abilities in English. These students didn’t communicate effectively because their primary goal was to pass the test, not to communicate in the target language. In this sense, these students didn’t develop high level of fluency or accuracy. **Luchini (2004)** reports that some researchers point out that second language acquisition occurs when input is made comprehensible to the learners; that is, when optimal input is not grammatically sequenced, but focused on meaning and not on form, either through the context, within which it is used, or as a result of simplified input (**Johnson, 1995, as cited in Luchini, 2004**).

However **Thor May (2009)** does not share the point of view of **Sasson (2007)** and **Luchini (2004)**. He points out that a person can use different alternatives to clarify a message (intended meaning and constructed meaning), but that meaning should be accompanied by high levels of accuracy for the message to be understood. Nevertheless, he explains that words or sentences do not always mean the same in different contexts. Also **May (2009)** recommends that teachers continue using controlled language exercises to develop students accuracy.

In the same way, **Lim Soh Lan (1994)** points out that spoken language proficiency involves being able to produce fluently and accurately, autonomous utterances which are appropriate for the context of the speech situation. **Lan (1994)** explains in his article that learners should experience language to be proficient. Therefore a learner that doesn't participate in class is likely to not acquire the language well. As a result the learner will have problems in their oral output.

Fluency and accuracy are very important aspects of the English language and they have to be carefully and wisely incorporated in the instruction of the English language. In the same way, the aspect of accuracy should not be considered as an isolated aspect of the English language because to express ideas, feelings, regrets, etc. effectively in the L2 language students must have high degrees of accuracy and fluency. Furthermore, to reach high levels of accuracy in students, teachers of English need to put more emphasis on pronunciation, vocabulary, sentence pattern, word formation in their instruction. Also, error correction techniques become very important in any instruction for they fix incorrect structures; and error correction techniques should be constantly implemented at early stages otherwise learners of English may fossilize those incorrect structures, which are difficult to correct at later stages (advanced levels).

In spite of the fact that language instruction should be a synonym of high levels of fluency and accuracy, in most EFL/ESL instruction the objectives of the English class and the objectives of the English students prevail over the methodology implemented. In other words this means, following the tendency to

communicative classes, fluency may prevail over accuracy in English language instruction. But this should not be the case for the Language Department of the University of El Salvador Western Multidisciplinary Campus since its priority is to prepare future English teachers who have to command all the dimensions of the English language. In this sense, with the implementation of the communicative approach ESL/EFL teachers of the Language Department should diligently implement conscious grammar (deductive method) for students develop their accuracy in English and incorporate it to the communicative approach.



## CHAPTER III

### 3.1 METHODOLOGICAL DESIGN

At the first stage of the research project **“THE EFFECTS OF THE METHODOLOGY USED IN THE LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS ON ADVANCED ENGLISH II STUDENTS’ ORAL ACCURACY, IN SEMESTER I, 2010”** the researcher had to define the methodology used by teachers of the Language Department of the University of El Salvador Western Multidisciplinary Campus . That’s why the researcher used of two instruments to carry out this task: an observation guide (**APPENDIX C**) and a checklist (**APPENDIX D**). The purpose of the observation guide was to know the methods and techniques the teachers of Advanced English II used at the moment of teaching his/her class, this with the objective to correctly define the methodology established by the Language Department. In this sense, what was observed should match with the objectives of the IAI234 syllabus (**APPENDIX K**) which indicates that the IAI234 students should be exposed to the target language (English) and that students should communicate their ideas effectively and naturally (Communicative Approach). The objective of the checklist was to collect information related to the methodology and techniques used by Advanced English II teachers in their lesson plans.

The information collected from these two instruments helped the researcher conclude that the IAI234 teachers were implementing the Communicative Approach. Thus, based on this concluding information the researcher designed

observation guides, checklists and interview guides, which are described in detail in this chapter, to explain the effects of the methodology used by teachers of the Language Department of the University of El Salvador Western Multidisciplinary Campus on Advanced English II Students' oral accuracy.

The project "THE EFFECTS OF THE METHODOLOGY USED IN THE LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS ON ADVANCED ENGLISH II STUDENTS' ORAL ACCURACY, IN SEMESTER I, 2010" was carried out using the qualitative research methodology since the researcher will explain the effects of the methodology used in the Language Department of the University of El Salvador Western Multidisciplinary Campus in Semester I in the year 2010. In this chapter, the sampling techniques, the target population and informants, data collection procedure, data collection techniques and instruments, interpretation techniques, and budget are described.

### **3.2 SAMPLING TECHNIQUES**

To carry out the present project the researcher used two sampling techniques which are ***Snow Ball*** and ***Convenience***.

With the snow ball technique, the researchers contacted a key informant. The researcher explained about the project and asked this informant if she knew more IAI234 students who could participate in the study. This technique helped the researcher to get the subjects for the study. The researcher discriminated the

subject of study and chose only those students whose attendance to the IAI234 class was constant. After that the researcher used the convenience sampling technique because of time constrain. The researcher chose the available IAI234 students because some of the IAI234 students were not available or were not willing to participate.

### **3.3 TARGET POPULATION AND INFORMANT**

The target population to work on this research project was the **IAI234** students of Licenciatura en Idioma Inglés, Opción Enseñanza at the University of El Salvador Western Multidisciplinary Campus during semester II, in the year 2010. The researcher worked with one key informant and four IAI234 students.

### **3.4 DATA COLLECTION PROCEDURES**

At the data collection stage, the researcher observed IAI234 students for around a month in their IAI234 class. The researcher used two observation guides and took notes. Also the researcher interviewed the two IAI234 teachers and the four IAI234 students using semi-structure interview guides and recorded and transcribed the interviews. In this way the researcher obtained both precise information from the prepared questions and further information from the interaction with the informants.

Furthermore, the researcher prepared two checklists. One checklist helped the researcher compare the information about the **methodology** used by teachers of the Language Department with IAI234 students in semester I, in the year 2010 to the characteristics proposed by experts in ELT for the Communicative Approach.

In the same way, the other checklist was useful to compare information about IAI234 students' oral accuracy in the aspects of lexical items (**vocabulary**), morphology (**structure of words**), semantic (**meaning of words**), and phonology (**pronunciation**) to the characteristics proposed by experts in ELT for the Communicative Approach.

The two checklists are designed following the characteristics proposed by experts in ELT for the Communicative Approach and following the guidelines determined by the Language Department of the University of El Salvador Western Multidisciplinary Campus at **IAI234 level**.

### **3.5 DATA COLLECTION TECHNIQUES AND INSTRUMENTS**

#### **3.5.1 OBSERVATION GUIDES (APPENDIX E AND F):**

The researcher designed two observation guides which were useful to gather information about the methodology used by teachers of the Language department of the University of El Salvador Western Multidisciplinary Campus and IAI234 students' oral accuracy.

The first observation guide helped the researcher to know more about IAI234 students' oral accuracy. The observation guide consists of seven items and is divided as follow:

1. Vocabulary (Lexical items)
2. Structure of words (Morphology)
3. Word order (Syntax)
4. Meaning of words (Semantic)

## 5. Pronunciation (Phonology)

These items were adapted from **Canale and Swain (1980, as cited in Sarosdy, J. et al. (2006))**. The aforementioned aspects are part of the definition of communicative competence, which is part of the Communicative Approach, of the work of Canale and Swain. So, in these sense these items helped the researcher explain IAI234 students' accuracy based on the work (*Grammatical Competence*) of **Canale and Swain**.

The second observation guide helped the researcher know the methods and techniques that the teachers of Advanced English II used with IAI234 students at the moment of teaching his/her class. The observation guide consists of eleven items which were adapted from **Sarosdy, J et al. (2006)** and is divided in two section: *Communicative Approach* and *characteristics of communicative activities* (**Harmer, J, 2003, as cited in Sarosdy, J et al., 2006**). Below there is a description of the items that are part of the observation guide.

The following items were adapted from **Sarosdy, J. et al (2006)**.

### **Communicative Approach**

#### **Content based**

Language is a tool for getting information about the world. In this approach message is more important than the form. Interdisciplinary or in another word: cross-curricular approach, by which content can be integrated into English teaching, is based on a lot of authentic materials taken from various text types such as newspapers, journals, pamphlets, guidebooks etc. These texts cover a

wide range of topics, so in addition to broadening students' minds, they will build up their vocabulary as well.

### **Intercultural**

Foreign language learning is often foreign culture learning. In order to understand just what foreign culture learning is, one needs to understand the nature of acculturation and culture shock. A person's world view, self-identity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another.

### **Holistic**

It means that the whole personality of the learner must be developed during language teaching. This term related to communicative language teaching, will focus teachers attention on the fact that students' ways of thinking should also be developed.

### **Experiential**

The students are supposed to experience that the target language acquired is very useful in life. Authentic texts such as brochures, instructions, cookery books etc. make students feel how practicable their knowledge in English is.

### **Learner-centered**

Learners' needs are very important in communicative language. Activities are chosen according to the various learning styles and they also must be age relevant. The goal of communicative language teaching is to make students communicatively competent.

**Characteristics of communicative activities (Harmer, J, 2003, as cited in Sarosdy, J et al., 2006)**

**Students' desire for communication**

These kinds of activities make students strongly desire to communicate in the target language.

**Communicative purpose**

The main objective of the activity is that students communicate their ideas in the target language meaningfully.

**Content not form**

Grammar is taught inductively.

**Variety of language**

Vocabulary, phrases, and other variations of the English language are taught in context and meaningfully.

**No teacher intervention**

It means that in the activities developed in class the students interact with their classmates and the teacher becomes an advisor for students when they have doubts about the target language. In other words, the students are free to experiment with the language without much intervention of the teacher.

**No materials control**

It refers to the fact that the teacher does not use any material which contains activities such as controlled practice or semi-controlled practice, and the like, which are not meaningful for students. In change, the teacher uses authentic material with which the students communicate meaningfully.

### **3.5.2 SEMI-STRUCTURED INTERVIEWS (APPENDIX I AND J)**

The researcher designed two semi-structured interviews. One addressed to IAI234 students and the other one addressed to IAI234 teachers. These interviews helped the researcher collect information about the methodology used by teachers of the Language Department of the University of El Salvador Western Multidisciplinary Campus and IAI234 students' accuracy. The interview was recorded and then transcribed for further analysis. The two semi-structured interviews have nine items.

### **3.5.3 CHECKLISTS (APPENDIX G AND H)**

The researcher designed two checklists which were very useful because the researcher was able to compare what is happening in IAI234 classes to what it should happen in IAI234 classes. Here, the researcher took as reference the work of **Canale and Swain (1980, as cited in Sarosdy, J. et al., 2006)** and **Harmer (2003, as cited in Sarosdy, J et al., 2006)**. These two linguists established or defined the characteristics of the Communicative Approach and the characteristics of the activities for the Communicative Approach. The description of these items is explained in the section of the observation guides.

### **3.6 INTERPRETATION PROCEDURES**

To interpret the data, the researcher made use of the NVivo version 7 software. This software was a useful tool to code the information so that it was



easier to classify and categorize into a synoptic matrix to simplify the analysis and discussion of the results.

### 3.7 VALIDATION PROCEDURES

Before beginning the execution phase of the research project, the researcher validated the instruments. The instruments were validated by an expert on research of the Western Multidisciplinary Campus of the University of El Salvador, Licenciada Maria Elena Jimenez.

### 3.8 BUDGET

For the development of the investigation, the researcher had the following expenses:

<b>Material</b>	<b>Cost</b>
Paper ink	\$20
Transportation	\$15
Internet	\$15
Paper	\$10
Copies	\$5
Electricity	\$30
<i>Total:</i>	<i>\$95</i>

### 3.9 COLLABORATORS

Licda. Maria Elena Jimenez	Validated and gave further advisory for this research
IAI234 students	Helped as participants and also helped to administer the instruments for this research
IAI234 teachers	Helped in the study and also helped with some ideas for the study

### 3.10 SCHEDULE OF ACTIVITIES

SCHEDULE OF ACTIVITIES																																
ACTIVITIES	JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST			
	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week	1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>rd</sup> week	4 <sup>th</sup> week				
Selection of the topic	█	█																														
Instruments design			█	█																												
Gathering of evidence from IAI234 students of Licenciatura en Idioma Inglés opción Enseñanza					█	█	█																									
Presentation of the Pre Project							█																									
Design of Statement of the Problem								█																								
Design of Theoretical Framework									█	█																						
Design of Methodological Design											█																					
Observations												█	█	█	█																	
Administering of the checklists															█	█	█	█														
Administering of Semi-structured Interviews																					█											
Analysis of data																						█	█									
Presentation of results																							█	█								
Design of final report																								█								
Research presentation																											█					

### 3.11 OPERATIONALIZATION OF VARIABLES

OBJECTIVES	VARIABLES	INDICATORS	GATHERING TECHNIQUES	INFORMATION SOURCE	DATA ANALYSIS AND INTERPRETATION OF DATA
<p>- To diagnose the effects of the methodology used in the English Department of the FMOcc on the Advanced English II students' oral accuracy</p> <p><b>Specific objectives:</b></p> <p>- To identify the effects of the methodology used by the teachers of the English Department on IA1234 students in the University of El Salvador Western Multidisciplinary Campus</p> <p>- To describe the effects of the methodology used by the teachers of the English Department on IA1234 students in the University of El Salvador Western Multidisciplinary Campus</p> <p>- To evaluate the effects of the methodology used by the teachers of the English Department on IA1234 students in the University of El Salvador Western Multidisciplinary Campus</p>	Methodology	<ul style="list-style-type: none"> <li>✓ Content based</li> <li>✓ Intercultural</li> <li>✓ Holistic</li> <li>✓ Experiential</li> <li>✓ Lerner-centered</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observation guides</li> <li>✓ Checklists</li> <li>✓ Interview guides</li> </ul>	IA1234 students of Licenciatura en Idioma Inglés opción Enseñanza, semester I, 2010	Nvivo 7
	Oral accuracy	Knowledge of: <ul style="list-style-type: none"> <li>✓ Vocabulary</li> <li>✓ Structure of words</li> <li>✓ Word order</li> <li>✓ Meaning of words</li> <li>✓ pronunciation</li> </ul>			

## CHAPTER IV

### 4.1 DISCUSSION OF THE RESULTS OF THE FIELD WORK

In the **observation stage**, the researcher could observe that IA1234 classes were very communicative and that the participation of the IA1234 students was **very active**. These classes were content-based, which is one the characteristic of the Communicative Approach and which means that the language served as a tool for getting information, but no culture learning was observed. One of the key aspects of the Communicative Approach is the fact that the foreign culture must be part of the instruction, yet the lack of this aspect didn't weaken the communicative purpose of the class. Also the researcher could notice that IA1234 classes really immerse students in the topics of discussion which benefited students because they communicate their ideas naturally. However, it seems that some grammatical structures are not completely fixed in the mind of IA1234 students. The researcher could spot mistakes in the following areas:

- ✓ Relative Clauses
- ✓ Embedded Questions
- ✓ Past Tense

IA1234 students demonstrated to be fluent and have a lot of vocabulary in their repertoire. However, these students are not accurate in their speaking. One of the problems they face was the fact that they couldn't decide when to use a determined vocabulary. Another problematic situation that was observed was that IA1234 students couldn't express

their ideas using fewer words. This situation clearly displays the effects of the methodology used by teachers of the Language Department of the University of El Salvador Western Multidisciplinary Campus in the year 2010, semester I.

Furthermore, the **checklist** designed by the researcher also showed the information aforementioned. Nevertheless, the purpose of the checklist was to know if the characteristics of the IAI234 classes matched with the characteristics proposed by experts in ELT for the Communicative Approach and to know if the characteristics of the IAI234 students' oral accuracy matched with the characteristics proposed by experts in ELT for the Communicative Approach. The results of the information collected using checklists are presented in the following charts:

Chart 1: Methodology

<b>Communicative Approach</b>	<b>IAI234 classes</b>
Content-based	Content-based
<b>Intercultural</b>	<b><i>No intercultural</i></b>
Holistic	Holistic
Experiential	Experiential
Learner-centered	Learner-centered
<b>Communicative Activities</b>	<b>IAI234 Activities</b>
Desire for communication	Desire for communication
Communicative purpose	Communicative purpose

<b>Content not form</b>	<b><i>Content and form</i></b>
<b>No teacher intervention</b>	<b><i>Teacher intervention (to clarify doubts)</i></b>
Variety of language	Variety of language
<b>No materials control</b>	<b><i>Lesson Plans (Controlled practice to free practice)</i></b>

Chart 2: Oral accuracy

<b>Communicative Approach</b>	<b>IAI234 students</b>
Use a variety of vocabulary	Use a variety of vocabulary
<b>Use vocabulary appropriately</b>	<b><i>Don't use vocabulary appropriately</i></b>
<b>Use inflexions appropriately and accurately</b>	<b><i>Don't use inflexions appropriately and accurately</i></b>
Utter complete sentences	Utter complete sentences
Convey messages using the correct words	Convey messages using the correct words
<b>Use fewer words to express his or her ideas accurately</b>	<b><i>Don't use fewer words to express his or her ideas accurately</i></b>
<b>Pronounce words and sentences correctly (stress and intonation)</b>	<b><i>Don't pronounce words and sentences correctly (stress and intonation)</i></b>

The results of the two checklists show that what was observed in IAI234 classes matches with most characteristics of the Communicative Approach. However, it differs in aspects which are important and should be included in IAI234 instruction.

The results of the **interviews** revealed that even though the **syllabus** of IAI234 subject indicates the use of the Communicative Approach, one of the teachers implemented a mixture of methodologies (Eclectic Method) which means that activities such as memorization of dialogues, drills, etc were included in the instruction. In this sense, the characteristics of the Communicative Approach were mixed with characteristics of other methods such as the Direct Method, Audio-lingual Method, Grammar Translation Method, etc. Therefore, the results from this instruction could have different results in IAI234 students from the ones expected if both teachers used the same approach (Communicative Approach).

Both IAI234 teachers emphasized the need for developing IAI234 students' communicative skills and they developed their classes according to this necessity. Both teachers explained that their classes were content-based and that grammar was taught inductively, but if students had a lot of problems with grammar they provided extra material for them to study at home. Also, they were concerned about the levels of immersion IAI234 students had in their classes, so they invited American people to their classes for students to have meaningful communication, which is mandatory in the implementation of the Communicative Approach. In this type of activities, students have the opportunity to use new vocabulary and grammar structures or reinforce the vocabulary and grammar structures they already have.

In the case of IAI234 students, the methodology used by IAI234 teachers helped them be more fluent, but accurate. They expressed that they are very fluent in English because of the type of activities they are exposed to (Communicative Activities). However, since they are not exposed to too much grammar, they commit a lot of grammatical mistakes when

speaking. They also expressed that when speaking they didn't care about grammar mistakes, but communication. This is the effect of the implementation of the Communicative Approach. Students become fluent, but display high levels of inaccuracy in their speaking.



## CHAPTER V

### 5.1 CONCLUSIONS

Based on the findings from the observations, checklists, and interviews the researcher presents a body of conclusions.

1. IAI234 students display high levels of inaccuracy in their oral production as a result of the implementation of the Communicative Approach. IAI234 students are very fluent in English, but due to the implementation of the Communicative Approach in Advanced II classes IAI234 students demonstrate high levels of inaccuracy in their oral production. According to the **observation guide**, the level of accuracy of IAI234 students does not go in accordance with the Advanced II level. This information is also supported by the results of the **checklist**, administered in IAI234 classes. The results indicate that IAI234 students need to enhance their oral accuracy in the following aspects:

#### **Vocabulary**

IAI234 students know a lot words in English, but they do not create practical connections with these words in the real world. In other words, the new vocabulary was not meaningful for them.

#### **Inflexions**

IAI234 students had difficulties using inflexions in their oral production. However this problem did not prevent students from expressing their ideas in an acceptable way.

### **Use fewer words to express ideas**

Most of the time IAI234 students' oral production was fluent, but they could not express their ideas using fewer words. This situation undermined IAI234 students' communicative competence because they sometimes quit expressing their ideas and thoughts.

### **Pronunciation**

IAI234 students had pronunciation problems especially with the past tense of regular verbs.

### **Word order**

IAI234 students have problems with relative clauses, embedded question and past tense structures.

2. IAI234 students are able to express their ideas effortless and naturally, but with some pronunciation problems which to some extent undermined their communicative competence. After analyzing the information from the three types of instruments (Observation guides, checklists and interview guides) it is concluded that even though the Communicative Approach focuses on the development of fluency, IAI234 students command acceptable levels of accuracy because of the real interaction inside the IAI234 class. In this way, to express ideas effortless and naturally turns out to be more important than reaching higher levels of accuracy.

3. IAI234 students participate actively, communicating their ideas naturally due to the implementation of the Communicative Approach. The researcher, with the use of observation guides, could determine that the active participation led IAI234 students to develop the ability to communicate their ideas naturally without compromising communication.
4. According to the analysis of the observation guides and checklists, the researcher can conclude that due to the implementation of communicative activities in IAI234 classes, IAI234 students had a lot of vocabulary in their repertoire. However, the researcher could observe the students struggle using new vocabulary because they didn't know when to use a determined vocabulary.
5. IAI234 students reported in the interviews that they had little exposure to grammar explanation in IAI234 classes. Also, according to the results of the checklists, IAI234 students' communicative competence was weakened (Refer to Chart 2: Oral Accuracy for further information).

## **5.2 RECOMMENDATIONS**

1. The Language Department of the University of El Salvador Western Multidisciplinary Campus should incorporate more inductive grammar in their IAI234 classes since the pursued objective of the Language Department is to form future English teachers with high levels of fluency and accuracy in English. According to **Penny Ur (n.d.)** as communicative classes focus more on fluency,

they should be taught using the deductive method to teach grammar to increase in this case IAI234 students' oral accuracy in English. This with the objective to make IAI234 students communicative competent.

2. IAI234 teachers should focus more on the correct pronunciation of English words in IAI234 classes for this is an important aspect of the Communicative Competence. As IAI234 students master this aspect they will be more competent when communicating their ideas in English. **According to Ke (1995)**, fossilization is a common result of inaccurate models and practices. In this sense the mispronunciation could cause IAI234 students fossilize this inaccurate practice.
3. Based on the findings from the observations, checklist and interviews, which indicate that the implementation of the Communicative Approach in IAI234 classes is undoubtedly beneficial for it helps IAI234 students become fluent and enables students to communicate effectively, IAI234 teachers of the University of El Salvador Western Multidisciplinary Campus should continue implementing the Communicative Approach in IAI234 classes. Nevertheless, the Language Department should continue implementing controlled practice to free practice since these activities develop students' accuracy (**May, 2009**). Consequently, the Language Department would balance these two important aspects of the English language,
4. According to the findings from the observations, checklist and interviews, IAI234 students are able to express their ideas in English naturally and spontaneously due to the implementation of the Communicative Approach in IAI234 classes. Hence, IAI234 teachers should encourage IAI234 students to develop new abilities and to

enhance the ones they already have for them to be more competent in English to communicate their ideas not only naturally and spontaneously but also effectively. **Chaunren Ke (1995)** explains in his research that when students have deficiencies regarding pronunciation, vocabulary, sentence patterns, etc. it is of paramount importance that these deficiencies be treated accordingly to avoid fossilization. So, IAI234 teachers should be constantly monitoring IAI234 students and encouraging IAI234 students to improve their skills at any time.

5. IAI234 teachers should develop activities which can help IAI234 students improve or enhance those areas which IAI234 students are having problems with. According to the results of the observations, checklists and interviews, those areas IAI234 students are having problems are part of the Grammatical Competence (Relative Clauses, Embedded Questions and Past Tense), which is an important aspect of the Communicative Approach. **Sasson (2007)** reports that society demands high levels of accuracy to communicate in the real world. That is the reason IAI234 teachers should make students even more competent in English.

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## GLOSSARY

- **IAI234:** Advanced English II
- **Audiolingual method:** a mid-twentieth-century approach to language teaching, with repetitive drills used to develop fluent spoken language as a set of habits.
- **Coinage:** the invention of new words (e.g. *xerox*).
- **Communicative approaches:** approaches to language teaching that are based on learning through using language rather than learning about language
- **Communicative competence:** the general ability to use language accurately, appropriately and flexibly.
- **Comprehended input** The language that a learner understands.
- **Fossilization:** the process whereby an **interlanguage**, containing many non-**L2** features, stops developing toward more accurate forms of the **L2**.
- **Focus on form:** drawing learners' attention to form within a context of meaning.
- **Phonology:** the sound patterns of language.
- **Grammar:** the analysis of the structure of phrases and sentences
- **Grammar–translation method:** the traditional form of language teaching, with vocabulary lists and sets of grammar rules.
- **Grammatical competence:** the ability to use words and structures accurately as part of **communicative competence**.
- **L1:** first language, acquired as a child
- **L2:** second language

- **Morphology:** the analysis of the structure of words
- **Second language (L2) learning:** the process of developing ability in another language, after L1 acquisition.
- **Semantics:** the study of the meaning of words, phrases and sentences
- **Syntax:** generally known as grammar, syntax deals with the order of elements in sentences and sentence structure.

# APPENDIXES

## INDICATORS MATRIX (APPENDIX A)

TEACHERS' MATRIX			
Indicator	Interviewee 1	Interviewee 2	Interviewee 3
<b>Content based</b>	<p>Yes! And ... definitively... eh ...you know I'm a firm believer of role-plays, ahh.. situation-simulation, presentations, debates, all those activities in which they will feel free to act and produce the language, activities in which they will be self-monitoring themselves, activities in which the teacher won't be focusing too much on grammar. One of the major hindrances is that teachers do focus too much on grammar and don't give students a room to really develop fluency... alright?</p> <p>I upload websites in which they can deepen and go further I order to master the topic. And if we have a topic I provide lots and lots of opportunities for them to master the topic.</p>	<p><b>Interviewee:</b> No, when we are starting a lesson, we start, alright, with the topic. Later we present the topic in context, the grammar or the target structure or target content. Later we present the grammar structure.</p> <p style="text-align: center;"><b>Researcher:</b> So that means that in the English ...in the advanced II English class...</p> <p style="text-align: center;"><b>Interviewee:</b> We don't teach grammar a lot.</p> <p style="text-align: center;"><b>Researcher:</b> OK. So you focus more on the speaking practice, on practice. And with this type of, let's see, methodology that you are describing. So, what do think it's been developed more?</p> <p style="text-align: center;"><b>Interviewee:</b> The oral part....</p> <p style="text-align: center;"><b>Researcher:</b> The oral part?</p> <p style="text-align: center;"><b>Interviewee:</b> ...It's been developed the most.</p>	
<b>Intercultural</b>			
<b>Holistic</b>		<p><b>Interviewee:</b> Well, at the beginning, we saw some problems. Many students...they communicated their ideas a little bit clearly, but they had a lot of fluency and grammar problems, but at the end they</p>	

		<p>have observed they have changed a lot. They are now very confident. They look confident when speaking. And they look a little bit more fluent when they are talking and they have improved a lot at the end.</p>	
<p><i>Experiential</i></p>	<p><b>Interviewee:</b> alright, you know this semester I implemented <b>contextualized</b> language instruction because I consider that it is important that if you're going to ... ok if you really want to produce <b>meaningful learning</b> in the classroom you need to contextualize your teaching.</p> <p>I was though implementing a virtual learning as well if I consider if I look for all those tools that are going to have my students <b>be exposed</b> to how English really works and the <b>language proficiency</b> will be empowered.</p>	<p><b>Interviewee:</b> Well, we have been using audio-visual activities so that they have the opportunity to practice listening, speaking a lot. Also we have brought some persons, American people to classes for them to have the opportunity to...interchange ideas in communication activities with those persons.</p> <p>We have used...we have made used of a lot of recordings...uhmm...taken from the internet, videos taken from internet. And also situation in which they have tried to have situations in which students are exposed to enough speaking activities.</p> <p><b>Researcher:</b> In your opinion, why do advanced II students, sometimes, ...ehh... commit very basic grammar mistakes.</p> <p><b>Interviewee:</b> Alright that's because I considerer that's normal for foreign language students because remember they are not exposed to the spoken language everyday and every situation as persons who are learning the language in the environment where the</p>	

		language is spoken. So for me that's...that's normal.	
<b>Lerner-centered</b>	<p>Students must <b>feel free</b> to <b>communicate</b> and they have to really,... alright..., be exposed to activities that will enhance the skills that they already have.</p> <p>I think when we deal communicative competence, one of the key aspects is <b>interaction</b>.</p>		
<b>Vocabulary</b>	I expect students to communicate in various areas and be able to use appropriate vocabulary for each setting. I expect them to produce as many ideas as possible, right?		
<b>Structure of words</b>			
<b>Word order</b>	<p>I'm a big opponent of using lots of <b>drilling in advanced English classes</b>. Students must feel free to communicate and they have to really,... alright..., be exposed to activities that will enhance the skills that they already have... So basically I'm not fond of activities such as grammar drills, they don't use them, they don't use them at all, right? When there's too much focus...I would say that one of the killers is the extreme focus paid on grammar.</p> <p><b>Interviewee:</b> There's a lot of grammar focus. You know...ehhh...and remember that if we are talking about communicative competence, communicative competence doesn't only ...alright... include ...ehh... grammar competence (---) much more, and that's one of the major killers...</p>	<p>We have been using the <b>eclectic method</b>. We can say that because we use grammar exercises. We do exercises regarding the controlled practice, also semi-controlled and then we have free practice after we consider the students have gotten the structures very well.</p> <p><b>Researcher:</b> So that means that in the English ...in the advanced II English class...</p> <p><b>Interviewee:</b> We don't teach grammar a lot.</p>	

<b>Meaning of words</b>			
<b>Pronunciation</b>			
<b>STUDENTS' MATRIX</b>			
<b>Indicator</b>	<b>Interviewee 1</b>	<b>Interviewee 2</b>	<b>Interviewee 3</b>
<b>Content based</b>		<p><b>Researcher:</b> Alright. In your opinions what types of activities help you to improve or enhance your oral proficiency, or the way you speak?</p> <p><b>Interviewee:</b> Ah, when they make discussions between us, for example debates and, for example when they were like...do warmers and that stuff. They were like encouraging us to participate orally and that really helped because if we are exposed to speak, then we are going to speak better.</p> <p>In speaking I commit many mistakes, but since the purpose of the topic is communicating I don't care much about it.</p>	
<b>Intercultural</b>			
<b>Holistic</b>		I really liked it because we were taught too to say our ideas in the way we think and all that stuff.	
<b>Experiential</b>			<p><b>Researcher:</b> In your opinion what types of activities help you to enhance or improve your oral production?</p> <p><b>Interviewee:</b> Hmmm...most of the time, when we do <b>discussions because</b></p>



			<b>that is the best way for us to produce the language.</b>
<b>Learner- centered</b>	<p><b>Researcher:</b> Ok. In your opinion what types of activities help you to enhance your oral English Production?</p> <p><b>Interviewee:</b> What?</p> <p><b>Researcher:</b> In your opinion what types of activities help you to enhance to improve....</p> <p><b>Interviewee:</b> Discussion, discussion. For me discussions because that's the way you give you own opinions, your points of views, so that helps you and that encourages you to participate. I mean because when you have a discussion or a debate; for example, you're willing to give your point of view in order to reply anothers (---) and comments. So I think that one.</p> <p>We have more conversation, we more... what?... (- --) activities. We didn't register much written activities, I mean, it was all conversation, discussion. And, what?, dialogues, and that's it. I mean that was like better than the other ones because we had more interaction among us. I like it.</p>		<p><b>Researcher:</b> Do you communicate your ideas in English effectively? Or do you need help from the teacher?</p> <p><b>Interviewee:</b> I think I communicate them effectively because <b>most of the time they understand what I am saying.</b></p>
<b>Vocabulary</b>	<p><b>Researcher:</b> Do you communicate your ideas in English effectively? Or do you need help of the teacher to do that?</p> <p><b>Interviewee:</b> I think it depends on what you're saying or what you're talking about because I mean right now I can say whatever, but it's because we're talking about something very</p>	<p><b>Researcher:</b> Do you communicate your ideas in English effectively? Or do you need help from the teacher?</p> <p><b>Interviewee:</b> Well, it depends on the topic I'm talking about because when I'm talking about a topic that is well-known for me I can</p>	

	<p>common and I don't need too much  <b>elaborated...What?...vocabulary,</b>  but it's an...other cases when we are talking about...what?...new topics for example. There's some time when you ....you don't find the words and then you need some help.</p>	<p>talk about it without asking the teacher, but when I'm talking about something that I don't know I have to ask certain words.</p>	
<b>Structure of words</b>			
<b>Word order</b>	<p><b>Researcher:</b> Alright. When you commit mistakes in English what types of mistakes do you commit?  <b>Interviewee:</b> Mostly grammar. I think.</p>	<p><b>Researcher:</b> Ok.  When you commit mistakes in English what types of mistakes do you commit?  <b>Interviewee:</b> ah...well, in speaking pronunciation and sometimes <b>I miss the tenses of the verbs</b> and I...That's really...hmmm....that's a big problem for me because I don't know the... I'm not...sometimes I don't know what tense is because when speaking we sometimes forget the idea and we have to begin again.</p> <p><b>Researcher:</b> Are you more interested in speaking fast or speaking in a, let's say, in a good grammatical way?  <b>Interviewee:</b> Well, it depends on the purposes because if I'm talking with my friends, I don't care about mistakes. We are like just practicing, but when I'm in presentations, I try to speak fast and try to speak accurately because that is going to lower our grade. So it depends on the purposes.</p>	<p><b>Researcher:</b>  In what types of activities do you commit more mistakes?  <b>Interviewee:</b>  I think, well, most of the time in the speaking area, but I think it is because when we are speaking <b>we don't care too much about grammar but about fluency.</b></p>
<b>Meaning of words</b>			

<i>pronunciation</i>		<b>Researcher:</b> Ok. When you commit mistakes in English what types of mistakes do you commit? <b>Interviewee:</b> ah...well, in <b>speaking pronunciation....</b>	
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## (APPENDIX B)

### INTERVIEW ADDRESSED TO IAI234 TEACHERS

#### INTERVIEW 1

**Researcher:** OK, the first question is: What is the methodology that you used for teaching your advanced II classes?

**Interviewee:** alright, you know this semester I implemented contextualized language instruction because I consider that it is important that if you're going to ... ok if you really want to produce meaningful learning in the classroom you need to contextualize your teaching. Eh...when I say contextualize I mean that I'm going to not serve as liaison between school, between... and the real world and that's why I was working with, this semester, ... I was though implementing a virtual learning as well if I consider if I look for all those tools that are going to have my students be exposed to how English really works and the language proficiency will be empowered.

**Researcher:** OK, eh... what types of activities do you think it helped advanced II students enhance their oral accuracy?

**Interviewee:** To enhance their oral accuracy, accuracy? , uh-uhm, when you mentioned their accuracy, it comes to my mind *their oral proficiency*. That's what I would call it, not oral accuracy. I would call it oral proficiency.

**Researcher:** Oral proficiency?

**Interviewer:** Yes! And ... definitively... eh ...you know I'm a firm believer of role-plays, ahh.. situation-simulation, presentations, debates, all those activities in which they will feel free to act and produce the language, activities in which they

will be self-monitoring themselves, activities in which the teacher won't be focusing too much on grammar. One of the major hindrances is that teachers do focus too much on grammar and don't give students a room to really develop fluency... alright?

**Researcher:** Ehhh...So in that way you are using a kind of communicative approach?

**Interviewer:** Not kind. I use the communicative approach.

**Researcher:** What types of activities do you think it hinders advanced II students' oral proficiency?

**Interviewee:** You know. What I can tell you is that...ehhh... when there are too...there's too much drilling in class ... I'm a big opponent of using lots of drilling in advanced English classes. Students must feel free to communicate and they have to really,... alright..., be exposed to activities that will enhance the skills that they already have. So basically I'm not fond of activities such as grammar drills, they don't use them, they don't use them at all, right? When there's too much focus...I would say that one of the killers is the extreme focus paid on grammar. That's it! That's a killer in advanced English classes and at least this semester I can tell you we didn't focus much on grammar and I can tell you that the results will be much better, right?

**Researcher:** When you say that you use the communicative approach, it's because the English Department tells everyone to use it, I mean teachers, or everyone teaches in a different way?

**Interviewee:** (*laugh*) No way. You know. ...to say. The problem is that most teachers think they use the communicative approach but that's not the communicative approach...

**Researcher:** Because they include drills...? Or a lot of grammar?

**Interviewee:** There's a lot of grammar focus. You know...ehhh...and remember that if we are talking about communicative competence, communicative competence doesn't only ...alright... include ...ehh... grammar competence (---) much more, and that's one of the major killers...

**Researcher:** OK, do you....when you prepare your class plan so you think about ...hmm...do you think about to develop ...ahh...about developing ...ahhh... the fluency and accuracy of these students or one part of these aspects of the English language?

**Interviewee:** You know. (clearing throat) ...what mostly...I think when we deal communicative competence, one of the key aspects is interaction so I expect my students to develop their fluency and accuracy skills...you know...by being using the language as much as possible I know that their accuracy will improve and if they don't feel like threatened to use and produce the language their fluency is going to be developed, right? So what I do is I bring as many activities as I can. I upload websites in which they can deepen and go further I order to master the topic. And if we have a topic I provide lots and lots of opportunities for them to master the topic.

**Researcher:** OK. Eh... do advanced II students communicate their ideas effectively? If not why?

**Interviewee:** Remember something learning a language is a process, right? Even though they're in an advanced English class, I don't expect them to be perfect. I expect them to produce mistakes, but at least at that level I expect them, right? I expect them to self monitor. When students self monitor themselves, that is that they are in a high stage because they're able to, alright? To be self correcting and if a student is self correcting I'm not going to penalize that student, right? That is he's in a higher stage, he's able to, Ok, he knows the right way, but learning a language is such a complex endeavor, right? It's not easy. So, when they...ehh... make mistakes there's some treatment carried out, I have make them... eh... aware of the occurrence of mistakes. They don't have to feel worry about that. When there's a recurrent problem with certain things what I do is that I approach the students and say, "Hey, I want you to work on this area, this one and the other one" and probably you know that advantage is that I have twenty-four students. I was able to ... well no matter how many students I have. I think I've been in this profession for some years and now I can tell when students having problems with certain ,OK, with certain patterns, alright, especially if I see that student doesn't participate that much I say, "OK, I want you to participate as much as you can if you're having problems with this." If it's a grammar structure and if it's very recurrent I have also told my students, "Please better this." Specially after they have an evaluation I can tell, an oral evaluation, I can tell what you're having problems with it.

**Researcher:** OK, hmmm... in my....in earlier observations to these classes...I...

**Interviewee:** Did you observe my classes?

**Researcher:** Not directly, but other students because of my work. I was working at the Interamerican school. Ehhh...They noticed that some of the students committed basic mistakes as you said....

**Interviewee:** What do you mean when you say “basic mistakes”?

**Researcher:** Mistakes that probably occur only at basic levels. For example,...

**Interviewee:** How can you tell me?

**Researcher:** For example, someone said, “near to my house”, right? That’s a mistake that for advanced classes it has to be something that doesn’t exist, for example, right? Because it’s an structure that according to the standards of the Language Department you have...

**Interviewee:** Let me tell you something Oswaldo. There are no standards here.

**Researcher:** There are no standards here?

**Interviewee:** No. I have never seen one. I haven’t seen any standards here. In fact I can tell you there are no standards in El Salvador about English.

**Researcher:** What I mean by standard is what you expect...I mean...

**Interviewee:** That’s not a standard. Standards or benchmarks are something very different. Now when we talk about standards I can tell you about CEF, Common European Framework. They have standards. We don’t have any standards. There’s an urge to have standards, right? But we don’t have standards.



**Researcher:** But you as a teacher ....I...I think you expect that students have a...you know...a high a...this....ahhh...advanced II level, right? Not....you expect your students not to commit so...or that kind of mistakes...for example.

**Interviewee:** You know at this level what I expect is to communicate, right? To communicate and be able to self monitor because no matter if you're a teacher, you know, you make mistakes. If you're able to self monitor, hey!, there's something there. Right? It's the same thing with students, I can tell you that based on my experience when I teach advanced English I expect students to communicate in various areas and be able to use appropriate vocabulary for each setting. I expect them to produce as many ideas as possible, right? Ehh...there are certain problems with students, you know, that sometimes other...a key list anchor, right? It's like maybe prepositions, maybe verbs, maybe pronunciation, grammar or writing, right? What you basically need to do is to identify that students and making aware of the mistakes that he's committing.

**Researcher:** uhmmm....so I think with what you have just said you answered the rest of my questions.

**Interviewee:** OK.

**Researcher:** So, thank you very much

## **INTERVIEW 2**

**Researcher:** The first question is...uhmm...what is the methodology that you used for teaching your advanced II classes?

**Interviewee:** The methodology...uhmm... we haven't been employing an specific methodology. We have been using the eclectic method. We can say that

because we use grammar exercises. We do exercises regarding the controlled practice, also semi-controlled and then we have free practice after we consider the students have gotten the structures very well. They are giving the opportunity to practice as freely as possible in the classes. We divide the lesson plans in three parts as I told you: control practice, semi-control practice and free practice.

**Researcher:** OK. What type of activities do you think it helps advanced II students to enhance their oral accuracy or proficiency?

**Interviewee:** What type of activities?

**Researcher:** Yep.

**Interviewee:** Well, we have been using audio-visual activities so that they have the opportunity to practice listening, speaking a lot. Also we have brought some persons, American people to classes for them to have the opportunity to...interchange ideas in communication activities with those persons.

**Researcher:** Ehhh...and what type of activities do you think it hinders advanced II students oral proficiency?

**Interviewee:** Uhhh...the same ones. For example this term we have used...we have made used of a lot of recordings...uhmm...taken from the internet, videos taken from internet. And also situation in which they have tried to have situations in which students are exposed to enough speaking activities.

**Researcher:** OK. And do you prepare your class plan thinking about enhancing of advanced II students fluency and accuracy?

**Interviewee:** Sure, we have tried to plan classes. Actually, we are the only persons that prepare the plans, but all of us follow the same steps in order to

prepare the plans. We have to include as many activities as possible regarding the three or the four skills that we are trying to develop in the lesson plans.

**Researcher:** Do advanced II students communicate their ideas effectively? If not why?

**Interviewee:** Well, at the beginning, we saw some problems. Many students...they communicated their ideas a little bit clearly, but they had a lot of fluency and grammar problems, but at the end they have observed they have changed a lot. They are now very confident. They look confident when speaking. And they look a little bit more fluent when they are talking and they have improved a lot at the end.

**Researcher:** In your opinion, why do advanced II students, sometimes, ...ehh... commit very basic grammar mistakes.

**Interviewee:** Alright that's because I considerer that's normal for foreign language students because remember they are not exposed to the spoken language everyday and every situation as persons who are learning the language in the environment where the language is spoken. So for me that's...that's normal.

**Researcher:** It's part of the process?

**Interviewee:** It's part of the process

**Researcher:** What type of error correction technique do you use in advanced II classes to develop or enhance students' oral accuracy or proficiency?

**Interviewee:** Yes, at the beginning of every oral activity I ask them the way they would like to be corrected. I ask them because there are different forms that we can correct mistakes and try not to make them feel embarrassed, but I ask

them the way they would like to be corrected, if they would like to be corrected at the end of the activity, after everybody has participated or right after each student or group has participated. And they choose different forms in the different activities. But the majority of times, I correct...I used to correct them right after they have finished talking, they have finished talking, as they prefer to be like that. But I never saw anybody embarrassed when being....

**Researcher:** When being corrected?

**Interviewee:** Uhmmm...being corrected. That was my point of view. That's my point of view.

**Researcher:** Ehhh... in which moment advanced II students commit more mistakes? In what part of the....class they commit more mistakes?

**Interviewee:** In the free practice part. When they...when they speak freely without being stopped to be corrected or ....

**Researcher:** and you apply the same technique that you told me?

**Interviewee:** Uhmm. At the end

**Researcher:** at the end?

**Interviewee:** Uhmm. I correct the mistake at the end.

**Researcher:** Ehh.... In your opinion is the methodology used in the language department adequate to prepare future teachers of English?

**Interviewee:** I consider it is suitable, uhmm, to prepare teachers of English.

**Researcher:** Alright.

**Interviewee:** We're always assessing the way we are teaching. When we have meetings in the department we always talk about that, what we are doing,

what we can do better and everything. And we consider this is the best way we have chosen.

**Researcher:** So you mean that you have like meeting with all the teachers to evaluate the teaching?

**Interviewee:** At the end of every semester. We evaluate what we have done.

**Researcher:** And you agree in a way to teach for the next semester?

**Interviewee:** We revise the lesson plans we are preparing if they are right or wrong. And every person and every teacher gives his or her own opinion. And we try to, to better things the way we can.

**Researcher:** Talking about the methodology that is used in the Language Department, so all the teachers have like the same way to teach or every teacher has different ways?

**Interviewee:** Alright. All of us use the same lesson plan because if we have for example five groups of classes we use the same lesson plan. But remember that every person has his or her own personality. And even though we have the same lesson plan we tend to teach in different ways according to our personality.

**Researcher:** OK. But not according to the methodology you think it's correct.

**Interviewee:** Yes the methodology is the same.

**Researcher:** It's the same? You told me that is eclectic, right?

**Interviewee:** Yes, eclectic methodology, but as I told you every person teaches, ... for example we have a speaking activity or oral practice. Each of

us...eh...besides the way how to .... What's steps to follow during the development of the activity.

**Researcher:** OK. I understand that now...eh... to teach for example advanced classes...eh...let's say the activity normally begins with the topic, right? And based on that topic you include the grammar, right? It's that correct or...is it different from the reality?

**Interviewee:** No, when we are starting a lesson, we start, alright, with the topic. Later we present the topic in context, the grammar or the target structure or target content. Later we present the grammar structure. And we don't stop too much or we don't spend a lot of time explaining grammar point because there's a subject intended to teach just grammar. We just present our list and explain ...we... things that are necessary to be explained very clearly and deeply and then we begin doing exercise regarding the target content and the target structure which is the grammar structure.

**Researcher:** So that means that in the English ....in the advanced II English class...

**Interviewee:** We don't teach grammar a lot.

**Researcher:** You don't teach grammar thoroughly. So it's just to give them an idea about the grammar structure and...

**Interviewee:** Not an idea. Because we give them material to study at home. We explain and we gave them material to study at home. The thing is that in classes we don't spend too much time teaching or learning grammar structures.

**Researcher:** OK. So you focus more on the speaking practice, on practice. And with this type of, let's see, methodology that you are describing. So, what do think it's been developed more?

**Interviewee:** The oral part....

**Researcher:** The oral part?

**Interviewee:** ...It's been developed the most.

**Researcher:** And they have for example, they're also developing with the material and supported with the other subject which is grammar. They are getting the necessary ...or the...you're getting the accuracy level that probably the department or you as a teacher desire?

**Interviewee:** Yes, I consider that we're doing that.

*INTERVIEW ADDRESSED TO IAI234 STUDENTS*

### **INTERVIEW 1**

**Researcher:** OK. What is the methodology used by Advanced II English teachers in classes?

**Interviewee:** The methodologies?

**Researcher:** Yeah. The methodology used.

**Interviewee:** **Well, actually, I don't know. What do you mean by that?**

**Researcher:** The way they teach.

**Interviewee:** Ah. Well, the way they have taught us in advanced, this term, it's very different from the way they have taught us in other levels because in this level we have more conversation, we more...what?... (---) activities. We didn't register much written activities, I mean, it was all conversation, discussion. And,

what?, dialogues, and that's it. I mean that was like better than the other ones because we had more interaction among us. I like it.

**Researcher:** Ok. In your opinion what types of activities help you to enhance your oral English Production?

**Interviewee:** What?

**Researcher:** In your opinion what types of activities help you to enhance to improve....

**Interviewee:** Discussion, discussion. For me discussions because that's the way you give you own opinions, your points of views, so that helps you and that encourages you to participate. I mean because when you have a discussion or a debate; for example, you're willing to give your point of view in order to reply anothers (---) and comments. So I think that one.

**Researcher:** OK. In what types of activities do you commit more mistakes?

**Interviewee:** Speaking I think.

**Researcher:** Speaking activities? For example?

**Interviewee:** Ahhh...for example when we did practices in the oral test and impromptu speeches. That was a (---) does or did mistakes because, I mean, you're so nervous and then you don't know what to say and you're thinking about what to say next. And then you're not like so fast of what you're saying. Actually that makes you feel like, if you lost the control of your own words so that makes you feel...makes you fell...that makes you make more mistakes.

**Researcher:** Alright. When you commit mistakes in English what types of mistakes do you commit?



**Interviewee:** Mostly grammar. I think.

**Researcher:** For example?

**Interviewee:** For example when....you....what?...introduce....what?....Noun clauses let's say. And then you have to put some particle or "to" at the end and you forget it. Those are some.

**Researcher:** What does your teacher do when you make mistakes?

**Interviewee:** What teachers did this semester was that they waited until we finished and then they corrected us at the end, I mean.

**Researcher:** Because you have two teachers, right?

**Interviewee:** Yeah we had two teachers.

**Researcher:** And that was the same method....I mean they used the same technique?

**Interviewee:** Yeah, both used the same technique and when we were talking for example they were like listening to us attentively and then they were...sometimes they were writing our mistakes. And then at the end they told them.

**Researcher:** OK. Do you self correct? And if you do, how often do you self correct?

**Interviewee:** When I notice.

**Researcher:** When you notice?

**Interviewee:** Yeah, when I notice.

**Researcher:** Alright. So that, that happens very often?

**Interviewee:** For me I think.

**Researcher:** Do you communicate your ideas in English effectively? Or do you need help of the teacher to do that?

**Interviewee:** I think it depends on what you're saying or what you're talking about because I mean right now I can say whatever, but it's because we're talking about something very common and I don't need too much elaborated...What?...vocabulary, but it's an...other cases when we are talking about...what?...new topics for example. There's some time when you ....you don't find the words and then you need some help.

**Researcher:** OK. Are you more interested in speaking English fluently or more interested in speaking it more accurate, without grammar mistakes? That's the meaning of accuracy, without grammar mistakes.

**Interviewee:** I think both, but if I'm teaching I have to do like grammatically correct and everything. It doesn't matter if I speak fluently because we even have teacher who can't speak like so fast. For me that's part of fluently, fluency, sorry! So, I mean, it depends on when, when you are.

**Researcher:** Alright. In your opinion does the methodology used by teachers of the Language Department of the University of El Salvador help you prepare to be a future English teacher?

**Interviewee:** Yeah. Sure it helps

## **INTERVIEW 2**

**Researcher:** OK. Listen. What is the methodology used by advanced English II teacher to teach classes? What is the way? Or what kind of activities they use?

**Interviewee:** Ah. For example, this semester they were more focused on the speaking skill and they didn't focus so much in grammar and I did like that because we are not taught like grammar structures and all that stuff. And I really liked it because we were taught too to say our ideas in the way we think and all that stuff.

**Researcher:** Alright. In your opinions what types of activities help you to improve or enhance your oral proficiency, or the way you speak?

**Interviewee:** Ah, when they make discussions between us, for example debates and, for example when they were like...do warmers and that stuff. They were like encouraging us to participate orally and that really helped because if we are exposed to speak, then we are going to speak better.

**Researcher:** In what types of activities do you commit more mistakes?

**Interviewee:** In writing. Well, in speaking I commit many mistakes, but since the purpose of the topic is communicating I don't care much about it. But in writing as they say we have to write like academic English, I try to be like accurate. Then I make...I am more focused in my mistakes in that field.

**Researcher:** Ok. When you commit mistakes in English what types of mistakes do you commit?

**Interviewee:** ah...well, in speaking pronunciation and sometimes I miss the tenses of the verbs and I...That's really...hmmm....that's a big problem for me because I don't know the... I'm not...sometimes I don't know what tense is because when speaking we sometimes forget the idea and we have to begin again.

**Researcher:** What does your teacher when you make mistakes?

**Interviewee:** Well, sometimes they use active listening and they, in the moment they say, "Oh,..." That's the way, right? And they sometimes...I like something they did many times this year and it was that they like wrote the mistakes on papers and gave us to us to, gave them to us for us to correct the mistakes for ourselves and that really helped.

**Researcher:** Do you self correct?

**Interviewee:** Sometimes when I notice that I do and make mistakes.

**Researcher:** Do you communicate your ideas in English effectively? Or do you need help from the teacher?

**Interviewee:** Well, it depends on the topic I'm talking about because when I'm talking about a topic that is well-known for me I can talk about it without asking the teacher, but when I'm talking about something that I don't know I have to ask certain words.

**Researcher:** Are you more interested in speaking fast or speaking in a, let's say, in a good grammatical way?

**Interviewee:** Well, it depends on the purposes because if I'm talking with my friends, I don't care about mistakes. We are like just practicing, but when I'm in presentations, I try to speak fast and try to speak accurately because that is going to lower our grade. So it depends on the purposes.

**Researcher:** In your opinion does the methodology used by teacher of the Language Department of the University help you prepare to be a future English teacher?

**Interviewee:** Yes, it does. Because...hmmm...they are giving i....giving us some...I don't know...it depends on the subject because in Didactics they're giving us all the tools that we are going to need for teaching. In the other subjects they are preparing us to better our English. I that way we are going to be English speaker and English teachers. And that's gonna be.

### **INTERVIEW 3**

**Researcher:** OK. What is the methodology used by advanced English II teachers to teach the class?

**Interviewee:** Well, basically what they use is PowerPoint presentations and some charts sometimes, but most of the time they use the board to teach.

**Researcher:** In your opinion what types of activities help you to enhance or improve your oral production?

**Interviewee:** Hmmm...most of the time, when we do discussions because that is the best way for us to produce the language.

**Researcher:** In what types of activities do you commit more mistakes?

**Interviewee:** I think, well, most of the time in the speaking area, but I think it is because when we are speaking we don't care too much about grammar but about fluency.

**Researcher:** What does your teacher when you do mistakes or you commit mistakes?

**Interviewee:** Well, ahh...basically what they do is to write down the mistakes and then to tell us what mistakes we did.

**Researcher:** That's in the moment you make the mistake or after?

**Interviewee:** No, after. Because they let us to continue speaking....to be finished they correct us.

**Researcher:** Do you self correct?

**Interviewee:** Yeah, most of the time.

**Researcher:** Do you communicate your ideas in English effectively? Or do you need help from the teacher?

**Interviewee:** I think I communicate them effectively because most of the time they understand what I am saying.

**Researcher:** Are you more interested in speaking fluently or more interested in speaking accurate?

**Interviewee:** I think both of them. I try to speak...hmmm...fluent and accurate.

**Researcher:** In your opinion, does the methodology used by teachers of the Language Department of the University help you prepare to be a future English teacher?

**Interviewee:** Some methodology, yes, some other, no because most of the time, talking about test, they are too difficult or too longs, so when we are doing the tests then we feel tired and we don't want to continue doing it anymore. So, that's why.

(APPENDIX C)

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
THESIS PROJECT

QUALITATIVE RESEARCH

OBSERVATION GUIDE ADRESSED TO ADVANCED ENGLISH II CLASS

Name of the observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time \_\_\_\_\_

Objective: To know the methods and techniques that the teacher of Advanced English II uses at the moment of teaching his/her class.

Direction: Write an X in space of the selected option

**I. Methods**

1. Direct method (the language is presented naturally without translating into the native language and without grammar structures)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Situational method (Oral form is more important than written form. The student is involved in a situation in order to use the target language.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Audio-lingual method (Learning is a mechanical process, memorization of dialogues and automatic production of expressions help the process)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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4. Grammar translation method (Grammar rules and translation into the native language is emphasized)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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5. The silent way (Student-student interaction, native language is used to give instruction, errors are seen as a natural part of learning)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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6. Suggestopedia (Translation into native language is used, pronunciation is developed through reading out loud, speaking communicatively is emphasized)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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7. Community language learning (Language is for communication, grammar is used to make sentences, literal native equivalents are given)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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8. Total physical response (TPR) (Grammar structures and vocabulary are emphasized, the teacher is the director of students' behavior, the students are imitators, students should be tolerant to errors)

Yes \_\_\_\_\_ No \_\_\_\_\_



Observations:

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**II. Techniques**

1. Translation of literary passages

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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2. Reading comprehension

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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3. Finding antonyms and synonyms

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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4. Gap-filling

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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5. Memorization

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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6. Using words in sentences

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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7. Compositions

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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8. Reading aloud

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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9. Conversation practice

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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10. Dictations

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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11. Dialogue memorization

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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12. Expansion drill

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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13. Repetition drill

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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14. Chain drill

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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15. Single-slot substitution drill

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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16. Transformation drill

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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17. Question and answer drill

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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18. Gap-filling

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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19. Grammar games

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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20. Sound-color chart (The chart contains blocks of color, each one representing a sound in the target language. The chart allows the students to produce sound combinations in the target language without doing so through repetition.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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21. Peer correction

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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22. Rods (Rods can be used to produce visible actions or situations for any language structure to introduce it, or to enable students to practice using it)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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23. Self-correction gestures (The teacher indicates for example that each of his fingers represents a word in a sentence and uses this to locate the trouble spot for the student.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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24. Peripheral learning (It is based on the idea that we perceive much more in our environment than that to which we consciously attend. By putting posters on the classroom walls students will absorb the necessary facts effortlessly.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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25. Choose a new identity

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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26. Role-play

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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27. Using commands to direct behavior

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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28. Role reversal (Students command their teacher and classmates to perform some actions. Students will want to speak after 10 to 20 hours of instruction. Students should not be encouraged to speak until they are ready.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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29. Action sequence (Teacher gives three connected commands. As students learn more and more of the target language, a longer series of connected commands can be given which together comprise a whole procedure.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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(APPENDIX D)

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
THESIS PROJECT

QUALITATIVE RESEARCH

CHECK LIST FOR ADVANCED ENGLISH II LESSON PLANS

Name of the observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time \_\_\_\_\_

Objective: To collect information related to the methodology and techniques used by Advanced English II teacher in the lesson plans of the subject IAI234

Direction: Write an X in correspondent box.

Methods	Yes	No
Direct method (the language is presented naturally without translating into the native language and without grammar structures)		
Situational method (Oral form is more important than written form. The student is involved in a situation in order to use the target language.)		
Audio-lingual method (Learning is a mechanical process, memorization of dialogues and automatic production of expressions help the process)		
Grammar translation method (Grammar rules and translation into the native language is emphasized)		
The silent way (Student-student interaction, native language is used to give instruction, errors are seen as a natural part of learning)		
Suggestopedia (Translation into native language is used, pronunciation is developed through reading out loud, speaking communicatively is emphasized)		

Community language learning (Language is for communication, grammar is used to make sentences, literal native equivalents are given)		
Total physical response (TPR) (Grammar structures and vocabulary are emphasized, the teacher is the director of students' behavior, the students are imitators, students should be tolerant to errors)		

Techniques	Yes	No
Translation of literary passages		
Reading comprehension		
Finding antonyms and synonyms		
Gap-filling		
Memorization		
Using words in sentences		
Compositions		
Reading aloud		
Conversation practice		
Dictations		
Dialogue memorization		
Expansion drill		
Repetition drill		
Chain drill		
Single-slot substitution drill		
Transformation drill		



Question and answer drill		
Gap-filling		
Grammar games		
Sound-color chart (The chart contains blocks of color, each one representing a sound in the target language. The chart allows the students to produce sound combinations in the target language without doing so through repetition.)		
Choose a new identity		
Role-play		
Role reversal (Students command their teacher and classmates to perform some actions. Students will want to speak after 10 to 20 hours of instruction. Students should not be encouraged to speak until they are ready.)		
Action sequence (Teacher gives three connected commands. As students learn more and more of the target language, a longer series of connected commands can be given which together comprise a whole procedure.)		

(APPENDIX E)

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
THESIS PROJECT

QUALITATIVE RESEARCH

SECOND OBSERVATION GUIDE ADRESSED TO ADVANCED ENGLISH II  
CLASS

Name of the observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time \_\_\_\_\_

Objectives:

- To know the methods and techniques that the teacher of Advanced English II uses with IA1234 students at the moment of teaching his/her class

Direction: Write an X in the space of the selected option.

COMMUNICATIVE APPROACH

1. **Content Based** (language is a tool for getting information about the world. In this approach message is more important than the form.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **Intercultural** (Foreign language learning is often foreign culture learning.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **Holistic** (It means that the whole personality of the learner must be developed during language teaching.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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4. **Experiential** (The students are supposed to experience that the target language acquired is very useful in life.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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5. **Learner-centered** (Learners' needs are very important in communicative language.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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#### CHARACTERISTICS OF COMMUNICATIVE ACTIVITIES

6. **Students' desire for communication** (These kinds of activities make students strongly desire to communicate in the target language.)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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7. **Communicative purpose** (The main objective of the activity is that students communicate their ideas in the target language meaningfully)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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8. **Content not form** (Grammar is taught inductively)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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**9. Variety of language** (vocabulary, phrases, and other variations of the English language are taught in context and meaningfully)

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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**10.No teacher intervention**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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**11.No materials control**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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(APPENDIX F)

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
THESIS PROJECT

QUALITATIVE RESEARCH

SECOND OBSERVATION GUIDE ADRESSED TO ADVANCED ENGLISH

II CLASS

Name of the observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time \_\_\_\_\_

Objectives:

- To know more about IA1234 students' oral accuracy in the aspects of lexical items (**vocabulary**), morphology (**structure of words**), semantic (**meaning of words**), syntax (**word order**) and phonology (**pronunciation**)

Direction: Write an X in the space of the selected option.

IA1234 STUDENTS...

VOCABULARY

**1. use a variety of vocabulary.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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**2. use vocabulary appropriately.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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STRUCTURE OF WORDS

**3. use inflexions appropriately and accurately.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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WORD ORDER

**4. utter complete sentences.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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MEANING OF WORDS

**5. convey messages using the correct words.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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**6. use less words to express his/her ideas accurately.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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PRONUNCIATION

**7. pronounce words and sentences correctly (stress and intonation).**

Yes \_\_\_\_\_ No \_\_\_\_\_

Observations:

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(APPENDIX G)

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
THESIS PROJECT  
QUALITATIVE RESEARCH

CHECKLIST ADRESSED TO ADVANCED ENGLISH II CLASS

Name of the observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time \_\_\_\_\_

Objective: To compare information about the methodology used by IA1234 teachers of the Language Department of the University of El Salvador Western Multidisciplinary Campus with IA1234 students to the standards established by experts in ELT for the Communicative Approach

Direction: Write an X in the space of the selected option.

<sup>1</sup> Characteristics of communicative classes	Yes	No
<b>Content Based</b>		
<b>Intercultural</b>		
<b>Holistic</b>		
<b>Experiential</b>		
<b>Learner-centered</b>		
<sup>2</sup> Communicative activities		

<sup>1</sup> Adapted from Sarosdy J. et al (2006)

<sup>2</sup> Adapted from Sarosdy J. et al (2006)

<b>A desire to communicate</b>		
<b>A communicative purpose</b>		
<b>Content not form</b>		
<b>Variety of language</b>		
<b>No teacher intervention</b>		
<b>No materials control</b>		



(APPENDIX H)

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
THESIS PROJECT  
QUALITATIVE RESEARCH

CHECKLIST ADRESSED TO ADVANCED ENGLISH II CLASS

Name of the observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time \_\_\_\_\_

Objective: To compare information about IA1234 students' oral accuracy in the aspects of lexical items (**vocabulary**), morphology (**structure of words**), semantic (**meaning of words**), syntax (**word order**) and phonology (**pronunciation**) to the standards established by experts in ELT for the Communicative Approach

Direction: Write an X in the space of the selected option.

IA1234 students...	Yes	No
<b>VOCABULARY</b>		
use a variety of vocabulary.		
use vocabulary appropriately.		
<b>STRUCTURE OF WORDS</b>		
use inflexions appropriately and accurately.		
<b>WORD ORDER</b>		
utter complete sentences.		
<b>MEANING OF WORDS</b>		
convey messages using the correct words.		

use less words to express his/her ideas accurately.		
PRONUNCIATION		
pronounce words and sentences correctly (stress and intonation).		

**(APPENDIX I)**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
THESIS PROJECT  
QUALITATIVE RESEARCH

SEMI-STRUCTURED INTERVIEW ADRESSED TO ADVANCED ENGLISH II  
TEACHERS

Name of the interviewer: \_\_\_\_\_  
Date: \_\_\_\_\_ Time \_\_\_\_\_

Objective: To collect information about the methodology used by IAI234 teachers of the Language Department of the University of El Salvador Western Multidisciplinary Campus in semester I, in the year 2010

1. What is the methodology that you use for teaching your IAI234 class?
2. What types of activities do you think it helps IAI234 students enhance their oral accuracy?
3. What types of activities do you think it hinders IAI234 students' oral accuracy?
4. Do you prepare you class plan to enhance IAI234 students' accuracy?
5. Do IAI234 students communicate their ideas effectively? If not, why?
6. In your opinion why do IAI234 students sometimes commit basic grammar mistakes?
7. What type of error correction technique do you use in IAI234 classes to develop or enhance IAI students' oral accuracy?
8. In which moment of IAI234 class do IAI234 students commit more mistakes?
9. In your opinion is the methodology used in the Language Department of the University of Western Multidisciplinary Campus adequate to prepare future teachers of English?

**(APPENDIX J)**

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
THESIS PROJECT  
QUALITATIVE RESEARCH

SEMI-STRUCTURED INTERVIEW ADRESSED TO ADVANCED ENGLISH II  
STUDENTS

Name of the interviewer: \_\_\_\_\_  
Date: \_\_\_\_\_ Time \_\_\_\_\_

Objective: To collect information about IAI234 students' oral accuracy at the University of El Salvador Western Multidisciplinary Campus in semester I, in the year 2010

1. What is the methodology used by IAI234 teachers to teach IAI234 classes?
2. In your opinion what types of activities help you to enhance your oral accuracy?
3. In what types of activities do you commit more mistakes?
4. When you commit mistakes in English, what types of mistakes do you commit?
5. What does your IAI234 teacher do when you make a mistake?
6. Do you self correct? How often do you self correct?
7. Do you communicate your ideas in English effectively or do you need help of the IAI234 teacher to do it?

8. Are you more interested in speaking English fluently or more interested in speaking it more accurate, without grammar mistakes?
  
9. In your opinion does the methodology used by teachers of the Language Department of the University of El Salvador Western Multidisciplinary Campus help you prepare to be a future English teacher?

**(APPENDIX K)**

UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
DEPARTAMENTO DE IDIOMAS  
SEMESTER I-2010

<b>GENERALITIES</b>	
<b>SUBJECT:</b>	<b>INTENSIVE ADVANCED ENGLISH II</b>
<b>PRE-REQUISITE:</b>	<b>INTENSIVE ADVANCED ENGLISH I</b>
<b>SCHEDULE:</b>	<b>TO BE ANNOUNCED</b>
<b>CREDITS:</b>	<b>8 U.V.</b>
<b>INSTRUCTORS:</b>	<b>EDGAR PEREZ BLANCA MARROQUIN</b>

<b>COURSE DESCRIPTION:</b>
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This is the fifth English course designed to provide third-year students of Licenciatura en Idioma Inglés: Opción Enseñanza with the fundamentals of the language to function in an ESL/EFL environment. This course is the culmination of the conversational courses students take as part of the curriculum. This course has been specially designed to help students reach an **upper level of the English language** so that they master the four English learning macro-skills: listening, speaking, reading, and writing. In this regard, the students **will be exposed** to the language eight hours per week so that they can further develop the four English macro-skills to become more proficient English speakers and writers. Hence, the students will engage in various activities aimed at achieving an advanced level of proficiency in the language.

## REFERENCE MATERIALS

- ATTITUDE 4
- New Interchange 3
- Passages 1 and 2
- Super Goal 4
- Spectrum 4 and 5
- Focus on Grammar (advanced)
- Grammar Dimensions 4
- Other sources that the instructors consider appropriate to the students' level of proficiency.

## COURSE OBJECTIVES

**General Objective: At the end of the semester, SWBAT**

-utilize various tools **to communicate** in English **naturally, effectively, and spontaneously.**

**Specific Objectives:**

- Constantly engage in various communication activities, where they have to respond simultaneously in a very effective way.

- Spontaneously and effectively use their listening and reading skills to understand **advanced structures** in day-to-day situations.

- Effectively write different advanced structures of the language.

**NUTS AND BOLTS OF THE COURSE:**

The instructors will make sound use of the different language methods through the utilization of an array of activities and lots of materials conducive to learning the language more **interactively** and **communicatively**. The instructors will plan lessons accordingly so that the students develop the four macro-skills more effectively and systematically. During the process, the instructors will function as facilitators by being providers of appropriate feedback and error correction. The instructors will also have to monitor and evaluate the students' learning progress by assigning them homework assignments, pair and group work, dictation practices, both oral and written exams, **communication activities**, listening and reading comprehension tests, and other tasks that may contribute to the students' progress in the learning of the English language. On the other hand, the students will be expected to be punctual to classes, do class



work, hand in homework on time, and engage in classes **actively**.

### RECOMMENDED COURSE EVALUATION

2. ORAL INTERVIEWS 15% APRIL 19<sup>TH</sup>-APRIL 21<sup>TH</sup>  
IMPROMPTU SPEECH 20% JUNE 21<sup>TH</sup>-JUNE 23<sup>TH</sup>, 24<sup>TH</sup>

1. PRESENTATIONS (GROUPS OF FOUR)...  
10% MAY 17<sup>ND</sup>-MAY 19<sup>RD</sup>

2. TOEFL 10% ...JUNE 4<sup>TH</sup>

3. TWO WRITTEN TESTS... 15% APRIL 22<sup>ND</sup>  
15% JUNE 18<sup>TH</sup>

7. MAKE-UP EXAM 100% JUNE 30<sup>TH</sup>  
ORAL INTERVIEW 60% - WRITTEN TEST 40%

### COURSE CONTENTS

1. UNIT I: AGING (NOUN CLAUSES)

2. UNIT 2: SLEEP (EMBEDDED QUESTIONS)

3. UNIT 3: HEROES: WHAT MAKES A HERO? / A GREAT TEACHER (DIRECT AND REPORTED SPEECH)
4. UNIT 4 : LEISURE (PASSIVE VOICE, ALL FORMS)
5. UNIT 5: ALTERNATIVES (SUBORDINATING CONJUNCTIONS) Practitioners
6. UNIT 6: IMAGE (COORDINATING CONJUNCTIONS)
7. UNIT 7 : ADVERSITY (REVIEW AND EXTENSION: CONDITIONALS) Practitioners
8. UNIT 8: AMERICAN OR BRITISH? AMERICAN VERSUS BRITISH ENGLISH (STRUCTURES, VOCABULARY AND SUITABLE EXPRESSION TO REFUTE, AGREE, DEBATE, DISAGREE AND SO ON)
9. UNIT 9: MIGRATION /LAND OF OPPORTUNITY (PHRASAL VERBS) Practitioners
10. UNIT 10: LOVE IS.../ FRIENDSHIP / LOVE AND ATRACTION (STRUCTURES, VOCABULARY, AND USEFUL EXPRESSIONS TO PRESENT ARGUMENTS) Practitioners
11. UNIT 11: BATTLE OF THE SEXES/ PERSONAL QUALITIES (PERFECTIVE MODAL STRUCTURES)
12. UNIT 12: GENERAL REVIEW

**Note: TOEFL preparation will start after the first set of evaluations.**