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

THE METHODOLOGICAL FACTORS THAT INFLUENCE EFFECTIVELY ON STUDENTS'
PARTICIPATION WHEN SPEAKING SKILL IS TAUGHT IN THE ADVANCED INTENSIVE
ENGLISH I SUBJECT IN SEMESTER II-2016 AT THE FOREIGN LANGUAGE
DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

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INTRODUCTION

Any language class needs to have many different components. It needs competent programs that guide the tutor on how to teach their classes and what kind of content and material must be taught; it also requires tasks and activities that evaluate students' performance and their progress, but the most important thing in the development of a class is the way in which tutors have pupils participate. It is completely useless to have a competent program, meaningful content and proper evaluations if teachers are not able to have students participate and evolve in their daily classes.

At the Foreign Language Department of the University of El Salvador, there have been many studies carried about how teachers evaluate students' performance or how students evaluate tutors' techniques and methodology to teach, but there are few studies that explore if these kind of techniques are accurate or really help students improve. Therefore, it is necessary to check if the methodology teachers are using is effective and if it helps students improve and develop their skills.

The main objective of this paper is to find out if tutors' methodology is effective to have students participate taking into account that participation is a must in speaking activities. It is also important to highlight that all these methodologies do not depend exclusively on tutors' responsibility or work; they are also the institutions' responsibility since they are the ones in charge of providing teachers with the necessary tools to have classes developed.

RESEARCH QUESTIONS

- What are the methodological factors that influence on students' participation in speaking activities in the Advanced English classes of the Foreign Language Department at the University of El Salvador?

- What kind of strategies do teachers use to motivate students to have them participate?

- Is the use of technology and real life content effective to have students get involved in speaking activities?

- Do students get proper feedback based on the way they perform when participating in speaking activities?

OBJECTIVES

General objective

- ✓ To determine the methodological factors that influence effectively on students' participation in speaking activities in the Advance Intensive English I class in the Semester II-2016 for the Bachelor of Arts in Teaching of the Foreign Language Department at the University of El Salvador.

Specific objectives

- ✓ To identify the methodology used by the teachers at the Foreign Language Department at the moment of teaching speaking to verify how those methodological techniques influence on students' participation.

- ✓ To find out how frequent teachers use effective methodological strategies to have students participate.

- ✓ To verify if the proposed methodology in the Syllabus of the subject complies with the requirements to motivate students inside the classroom.

STATEMENT OF THE PROBLEM

This project aims at describing the methodological factors that influence on students' participation in an effective way in the of Advanced Intensive English I classes of the Foreign Language Department during the Semester II – 2016 at the University of El Salvador.

JUSTIFICATION

This research paper is focused on developing the "Methodological Factors that Influence effectively on students' participation in the Advanced English classes in the Semester II-2016 for the Bachelor of Arts in Teaching of the Foreign Language Department at the University of El Salvador. The researchers decided to carry out this study because speaking is the most important skill developed in the University of El Salvador and it is really necessary to have pupils participate so that they can improve their communicative abilities. In fact, most of the time the methodology used is based on a structural approach but there are some other methodological factors that influence in the speaking teaching providing students opportunities to develop their oral communication skills in a proper way, more specifically the speaking skill.

This study is important for the following reasons:

- ✓ To find out the methodological factors that influence students' participation.
- ✓ To highlight what factors influence on the students to enhance their speaking skills.
- ✓ To verify if students are encouraged to practice the speaking ability effectively in order to build good confidence.

THEORETICAL FRAMEWORK

1- BACKGROUND

Language is the first aspect that distinguishes human beings from other species. It has two features of communication to convey different forms of a single language. They are, fundamentally, speaking and writing. More specifically, the researcher sheds light on the spoken mode. This chapter represents the background and methodology of this work. The former gathers some key concepts and funnels through the English language, moving toward speech production also known as speaking skill. The importance and the problems of teaching speaking and how they affect students' participation take also a portion from this chapter.

At the Foreign Language Department of the University of El Salvador, there are some studies that have been carried out based on topics related to Speaking and students' participation, but there is still a very long track to follow to investigate these topics efficiently. For this project, two studies have been selected as reference. Taking into account the importance of their topic and how the investigation was developed.

In the first place, there is an investigation that was based on the interference of native language in speaking production. The topic is "Effects of the Interference of L1 on L2 concerning Speaking in First Year Students of the Foreign Language Department." This investigation selected first year students to compare how native language influences second language acquisition. (Ascencio, R; Escobar V & Parada C, 2014)

The study was led to determine the factors that make L1 interfere when L2 is being acquired. Some of the factors mentioned are: Student´s background knowledge about L1 and also L2; limitation of vocabulary in both native and second

language, Exposure to L2 and so on. This study focuses mainly in factors that can be found outside the classroom since student are mostly exposed to different places that do not keep or have the same environment they can find in the classroom. (Ascencio, R; Escobar V & Parada C, 2014)

The second study is under the topic "How Speaking Correction Techniques Affect the Learning Process of Intermediate and Advanced English Students in the Foreign Language Department of the University of El Salvador." This investigation focuses on determining what happens after a student is corrected in the class. As it is mentioned in the essay, students may improve and correct the mistakes or they may get frustrated and stop moving ahead since they start feeling afraid and doubting. The most common thought is that if they participate, they may be wrong and they don´t want to feel ashamed or intimidated by their classmates or teacher. (Alfaro, R; Castro, A & Rodríguez, M, 2007)

2- DEFINITIONS

Speaking

The definition of speaking may vary from one author to another. According to Hornby (1999), speaking is "to say exactly what you think, in every direct way" (p. 25) On the other hand, in a more academic sense, speaking is defined as the demanding skill for the teacher to teach. It is basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. It is a skill of speaker to give information to a listener or group of listeners by transfer it effectively. (Scott, W & Ytreberg, L, 2003)

Methodological Factors

According to David Nunan (1998), a methodological factor is a selected, sequential and justified teaching-learning task that has as main mission to help the content provided in the class be internalized and understood by pupils. On the other hand, Douglas Brown (2000) defines methodological factors as the set of pedagogical practices and strategies that are included within the syllabus of the English class.

Participation

Participation refers to students having their knowledge internalized and used by being actively involved in interaction processes. It is not only restricted to electing pupils' responses to questions, but rather to create critical thinking enabling them with a powerful tool to grow personally, academically and professionally (Pupil Voce Wales, 2016). Another definition that can be found about participation is the one provided by Joan Kenworthy (1990) who states that participation is the involvement in shaping, implementing and sharing knowledge within an active process that enhances and awakens pupils' confidence and awareness.

3- WHAT MUST BE CHECKED IN STUDENTS' PARTICIPATION?

According to Scott Thornbury (1998), there are many aspects that need to be checked when students participate in class. They will help the teacher determine the way in which students are performing and what strategies need to be used to correct or assess students' performance taking into account that a lesson's main objective is to have students understand what their areas of opportunity are without making them feel ashamed or embarrassed, so that in the future they are not afraid of receiving feedback or assessment.

Some of these aspect are:

Phonology

Joanne Kenworthy (1990) explains that speaking must be taught and evaluated as a set of components. One of those components is phonology. Traditionally, phonology is understood as the study of phonemic systems (symbols), but if speaking participation is going to be assessed efficiently, there must be a wider panorama for phonology. Instead of only focusing on symbols, teachers can also take into account articulatory gestures, onset, rime and many other aspects that will make the idea of phonology a complete concept for students when they receive the feedback provided after their participation.

Intonation

The term intonation is defined as the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of students' speaking skill development (Kelly, G, 2000). It is necessary to pay deep attention to it and provide accurate feedback when required. (Thornbury, S, 1998)

Thornbury (1998) states that when dealing with intonation in the language classroom, we need to examine the nature of these unconscious processes, bring them to the surface and show how we believe they work. For intonation to become useful for students, the class needs to focus on practice rather than theory.

Self-monitoring and self-repairing

Though it sounds as if it is students' job to fully understand how to monitor and correct themselves, it is not completely true. Teachers also play a very important role in this process. In his book *How to Teach English,* Jeremy Harmer (1998) states that students must be assessed on how to monitor their mistakes and improvement. They also need guidance to correct themselves if they are having problems. Teachers must teach students how, when, why and how much they need to correct and monitor. Students also need to know their areas of opportunity to improve as well as their strengths.

Automaticity

Automaticity takes place when pupils begin to respond without delay since they have already practiced their structures. Automaticity is the most common result that appears when drilling, repetition and assessment are included in a class. Students get used to structure and when they are in a situation that includes what they already studied, replies come out by themselves. (Harmer, J, 1998)

Fluency

According to Jeremy Harmer (1998), fluency comes right after automaticity. Is fluency the ability to speak fast or is it something else? As Harmer mentions in his book *How to Teach English*, fluency is the ability to combine speaking with pauses,

intonation and proper articulation. As it can be noticed, fluency does not only mean speaking fast. It must also contain pauses so that ideas can be formulated and the meaning can be completely understood.

Interaction

David Nunan (1998) considers interaction as an aspect that will not be completely taught by the teacher since students should have some background knowledge about it even in their native language, but it must be retaught. That is why pauses are also important. Students must be aware of *turn-taking* and *discourse markers* which are only two of the requirements to develop an accurate interaction within a conversation. Harmer mentions that students must know expressions to change topic, to express a different opinion or to agree with someone else. They must also be aware of the importance of interrupting politely if is needed. All of this is part of the content teachers should provide to their pupils so when participation takes place, students will have a wider idea of what it involves.

Paralinguistics

Thornbury (1998) explains that gestures are very important when communicating with others. In paralinguistics, students must focus on the use of parts of the body in the interaction between speakers. It is really important because what a student says must match with their gestures or movements. Even though half of global conversations are mostly performed through telephone calls nowadays, students still need to know how to use their bodies to interact. According to Thornbury, the way in which a student performs when participating will let us know if there is confidence, fear or confusion.

4- WHY IS PARTICIPATION SO IMPORTANT?

When a language is taught or learned, there are many aspects that are taken into account, and each of them has its own methodology and reason to be transferred and acquired. Some of these aspects are: grammar, spelling, vocabulary and pronunciation, but there are wider aspects that are known as the macro skills in the teaching field. They are reading, speaking, writing and listening. Speaking is considered as the most important aspect that needs to be taught and due to its importance, it is required to dedicate more attention to the way it is taught and how learners apply it when communicating in the new language. This is why students' participation is the main source a tutor can rely on when checking students learning and progress. (Harmer, J, 1998)

According to Scott Thornbury in his book *How to Teach Speaking* (1998), the speaking skill must be considered, taught and learned as the most important aspect of a language. He explains that it is the basis to be able to communicate with others in everyday interaction. Students will be able to determine what their areas of opportunity are if they participate and receive feedback and assessment, but if pupils do not participate at all, they will continue to think they are doing good even if they do not express themselves and will be afraid of participating all the time.

Thornbury's opinion (1998) includes many points that are sometimes ignored when a teacher is in charge of a class. Words and sentences stress, intonation and phonemes mispronunciation are some of these points. That is why participation is a must in each class. If a class is teacher-centered, students will never have any opportunity to check their performance; and if they have the opportunity to be involved in a participative environment in the future, they will not be able to proceed accurately or show confidence.

On the whole, students must be encouraged to participate so that they can leave their comfort zone and explore different environments and their own knowledge. This will help them develop their skills and perform properly in the classroom and in real-life environments. (Thornbury, S, 1998)

5- HOW TO ENCOURAGE STUDENTS TO PARTICIPATE?

Students' participation is one of the most important aspects in the teaching-learning process of a new language. Therefore, it should be considered as a very relevant point by both learners and tutors. Learners will face a lot of situations in which they will need to make use of their speaking skills to communicate with others. Some of them may need these skills for their jobs or for personal needs (when travelling to a different country in which English is required). These kind of situations must be the may reference for teachers, trainers and tutors to have their pupils practice by means of participation. They must also need to take into account that every learner is different from others and they have special strengths and special areas of opportunities. (Kelly, G, 2000)

According to Joanne Kenworthy (1990), some strategies are required to help instructors improve the way in which they encourage students to get involved in the speaking activities that are performed in the classroom. These strategies need to be put into practice so that learners feel motivated to practice and participate.

1. Creating and applying a competent program

This will help teachers have a better idea of what they need to teach and when to teach it. Programs provide teachers with a guidance to have classes carried out properly. If a teacher has a well-directed plan to guide her/himself, they will be able to guide and instruct pupils in learning how to speak and communicate. Besides this, there will be a pattern that will make evaluation and correction of mistakes easier for both tutors and pupils. This is not only teachers' job, but also the responsibility of the institution that includes the teaching of a second language within its curricula. (Kenworthy, J, 1990)

2. Student-centered environment

Many years ago, teachers were considered as the center and only point of reference for learning, but after realizing the main character is the student, the way of teaching changed. Tutors must not be transmitters. They need to understand they are the training and source agent that students need to learn from. If a teacher only focuses on filling students' "knowledge box" and never has them practice, they will not be able to check what pupils are doing right or wrong, and there will not be space for feedback or reinforcement (Kelly, G, 2000). In this context, tutors also need to pay attention to the level students have. For this, instructors should be in charge of small groups (7-8 students) because if they have larger groups, it will be too difficult for them to monitor students' performance. (Kenworthy, J, 1990)

3.   Let students practice

As mentioned previously, students must have their opportunity to practice what they have learnt. They must practice and participate to improve and to completely internalize knowledge. If you buy a car, but never use it, it will eventually get damaged and you will not be able to use it once you decide to do it. The same happens to students. If they just keep on receiving information, but they never take it into real life performance, they will forget it or they may start getting confused and once they feel the need or are forced to use it, they will not do it accurately or simply will not do it. (Kenworthy, J, 1990)

4.   Use of audio and Multimedia

Pupils need to be exposed to different sources of information. Not only to teachers' instructions, but also to authentic material that helps them improve their language skills. In this point, it is necessary to highlight the use of labs, videos, online chat, forums and/or conversation groups that include at least one native speaker of the target language. All of these strategies are very useful to have

students participate and get familiar to technological factors at the same time. Most jobs require the use of technology and students must be adapted and used to having technology as part of their tools to learn and practice their knowledge. (Kelly, G, 2000)

5.   The importance of speaking subskills

Teachers must be aware that students have to acquire knowledge and have to use it properly, but they also need to know about the aspects that are necessary for them to perform accurately. Teachers must be able to identify problems with intonation, grammar, spelling, stress, distinction between vowel and consonant sounds and many more aspects. As tutors, their job is to guide students so that they can get and provide information properly. For example, if a tutor does not have good intonation when using questions, students will not have it either. If a teacher pronounces questions as statements, students will do the same at the time they are asked to practice. These aspects need to be checked and corrected by the tutor before teaching students how to speak. There must be a solid structure in tutors' minds so that students create solid structures too. This point is also a clear reference for point number one. If there is a good program that includes the teaching of sub-skills and macro-skills in an effective way, pupils will be prepared properly for their future as second or foreign language speakers. Therefore, they will have better job opportunities and they will even be able to handle any kind of situation without any problem. Pupils will be more than capable to succeed if they have the right information to do what they have to do. (Kelly, G, 2000)

6.   Have learners listen to and speak.

In this point, Kenworthy (1990) encourages teachers to investigate and look for more information about speaking and motivation techniques to get students to participate. As mentioned before, authentic material can be used to have students

listen to different sounds from the target language. After having learners listen to the sounds, they must be asked to produce them. They are exposed to the information and they are also asked to practice it.

7.   Feedback and correction.

Kenworthy (1990) states that teachers usually ignore, forget or do not have time to provide feedback to students. This is one of the reasons why some students do not improve their skills. They think they are doing right because there is no correction or pointing from their superiors. Tutors need to be aware of the main problems their pupils have, need to solve those problems and show interest on students' performance. It is necessary to let them know what they are doing right, but also show them what they are doing wrong and fix that before it gets worse.

8.   Assessing progress.

As mentioned in the previous point, teachers must show students their strengths and opportunity areas to improve or maintain an accurate performance. Students must be aware of their advance in the learning process. This will also help them be close or at the same level of other students (Kenworthy, J, 1990).

METHODOLOGY

A. Research approach

The approach taken in order to develop this research will be Descriptive Mixed Approach. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is (Janassen, 2008) which is the purpose of this project for researchers to find out what are those methodological factors influencing positively on students' speaking. According to (Janassen, 2008) Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984).

As stated before the research approach will involve qualitative and quantitative research so that researchers can combine both methods in order to observe, identify, describe and then present results by tabulating the data gathered. According to Johnson and Onwuegbuzie (2004), Mixed Methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices.

That is the reason why this research will not only be limited to either describe or present data by means of measurements but also to include them both to present accurate results on the methodologies influencing in a positive way on students speaking skill.

B. Type of study

The type of study to conduct this research will be non-experimental study. Researchers will use the non-experimental research since this type of study involves to observe and analyze to draw conclusions without manipulating, controlling or altering any of the variables in question. Non-experimental research

involves variables that are not manipulated by the researcher and instead are studied as they exist. One reason for using   non-experimental research is that many variables of interest in social science cannot be manipulated because they are attribute variables, such as gender, socioeconomic status, learning style, or any other personal characteristic or trait (BELLI, 2008). According to (Price, 2016) non-experimental research is defined as the "research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both." To observe how the teachers' methodology influences the students speaking skill efficiently is the purpose of this study and it will be carried out in its natural environment assuring none of the variables will be manipulated nor controlled in order to get reliable results. Furthermore, researchers will administer a survey to students, teachers will be interviewed as well and there will be observation developed to the Advance Intensive English I class so that results are as accurate as possible considering all the aspects within the research.

C. Research design

The researchers will use the Non-experimental study design. A Non-experiment is the label given to a study when a researcher cannot control, manipulate or alter the predictor variable or subjects, but instead, relies on interpretation, observation or interactions to come to a conclusion. Typically, this means the non-experimental researcher must rely on correlations, surveys or case studies, and cannot demonstrate a true cause-and-effect relationship. Non-experimental research tends to have a high level of external validity, meaning it can be generalized to a larger population. There are three key components of a Non-experimental study design: (1) *questionnaire*, (2) *Interviews*, and (3) *Observation*. Based on Psychology Research Methods; Andy Schmitz; *(2012).*

Non-experimental research is the research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both. This research generally cannot provide strong evidence that changes in an independent variable cause differences in a dependent variable.

However, this does not mean that non-experimental research is less important than experimental research or inferior to it in any general sense.

The research team will take into account each key component which is really relevant to develop this study. The methodology will be a non-experimental design because the sample that is available to carry out the study will be selected randomly. Moreover, the research team selected this method because the four groups are available in the Foreign Language Department in which the team will implement this research.

D. Population and sample

The researchers are interested in studying the effects that confidence has on group 1, 2, 3 and 4 in students' speaking skill at Foreign Language Department. The accessible population is from Advanced Intensive English, there are four groups in this level, group 1, 2, 3 and 4 with 25 students each group. The total population is 100 students from the Foreign Language Department, San Salvador; these students are between 18 and 25 years old.

One of the most important steps in the research process is the selection of the sample of individuals who will participate, be observed and questioned. In order to select these individuals, the researchers will apply a sample method which is "Probability samples: This method can be used as a sampling method that utilizes some form of random selection. In order to have a random selection method, researchers must set up some process or procedure that assures that the different units in the population have equal probabilities of being chosen. Humans have long practiced various forms of random selection, such as picking a name out of a hat, or choosing the short straw. These days, researchers tend to use computers as the mechanism for generating random numbers as the basis for random selection. (Research Methods, Knowledge Base, 2006). Since the researchers are looking for samples that are accessible to them. They will choose the simple random sampling type which is considered easiest, cheapest and least time consuming. This type of

sample as its name says, it is simple and accessible for researchers not only because of the English class time but also of the proximity of the department.

E. Research techniques

The research team will have four groups. In all of the groups researchers will apply the same research technique which is empirical research since this one relate with real life with the data that surrounds us. In first place researchers will have the Interviews, they can be used to explore the views, experiences, beliefs and motivations of individual participants. In second place will be the survey research and it is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A "survey" can be anything form a short paper-and-pencil feedback form (Research Methods Knowledge Base, 2006). Observation is the key to this type of research. In this, one observes and tests the pattern of some specific events with real life data to come to a conclusion. Based on the results or the tests, researchers conclude and draw lines to predict these type of incidents with a certain level or degree of confidence. (Innovateus, 2006-2013).

F. Research instruments

The instruments that will be used in order to gather qualitative and quantitative data to measure the specific objectives are: Interviews, the researchers will design an **interview** schedule or topic guide. This is a list of questions or topic areas that all the interviewers will use. Asking everyone the same questions means that the data you collect will be much more focused and easier to analyze (NFER, 2000)

Second, researchers will use Survey and they will design a Questionnaire. This questionnaire will be on paper in the English Classroom since people may be more likely to fill in paper surveys than online surveys; this instrument will help the researchers to answer the research question.

Finally, the researchers will carry out observations. With this, researchers pretend to observe the natural environment to identify those methodologies influencing in a positive way on students' Speaking skill.

The purpose of this study is to utilize different activities that will be evaluated through a rubric based on the standards the students fit while conducting the observation, and the researchers will use a variable of findings to support the research according to what has been observed.

ANALYSIS OF DATA (ESSAY)

The research project was performed with the purpose of finding out the effective methodologies teachers use to enhance students participation levels, throughout the research process researchers could find some of the most effective features playing an important role in enhancing students participation when speaking skill was developed, these strategies been used and how they are working will be presented from three different perspectives, which includes class observation, teachers' interview and students' survey results. Among those strategies it could be found how the classroom size took place whenever students participated in speaking skills. Moreover, a crucial aspect to be considered to effectively verify students were participating and producing the language is teachers monitoring. Besides that, follows the importance of using authentic material for students to get involved within the situations provided by the teachers and so for students to participate in speaking tasks. A different aspect that comes along with the use of authentic material is the appropriate use of technology devices which will be described within this report. Aside from that, it will be presented how classroom management is been used in order to make students participate and how teachers are verifying students are doing so. At last researchers will present how teachers are applying the feedback strategy to students and most important it will be shown how the feedback provided is having an impact on students' participation levels and also how it is motivating students to improve their areas of opportunities.

In the first place, one of the most remarkable aspects is the size of the classroom. It is a very important part because the students' participation depends on how comfortable they are. Since the research team did the investigation using the appropriate instruments to get real and accurate information, it could acquire useful details. To begin, the group applied the first instrument which is the observation, in this instrument all researchers observed and agreed that the classrooms were roomy and it perfectly fit their needs so that, they could practice speaking skill and it is easy for the teacher to see students when they are producing the language, besides

that, students' participation is more constant. Equally to the survey in which the majority of students concurred that the classroom size is okay. Moreover, the research group interviewed teachers in regard to the same question about the classrooms size and all teachers said they feel that the classrooms are big enough to work the speaking skill and for students to practice. According to the gather information, the team concluded that the results match. On the other hand, the team determined that the monitoring is another important part when students are producing the language; therefore, the researchers investigated how often students are monitored through the instruments mentioned above, as a result, the group got the following responses. Talking about the observation instrument, the behavior observed was good, since the team detected that more than a half of teachers helped their students by giving support and ways to discuss. Nevertheless, in the survey more than a half of students stated that they are usually monitored, not all the time. Besides that, there was a small part that said they are not being encouraged by the teacher to participate. On the contrary to the interviews where the majority of teachers said they always monitor their students to make sure they are producing the language, in addition to that, teachers said they encourage students to participate and they do it in different ways.

In the second place, we have the results for the items related to authentic material: real world context and the use of technology. These are essential aspects since they have to do with how teachers apply the use of technology in their classes and how they provide real world context information to students for them to perform properly in the speaking activities that are developed in the classroom. These are the results obtained for the use of authentic material. More than half teachers stated they do use authentic material and real world situations to have their students participate. On the other hand, students said they are usually exposed to authentic material such as news, articles, documentaries and so on, and finally, the observation results show that in the majority of classes, students are exposed to real world content and authentic material. Based on these results, we determine that there is a proper use of authentic material and students are given an accurate amount

of real world content to practice their skills. Now that authentic material has been analyzed, it is time for the use of technology. Based on the results gathered in the observation process, it could be identified that 44% of classes involved the use of technology and the 66% remaining included textbook or teachers' explanation. At the same time, students provided their opinion about this. Most students agreed that their classes sometimes include the use of multimedia and technological tools. Also, the majority of teachers said they sometimes use technology in their classes due to equipment availability in the building, but there were some other ones who stated they always use technology. As can be seen, technology is sometimes included within teaching, but there are still some aspects that need to be checked so that technology can always be present. There is still lack of equipment or the equipment available is not in good conditions.

An important feature to create students' participation levels in speaking skill is classroom management and teachers' feedback. First of all, it is necessary to mention that classroom management involves more than simply arranging groups or the different strategies teachers use to keep an appropriated classroom environment throughout activities, but it also includes the pace how the learning process is developed according to those strategies teachers use. The observation instrument performed showed that 250 forms included a focus on whole group classroom arrangement most of the time, even though there were some activities that implied small groups, pair work or individual work. Aside from the fact that most of the activities done throughout the class included the whole group students showed to be interested within each activity been developed. Moreover, the pace of the class looked properly despite of having some interruptions which did not interfere with the learning process at all. On the other hand the data obtained from the students' survey showed that 43.44% of students stated that the teacher usually but not all the time arranges the groups which gives an almost close result from the observation. Besides, a representative percentage of students (i.e. 41.80 %) demonstrated to be guided by the teacher during speaking activities developed in the class. Something

concerning is that only 38.52 % of students stated that their teacher usually provides enough time for students to share their opinions and ideas with their peers after a speaking activity; however, this decrease of students changes to produce the language is been compensated by 42.62 % of students who stated they are usually given the time to practice with their classmates. Something alarming is that there was a slight percentage (7.37) of students who demonstrated they are never given the time to practice with peers. On the other hand, 42.26% of students stated that they are usually encouraged by teachers to participate in the speaking activities.

Taking into account the teachers' interview results in regards to the necessity of providing different activities to students, most of the teachers responded that it is not necessary to include many activities all the time since their main goal is to create a student-centered environment. Moreover, more than a half of teachers demonstrated to be pushing and encouraging students to participate, even some of these teachers stated they used to do it at the beginning of the semester. A very small part of teachers showed not to be encouraging students due to the argument that it is students' responsibility to be motivated. Some others said that they do not do it that often since students show willing to participate without been pushed.

Lastly, the researchers present the positive impact provided by teachers' feedback. It is crucial to remark that feedback is provided to students in order for those students to improve their weaknesses and for them to recognize about their strengths. A close related aspect to be considered when talking about feedback is students' self-motivation to learn. The students' survey demonstrated that 40.98% of students showed to be usually self-motivated to participate in speaking activities. Besides that, the survey results also showed that 44.26 % of students feel usually motivated by their teacher, just a small percentage (i.e. 4.09) showed students are never motivated by the teacher. Something interesting is that 45.90% of students stated to feel motivated to improve their areas of opportunities or weaknesses according to the feedback provided by the teacher, even though a small percentage

of students (4.09) stated they are never motivated to improve from teachers' feedback. On the other hand, considering the teachers point of view, the majority of teachers stated they provide feedback to students in different ways from writing on the board, collective feedback to correcting right after the mistake has been produced. Aside from that, a small portion of teachers demonstrated they do not provide feedback in order not to lose students' confidence. Something alarming is that all of the teachers said they do not keep records of students' improvement mainly because of classroom size and due to the high academic work to be developed. Besides, all teachers agreed that the feedback provided to students helps them to improve their areas of opportunities and teachers also stated they have seen a huge improvement from the feedback provided. Something contradictory is that just a few amount of teachers stated they were not aware of feedback working properly, even though they claimed to be demonstrating willingness and empathy to get good results from students. Taking into account the results gathered it can be said that the three instruments administered show close related results which gives high percentage of reliability.

To conclude, then, one thing is clear: all the important steps mentioned in the texts above do far more to help students learn and improve the participation when they are practicing the speaking skill. As examples from those items classroom size, monitoring authentic material, technology used, classroom management and feedback can attest, if teachers work every single area, each mistake not as a misstep but as a learning experience the possibilities for self-improvement are limitless. Therefore, the research team concluded that most of the teachers are doing a lot to improve the speaking skill and enhance students' participation.

Analysis of students' surveys

The survey instrument was distributed to 122 students out of a total population of 250 students, from which there were 9 groups included within the administration of the survey to students, the 10 group could not be included due to issues with the teacher in charge all those students are from Advanced Intensive English I, semester II-2016 at the foreign language department. The sample (122) was taken applying the following statistical formula:

$$Sample\ Size = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1+(\frac{z^2 \times p(1-p)}{e^2 N})}$$

Population Size = N | Margin of error = e | z-score = z
e is percentage, put into decimal form (for example, 3% = 0.03).

(SurveyMonkey, 2016)

The students who completed the survey were selected through random assignment in order to make sure all students had the chance to participate within the research project.

The data collected was subjected to frequency count in order to get the highest frequency occurrence for each item. Besides students' responses were quantified and then presented in percentage forms to finally illustrate them in statistical charts.

The first question from the survey sought to find if the classroom size was appropriated to create a speaking environment. It contained a yes or no answer.

1. Do you think that the classroom size is appropriate to keep a good speaking environment?

VARIABLE	FRECUENCY	PERCENTAGE
YES	92	75,40
NO	30	24,60
TOTAL	**122**	**100 %**

TABLE 1. CLASSSROOM SIZE APPROPRIATE TO ENHANCE A SPEAKING PARTICIPATION ENVIRONMENT.
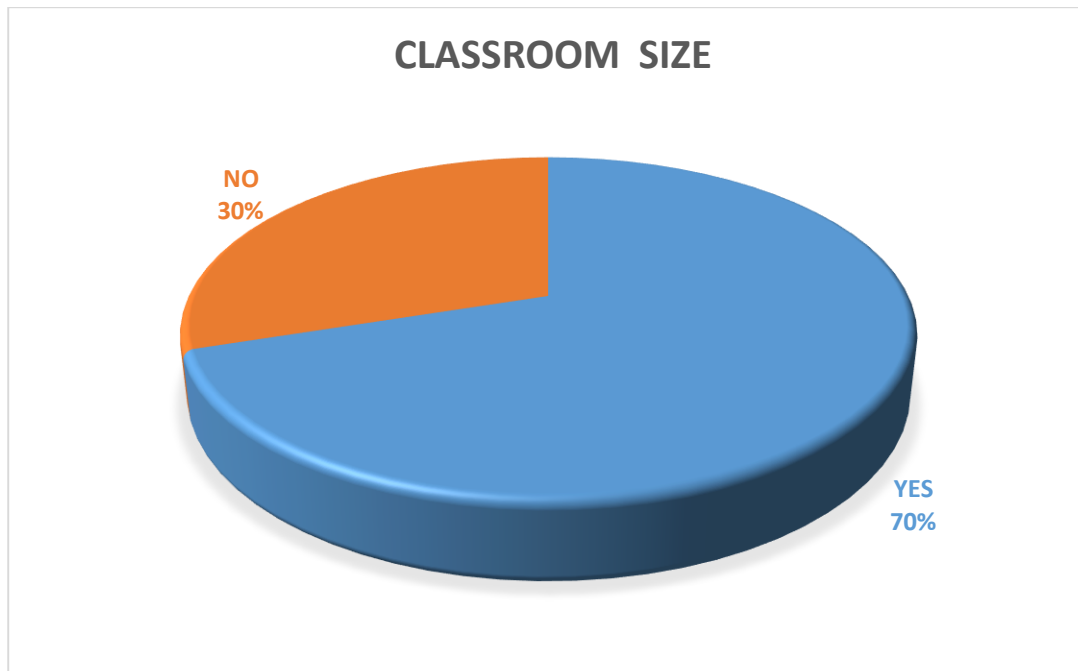
CLASSROOM SIZE

This table shows that 92 students out of 122 (75,40) think the classroom size is appropriated to enhance participation in speaking activities on the other hand 30 students out of 122 (24,60) think the size of the classroom is not enough.

The following item looked to identify the frequency of teacher monitoring to verify improvement in terms of speaking proficiency.

2. Are you periodically monitored by your teacher to check your improvement in terms of speaking proficiency?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	24	19,67
USUALLY	63	51,63
SOMETIMES	34	27,86
NEVER	1	0,81
TOTAL	**122**	**100 %**

TABLE 2. TEACHER MONITORING STUDENTS IMPROVEMENT

TEACHER MONITORING STUDENTS IMPROVEMENT
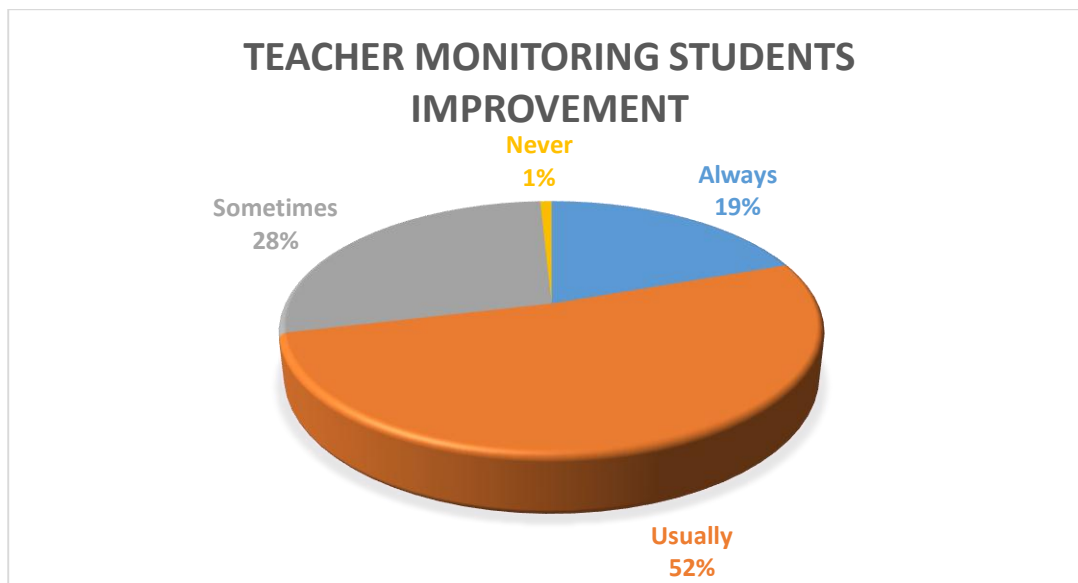
This table shows that 63 (51,63) students feel that the teacher is usually monitoring them to check their improvement. Which means that most of the time teachers are checking students' performance to compare and evaluate their improvement from one activity to another one.

The third item sought to find out how often students were exposed to authentic material to practice the communicative skill.

3. Based on your experience, are you usually exposed to authentic material (role plays, dialogues, play performances, and so on) to practice your communicative skills?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	42	34,42
USUALLY	45	36,88
SOMETIMES	32	26,22
NEVER	3	2,45
TOTAL	**122**	**100 %**

TABLE 3. STUDENTS EXPOSURE TO AUTHENTIC MATERIAL.

STUDENTS EXPOSURE TO AUTHENTIC MATERIAL.
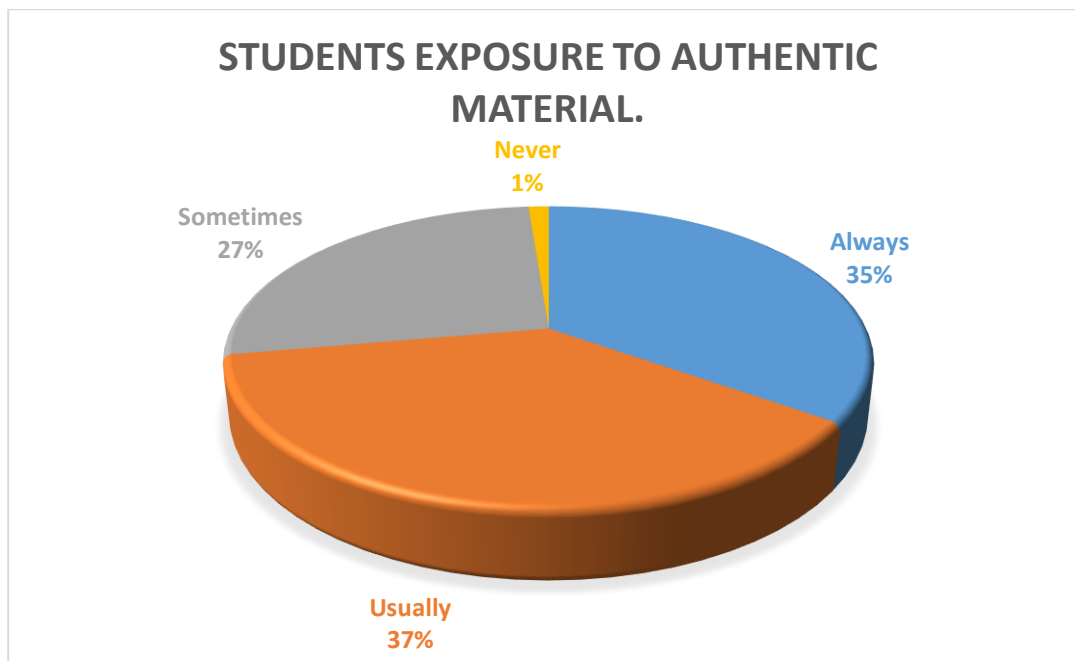
This table shows that 45 students out of 122 (36,88) are usually exposed to authentic material including dialogues, role plays and play performances. 42 students out of 122 (34,42) stated that they are always provided with authentic material which shows a close tendency.
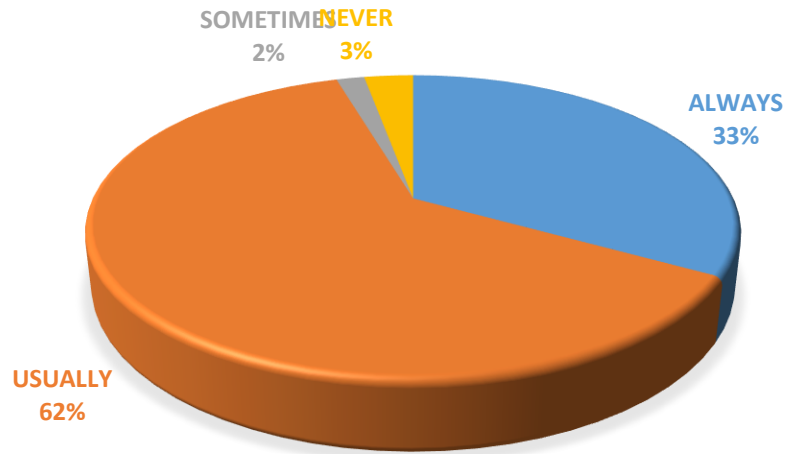
The fourth survey item looked to verify if the material used by the teacher to develop the class was helpful for students to identify their strengths and weaknesses.

4. Does this kind of material and its practice during the class help you identify

    your strengths and areas of opportunities?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	34	27,86
USUALLY	64	52,45
SOMETIMES	21	17,21
NEVER	3	2,45
TOTAL	**122**	**100 %**

TABLE 4. MATERIAL USED IN CLASS IS HELPFUL TO IDENTIFY STRENGHTS AND WEAKNESSES.

MATERIAL USED IN CLASS IS HELPFUL TO IDENTIFY STRENGHTS AND WEAKNESSES.

- ALWAYS 33%
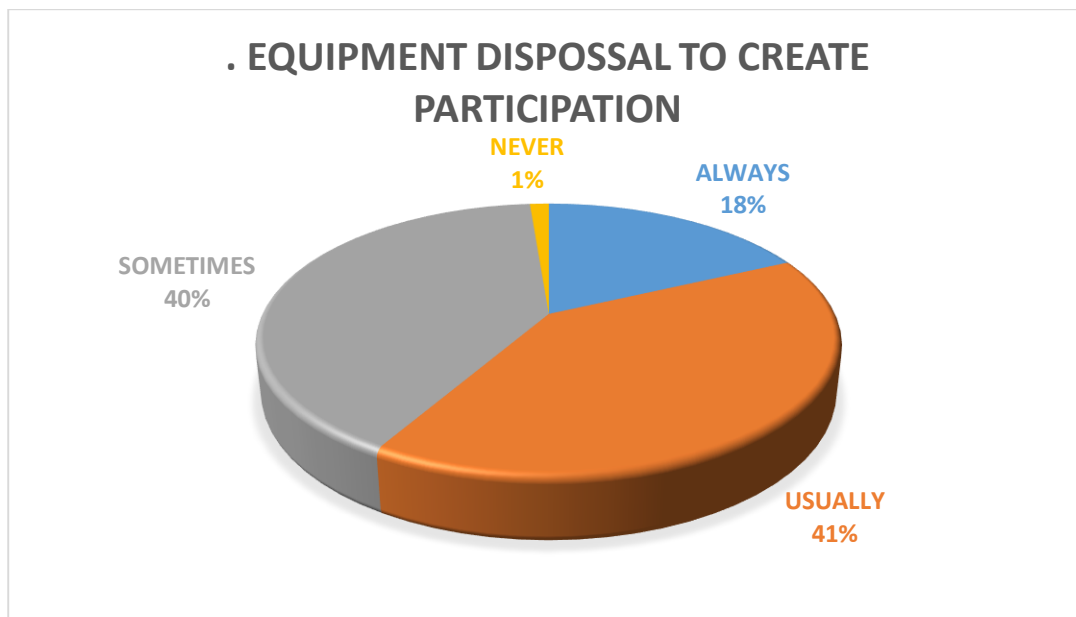- USUALLY 62%
- SOMETIMES 2%
- NEVER 3%

This table shows that 64 (52,45) students from a total of 122 find the material provided by the teacher to be usually helpful for pupils to identify their strengths and areas of improvement.

The following survey item sought to identify the teacher was using the necessary technological equipment to generate students' participation and so for those students to improve their speaking skill.

5. Do you consider you have the equipment needed to produce and improve your speaking skill?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	21	17,21
USUALLY	47	38,52
SOMETIMES	47	38,52
NEVER	7	5,73
TOTAL	**122**	**100 %**

TABLE 5. EQUIPMENT DISPOSSAL TO CREATE PARTICIPATION

. EQUIPMENT DISPOSSAL TO CREATE PARTICIPATION

- NEVER 1%
- ALWAYS 18%
- SOMETIMES 40%
- USUALLY 41%

This table shows that 47 (38,52) students out of 122 stated that teachers are usually using the equipment necessary to create participation among students. This data shows that there is lack of equipment for students to participate in speaking activities.

The sixth item sought to find out the contents being developed by the teacher in accordance with the stated book were appropriated to create participation on students and if those contents made students feel confident to produce the language.

6. Do you think the content teachers find in their text books to develop the class is helpful enough to have you improve and gain more confidence for you to perform accurately in speaking activities?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	26	21,31
USUALLY	63	51,63
SOMETIMES	29	23,77
NEVER	4	3,27
TOTAL	**122**	**100 %**

TABLE 6. CONTENT ACCURACY

CONTENT ACCURACY
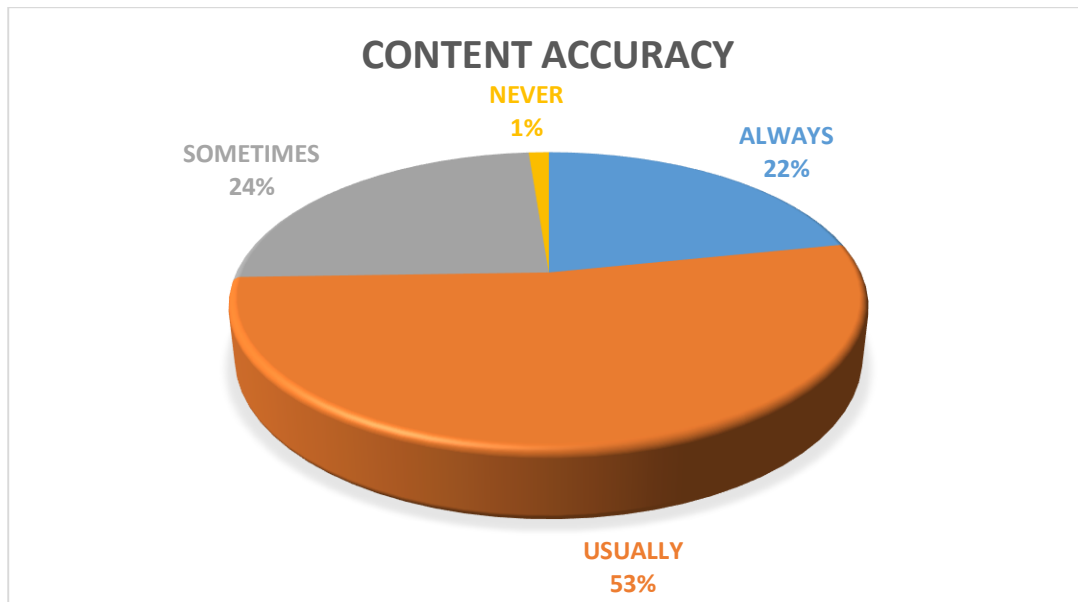
This table shows that 63 students from a total of 122 (51,63) think that the content provided by the teacher is useful in order to provide them confidence when participating in speaking activities. As the results show only 4 (that is 3,27 percent) students think the content is not in accordance with creating opportunities for students to participate.

The following survey item looked to identify teachers focusing on students' performance and improvement instead of attaching to the teaching plan or the contents of the books.

7. Does your teacher focus more on your performance and improvement rather than on the time for the class and the content of the text books?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	29	23,77
USUALLY	58	47,54
SOMETIMES	26	21,31
NEVER	10	8,19
TOTAL	**122**	**100 %**

TABLE 7. TEACHERS FOCUSING ON STUDENTS PERFORMANCE

TEACHERS FOCUSING ON STUDENTS PERFORMANCE
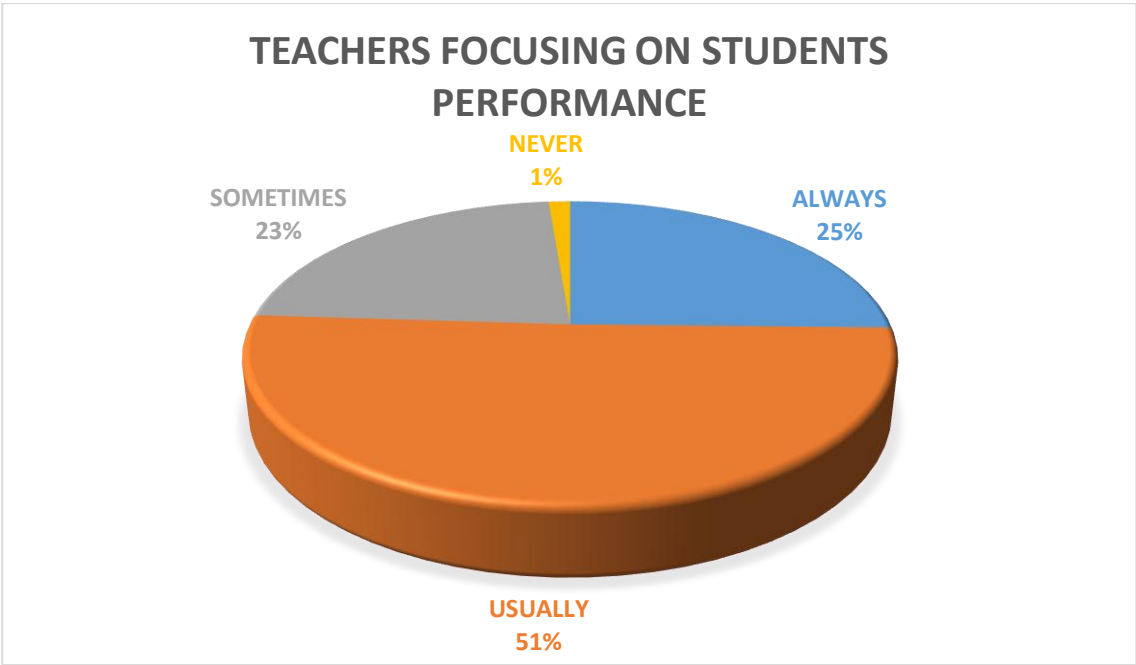
This table shows that 58 students out of 122 (47,54) responded that their teachers usually focus more on students' performance rather than sticking to the stated lesson plan or the text book. Only 10 (8,19) students responded that their teachers never give importance to students' performance, which means that teachers usually emphasize on their students' improvement before moving ahead with the teaching plan.

The eighth item was created to find out teachers focusing on speaking skill.

8. Does your teacher focus on speaking skills?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	53	43,44
USUALLY	46	37,70
SOMETIMES	20	16,39
NEVER	3	2,45
TOTAL	**122**	**100 %**

TABLE 8. SPEAKING SKILL FOCUS

SPEAKING SKILL FOCUS

NEVER 1%
SOMETIMES 17%
ALWAYS 44%
USUALLY 38%

This table shows that teachers are usually focusing on students producing the language through speaking activities, 46 students from 122 stated it (37,70). It also represents that teachers provide a high level of importance to those activities to create participation and to make

With the following survey item the researchers sought to find if students were being exposed to real world context to generate participation in speaking activities.

9. Are you exposed to real world context to develop your speaking skill?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	32	26,22
USUALLY	44	36,06
SOMETIMES	40	32,78
NEVER	6	4,91
TOTAL	**122**	**100 %**

TABLE 9. EXPOSURE TO REAL WORLD CONTEXT

EXPOSURE TO REAL WORLD CONTEXT
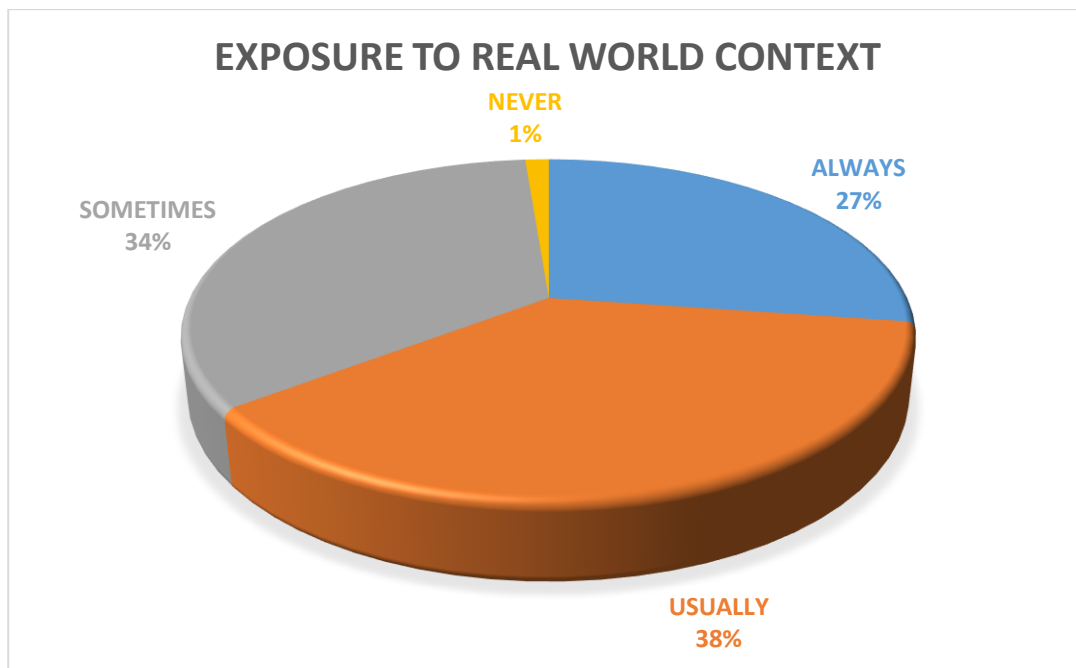
This table shows that 44 students from 122 (36,06) feel that they are usually been exposed to real world context, which is not a representative data to conclude students have enough chances to participate and speak about real world issues. Besides that, 40 (32,78) students stated that they are sometimes exposed to this kind of speaking and participation strategy.

The tenth survey item looked to identify the grouping arrangement to be appropriated to enhance students' participation in speaking activities.

10. To develop the speaking skill, does your teacher arrange groups?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	46	37,70
USUALLY	53	43,44
SOMETIMES	22	18,03
NEVER	1	0,81
TOTAL	**122**	**100 %**

TABLE 10. GROUPING ARRANGEMENT

GROUPING ARRANGEMENT
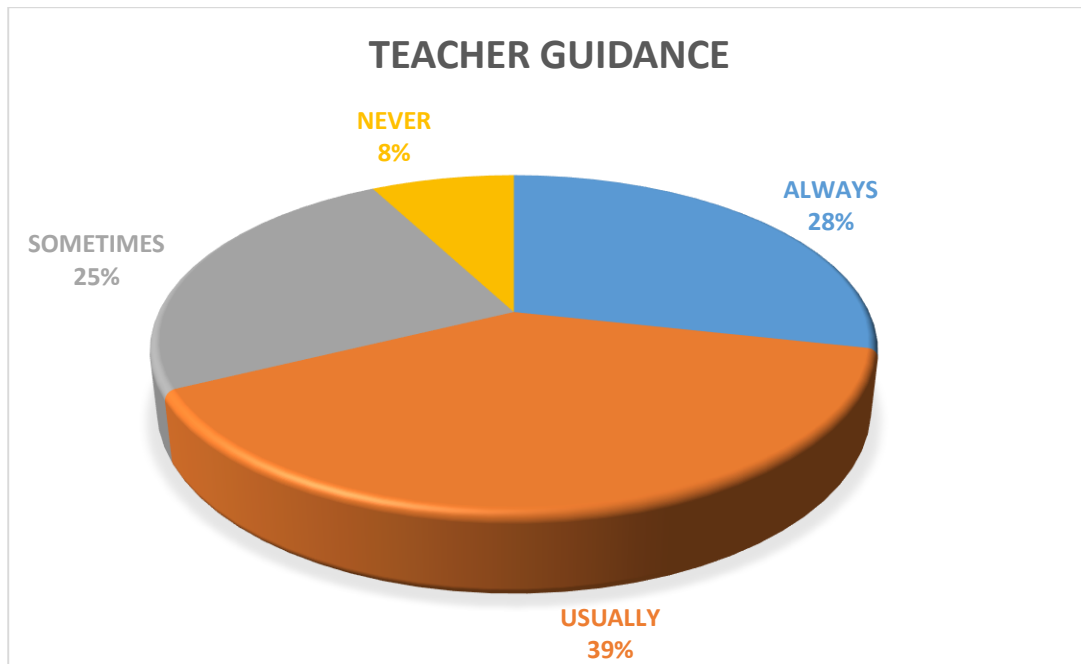
- ALWAYS 38%
- USUALLY 43%
- SOMETIMES 18%
- NEVER 1%
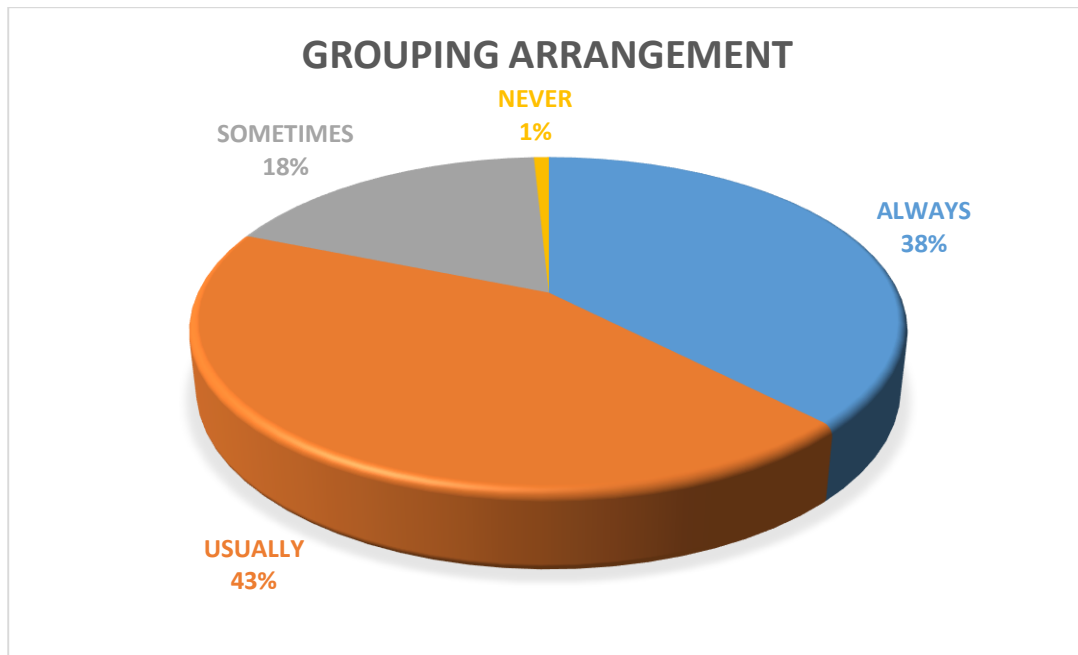
This table shows that 53 (43,44) students from a total of 122 stated that their teacher usually arranges groups to develop the speaking skills and to make sure students have high possibilities of participating. A close result (37,70 percent) also shows that teachers always make group arrangement.

The following survey item was created to find out teachers guiding students for those students to participate in the speaking activities at the same time that they were been monitored.

11. When you are practicing your speaking skill, does your teacher guide you?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	37	30,32
USUALLY	51	41,80
SOMETIMES	32	26,22
NEVER	2	1,63
TOTAL	**122**	**100 %**

TABLE 11. TEACHER GUIDANCE

TEACHER GUIDANCE

NEVER 8%

ALWAYS 28%

SOMETIMES 25%

USUALLY 39%

This table shows that 51 students from 122 (41,80 percent) are usually guided by the teacher in order to practice the speaking skill and also to participate. The results also show a high percentage (30,32) for students that think they are always guided when participating in speaking activities.

The twelfth survey item looked to identify teachers were providing real world issues or situations for students to participate and produce the language.

12. Are you given real world problems to apply your speaking?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	28	22,95
USUALLY	54	44,26
SOMETIMES	35	28,68
NEVER	5	4,09
TOTAL	**122**	**100 %**

TABLE 12.REAL WORLD PROBLEMS

REAL WORLD PROBLEMS
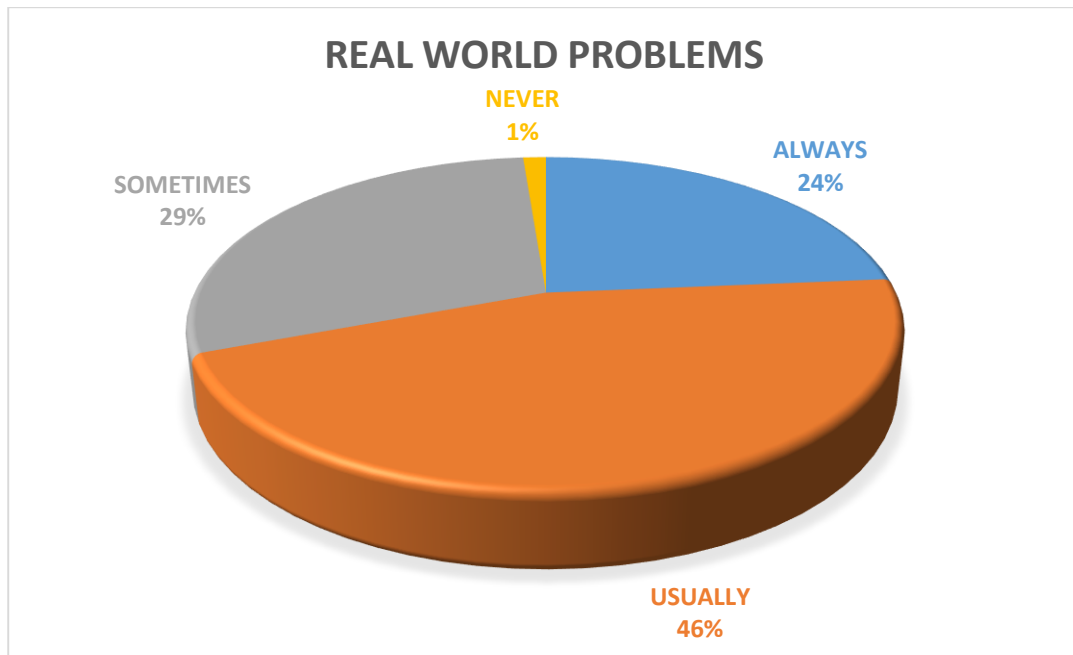
This table shows that 54 students from 122 (44,26 percent) are usually provided with real world problems to discuss them and for students to participate when producing the language. The results show this strategy is efficient and used for most teachers due to only 5 (4,09 percent) students stated they are never given read world problems.

The following item sought to find the time provided to students was enough in order to express their ideas, thoughts or opinions after practicing speaking.

13. Are you given the chance to share your opinion and your arguments in front of the class after a speaking practice?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	43	35,24
USUALLY	47	38,52
SOMETIMES	30	24,59
NEVER	2	1,63

TOTAL	122	100 %

TABLE 13.TIME PROVIDED TO SHARE OPINIONS AFTER A SPEAKING ACTIVITY.
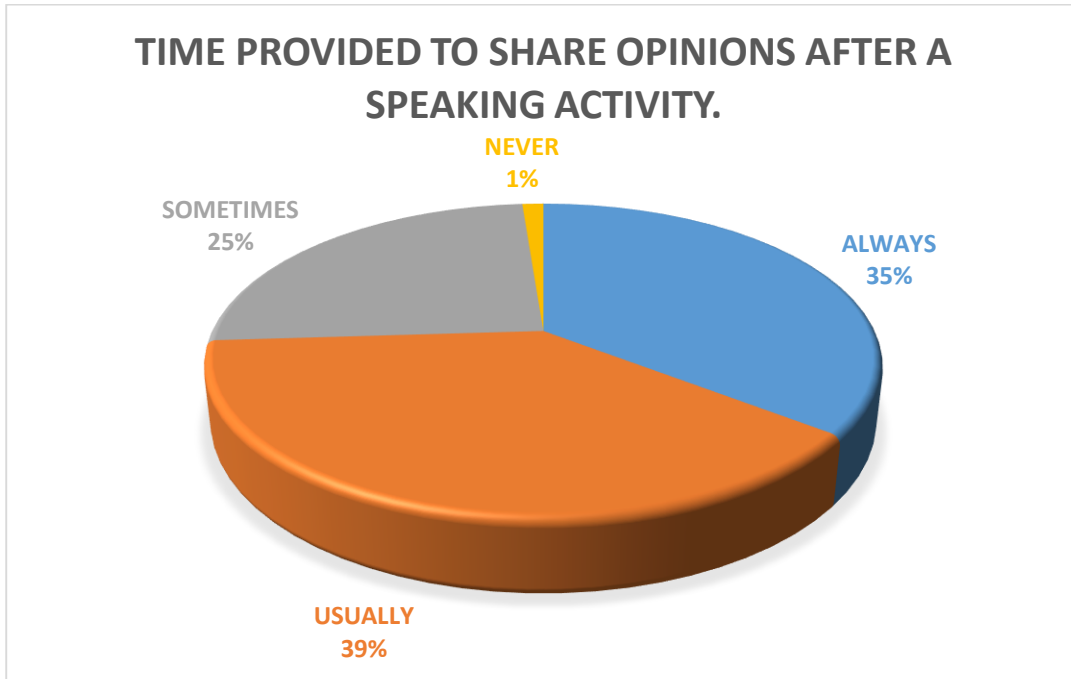
This table shows that 47 (38,52) students from a total of 122 are usually given the time to share their opinions after a speaking activity. Furthermore, the results show a close tendency (35,24) for those students that stated they are always given the time to share their ideas to the rest of the class.

The fourteenth item was created to identify students were self-motivated to participate in each speaking activity.

14. Do you feel encouraged to participate in speaking activities within the class?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	30	24,59
USUALLY	50	40,98
SOMETIMES	36	29,50
NEVER	6	4,91
TOTAL	122	100 %

TABLE 14.STUDENTS SELF-MOTIVATION TO PARTICPATE
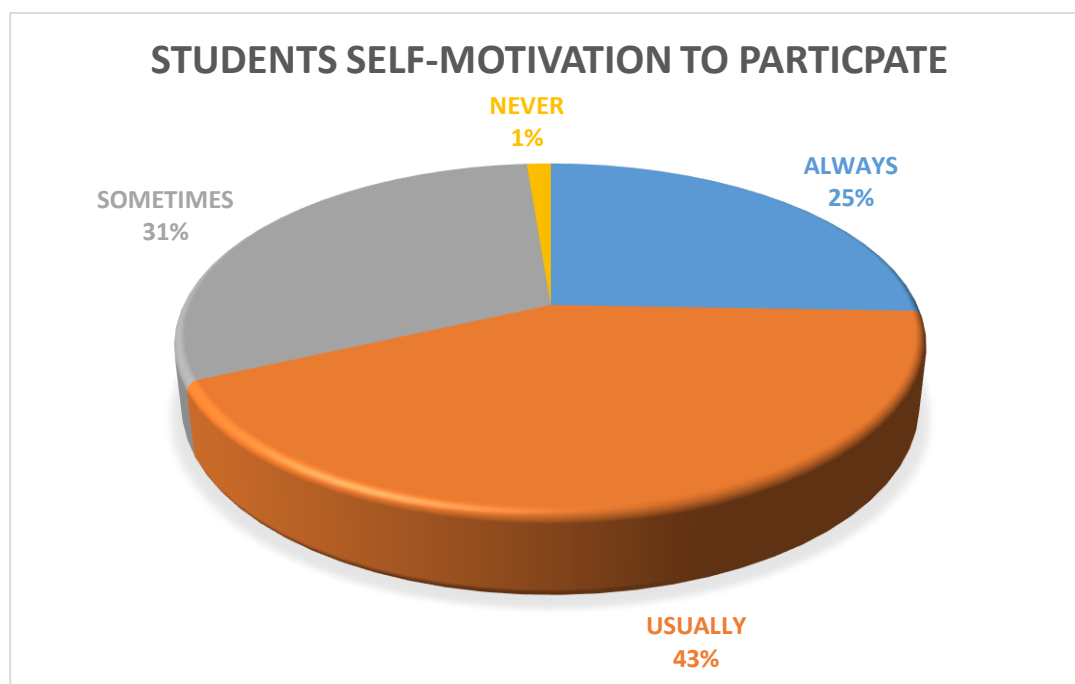
This table demonstrates that 50 students out of 122 are usually motivated to participate in speaking activities. This result shows a high representation of students' self-motivation to produce the language in speaking activities.

The item described below sought to identify the time provided by the teacher to develop pair speaking activities was sufficient for students to participate in the speaking activities.

15. Do you consider you have enough time within the class to practice your speaking skill with your classmates?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	25	20,49
USUALLY	52	42,62
SOMETIMES	36	29,50
NEVER	9	7,37
TOTAL	**122**	**100 %**

TABLE 15. ENOUGH TIMEFRAME PROVIDED FOR PAIR SPEAKING ACTIVITIES

ENOUGH TIMEFRAME PROVIDED FOR PAIR SPEAKING ACTIVITIES

NEVER 1%
ALWAYS 22%
SOMETIMES 32%
USUALLY 45%
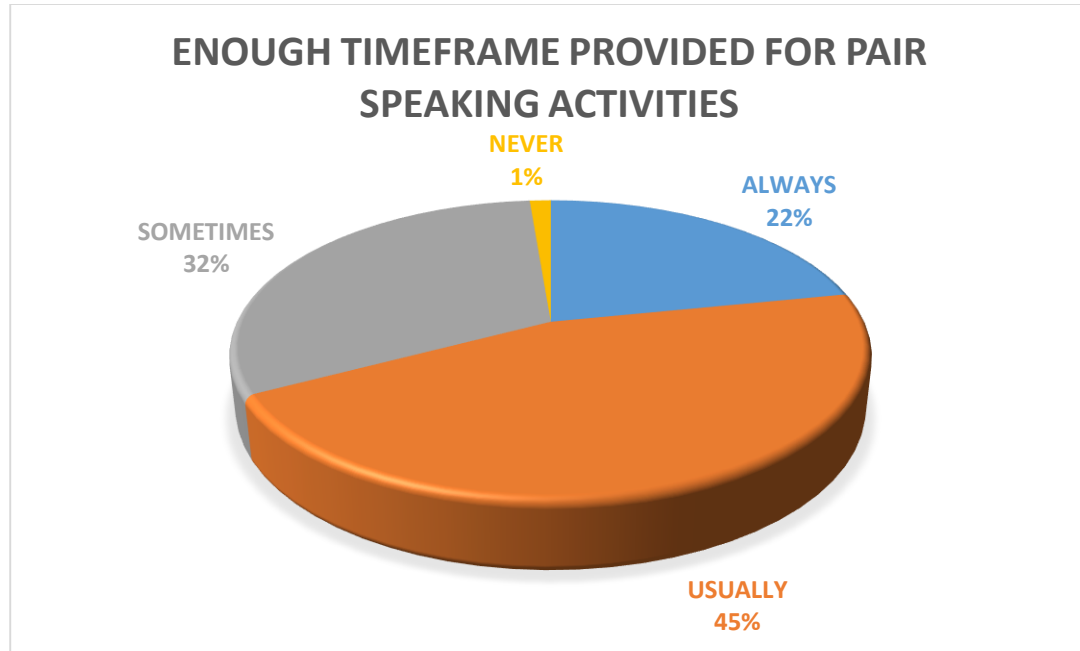
This table shows that 52 students, 42,62 percent, from a total of 122 are usually provided enough time to practice with their classmates in the speaking activities at the same time that they participate fairly in those activities. The results show a low alarming data of students never practicing with peers that is 9 out of 122 (7,37 percent).

The following survey item looked to verify how motivated students are by the teacher to participate on class activities and how comfortable they feel when participating.

16. Are you encouraged by your teacher and the class environment to practice your speaking skills inside and outside the classroom?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	23	18,85
USUALLY	54	44,26

SOMETIMES	40	32,78
NEVER	5	4,09
TOTAL	**122**	**100 %**

TABLE 16. TEACHERS ENCOURAGING STUDENTS AND CREATING A PLEASANT ENVIROMENT FOR STUDENTS TO PARTICIPATE

TEACHERS ENCOURAGING STUDENTS AND CREATING A PLEASANT ENVIROMENT FOR STUDENTS TO PARTICIPATE

NEVER 1%
ALWAYS 19%
SOMETIMES 34%
USUALLY 46%
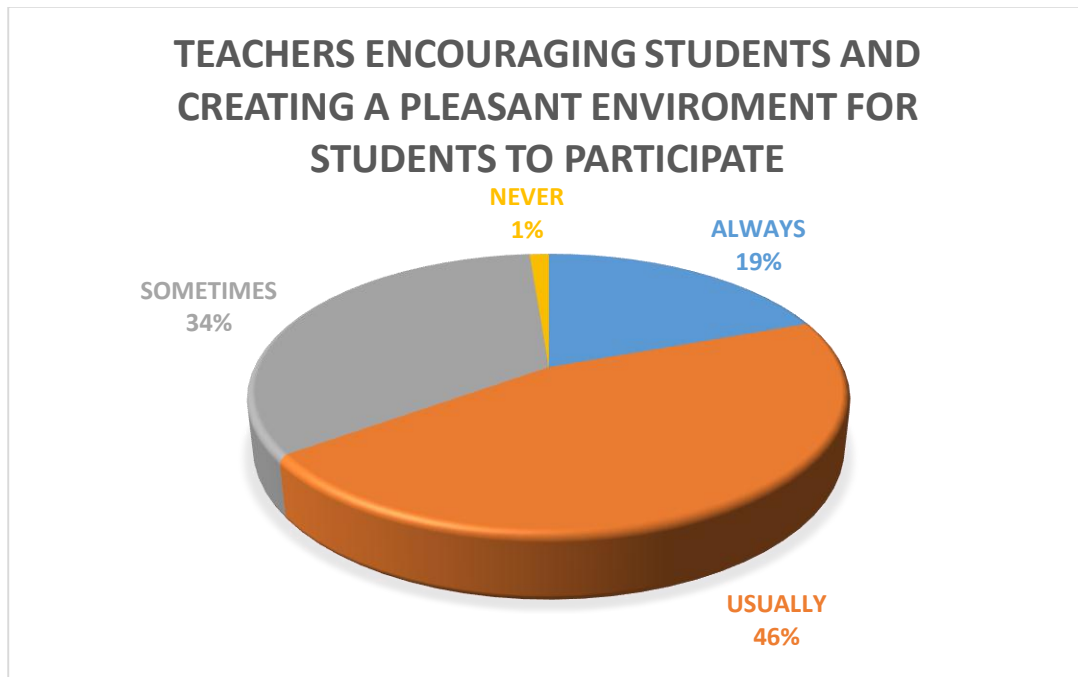
This table shows that 54 (44,26 percent) students from 122 responded that they are usually encouraged by the teacher to participate in the speaking activities at the same time that the environment created is appropriated to do it. A small quantity of students 5 of 122 (4,09 percent) stated they are never motivated by the teacher.

The survey item described above sought to identify the feedback provided by the teacher was given in an efficient way so that it encourages students to work on their areas of improvement.
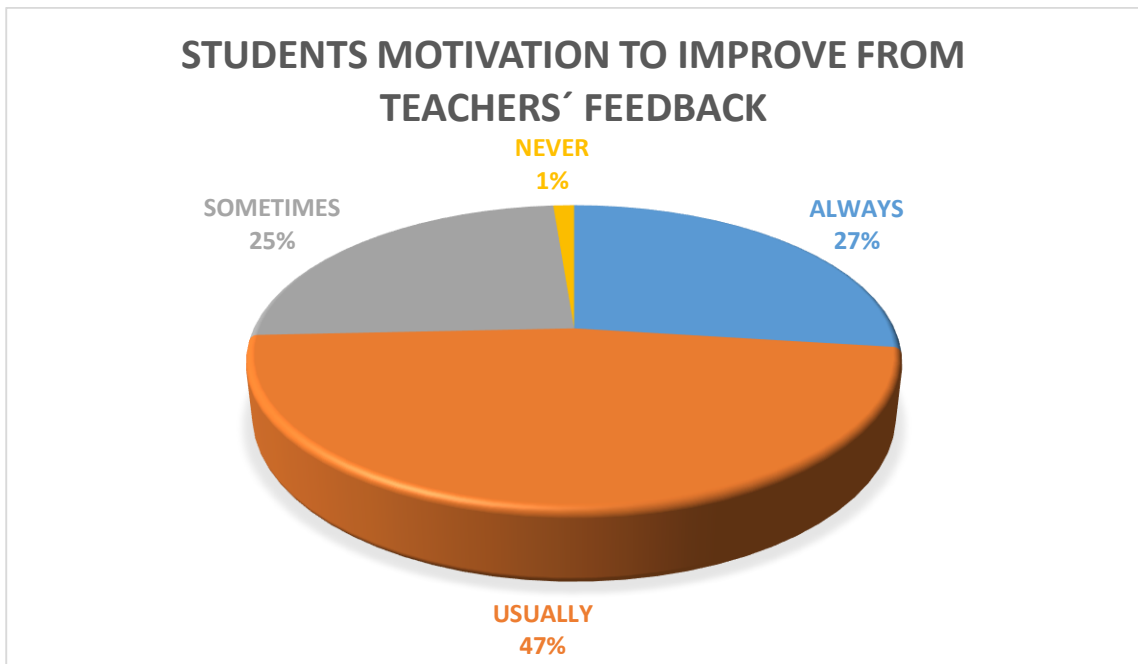
17. Do you consider the way in which feedback is provided by your teacher inspires you to keep on working for you to progress in your development?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	32	26,22

USUALLY	56	45,90
SOMETIMES	29	23,77
NEVER	5	4,09
TOTAL	**122**	**100 %**

TABLE 17.STUDENTS MOTIVATION TO IMPROVE FROM TEACHERS´ FEEDBACK

This table shows that 56 (45,90 percent) students from the total of 122 stated that they are usually getting inspired to improve their areas of opportunities through feedback provided by the teacher. The results show a low tendency of those students who are never motivated nor inspired to improve their weaknesses from the teacher's feedback.

The following survey item was created to identify teachers were arranging the classroom appropriately so that it facilitates students participation and for students to feel comfortable when participating.

18. Do you think that the management of the classroom is the appropriate and positive to improve your speaking?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	24	19,67
USUALLY	64	52,45
SOMETIMES	29	23,77
NEVER	5	4,09
TOTAL	**122**	**100 %**

TABLE 18.ADEQUATE CLASSROOM MANAGEMENT

ADEQUATE CLASSROOM MANAGEMENT

NEVER 1%
ALWAYS 20%
SOMETIMES 25%
USUALLY 54%
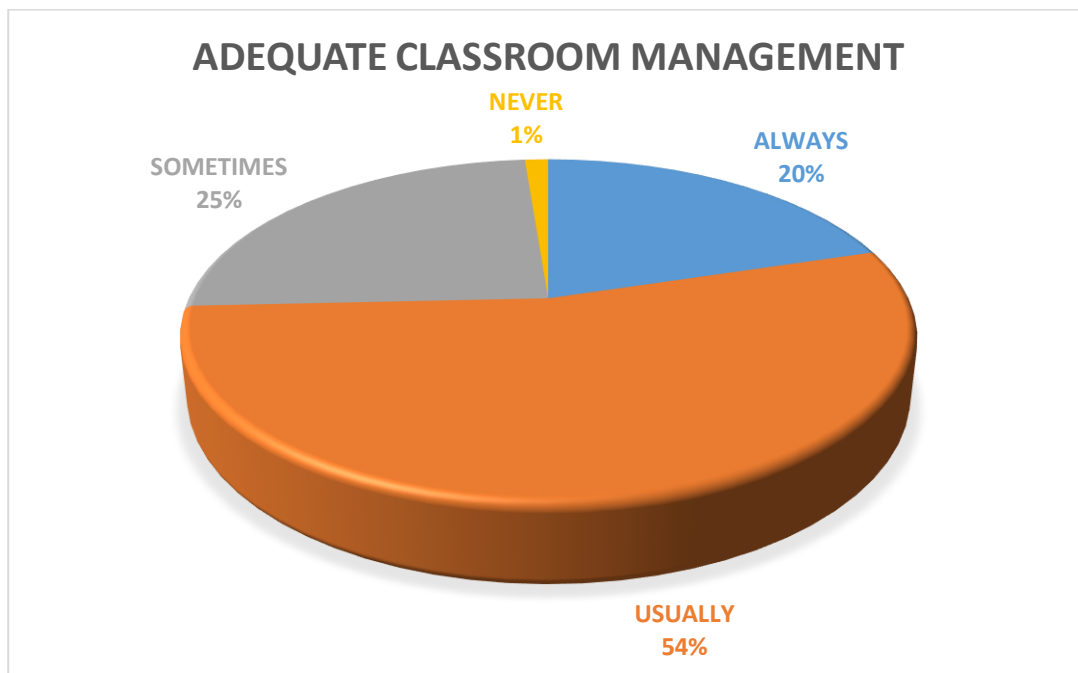
This table shows that 64 students (52,45 percent) out of 122 think that the classroom management is usually appropriated and positive for students to practice, participate and so to improve their speaking skills. Besides that a representative data 29 from 122 students (23,77 percent) think the classroom management is sometimes appropriated.

The last survey item sought to verify if students were given the chance to have peer assessment to help each other and improve their speaking skills.

19. Does your class also include peer assessment to check your classmates' and your own speaking performance?

VARIABLE	FRECUENCY	PERCENTAGE
ALWAYS	16	13,11
USUALLY	56	45,90
SOMETIMES	44	36,06
NEVER	6	4,91
TOTAL	**122**	**100 %**

TABLE 19. OPPORTUNITIES FOR PEER ASSESSMENT TO CHECK STUDENTS' PERFORMANCE
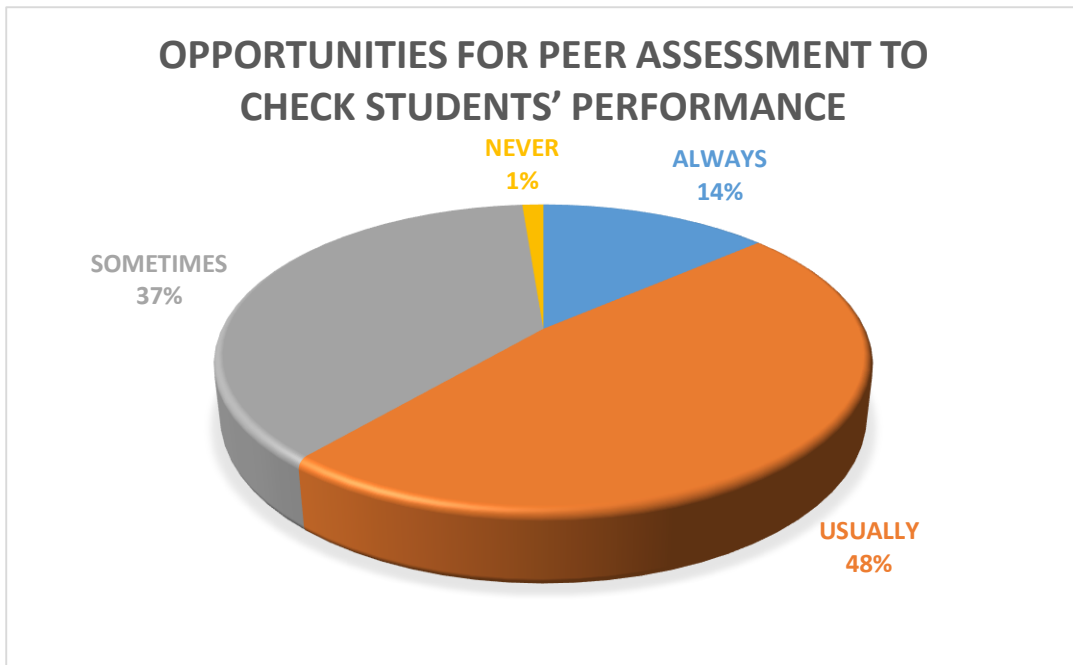
This table shows that 56 students from 122 (45,90 percent) are usually given the opportunity to have peer assessment in order to check personal and peer performance. The results also show a representative data for those students that are sometimes provided with chances to include peer assessment in the class activities.

Analysis of Interviews

To supplement the results and to fill the gaps left in the questionnaire, the qualitative approach was used. The interview had 14 questions and to develop them, the researchers needed the help of 10 English Teachers of the Advanced Intensive English I of the foreign language department. One of them could not help with the investigation due to interruptions in the class, because of that, the research team interviewed 9 out of 10 teachers.

This kind of technique looks more likely to give more substance and to reveal detailed information. Qualitative research is concerned with trying to achieve a clear understanding of the problem under review in a more complex way than in the generalized way that is the outcome of questionnaires. This methodology is used to get information about how teachers think, feel and act and what they know about their methodology. This section of the research was conducted in one way which was individual interviews. The information collected were verbal responses were recorded using a cellphone. These audios were then transcribed. These transcripts were finally subjected to analysis.

Questions asked during the Interview:

1. <u>Do you consider that the classroom size is adequate for speaking skill?</u>

   Most, if not all, of the teachers the researchers interviewed, indicated unanimously that the classroom size is okay. Some of them agreed that most of the groups are huge but the classrooms too.

2. <u>When students are practicing their speaking, do you monitor them to make sure they are doing what they are supposed to?</u>

   Firstly, the majority of teachers that were interviewed concurred that they do monitor students during the practice to make sure they are producing the

language, consequently; their students do what they are supposed to. However, there were some teachers that said they monitor students sometimes because they assume students are practicing.

3. <u>What kind of methodologies do you believe are appropriate to enhance students' participation levels?</u>

From teachers, there were divergent opinions in regards to methodologies, some of them mentioned the ones they use, and those are, i.e., communicative approach, integrated approach, Discussion groups, etc. But, a few of them said they do not use an specific methodology, they rather prefer to bring useful material, real world to enhance participation.

4. <u>Do you use authentic material such as role plays, dialogues, play performance and so on to motivate students to practice speaking skill?</u>

More than half teachers agreed they use authentic material, namely, dialogues, videos, role plays, articles from internet and real world images since, exposure to real English will produce real English.

5. <u>In your opinion, is it necessary to apply activities in every single class to enhance students' participation and to get them practice their speaking skills?</u>

Not all, but a greater part concluded that it is necessary to work with different activities in every class because the idea is for teachers to speak less and be careful in order to avoid monopolization of the participation. On the other hand, there were a couple of them that said it is not necessary to apply different activities in every single class.

6. <u>Do you make use of audio and multimedia to have students participate in the class?</u>

The majority of them said they try to use multimedia but it´s difficult due to the equipment availability; on the one hand, there was a minority that said they all the time use multimedia such as computer.

7. <u>Do you have a competent program to plan ahead of time what to teach and when to do it?</u>

Less than a half concurred that they do have a plan ahead, i.e., the syllabus and that before the semester starts teachers meet and plan it. But, a few said that they don´t plan ahead, they prefer to do it a day before the class.

8. <u>Do you make necessary changes on your stated teaching plan to get students participate?</u>

All of teachers make changes to the teaching plan, they said that it is good to make them if an activity is not working and they also have to adapt it to the students' needs and goals.

9. <u>Do you show students real world context to make them practice speaking? How do you do it?</u>

The researchers were told by many teachers that they indeed use real world context in order to help their students' performance, those teachers agreed that by using articles from internet, youtube videos, news etc. they can generate discussion and participation. Nevertheless, there were some that said they haven´t had the chance to do it or they do it hardly ever.

10. <u>Do you think that you are pushing your students enough to participate and give their opinions after practicing speaking skill?</u>

In first place, researchers were interesting in this question since it is really important to know what teachers are doing to help their students and more than a half said that they sometimes push students to participate; some of them did it at the beginning and no more. But, some teachers preferred to not do it since it is students' responsibility what they do is refresh their minds.

11. <u>Do you provide feedback and correction when necessary?</u>
    - <u>When do you do it?</u>
    - <u>Do you keep record of students' improvement?</u>

The majority of teachers provide feedback to their students; they do it in different ways for example, writing on the board, collective feedback, and correct right after the mistake, etc. Whereas some students' don´t like to receive feedback or they just lose confidence, there were a few teachers who prefer not to mention their mistakes, they said that is better for them to correct themselves. In addition to that, all of the teachers agreed that they don't keep a record of students' improvement because they consider is too much work due to the group's nature.

12. <u>Do you encourage students to participate in the speaking activities?</u>
The results reveal that only a relatively small number of teachers encourage students very often, that´s why at last students hesitate less than before. However, more than a half of teachers only encourage their students from time to time, in other words, that group of teachers concluded that it is because they have large classes and it has been complicated for them to do so.

13. <u>Do you provide feedback to students after participation? How do you provide it?</u>

The responses showed that all teachers provide feedback after students´ participation, but not in every single one and not all mistakes. In addition to that, all teachers agreed that they do it orally, a few of them, besides using oral feedback they use some others, for instance; writing on the board, using a funny way, etc.

14. <u>Do you think that the feedback students receive help them to improve their areas of opportunity? Why?</u>

Certainly, some teachers showed very confident about their job, thus, they concurred that they have seen improvement on their students, all in all, the feedback they provide help them to work on critical areas. In comparison with less than a half of teachers that said they don't really know if feedback if helping or not. Even though they have been trying to demonstrate their willingness and empathy to students. To sum up, all teachers want their students to learn and they do what they consider the best in order to get good results.

CONCLUSION OF OVERALL RESULTS

The results of the above-mentioned analysis were drawn from the results of the interviews. They reveal that the classrooms are big enough, even when teachers are receiving large group, they perfectly fit in the classrooms, consequently, students and teachers are comfortable. Additionally to that the research team could observed that indeed, the classrooms are   good and it benefits students and the research team has come to the conclusion that having huge classrooms help to participation.

The responses further revealed that the monitoring is a very important part for students participation, in addition to that, the majority of teachers are aware of that and they try to put in practice the constant monitoring whenever they have the chance. Furthermore, teachers use different methodologies to enhance students' participation level,   also, most of them concurred that they use authentic material in order to help students and encourage them to participate more than usually, in other words, the research team concluded that if not all, but most of the interviewed teachers use different activities to increase students' participation. On the other hand, talking about multimedia the research group was convinced that the majority of teachers do not use multimedia for different reasons, i.e., equipment availability therefore a big part use authentic material such as, dialogues, articles, etc. to stimulate participation. According to their answers, the research group agreed that a greater part of teachers apply different activities in order to let students to be engage in the class.

In the researches opinion and with the collected information, the team could say that teacher do not have a plan ahead, they play before every single class, it is only a small part that plan but the rest do not do it for different reasons, but they use real world context to keep students´ attention. On the other hand, the group analyzed that only a few teachers push students to practice speaking and participation, as a results, students do not feel dare to participate. But, whenever students participate

voluntarily, the teachers give feedback but they rarely encourage their students to practice speaking.

To sum up, analyzing all answers above, the research team concluded that, teachers are doing well in most of the areas, consequently they get results that are good, and however, the approach to participation and speaking is lack for some reasons mentioned above. In addition to that, the gather information has been interpreted by the team and it showed that in some areas or questions teachers were asked, they doubt if they are doing it well. Despite that, teachers tried to give their opinion which was really helpful for the team.

Observation analysis

The observation instrument was applied to 9 class groups out of 10. It was not possible to have access to the 10th group due to an inconvenience between the methodology of the teacher in charge and our observation process which was considered as an interruption.

The observation instrument contained some items that were checked in every single class. This process lasted 30 days, excluding holidays and evaluation weeks.

The first item from the observation had as main goal to identify if the size of the classroom (the room not the group of students) was adequate for the speaking activities to be developed. It also checked if classes had a proper environment and if 21st century tools were used. The item was checked in three different sections.

1. **Physical setting/Classroom environment**
   A. **Classroom Facility**
      According to all observation instrument forms obtained, classroom size was adequate for the development of speaking activities in every class the activities were applied and observed.

   B. **Classroom Environment**
      In classroom environment section, all forms show that class size (number of students) was proper for activities development. This item does not focus on how many students are register in the subject, but how many attend to the class and get involved in speaking activities.

   C. **21st Century Tools**
      From a total of 270 observation forms, 120 showed there were 21st century tools used. Among them we have computers, projectors, speakers and the most frequently used recorders. The rest of classes were mainly developed by using the textbook content and some extra activities that did not include technology such as board games.

      The second item from the observation had as main goal to identify the effectiveness of the lessons in the performance of students' participation in speaking activities.

2. **Lesson Effectiveness**

   A. **Major Instructional Resources Used**

As mentioned previously, technology was used in 120 classes, but the rest of the classes included content from the textbook or printed material that the teacher or students had to take to the class. This printed material included board games, news, articles, and so on.

B. Content Delivery

In the content delivery option, 255 form show classes are developed by using real world context material and experiences. As mentioned in the previous item, students are exposed to news, documentaries or articles about real life situations. It is also important to mention that students were not only using real life content, but also were exposed to native speakers in some opportunities. All of this activities were focused on having students speak and practice their communicative skills.

C. Lesson design

A total of 190 forms show students were exposed to receiving information, 150 were for investigation and 20 for students' conclusions and summarizing.

D. Grouping Arrangement

In this item, 250 forms show participation worked including the whole group of students; though there were also some activities in which students had to work in small groups, in pairs or individually. The rest of the forms show the last types of arrangement mentioned.

E. Teacher and Students' Behaviors Observed.
Teachers' behaviors

Based on the results gathered from the forms, 150 of them show students were periodically or intensively monitored by their teacher when

speaking activities were developed. 200 show students were encouraged by the tutor to consider multiple ways to discuss or talk about a topic, and there was also a mixture of leadership from teachers to have students participate or get involved in the activities, use of real world content and problems, and use of inquiry and creativity within the activities.

Students' behaviors

As mentioned previously, students participated as a whole class group, but they were also involved in activities that required pair, small groups and individual work.

The third item was to check what kind of strategies the teacher used to have students participate by means of questions or by problem stating.

3. **Questioning Strategies.**

    Students were mostly encouraged to ask their other classmates to have them interact, but there were also some opportunities in which they were asked by the teacher or they had to answer the questions they had in their material: textbook, articles, and so on.

4. **Classroom Climate**

    A. **Student Involvement**

    Most students showed interest and got involved within the activities.

    B. **Classroom Management**

    Classes were most of the time developed properly though there were some interruptions that impaired the learning environment at some points.

CONCLUSIONS

As stated previously, the main goal of researchers was to find out the effective methodological factors that influence effectively on students' participation in speaking activities, specifically for Advanced English I students and also the strategies that teachers use to enhance students' participation. Throughout the research project the research team could identify the methodologies that are helping the students' participation process which will be described below.

Between the methodologies working appropriately it could be found the classroom arrangement for participation to take place due to most of the groups were not big and the classroom size was adequate which helped the teacher to develop the speaking activities efficiently. Furthermore, according to the findings, teachers are applying monitoring strategies appropriately in order to make sure students are participating and producing the language which happens with an acceptable frequency according to the observation, teachers' interviews and the students' surveys.

In addition to that, teachers are also using authentic material which includes news, articles, and documentaries most of the times which means students are exposed to real world context providing them with meaningful opportunities to practice and participate within speaking activities.

One of the most outstanding findings was the few use of technology by teachers to create participation in speaking activities. According to the results, the frequency with which technology was integrated in the class was not appropriated to provide students with proper material for these students to participate within the activities developed, due to this finding the research team concluded that it was because there is not enough technological equipment provided to teachers to make use of it, besides the classroom furniture is not appropriated to install nor use technological devices which could make the learning process efficient. Apart from that,

researchers also found a lack of classroom management methodologies when it comes to pair work or group work due to it was found the classes were developed most of the time with the whole group, this is not enabling students with opportunities to produce the language and so participate at the same time. Furthermore, something even more concerning is the fact that some students demonstrated they were not given any opportunity to practice with their peers.

In the side of effective methodologies, since the idea was to identify the methodology used by the teachers at the Foreign Language Department at the moment of teaching speaking to verify how those methodological techniques influence on students' participation the research team found that teachers are usually motivating students to participate and most important they create a student-centered environment. Motivation resulted to be an effective methodology, even though from the students' internal motivation there were not positive results due to some students showed not to be motivated to participate, however, from the teachers side they were encouraging students to participate most of the time and that was a very important part from the methodologies they are using to encourage students to participate.

Besides that, researchers verified if the proposed methodology in the Syllabus of the subject complies with the requirements to motivate students inside the classroom but teachers prefer to add more ideas to the syllabus, in order to let students be more interested in a certain topic and consequently for participation to be more effective.

The last finding and more impressive one is the fact that teachers provided feedback to students not only in one single way but there were different methodologies found including correcting after the mistake has been made, providing verbal feedback to each student and providing feedback as a whole group. Something alarming from the teachers' view point is that few of them stated not to use feedback in order to avoid students to stop participating and talking since some

students are afraid of making the same mistake or not improving the mistake already made, despite that negative finding all teachers seemed to agree that providing feedback really helps students to improve their weaknesses. It was also identified that students reacted positively to the feedback provided and they tried to improve as much as they could. Besides, students also stated that they were improving their areas of opportunities thanks to the feedback provided from the teacher.

To sum up, it can be said that teachers are using effective methodologies to enhance students' participation if not all the times but usually; in regards to those methodologies that are not present within the class is due to external difficulties including lack of technological devices which does not have to do with teachers' willingness to take their students to participate or because teachers want to avoid the learning process to be affected.

RECOMMENDATIONS

To teachers:

- ✓ It is recommended that for better results on students' participation, teachers should implement more speaking activities.

- ✓ To enhance the methodological factors, teachers should agree to use the same methodologies so all students can be on the same page and improve the participation.

- ✓ For the efficient methodology, teachers should identify the activities that work the most in speaking activities; consequently, they would use the same to motivate students to produce the language.

To students:

- ✓ More participation is needed in every single speaking activity, it is suggested to go out of the comfort zone and do not depend only on teachers' activities to participate.

- ✓ The self-motivation would work in every single class; it is recommended a self-mental preparation and be always willing to participate to get better results.

To the head of the department:

- ✓ There should be a monitoring group to find out how often teachers use effective methodological strategies to have students participate.

- ✓ More study is needed in order to determine if the department has the correct syllabus to work the speaking skill and if it complies with the requirements to motivate students.

- ✓ Teachers should be in constant meetings with the head of the department to check processes when talking about speaking and participation.

To future researchers:

- ✓ More investigation is needed; it is suggested to do a deeper research in order to find some other methodological factors that influence in the students' participation.

- ✓ To enhance the research process, it is recommended more observation, less groups but more days in order to get accurate information.

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Annexes

National University of El Salvador

School of Arts and Sciences

Foreign Language Department

Students' Opinion Survey

Objective: To determine the effectiveness of the methodological factors that influence the participation levels of the students' speaking skill in the Advanced Intensive English I class in the Semester II-2016 for the Bachelor of Arts in English Teaching of the Foreign Language Department at the University of El Salvador.

Instruction: please answer the following questions based on what you have experienced in your English classes according to the way your teacher develops the class, the material that is used and your participation within the class.

1. **Do you think that the classroom size is appropriate to keep a good speaking environment?**

Yes ____

No ____

2. **Are you periodically monitored by your teacher to check your improvement in terms of speaking proficiency?**

____ **Always**

____ **Usually**

____ **Sometimes**

____ **Never**

3. **Based on your experience, are you usually exposed to authentic material (role plays, dialogues, play performances, and so on) to practice your communicative skills?**

____ **Always**

____ Usually

____ Sometimes

____ Never

4. **Does this kind of material and its practice during the class help you identify your strengths and areas of opportunities?**

____ Always

____ Usually

____ Sometimes

____ Never

5. **Do you consider you have the equipment needed to produce and improve your speaking skill?**

____ Always

____ Usually

____ Sometimes

____ Never

6. **Do you think the content teachers find in their text books to develop the class is helpful enough to have you improve and gain more confidence for you to perform accurately in speaking activities?**

____ Always

____ Usually

____ Sometimes

____ Never

7. **Does your teacher focus more on your performance and improvement rather than on the time for the class and the content of the text books?**

____ Always

____ Usually

____ Sometimes

____ Never

8. **Does your teacher focus on speaking skills?**

____ Always

____ Usually

____ Sometimes

____ Never

9. **Are you exposed to real world context to develop your speaking skill?**

____ Always

____ Usually

____ Sometimes

____ Never

10. **To develop the speaking skill, does your teacher arrange groups?**

____ Always

____ Usually

____ Sometimes

____ Never

11. **When you are practicing your speaking skill, does your teacher guide you?**

____ Always

____ Usually

____ Sometimes

____ Never

12. Are you given real world problems to apply your speaking?

____ Always

____ Usually

____ Sometimes

____ Never

13. Are you given the change to share your opinion and your arguments in front of the class after a speaking practice?

____ Always

____ Usually

____ Sometimes

____ Never

14. Do you feel encouraged to participate in speaking activities within the class?

____ Always

____ Usually

____ Sometimes

____ Never

15. Do you consider you have enough time within the class to practice your speaking skill with your classmates?

____ Always

____ Usually

____ Sometimes

____ Never

16. Are you encouraged by your teacher and the class environment to practice your speaking skills inside and outside the classroom?

____ Always

____ Usually

____ Sometimes

____ Never

17. Do you consider the way in which feedback is provided by your teacher inspires you to keep on working for you to progress in your development?

____ Always

____ Usually

____ Sometimes

____ Never

18. Do you think that the management of the classroom is the appropriate and positive to improve your speaking?

____ Always

____ Usually

____ Sometimes

____ Never

19. Does your class also include peer assessment to check your classmates' and your own speaking performance?

____ Always

____ Usually

____ Sometimes

____ Never

National University of El Salvador
School of Arts and Sciences
Foreign Language Department

Teachers' interview instrument

Objective: To determine the effectiveness of the methodological factors that influence the participation levels of the students' speaking skill in the Advanced Intensive English I class in the Semester II-2016 for the Bachelor of Arts in English Teaching of the Foreign Language Department at the University of El Salvador.

Instruction: please answer the following question according to your own criteria whenever teaching speaking to enhance students' participation levels in the Advanced Intensive English I class.

1. Do you consider that the classroom size is adequate for speaking skill activities?

2. When students are practicing their speaking, do you monitor them to make sure they are doing what they are supposed to?

3. What kind of methodologies do you believe are appropriate to enhance students' participation levels?

4. Do you use authentic material such us role plays, dialogues, play performance and so on to motivate students to practice speaking skill?

5. In your opinion, is it necessary to apply activities in every single class to enhance students' participation and to get them practice the speaking skill?

6. Do you make use of audio and multimedia to have students participate in the class?

7. Do you have a competent program to plan ahead of time what to teach and when to do it?

8. Do you make necessary changes on your stated teaching plan to get students participate?

9. Do you show students real world context to make them practice speaking? How do you do it?

10. Do you think that you are pushing your students enough to participate and give their opinions after practicing speaking skill?

11. Do you provide feedback and correction when necessary?
- When do you do it?
- Do you keep record of students' improvement?

12. Do you encourage students to participate in the speaking activities?

13. Do you provide feedback to students after participation? How do you provide it?

14. Do you think that the feedback students receive help them to improve their areas of opportunity? Why?

National University of El Salvador

School of Arts and Sciences

Foreign Language Department

Classroom Observation Instrument

Teacher _____   Level/Class _____   Number of Students
_____

Lesson Title
_____

1. Physical Setting/Classroom Environment (Mark all that apply.)
   A. Classroom Facility
   ☐   Classroom adequate size for student number
   ☐   Adequate storage for resources/materials/equipment
   ☐   Furnishings allow for inquiry-based instruction
   Student Seating _____ rows _____ pairs _____ small groups _____ other _____
   ☐   Room size will accommodate activities

   B. Classroom Environment
   ☐   Adequate resources available for hands-on lesson (as appropriate)
   ☐   Class size
   ☐   Classroom management
   ☐   Class composition
   ☐   Intense monitoring

   C. 21st Century Tools
   ☐   Recorder
   ☐   Projection system
   ☐   Computer
   ☐   Speakers

2. Lesson Effectiveness (Mark all that apply.)

   A. Major Instructional Resources Used
   ☐   Textbook
   ☐   Other print materials
   ☐   CD/DVD   ☐   21st Century Tools

   B. Content Delivery

- ☐ Instructional resources used appropriately and effectively
- ☐ Content presented is accurate
- ☐ Use of real world context
- ☐ Focus on speaking skills

C. Inquiry-Based Lesson Design
- ☐ Launch
- ☐ Investigation
- ☐ Summary/Closure

E. Grouping Arrangement(s) Used
- ☐ Whole Group
- ☐ Small groups working on same task
- ☐ Small groups working on different tasks
- ☐ Individuals working on same task
- ☐ Individuals working on different tasks
- ☐ Grouping arrangements were appropriate for the instructional goal and activity

F. Teacher and Student Behaviors Observed
Teacher Behaviors
- ☐ Setting up and guiding students through meaningful real-world problems
- ☐ Moving around the room monitoring/questioning
- ☐ Encouraging students to consider multiple ways to discuss a topic
- ☐ Guiding students in the conversation
- ☐ Promoting student use of inquiry/creativity through questioning/collaboration
- ☐ Facilitating discussions about problem-solving processes/ efficiency/effectiveness
- ☐ Leading students through discussions/journaling of their understanding

Student Behaviors
- ☐ Interacting with others
- ☐ Working alone
- ☐ Working in groups to test solutions
- ☐ Working in teams to challenge and defend solutions
- ☐ Applying speaking to real world problems

21st Century Information and Communication Skills
- ☐ Sharing their thinking and listening to others share theirs
- ☐ Defending their opinions
- ☐ Communicating ideas and arguments
- ☐ Helping to clarify each other's learning through discussion/modeling

G. Instructional Strategies

☐ Teacher modeling
☐ Collaborative grouping
☐ Opportunities for students to justify their arguments
☐ Incorporate varied assessments

3. Questioning Strategies (Mark all that apply.)

☐ Wait Time I ☐ Wait Time II ☐ No/limited wait time

☐ Questions were higher-order and stimulated broad student responses
☐ Questions were lower-cognitive and stimulated narrow student responses
☐ No questions were asked by the teacher or posed through the activity being conducted
☐ Teacher used strategy to ensure all students had opportunity to respond
☐ Teacher asked probing follow-up questions based on students' understanding (individuals, small group, whole class)
☐ Students are encouraged to ask questions of each other and of the teacher
☐ Teacher provided specific praise
☐ Teacher provided general praise
☐ Teacher provided no praise
☐ The questioning strategies checked for student understanding of apparent instructional goal   Yes ☐   No ☐

4. Classroom Climate

A. Student Involvement

☐ Majority of students demonstrated interest/were engaged and on task
☐ Most students take initiative in classroom discussions
☐ Majority of students uninterested or apathetic
☐ Majority of students were frequently off task

B. Classroom Management

☐ Classroom orderly, no disruptions that impaired learning environment
☐ Classroom generally orderly, but some disruptions impaired learning environment
☐ Classroom disorderly, frequent student disruptions seriously impaired the learning environment
☐ The climate was generally positive
☐ The climate enhanced learning opportunities for students

5. Development of Higher Order Thinking Skills

A. Check all skills that were introduced and/or developed in the observed lesson.

☐ Making observations
☐ Reciting/recalling facts
☐ Classifying

- ☐ Estimating
- ☐ Choosing appropriate strategies
- ☐ Measuring
- ☐ Collecting/recording data
- ☐ Comparing/contrasting
- ☐ Organizing and displaying data
- ☐ Drawing conclusions
- ☐ Interpreting and analyzing data
- ☐ Making predictions
- ☐ Selecting problem-solving strategy
- ☐ Creating/formulating patterns/equations
- ☐ Justifying/verifying solutions/strategies

B. Learner Attitudes Demonstrated
- ☐ Dependent on others
- ☐ Cooperation
- ☐ Persistence
- ☐ Responsibility
- ☐ Confidence
- ☐ Enthusiasm
- ☐ Objectivity
- ☐ Accuracy
- ☐ Critical thinking
- ☐ Self-directed
- ☐ Curiosity