

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



**DIAGNOSIS OF ENGLISH SPEAKING TEACHING TECHNIQUES AND THE PRACTICE OF THE
ONES NOT MENTIONED IN THE DIAGNOSIS TO IMPROVE THE SPEAKING SKILL OF
INTERMEDIATE II ENGLISH STUDENTS AT THE FOREIGN LANGUAGE DEPARTMENT OF THE
UNIVERSITY OF EL SALVADOR DURING SEMESTER I, 2016.**

BYRON JUVENCIO MARTINEZ CASTILLO	MC09141
JONATHAN ALEXANDER TORRES MARTINEZ	TM08013
ALBA NELY SALAZAR ORELLANA	SO07011

RESEARCH TO OBTAIN THE DEGREE OF LICENCIATURA
EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

ADVISOR

MAESTRO PEDRO ANTONIO SALAZAR MURCIA

COORDINATOR OF THE GRADUATION PROCESS

MAESTRO MANUEL ALEXANDER LANDAVERDE

WEDNESDAY, NOVEMBER 23, 2016
CIUDAD UNIVERSITARIA, SAN SALVADOR, EL SALVADOR

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

LIC. LUIS ARGUETA ANTILLÓN
RECTOR

MAESTRO ROGER ARMANDO ARIAS
ACADEMIC VICE-RECTOR

ING. CARLOS VILLALTA
ADMINISTRATIVE VICE-RECTOR

LICDA. BEATRIZ MÉNDEZ
ATTORNEY GENERAL

DOCTORA ANA LETICIA ZAVALA DE AMAYA
SECRETARY GENERAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

LICENCIADO JOSÉ VICENTE CUCHILLAS
DEAN

LICENCIADO EDGAR NICOLÁS AYALA
VICE - DEAN

MAESTRO HÉCTOR DANIEL CARBALLO
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

MAESTRO JOSE RICARDO GAMERO ORTIZ
HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

MAESTRO MANUEL ALEXANDER LANDAVERDE
COORDINATOR OF THE GRADUATION PROCESS

MAESTRO PEDRO ANTONIO SALAZAR MURCIA
ADVISOR

LICENCIADO MIGUEL ANGEL CARRANZA CAMPOS
LICENCIADO MAURICIO SALVADOR CONTRERAS CÁRCAMO
JURY

ACKNOWLEDGEMENTS

TO OUR GOD

We first and above all praise God, the almighty, for His showers of blessings throughout our research work, for providing us this opportunity and granting us the capability to proceed successfully until now.

TO OUR PARENTS AND FAMILY

We would like to express our eternal gratitude to our parents for their everlasting love and support, our family members, who encouraged us not to give up in the moments of difficulties we went through during our studies.

TO OUR ADVISOR

We would like to express our deep and sincere gratitude to our research advisor, Lic. Pedro Antonio Salazar Murcia, for giving us the opportunity to do research and providing invaluable guidance throughout this research. His dynamism, vision, sincerity and motivation have deeply inspired us. He has taught us the methodology to carry out the research and to present the research works as clearly as possible. It was a great privilege and honor to work and study under his guidance. We are extremely grateful for what he has offered us. We would also like to thank him for his friendship, empathy, and great sense of humor.

INDEX

• Abstract -----	ii
• Introduction -----	iii
• Statement of the problem -----	4
• Rationale -----	7
• Assumptions-----	8
• Theoretical Framework -----	9
• Methodology -----	17
• Observation results -----	22
• Survey results -----	35
• Findings -----	45
• Conclusions -----	49
• Recommendations -----	50
• Attachments -----	52
• Bibliography -----	59
• Web-bibliography -----	60

ABSTRACT

Learning English is demanded in this sophisticated era. As a matter of fact, English is one of the main tools to build the world contact. Talking about English means talking about skills. And speaking is one of those skills. The way we speak is a complex process requiring not only the ability to recognize words but also ability to pronounce and the fluently communicate. Therefore, teaching speaking effectively is very important and helpful. Speaking skill has been emphasized in this research because it is very important for students in their modern and professional life. If the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner's motivation and making the English Language classroom a fun and dynamic place to be. Furthermore, the teaching techniques of language skills should be applied in order to make progress in teaching learning process. For instance, the purpose of this research was to diagnosed the English speaking teaching techniques and the practice of the ones not mentioned in the diagnosis to improve the speaking skill of Intermediate II English Students at the Foreign Language Department of the University of El Salvador during semester I, 2016. As a matter of fact, the research team aimed to get information and data to describe the research about the techniques used in teaching speaking to Intermediate II English students at the Foreign Language Department in the University of El Salvador; this study employs a mix method. The research subject of this study was the English Speaking teaching techniques used by teachers in the Intermediate English II Level. In order to know the use of speaking techniques in teaching speaking, the research team did several classroom observations by using observational notes as an instrument, surveys and interviews to support the data.

INTRODUCTION

If any benefits are to accrue from the efforts of curriculum specialists to improve instruction, these efforts must be aimed at the encouragement of diagnostic English teaching. The diagnosis of English teaching techniques is the process of diagnosing students' abilities, needs and objectives and prescribing requisite learning activities. Diagnosing teaching can inform teachers of the effectiveness of their lessons with individuals, small groups of students, or whole classes, depending on the instruments used.

Teaching a foreign language involves a lot of procedures, from being able to manage a classroom, to have a lot of knowledge about the topics being taught. Teaching a foreign language, involves not only writing and talking in the classroom, but also being able to manage different teaching techniques, so that the teacher can get all students to learn the target language. Ensuring that students are achieving their learning goals is part of what effective teachers do on their jobs. Promoting students' academic achievement is probably the most important component of their jobs, but teachers contribute to their students' development in different ways. This research project aimed to study the different English teaching techniques used by teachers when teaching students of Intensive Intermediate English II of Licenciatura en Idioma Inglés, Opción Enseñanza during semester I, 2016 at The Foreign Language Department at UES. The research team aimed to identify existing English Speaking teaching techniques and see the effects of the ones applied by the teachers

STATEMENT OF THE PROBLEM

The field of foreign language teaching has undergone many shifts and trends over the last few decades. Numerous methods have come and gone.

The diagnosis of the English Speaking teaching techniques used by teachers, and the ones not mentioned in the diagnose to improve the speaking skill in Intensive Intermediate II English Level at the FLD of the University of El Salvador.

Even though English is not the most spoken language on earth, today's world considers English as a global language because there has never been a language so widely spread or spoken by so many people. It makes news daily in many countries and is adopted by many countries. It has a special role to play in the countries where it has been accepted as the official language and is being used as a means of communication. The statistics collected by David Crystal (1997: 61) shows that nearly 670 million people use English with fluency. This figure is steadily growing ever since 1990. English now holds a dominant position in every sphere of human activity. It is a very significant input in all the developments in the world. It has reached the present day status primarily because of two main factors: the expansion of British Empire in the 19th century and the rising of the United States as the leading economic power of the 20th century.

It is observed that different approaches have come into existence in reaction to the inadequacies of the earlier approaches. Some approaches have focused on using the language to speak and to understand it while others have focused on analyzing it with grammatical rules. Following the evolution of different approaches, different methods have come into existence during the long history of teaching English. Let us now examine the principles and practices of four popular methods of teaching English.

- Communicative Method
- Direct Method
- Natural Approach
- Bilingual Method

Each of these four methods were shaped in relation to the social, political needs and trends in Psychology, Linguistics and Sociology.

Speaking is a crucial part of foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English Language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by "**teaching speaking**", is to teach EFL learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the foreign language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Every person wishing to get the benefits of modern education, research, science, trade, etc., knows that it is impossible without a working knowledge of the English language and good communication skills. A person without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position. In our country, especially at the Foreign Language Department of the University of El Salvador, a number of students face the common problem that even though they have a lot of knowledge on English grammar, they have problems when developing speaking activities, or they get lower grades when performing oral examinations. Above all stated, a question raised:

Research Question

- What are the speaking teaching techniques most commonly used by teachers in an EFL environment at the Foreign Language Department?

In order to get the best results in this study, the research team has stated the following **subsidiary questions**:

- What are the speaking teaching techniques that mostly help to improve the speaking skills on EFL learners?

- What of these are the ones that teachers from the Foreign Language Department use in the English classes?
 - ✓ Produce English speech sounds.
 - ✓ Use word stress and proper intonation.
 - ✓ Selecting appropriate words or vocabulary.
 - ✓ Use the language fluently and confidently.

- What other techniques can be applied to improve the students' speaking performance?
- Which techniques are not used by the English teachers at the Foreign Language Department?

GENERAL OBJECTIVES

1. To diagnose the different teaching speaking techniques used by the teachers to improve the students' speaking skill.
2. To find the most common and useful English Speaking teaching techniques.

SPECIFIC OBJECTIVES

1. To identify the different teaching speaking techniques used by the teachers.
2. To analyze the impact of the teaching speaking techniques on the student's learning.
3. To find out how students assimilate and acquire the techniques and how effective they are in their daily speaking activities.

RATIONALE

The study is about the different and most useful English Speaking Teaching Techniques used by teachers at the Foreign Language Department in the University of El Salvador. The research team pretends to diagnose the speaking teaching techniques to improve the speaking ability of students, the result of speaking activities and oral examinations of students from Intensive Intermediate English II. In addition, the results of this study will show whether there is a need for adding other techniques, or suggesting other ways to teach Speaking. All of the above mentioned, pretends to give or make a diagnose in order to improve the students speaking skills and the way teachers assign speaking activities. More than the grades, the main reason of this study is to determine if there is a need of reinforcement on the students' confidence when producing the English language due to the fact that the students seem to have lack of confidence when speaking in a foreign language even though they manage the good vocabulary and grammatical structures. The research team pretends to get a list of the most common teaching Speaking techniques to make a diagnose on the students' speaking skill, and if it is necessary, the research team will provide with a set of other techniques to improve the speaking skill on students.

ASSUMPTIONS

- At least a 50 % of Intermediate English II students feel afraid of speaking in English.
- Some students do not have enough confidence when performing oral presentations.
- Students are afraid of being bullied.
- Students prefer to use mother tongue during and outside classes.
- A number of students struggle when learning new vocabulary.
- Students do not feel encouraged in participating in speaking activities.
- Teachers are not democratic.
- Lack of intrinsic motivation.
- Teaching activities are not attractive enough to the students.
- Correction methods are not appropriate.

THEORETICAL FRAMEWORK

Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to EFL classroom settings, together with suggestions for teachers who teach oral language.

Speaking is the direct and useful form of communicating. This is one of the main macro forms of communication as it is physically interacting with another person through a certain language. To speak helps us to communicate our thoughts, ideas, suggestions, comments, etc. in the most natural and reliable way without much distortion of information. It requires resources that are naturally available to every living thing by nature. Communication is very important to have fair and justified decisions and various levels of society, governance, and information sharing growth. Speaking, being the most important, reliable and easy means of communication derives its importance in that manner. In speaking, one needs not only to learn its vocabulary and grammar, but also the context in which words are being used. It is a vocalization of human communication. Being able to express and iterate an idea, a concept, or an opinion through speech or speaking is essential in the communicative process. Being able to create relativity on what we are thinking in effective and direct manners which allows us to communicate effectively with others in a variety of situations. With these definitions, it helps us to avoid the element of confusion which might lead us to conflicts. It also helps us for our self-development and growth in our work place. In this case, speaking can also provide an element of control to any situations given. In our work place, we used to talk to express our ideas, concepts, comments, and suggestions. We are speaking when we disagree or when we agree. Speaking is a complex where we connect to one another. It is a process in which we discuss our knowledge through subjective or objective. Speaking helps you to expand the knowledge using minimal responses and recognizing scripts. In this case, our individual ideas will elevate and improve by connecting to other ideas. To speak is to facilitate. Speaking can be an intimidating experience. When speaking, two things are being delivered. First is the meaning that is taken from it. Second

is on how you deliver the words with emotions and right dictions. In speaking, it is very important for the comprehension that occurs through connection to its experiences, feelings and its ideas. It is also the part where we think out loud and share all the ideas that we have for changes, for instructions, and to lead us in creative thinking. Upon practicing and learning, communication is a complex process where you will figure out that it is not easy skill to perfect. Speaking is a state of being connected, one with another. It is also the way of transferring meaning from one individual to another. It is also the expression of oneself in such a way that one is readily and clearly understood. There are skills that can be implemented in speaking; to appropriately accomplish communicative functions according to situations, participants, and goals. To use appropriate styles, registers, redundancies, pragmatic conventions, conversion rules, interrupting, and other sociolinguistic features in face-to-face conversations. In conveying links and connections between events and communicate such as relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification. Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language is also implemented in speaking. Developing and using the battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is to understand you.

There are many experts that explain about the definition of speaking. Speaking is a productive language skill. It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. It is a mental concept that is processed by someone in such a way to form a meaning when uttered.

What is **teaching speaking**?

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required

(interaction/relationship building)

- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

What is meant by "**teaching speaking**" is to teach EFL learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

Chainstaid in Hamzah state that "learning to speak is obviously more difficult than learning to understand the spoken language."

Hornby has explained that speaking is "to say exactly what you think, in every direct way" it means that speaking is the skill that has meaning which appears directly from our mind to convey messages to other people. In other words, speaking is a way to say what you feel now, and it appears from our mind.

Wendy and Listbeth state that speaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. In other words, speaking activities should be done on fun situations that can make the students feel joy learning it. When the conditions of the learning process class are good, funny, comfortable, etc. it will make the brains of the students are processed, so that acquisition process of the students run effectively.

Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is not easy. Nevertheless, it does not mean speaking test cannot be measured in a correct way. Assessing should be careful and meticulous currents tests of speaking. Assessment are used for correct placement in a class, to pre-test and post-test, and to evaluate students.

Assessment of speaking is based on the activities undertaken to acquire and streamline the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities. The test speaking performance can be done by discussions, problem-solving, role-plays, conversations, speeches, such as retell stories, storytelling, and so on.

According to David P. Harris, "speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates".

He states that there are five components are generally recognized in analyses of the speech process are:

1. Pronunciation, including segmental features, vowels and consonants, and the stress and intonation patterns
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

The oral test divided into five elements; pronunciation, grammar, vocabulary, fluency, and comprehension. Each elements characteristics are then defined into five short behavioral statements as stated in the frames above. This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive behavioral statements for each point of the scale. The writer will objectively see the characteristics of each student. Speaking ability whether they achieve 1,2,3,4 or 5 score. Then, it can easily calculate the score. The amount of maximum scores gained is 25.

How to teach Speaking?

Now many linguistics and EFL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Activities to Promote Speaking

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification and so.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

METHODOLOGY

A. RESEARCH APPROACH: NON EXPERIMENTAL

"Non-experimental methods" refers to a group of descriptive/ observational research techniques that, while unable to clearly establish cause-and-effect, can nevertheless reveal important aspects of thought, behavior, and social interaction.

Non-experimental research falls into three broad categories: single-variable research, correlational and quasi-experimental research, and qualitative research. First, research can be non-experimental because it focuses on a single variable rather than a statistical relationship between two variables. Although there is no widely shared term for this kind of research, the research team will call it single-variable research. Milgram's original obedience study was non-experimental in this way. He was primarily interested in one variable—the extent to which participants obeyed the researcher when he told them to shock the confederate—and he observed all participants performing the same task under the same conditions. A study by Loftus and Pickrell described is also a good example of single-variable research. The variable was whether participants "remembered" having experienced mildly traumatic childhood events (e.g., getting lost in a shopping mall) that they had not actually experienced but that the research asked them about repeatedly. In this particular study, nearly a third of the participants "remembered" at least one event. (As with Milgram's original study, this study inspired several later experiments on the factors that affect false memories.)

As these examples make clear, single-variable research can answer interesting and important questions. What it cannot do, however, is answer questions about statistical relationships between variables. This is a point that rookie researchers sometimes miss. Imagine, for example, a group of research methods that students interested in the relationship between children's being the victim of bullying and the children's self-esteem. The first thing that is likely to occur to these researchers is to obtain a sample of middle-school students who have been bullied and then to measure their self-esteem. But this would be a single-variable study with self-esteem as the only variable. Although it would tell the researchers something about the self-esteem of children who have been bullied, it would not tell them what they really want to know, which is how the self-esteem of children who have been bullied compares with the self-esteem of children who have not. Is it lower? Is it the same? Could it even be higher? To answer this question, their sample would also have to include middle-school students who have not been bullied.

Research can also be non-experimental because it focuses on a statistical relationship between two variables but does not include the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both. This kind of research takes two basic forms: correlational research and quasi-experimental research. In correlational research, the researcher measures the two variables of interest with little or no attempt to control extraneous variables and then assesses the relationship between them. A research method student who finds out whether each of several middle-school students has been bullied and then measures each student's self-esteem is conducting correlational research. In quasi-experimental research, the researcher manipulates an independent variable but does not randomly assign participants to conditions or orders of conditions.

B. TYPE OF RESEARCH: QUASI – EXPERIMENTAL

This is a quasi – experimental research, it seeks to build a description about the issue under study; which is speaking skill related issue, as we know, Quasi-experimental means that the research includes features of a true experiment but some elements may be missing. The most common experimental element to be missing is a random sample. A random sample occurs when every individual in the group being studied has an equal chance of being selected. It involves selecting groups, upon which a variable is tested, without any random pre-selection process, it also tries to understand and to give reasons about why something is the way it is, and that is what the research team has pretended to do. The team used non-quantitative methods to know ways and recommendations on how to improve speaking-related problems of Intensive Intermediate II English students. By doing this, the research team established a relationship between the assumptions that they had before starting this investigation and the results they have after finishing this research. What the research team has pretended to do is provide a completed and detailed description of the topic being investigated, by analyzing, interpreting and diagnosing the data that was collected in the exploratory process that was carried out through the investigation.

C. RESEARCH DESIGN

The intent of this section is to describe the methodology that was used for such a research effort. Included in the section, there is a description of the study setting, research design, study sample, data collection methods, procedures, and analysis efforts.

The research project was divided into two phases:

The first one consisted of finding out the teaching techniques that the teachers use to encourage the students to get involved in speaking activities. The research team chose the Descriptive research method; since they attempted to identify the way teaching techniques influence the EFL student speaking performance. As the name implies, descriptive research methods are used when the researcher wants to describe specific behavior as it occurs in the environment. Traditionally, descriptive research involves three main categories: Observation, case studies, and surveys. The research team chose this method since they focused mainly on describing the reality that most EFL students go through when learning the English Language at the Foreign Language Department in the University of El Salvador.

The second phase included a pretest that was applied to two afternoon groups selected to check their English Speaking level. One of these two groups was under the influence of different teaching techniques that the research team used besides the ones that the teachers use in classes. After four weeks, a posttest was applied to both groups to determine if the additional techniques provided by the research team helped improving the students' speaking performance.

The research project was held at The University of El Salvador located in Ciudad Universitaria, San Salvador. The study intended to investigate in what ways English speaking teaching techniques influence the EFL student speaking performance.

The descriptive research method was utilized. In this method, the research team sought to describe how speaking teaching techniques influence on EFL students' speaking performance. This descriptive type of research utilizes interviews and surveys in the study. The research was conducted by using surveys that were given to an already selected group of students from Intensive Intermediate English II as well as class observations.

D. POPULATION AND SAMPLE

The study was conducted at the Foreign Language Department at the University of El Salvador with Intermediate II English students from Licenciatura en Idioma Inglés, Opción Enseñanza. The target population on this research project was the one-hundred-sixty students from the seven groups from Intermediate II English Level. The research team worked with the two afternoon groups. They chose those two groups to work with and about 45 Intermediate II English students which represents the thirty percent of the entire population. Those two groups also participated in the different research techniques described below.

E. RESEARCH TECHNIQUES

The research team chose two Intermediate II English groups to study their English speaking level.

A diagnose test was applied to two Intermediate II English groups to determine the speaking level of each one. After researching the existing teaching techniques and observing the techniques that the teachers use in each group, one group was selected and the research team applied different techniques to the group selected during 4 weeks.

A posttest was applied to both groups after four weeks and the research team checked the results and determined which techniques can benefit the student's learning and development of their oral skills.

F. TECHNIQUES AND INSTRUMENTS

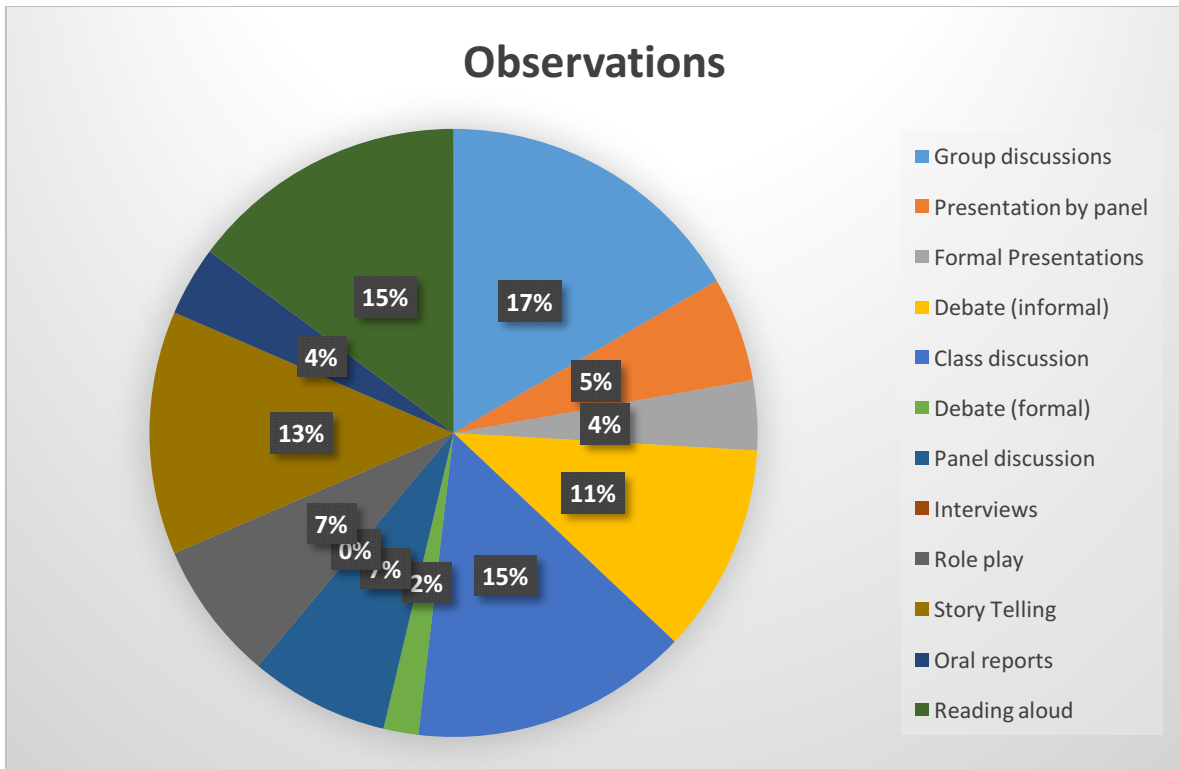
The research team used a sort of instruments for gathering information.

- ✓ The research team used a checklist and note taking method during the class observations as part of the data collection process. During this phase of the research project, two groups of Intensive Intermediate II English were observed so that the research team could gather enough information about the teaching techniques used by teacher, as well as determine the students' confidence level when performing speaking activities.
- ✓ Using the selected groups of Intensive Intermediate II English Level, the research team asked students to complete a survey to determine their confidence level as well as to find out on how comfortable they feel with the speaking techniques or activities used by the teachers.
- ✓ In order to gather information, the research team administered a pre and posttest to students to evaluate the effectiveness of the techniques used by the teachers and to identify how those techniques could be improved.

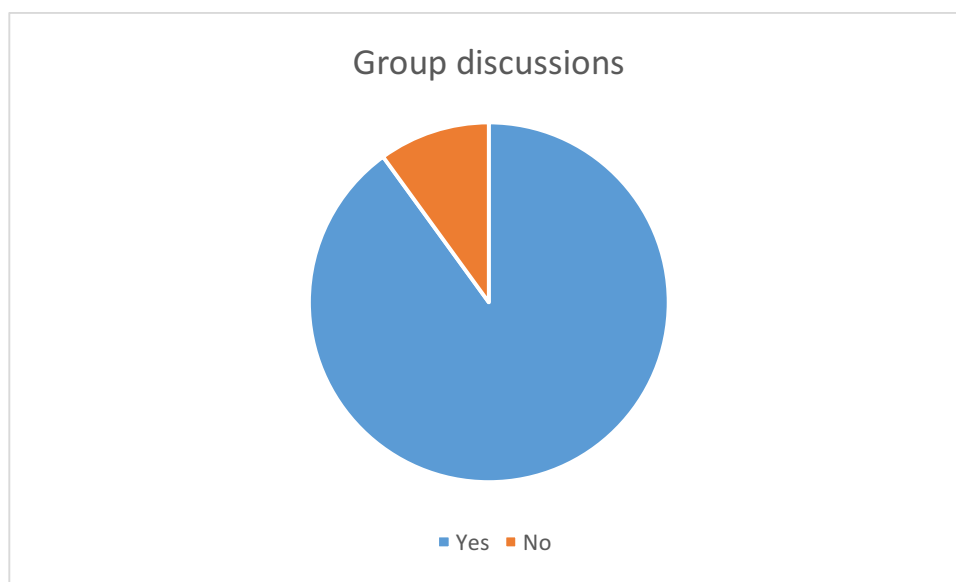
- ✓ Furthermore, the research team has added a list of techniques that are not commonly used by teachers, so that they can put them into practice to improve the students' speaking skill. The purpose of this is to bring different teaching techniques to the ones that are already used so that the oral production of the English language can be improved on a daily basis.

OBSERVATION RESULTS

Technique	Yes	No
Group discussions	90%	10%
Presentation by panel	30%	70%
Formal Presentations	20%	80%
Debate (informal)	60%	40%
Class discussion	80%	20%
Debate (formal)	10%	90%
Panel discussion	40%	60%
Interviews	0%	100%
Role play	40%	60%
Story Telling	70%	30%
Oral reports	20%	80%
Reading aloud	80%	20%

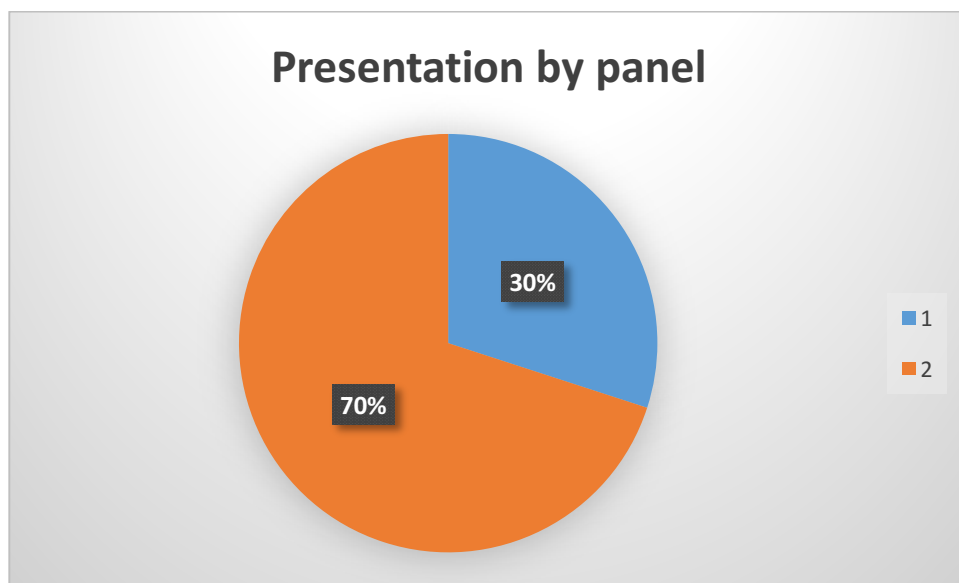


1. Group discussions conducted by selected students



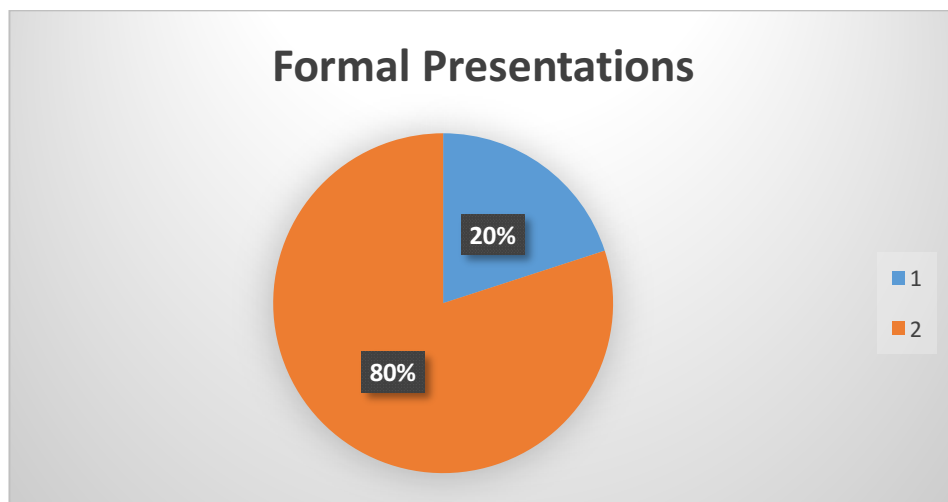
The 90% of the classes being observed were mainly managed with group discussions regarding topics of the students' interest creating in that way an appropriate environment for learning. Most of the students were automatically encouraged by the topics provided by the teacher. The teacher was there as a facilitator making the discussions move smoothly among the students and giving the chance for most of them to participate.

2. Presentation by a panel of instructor or students



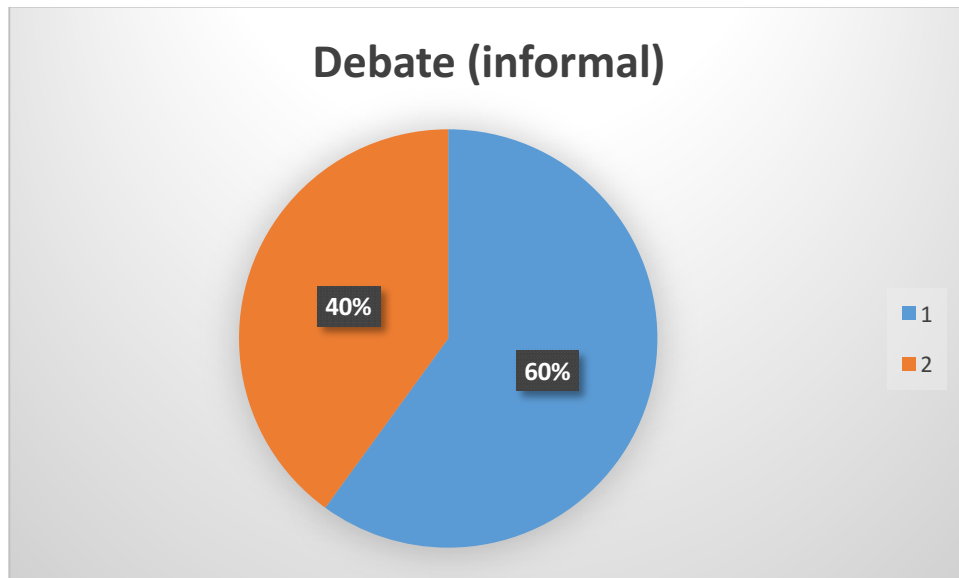
The presentations, with 70%, were as well a great part of the classes bringing a feeling of responsibility to the students. Furthermore, the students felt encouraged by bringing relevant topics to the classmates. By having presentations, the students were encouraged to research about certain topics and to share their findings with the rest of the class.

3. Formal presentation



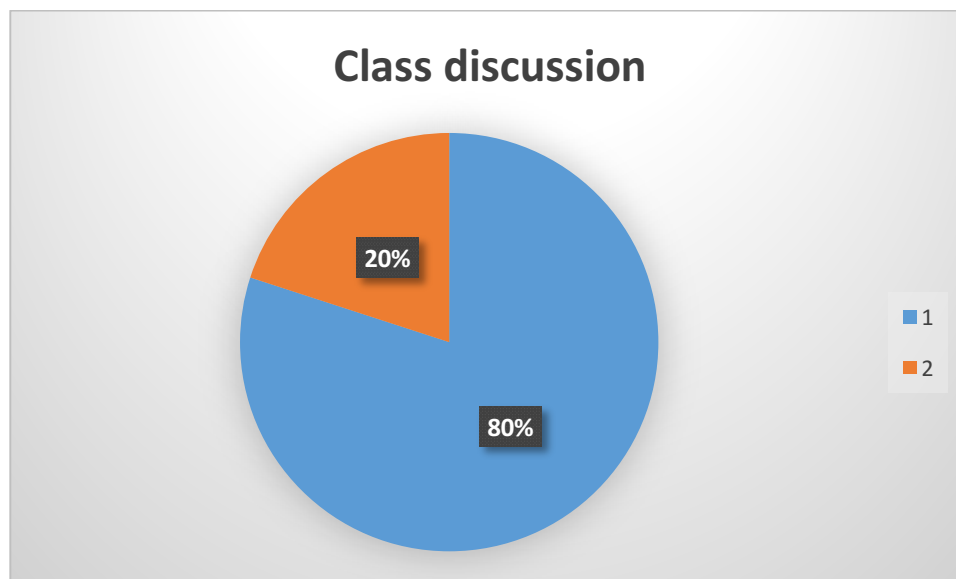
Formal presentations were not seen with frequency during the observation period. The speaking activities developed by the teachers were more practical than formal so the students feel more relaxed when participating. The formal presentations that were seen in the classes helped the students to focus on specific topics.

4. Debate (informal) on current issues by students from class



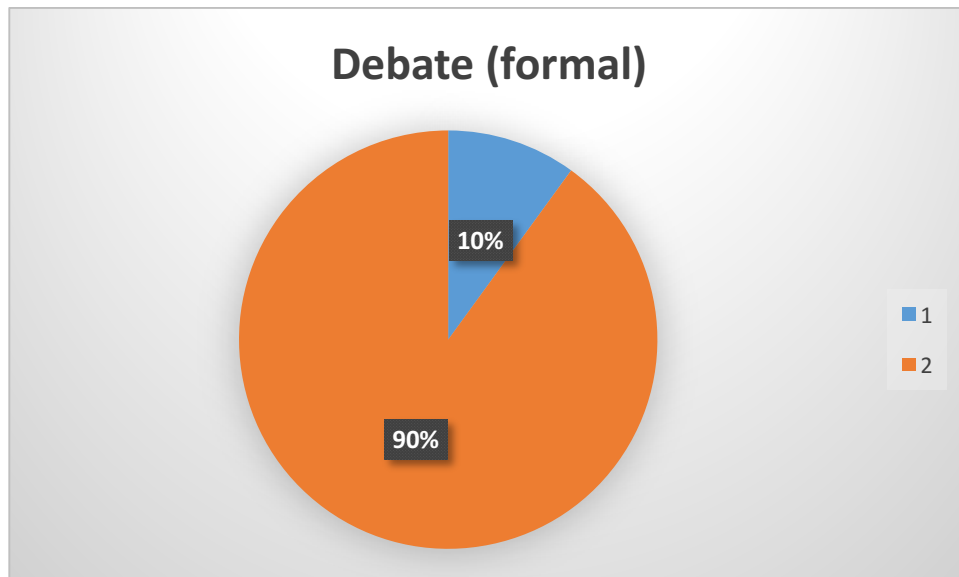
Creating debates among the students was really important and interesting because it gave the chance to the students to express their own point of view regarding the topics. Also, the students were able to refuse and express disagreements with other's opinions in a respectful way. Most of the students got really fun while participating on these activities and made the class to move smoothly.

5. Class discussion conducted by students or the teacher



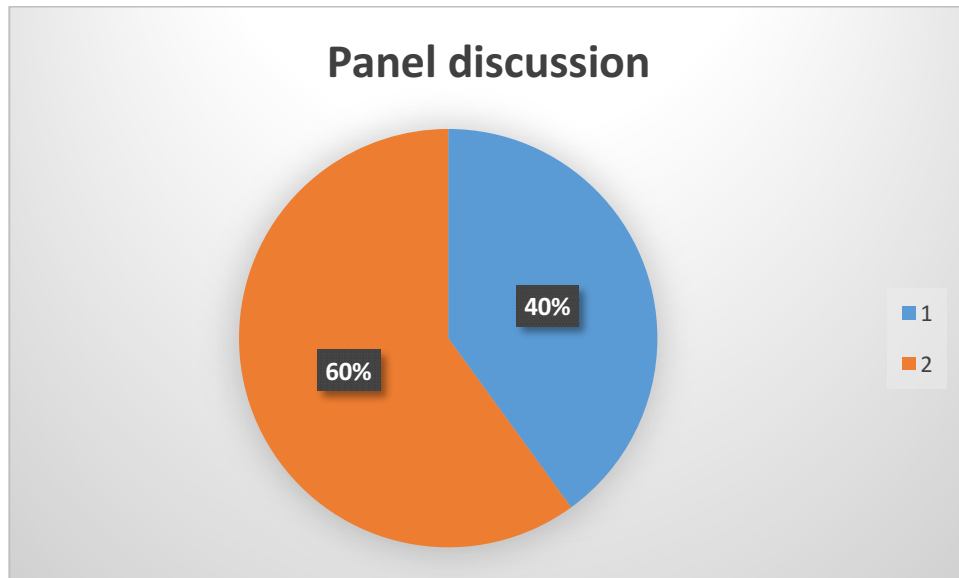
Class discussion activities were mainly used to enter in an important but not active enough topic such as: Grammar notes, grammar rules, listening or readings. The whole class had a little discussion about the topic before getting into the activity and the discussion was also held after the activity to express how certain they were about the topic. This helped the students not to feel the activities boring and also helped them to express and get involved in the topics given.

6. Debates (formal)



Formal debates were not a big part of the classes. That is because the students tend to get more nervous when they see or hear the word "formal" and the results for this activity was not that positive because the students were afraid of making mistakes when speaking.

7. Panel discussion



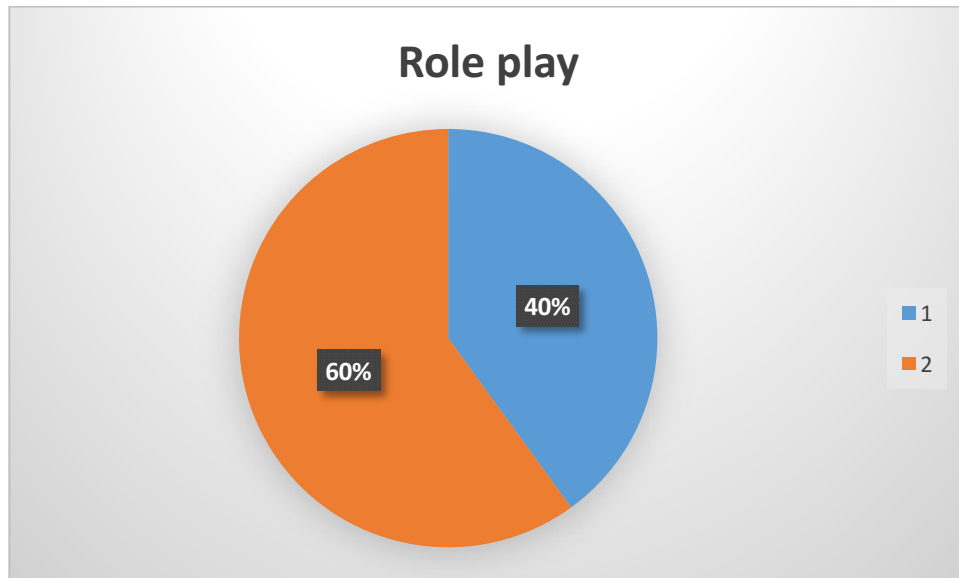
Panel discussions were really interesting because the students had the chance to interact with important people related to the topic. Some times, they had the chance to interact and speak with authors of books that they may have been reading by that time and that encouraged them to speak.

8. Interviews



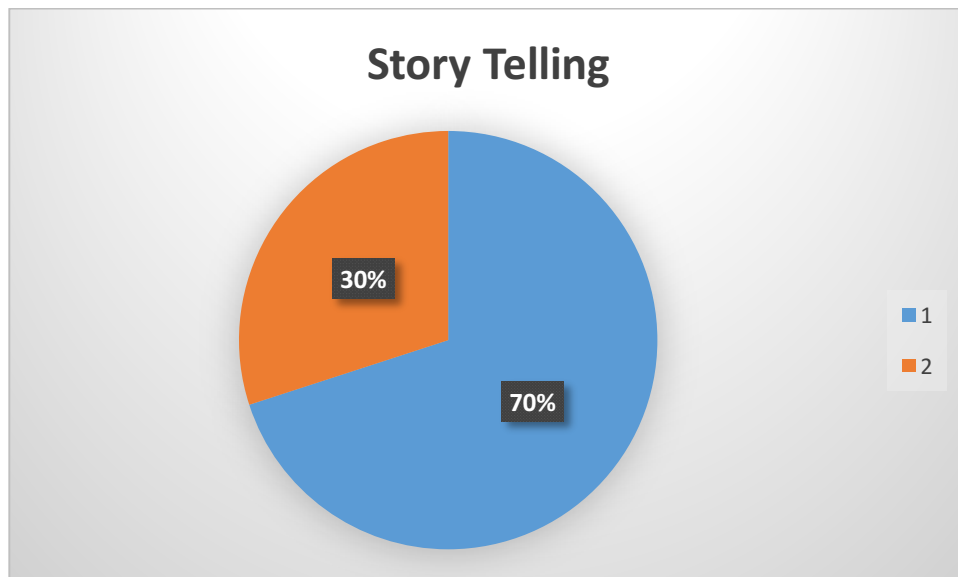
Interviews were not seen in any class observed. These activities are more commonly used to grade the student's oral performance than as a technique put into practice in the class.

9. Role playing



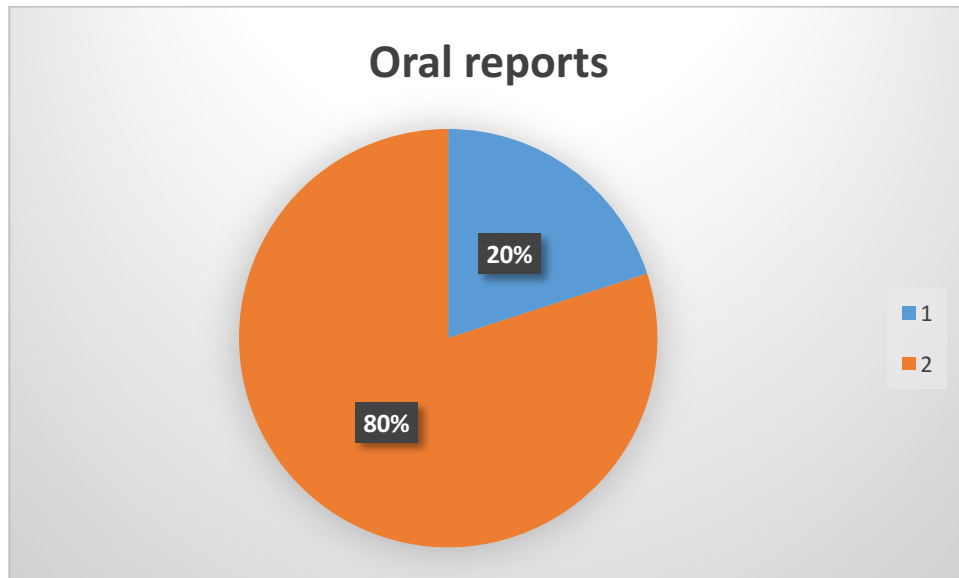
This technique is really important because it gives the chance to the students to use their creativity and their own way of expressing themselves in an environment they choose and most important related to the topic they are studying. However, this was barely seen in the classes. The reason might be related to the amount of students on each class since the time wouldn't be enough to have everyone participating.

10. Story telling



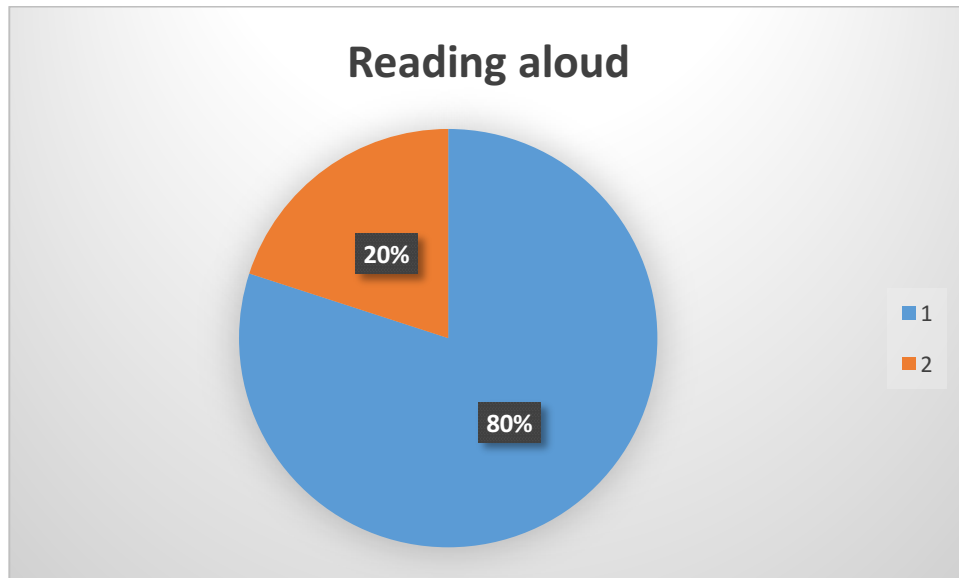
Story telling was a main technique that was used most of the classes to make the students to be more participative expressing their own experiences related to the topic. This was a good technique because it also included the teacher's experience and by telling his he encouraged the students to tell theirs.

11. Oral reports



Oral reports did not play a big role on the techniques used by the teachers being this used more for grading the student's performance than a technique in the classroom.

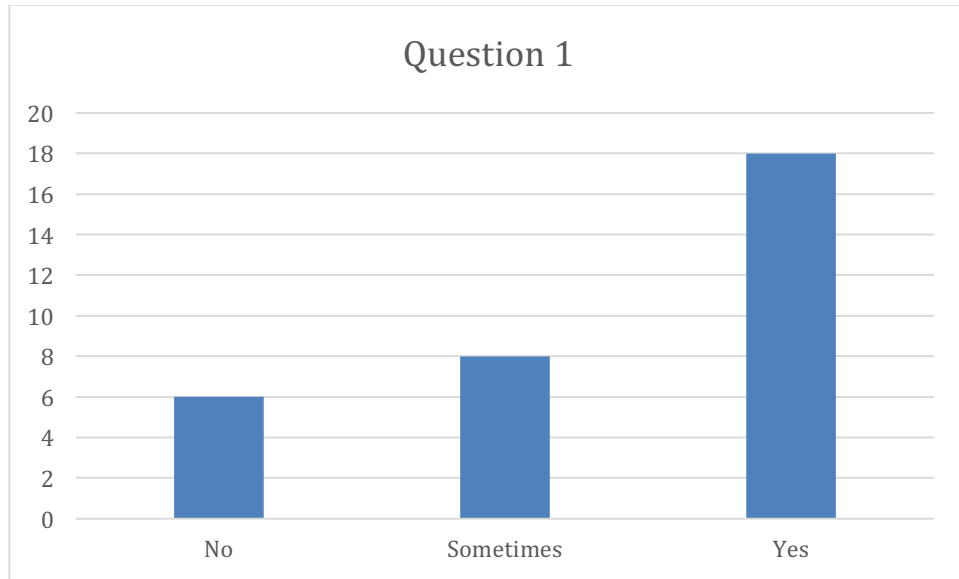
12. Reading aloud



This technique was the most common used by the teachers. This is really good because it includes and gives the chance to participate to every student and volunteering. This gives the opportunity for the students to participate when they feel ready to give their opinion.

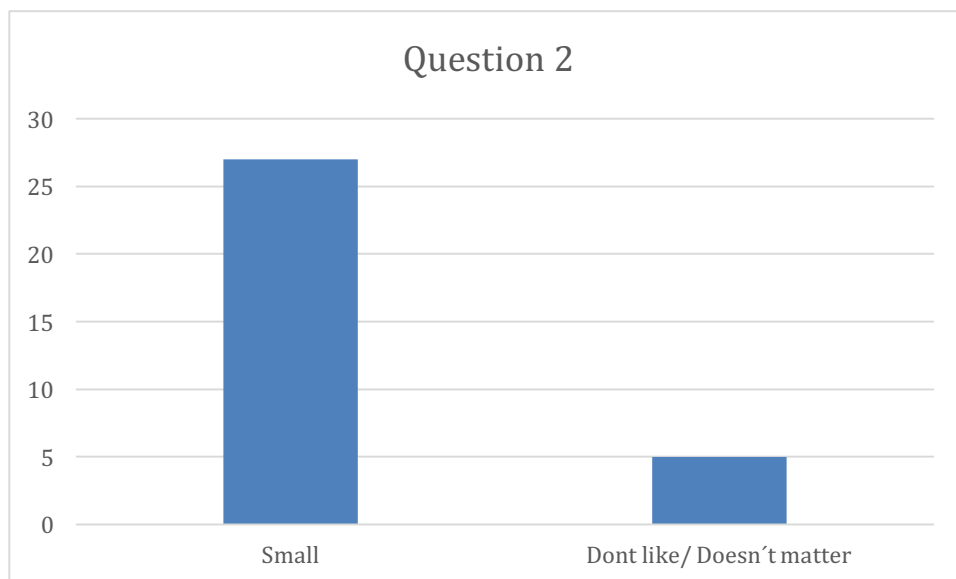
SURVEY RESULTS

1. Do you like speaking in English in public? Why?



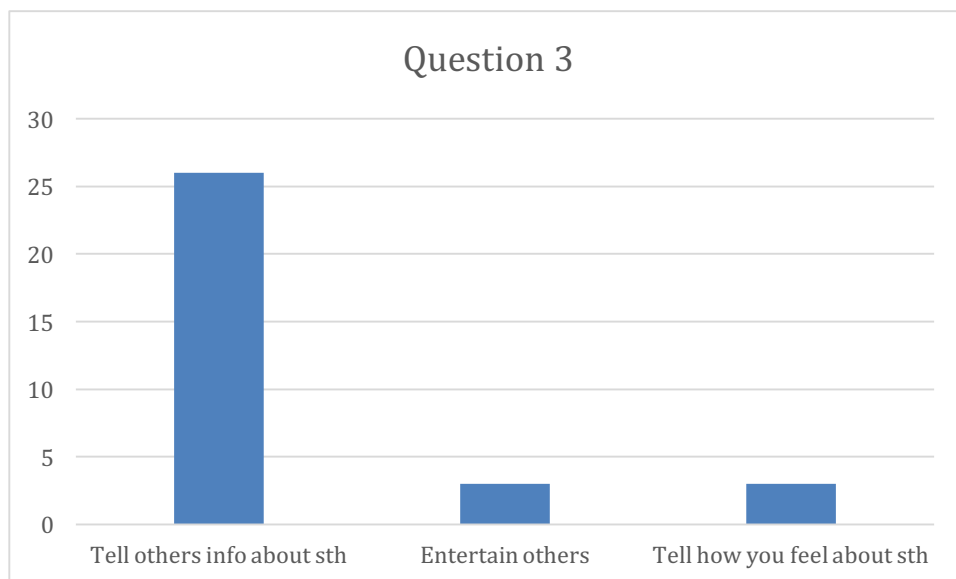
Based on the findings, the students are encouraged to speak in English in public. The most common reason given by the students is that they feel proud of being learning another language. Though, sometimes they don't like it because they are afraid of committing mistakes and it is even worse when speaking in public.

2. Do you like speaking in small groups or large groups? Why?



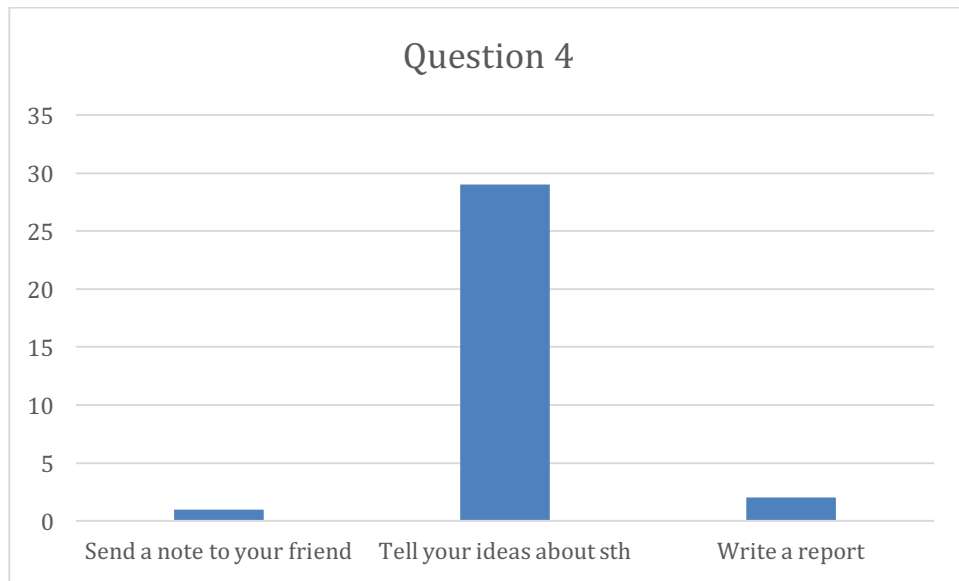
When asking the size of the groups they like to speak among, most of the students answered that they prefer the small groups rather than the large ones. That is because they select the small groups they talk with and most of the times these are their closest friends or classmates creating in them a feeling of safety and they are not worried about committing mistakes.

3. Circle the correct answer for you. Speaking to inform means to:



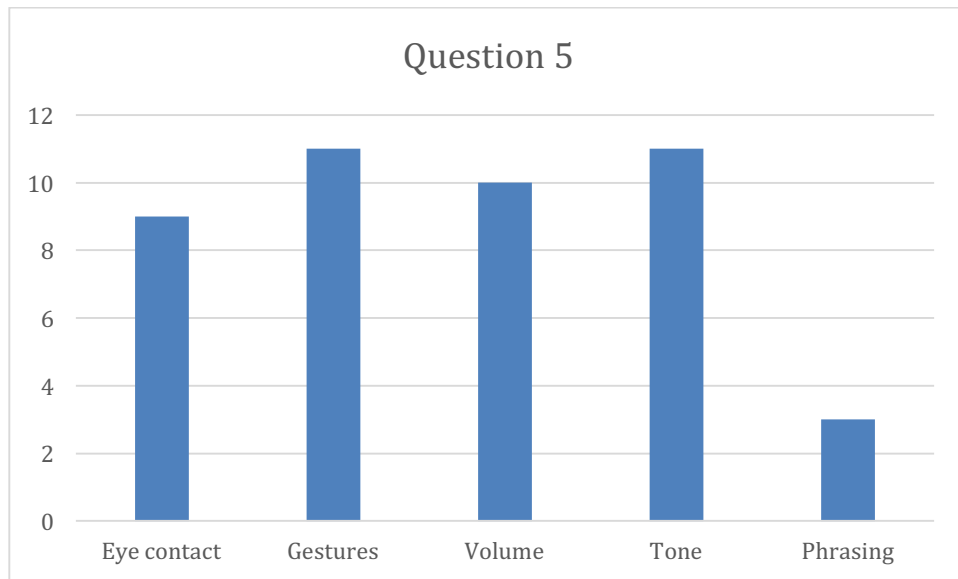
It is clear that the meaning of "Speaking to inform" has been acquired in a positive way by the students, meaning that, they have a good idea of what this means. This is really important because they know what to look for and what their objective is when practicing speaking.

4. Circle the correct answer for you. Speaking to express ideas means to:



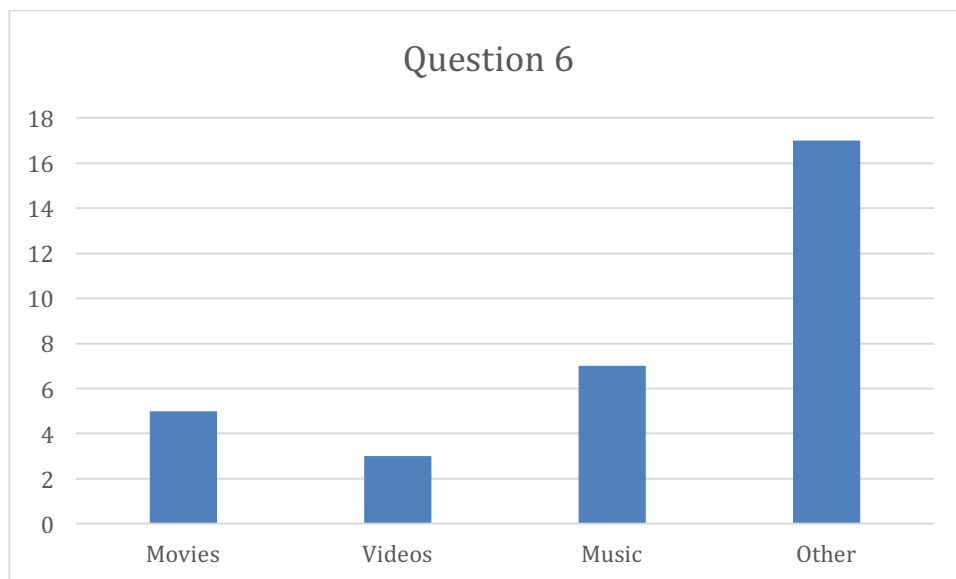
When students were asked about “speaking to express ideas, ” they could identify the purpose of it with no problem. They know that the ideas they will express are their own ideas to others. This includes all their ideas, feelings, emotions, and the fastest way they can share it with others is by speaking. In this way, they understand the importance of developing a strong speaking skill.

5. Put an X on the things you think are important for good speaking:



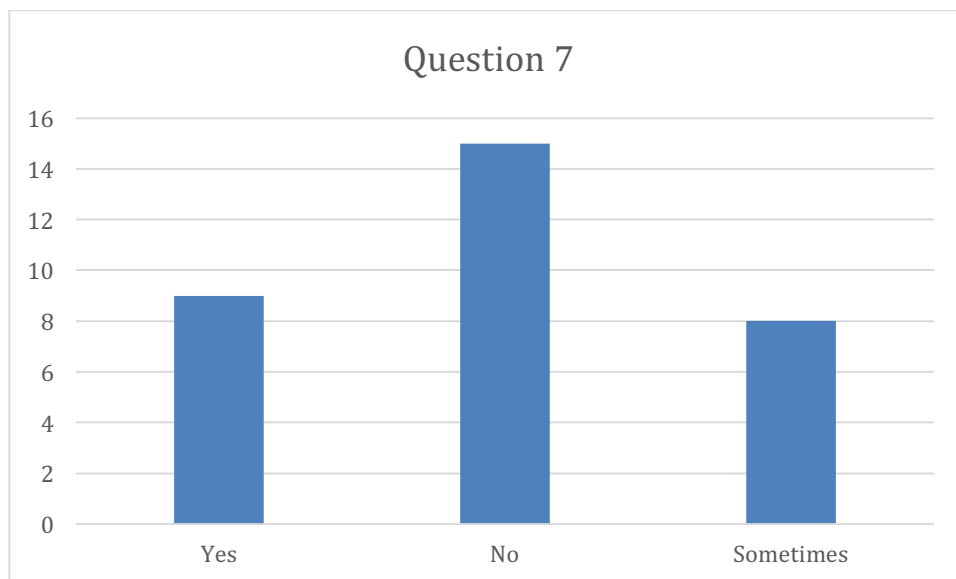
The students had the opportunity to express what aspects are important when speaking. Tone and gestures were the ones standing out of the other aspects followed by volume and eye contact. Phrasing is considered by the students as the least important aspect thought it is needed.

6. How do you practice your speaking skill?



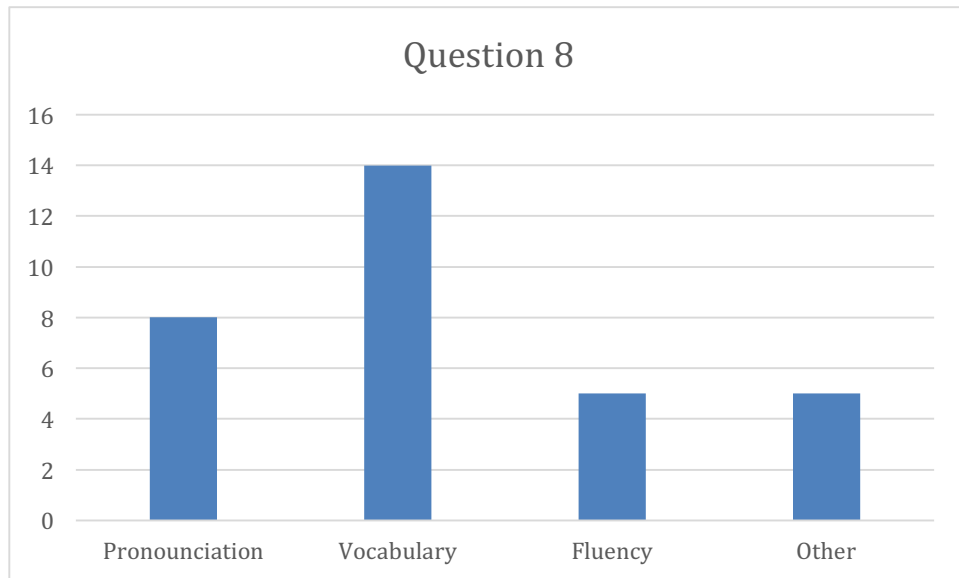
When the students practice their English speaking skill, they seem not to use neither movies, videos, nor music as the main methods to develop this important skill. They prefer other methods in which most of them included talking with their teachers in and out of the classroom so that they put into practice what has been seen in class. This is followed by listening to music in English and then singing it.

7. Do you speak in English with your classmates out of the classroom? Yes, or No? Why?



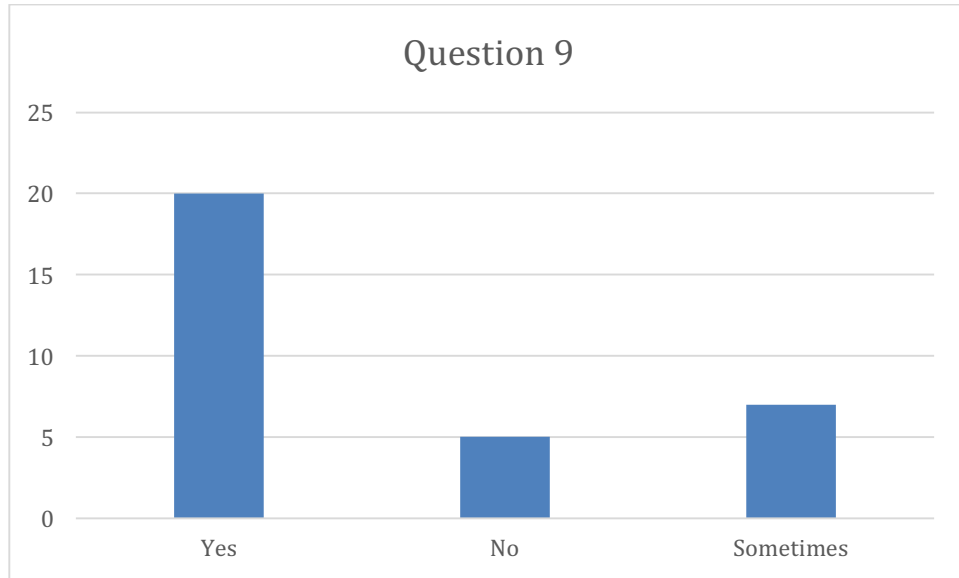
When asking the students if they speak with their classmates, most of them answered in negative way. The most common reason they gave is that they are afraid that their classmates laugh at them due to the errors they may commit.

8. What is the most difficult aspect about speaking for you? Explain



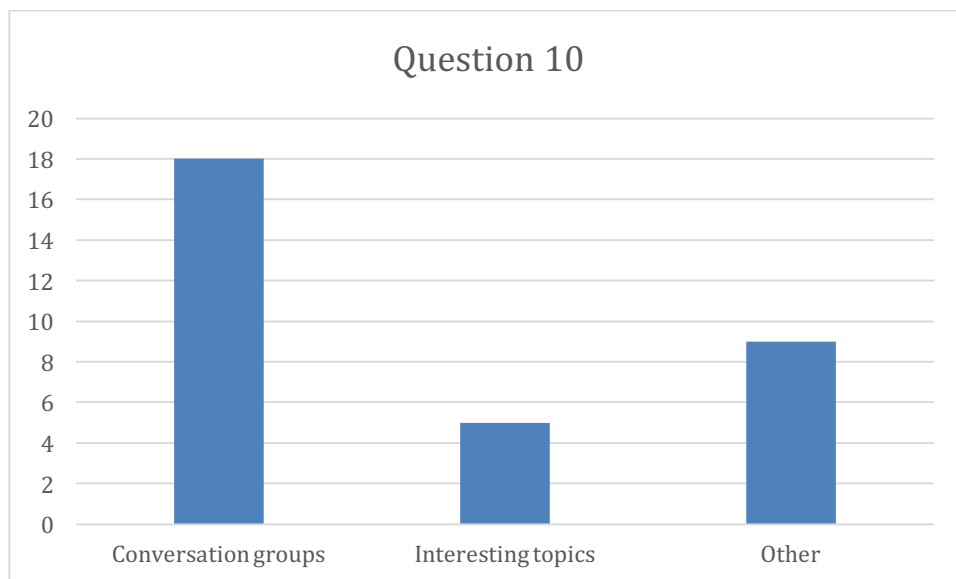
Vocabulary is the most difficult aspect about speaking, based on the results of the questioner. This becomes difficult because it affects their fluency when not knowing the appropriate word for what they are trying to express. Vocabulary is followed by the pronunciation which is the second most difficult aspect about speaking.

9. Do you feel encouraged by the teaching techniques used in the classrooms to practice your speaking skill? Explain



Definitely the students feel encouraged with the activities that the teacher bring to the class, applying different techniques for them to have the opportunity to practice their oral skills and to improve the areas they need to.

10. According to you, what could help us, as EFL students, to build our confidence on our English speaking skill?



To build confidence on our English speaking skills, the students suggested that having conversation groups would be better than any other options. Because by having this groups, they have the opportunity to interact with different people having in that way more chances to learn from each of them.

FINDINGS

- At least a 50 % of Intermediate English II students feel afraid of speaking in English. According to the survey's results, more than the 50 % of students feel afraid of speaking in English, mostly when it is in public.

- Some students do not have enough confidence when performing oral presentations. Indeed, most of the intermediate English II students feel afraid of committing mistakes when speaking in English, especially when performing speaking activities during classes.

- Students are afraid of being bullied. According to a number of students, speaking in public is a very difficult task for them because they are target of bullying from students with advanced English level, mostly when they commit pronunciation mistakes.

- Students prefer to use mother tongue during and outside classes. When asking the students if they speak in English with their classmates, most of them answered in negative way. The most common reason they gave is that they are afraid that their classmates laugh at them due to the errors they may commit.

- A number of students struggle when learning new vocabulary. The majority of students who took the survey answered that the most difficult aspect about speaking in English is learning and managing new vocabulary, as a result, we can assure that most students struggle when learning vocabulary.

- Students do not feel encouraged in participating in speaking activities. According to the survey results on question number nine, most of the students agreed that they feel encouraged by the speaking activities and techniques carried out by the teachers.

- Teachers are not democratic. The research team noticed that this is completely false because when observing classes, it was noticed that teachers make a great effort for getting all students involved in each activity, mostly in those that require their speaking skill.

- Lack of intrinsic motivation. The research team; have agreed that students do not have lack of intrinsic motivation due to the fact that they feel proud of learning a foreign language; however, they feel afraid of practicing or speaking in public.

- Teaching activities are not attractive enough to the students.

According to several class observations that the research team made, has agreed that this is not true because teachers used several teaching techniques and activities to get students attention, and of course they get the majority of them to get involved in such activities.

- Correction methods are not appropriate.

It is extremely important to apply appropriate correction methods because most of the students feel afraid of making pronunciation mistakes in front of their classmate; however, during our class observations, teachers let the students speak without interrupting them, instead, they write down the pronunciation mistakes and correct them at the end of the activity.

A. Answers to the research question

- What are the speaking teaching techniques most commonly used by teachers in an EFL environment at the Foreign Language Department?

According to the class observations that the research team made, some of the most commonly used techniques are the following:

- ✓ Group discussions
- ✓ Reading aloud
- ✓ Class discussion
- ✓ Story Telling
- ✓ Debate (informal)
- ✓ Role play
- ✓ Presentation by panel
- ✓ Oral reports
- ✓ Formal Presentations
- ✓ Debate (formal)

B. Subsidiary Questions

- What are the speaking teaching techniques that mostly help improve the speaking skills on EFL learners?

Based on the results and according to teachers, the teaching techniques and activities that help improve the students speaking skill are the following:

Technique	Effectiveness
Group discussions	90%
Reading aloud	80%
Story Telling	70%
Debate	60%
Role Play	40 %

- What of these are the ones that teachers from the Foreign Language Department use in the English classes?

- ✓ Produce English speech sounds.
- ✓ Use word stress and proper intonation.

- What other techniques can be applied to improve the students' speaking performance?

The research team have gathered a number of techniques that can help students improve their speaking skill.

1. Simulations

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he/she brings a microphone to sing and so on. Simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students.

2. Information Gap

In this activity, students are asked to work in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

3. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students will be open to share new ideas.

4. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

5. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

6. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

7. Impromptu Speech

An impromptu speech is given with little or no preparation, usually about a topic that the speaker knows well.

8. Write a dialogue

Students work in pair or small groups. They are asked to work together and write a dialogue about a given situation. Students then practice their dialogues and read their version out to the class.

C. Pre and post test results

The results of the pre and post tests from two Intensive Intermediate English II are as follows:

Group A pre test average was 63.6. The post test average was 76.1. This is a 12.5-point gain.

Group B pre test average was 67.7. The post test average was 91.7. This is a 24-point gain.

The speaking teaching techniques used in the post test proved to be a successful when encouraging students get involved in oral activities and to speak in English in a fluent way.

CONCLUSIONS

- When considering the use of any technique to increase students' speaking ability and motivation, students and teachers declare that the FLD professors have a strong tendency to motivate students to take part in their speaking skill improvement.
- When it comes to the factors that influence on students' speaking skill, it is important to mention that nervousness and fear of being bullied have an extremely negative impact on students' performance.
- Having low vocabulary knowledge of the topics being taught by teachers have negative results on students speaking performance.
- Providing positive feedback after students' oral participations will increase their confidence when speaking in public.

RECOMMENDATIONS

Throughout this investigation, teacher's play an important role in the improvements of the English teaching techniques in the learning process of the student's. but we observed the different techniques that teacher not use in class. Thus, we provide the following recommendations in order to improve this methodology.

For teachers:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time.
- Indicate positive signs when commenting on a student's response.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class.
- Walk around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

For students:

- Watch television and films in English.
- Read English books/newspapers.
- Watch television and films in English.
- Make notes of new vocabulary.
- Surround yourself with English speakers.
- Practice English whenever you can.
- Learn English idioms and phrasal verbs.
- Remember your mistakes.
- Change the language on your social media or smartphone

ATTACHMENTS

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

Pre and post-test questions to be administered to Intermediate II English students

1. Could you tell me your full name, please?

2. What are you like as a person?

3. What have been the best moments of your life so far?

4. Could you tell me about your family?

5. What are your plans for the future?

6. What is important about a friend for you?

7. Could you describe your house?

8. Could you describe the home you would like to have in the future?

9. Why did you choose to study in this university?

10. Could you tell me about the job you would like to have in the future?

Oral Examination Grading Criteria

Student's Name: _____

Teacher: _____

Date: _____

Level: _____

AREA	Score on a scale of 1-5					Multiply By	Score
	1	2	3	4	5		
Pronunciation / Intelligibility	1	2	3	4	5	X3	
Grammar	1	2	3	4	5	X5	
Fluency	1	2	3	4	5	X4	
Listening Comprehension	1	2	3	4	5	X3	
Communicative Ability	1	2	3	4	5	X5	
Final Grade							

Pronunciation

1-Impossible to understand 2. Difficult to understand 3. Understandable but with frequent errors 4. Occasional errors 5. Always understandable

Grammar

1-Always inaccurate 2. Consistent and extensive errors 3. Frequent errors 4. Occasional errors 5. Rarely mistakes

Fluency

1-Not fluent 2. Always hesitant 3. Consistently hesitant 4. Flows with occasional hesitation 5. Flows without effort

Listening Comprehension

1-Does not understand 2. Understands only slow speech 3. Frequent Repetitions 4. Requires occasional repetition 5. Understands Everything

Communicative Ability

1-Conversation Impossible 2. Extreme difficult in conversing 3. Some difficulty in conversing 4. Occasional difficulty conversing 5. Converses without difficulty

Survey

Direction: Answer the following 10 questions from your point of view.

1. Do you like speaking in English in public? Why?

—

—

—

2. Do you like speaking in small groups or large groups? Why?

—

—

—

3. From your point of view, circle the correct answer. What does speaking to inform mean to?

A. Tell others information about something. B. Entertain others. C. Tell how you feel about something.

4. From your point of view, circle the correct answer. Speaking to express ideas means to:

A. Send a note to your friend. B. Tell your ideas about something. C. Write a report.

5. Put an X on the things you think are important for a good English speaking:

A. eye contact B. gestures C. volume
D. tone E. phrasing He + went + to + the + store. = He went to the store.

6. How do you practice your speaking skill?

–

–

–

7. Do you speak in English with your classmates out of the classroom? Yes or No? Why?

–

–

–

8. What is the most difficult aspect about speaking for you? Explain

–

–

–

9. Do you feel encouraged by the teaching techniques used in the classrooms to practice your speaking skill? Explain

–

–

-

10. According to you, what could help us, as EFL students, to build our confidence on our English speaking skill?

-

-

-

Check- list

List of the most commonly used English speaking teaching techniques for class observations

- | | |
|---|--------|
| 1. Group discussions conducted by selected students | YES/NO |
| 2. Presentation by a panel of instructors or students | YES/NO |
| 3. Formal presentations | YES/NO |
| 4. Debate (informal) on current issues by students from class | YES/NO |
| 5. Class discussions conducted by students or the teacher | YES/NO |
| 6. Debates (formal) | YES/NO |
| 7. Panel discussion | YES/NO |
| 8. Interviews | YES/NO |
| 9. Role playing | YES/NO |
| 10. Story telling | YES/NO |
| 11. Oral reports | YES/NO |
| 12. Reading aloud | YES/NO |

BIBLIOGRAPHY

- Baruah, T.C. The English Teacher's Handbook. Delhi: Sterling Publishing House, 1991.
- Brown, G. and G. Yule. Teaching the Spoken Language. Cambridge: Cambridge University Press, 1983.
- Chaney, A.L., and T.L. Burk. Teaching Oral Communication in Grades K-8. Boston: Allyn & Bacon, 1998
- Dr. P. Sreenivasulu Reddy, Assistant Professor, Dept. of English, GITAM University, Visakhapatnam, Importance of English and Different Methods of Teaching English, Andhra Pradesh, India.
- Eisele James E., Coordinator of instructional programs, Diagnostic Teaching, Buffalo, New York.
- Katyayani R.K “Methodology of Teaching English, Telugu Academy Press, Hyderabad,2003.
- Staab, C. Oral language for today's classroom. Markham, ON: Pippin Publishing, 1992
- Sharma, Kadambari and Tripat Tuteja. Teaching of Language Learning and Teaching. New Jersey: Prentice-Hall. Inc. 1987.
- Venkateswaran, S Principles of Teaching English, Delhi: Hindustan offset Printers. 1985.

WEBBLIOGRAPHY

- ✓ <http://es.scribd.com/doc/65781360/Introduction-Macro-Skills>
- ✓ <http://catdir.loc.gov/catdir/samples/cam041/2003282119.pdf>
- ✓ <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.403.2718&rep=rep1&type=pdf>
- ✓ <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- ✓ <http://people.uncw.edu/tothj/PSY355/PSY355-06-Nonexptal%20Methods.pdf>