

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



UNDERGRADUATE RESEARCH

***TOPIC: A DESCRIPTION OF THE MOST FREQUENT SPEAKING
ACTIVITIES IMPLEMENTED BY TEACHERS IN ADVANCED
ENGLISH I COURSES AT FOREIGN LANGUAGE DEPARTMENT IN
BACHELOR OF ARTS MAJOR EMPHASIS IN ENGLISH TEACHING
SEMESTER II, 2016.***

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

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ACKNOWLEDGEMENTS

Thank God: *My lord is GOD*, who is always providing me of wisdom and health and giving me strength to continue fighting to complete this research project successfully.

To my family: specially thanks to **my mother, Anastacia Chanta de Cruz** for supporting me and encouraging me to continue in spite of the difficulties and for teaching me that I can achieve everything if I struggle every day, thanks to her for being *my support to*; **my beautiful sisters, Ana Laura Maria Cruz Chanta and Karen Vanessa Cruz Chanta** to understand the time I did not share with them; **my brother, Jose Alfonso Cruz Chanta** for his support throughout the process of my studies and for being *my inspiration* to be a better person; **My boyfriend, Nestor Oswaldo Doradea Segovia** for his support, patience and advice throughout the research work.

To my classmates: **Jeremias Joel Menjivar and Denis Teas** for sharing this experience and knowledge.

To Professors of Graduation Process: I appreciate the efforts of all those who participated in the teaching Process, and were always ready to share their academic knowledge, as well as the important aspects that helped me to grow professionally.

Special thanks to: **Lic Miguel Angel Mata Chávez**, who offered me invaluable support and useful knowledge; for his unconditional help and effort in this process.

Karla Guadalupe Cruz Chanta

The contributions of many different people, in their different ways, have made this work possible. I would like to extend my appreciation especially to:

First at all to **God**, who makes everything become true, for the wisdom that he has bestowed upon me during my major.

To my family, my parents, **Enma Elena Teas** y **Jose Roberto Mejia** for their unconditional support, patience understanding and love through my life, my sister **Enma**, who gave me love as a support to make it possible. my grandmother **Trinidad Teas** who always is with me and encourage me to make it reality.

To my Advisor, **Lic Miguel Mata**, who offered his invaluable guidance and encouragement through the course on this thesis.

My sincere gratitude also goes to my friend and all who directly or indirectly helped me in this process.

Last but not least, I would like to thank to the University of El Salvador to giving me the opportunity to grow as a professional in the teaching field.

Denis Alexander Mejia Teas.

The helping of different people around me made this project possible. I would like to extend my appreciation especially to:

First at all to **God** , He has helped me spiritly. He has bestowed upon me during my major.

To my family, my parents **Francisco Garcia** y **Blanca Menjivar** for their unconditional support, patience understanding and love through my life. Moreover my sister **Silvia Menjivar** has supported me economically .

To my Advisor , **Lic. Miguel Mata**, who offered his invaluable guidance and encouragement through the course on this thesis.

My sincere gratitude also goes to my friend and all who directly or indirectly helped me in this process.

Last but not least, I would like to thank to the University of El Salvador to giving me the opportunity to grow as a professional in the teaching field.

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INTRODUCTION

This research group intends to find out the most frequent speaking activities implemented by teachers in Advanced English I courses at Foreign Language Department in bachelor of arts major emphasis in English teaching semester II, 2016. For this research, as a group will take into account the speaking activities such as debate, oral presentation, brainstorming, role-play, reading and discussing the material in class, speak task, making video, discussing that teachers apply at the moment to impart the class for encourage their students some oral activities, in the group opinion, can help to overcome difficulties when using this speaking activities.

In the first chapter, the team will expose the interest of this research. Also, they will present the sample of students this research has been based upon. In the second chapter, the researchers begin with a theoretical framework. The third chapter presents the methodology of the project and the group team report the events of the implementation of a number of speaking activities that can help overcome the problems students may find when speak English. The investigators will present the analysis of the observation in chapter four. Finally, as a group will expose our conclusions and recommendations of this research project.

I. TOPIC

“A description of the most frequent speaking activities implemented by teachers in advanced English I courses at foreign language department in bachelor of arts major emphasis in English teaching semester II, 2016.

OBJECTIVES

A. General objective

- To find out the speaking strategies implemented in Advanced English I courses at the Foreign Language Department in the teaching specialty area semester II, 2016.

B. Specific objectives

- To list the main five speaking strategies that students use in order to improve their oral proficiency.
- To determine the frequency in which the speaking strategies are used by students.
- To point out the main speaking activities that learners consider useful.

JUSTIFICATION

Speaking skill plays an important role on the students learning process because it is connected to others skills that decide the students' successful when interacting with others, not only on their current academic field but also, in different stages of their life such as: labor area, family or friends etc.

As a group believe Advanced English I course seems to be adequate for the initiation of this research because students expect to reach an adequate level which establishes this level. also, they should be independent users in the linguistic, sociolinguistic and pragmatic components of communicative competence. Also we think that it is important to help these students to improve their speaking performance by carrying out a research in which teaching speaking strategies is the main focus. So, that is why this group chooses not only to help them to improve their speaking performance but also their labor performance in the future.

The University of El Salvador is one of the main options for students who want to continue with their higher education because of the different attractive options of study such as a Bachelor Degree in English teaching or modern languages.

When we are learners of Foreign Languages, most of the students are not able to develop English speaking skills because complex vocabulary, and lack of attractiveness in the activities, they are not aware of the importance of learning speaking strategies for academics purposes, the time to finish a speaking activity or an exam is not enough; the extensive oral evaluation, complex vocabulary or the lack of attractiveness and authenticity of the text affected the students' speaking performance and caused anxiety and frustration on students; there is not an explicit teaching of focused speaking strategies for helping to improve English student's oral. Another reason that motivated us to do this research is the implementation of focus strategies center on speaking skill will use the teachers of the Foreign Language Department of University of El Salvador.

II. THEORETICAL FRAMEWORK

A. The importance of speak English.

Nowadays, in every part of the world, a person who speaks English is valuable in school and at work as well. Thus, many people are worrying about learning English. But, it is so easy to learn a foreign language such as English? During the process of learning a foreign language, students begin to face many difficulties to develop the different macro skills; Reading, Listening, Writing and speaking; and sub skills such as vocabulary, pronunciation, grammar and so on. Above all, one commonly aspect that seems to be the most difficult for language learners is to communicate accurately in the target language. Besides, Lazarus (1966), states students not just face this kind of situations; they face problems like psychological, cognitive and linguistic factors.

According to Liow, (2008); Wolfe, (2008); Munby (2011), common problem that students face is speaking; some students have problems in their presentation according to researchers and educationalists have been preoccupied lately trying to emphasize the role of oral presentation in students' academic careers, especially at undergraduate and postgraduate levels. The majority of those studies were devoted to ways of conducting proper oral presentations (e.g., Abu El Enein, 2011). Studies like the ones conducted by Al-Issa & AlQubtan, (2010); Munby, (2011), On the other hand, listed the benefits of oral presentation, such as helping instructors cater to students' learning styles, practicing speaking, providing students with a deep understanding of the presentation topic, and providing independent, critical learning to facilitate cooperative learning and to introduce students to technology.

Paul Nation (1989), tells us that native speakers use a lot of activities outside classroom, those are the advantages that have a student who is immersed in the environment where the language is lived, but, he says, there are lots of activities that teacher can use in the classroom to encourage students to practice speaking. Nation establishes five activities which are roles, outcomes, procedures, split information and challenges and mentions these

activities make the learner develop two tasks: they help achieve the learning goal of the speaking activity: they motivate the learners and encourage them to join in the activity.

However, according to Chuang, (2009); Abu El Enein, (2011) Alwi&Sidhu, (2013), were concerned about listing the difficulties that students usually face in oral presentation, such as feeling nervous. One of the main difficulties reported in oral presentation was anxiety or fear of speaking. Researches like Al-Nouh; Abdul-Kareem &Taqi, (2014) have consistently revealed that anxiety can impede EFL students' production and achievement. In addition, some studies investigated by Subasi, (2010); Mazdayasna, (2012), the reasons behind students' anxiety, such as lack of vocabulary while others proposed ways to overcome these difficulties, such as choosing a familiar topic and practicing a lot (e.g. Zappa-Hollman, 2007).

In addition, a growing number of studies aimed to investigate the reasons behind students' low performance in oral presentations by Turner; Roberts; Heal & Wright, (2012); Akindele&Trennepohl, (2014). These can be grouped under three categories. First, personal traits such as shyness, fear of facing an audience, self-confidence, and physical appearance. Elliott and Chong (2004) found that students' personal traits were the reason behind their feelings of anxiety during oral presentation. Second, the audience and the instructor were believed to be main reasons for students' unwillingness to present (e.g., negative evaluations,hard questions, humiliating feedback, etc, Wolfe (2008). Finally, Leichsenring, (2010) states that lack of presentation skills were seen to play a crucial role in students' feelings of anxiety (e.g., researching, planning, organizing, practicing, and presenting).

Since theories have defined language learning activities in different ways, it was decided to adopt the definition proposed by Griffiths (2008, p.87) "activities consciously chosen by learner for the purpose of regulating their own language learning".

Peck (1978), as cited by Celce-Murcia (2001), sates "Activities need to be child centered and communication should be authentic, this means that students are listening or speaking about something that interest them, for their own reasons, and not merely because a teacher has asked them to" (1978, page. 139), also, Peck (1978), cited in Celce Murcia (2001, page 139), outlines some points that the teacher should consider in the activities: focus on

meaning and value, not correctness her/his then, students to speak English as much as possible inside and outside the classroom also Brown (1994) advocate that students getting enough opportunities to practice the language.

This helps them to acquire the language in more natural contexts. Through interaction, students can build their own conversations and create meaning that they understand, and that supports and helps them. Krashen & Terrel (as cited in Lightbown & Spada, 1999) find that communication provides students with opportunities for them to focus on using the language rather than talking and learning the structure of the language. rather than talking and learning the structure of the language. Therefore, the topics or themes around which students learn language should capture their attention and encourage them to interact more with each other. Teachers' emphasis should be on making meaning, not on error correction.

The skill of speaking skill is as crucial as any other language skill. The four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. As Peregoy and Boyle (2001) state, "Listening, speaking, reading and writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately". In addition, Shumin (1997) states that learning to speak a foreign language requires more than knowing its grammar and vocabulary.

Learners should acquire the skill through interaction with each other. However, it is difficult for EFL learners to speak appropriate English in the classroom because of the limited language use in their real lives. Affective factors are the most important issues that may promote students' speaking.

Affective factors include self-esteem, emotion, attitude, anxiety, and motivation. Shumin believes that "L2 or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension" (1997). These are the factors that affect students' speaking in most EFL contexts and there are other issues as well. For example, the language level may be too difficult, or too much is given at once and the amount of the language the teacher gives the students in each session may be too much, according to Shumin (1997).

B. The speaking activities implemented by teachers

The strategies the teacher should focus on should be interesting and should capture students' attention. In the young learners' classroom, these activities are usually centered on songs, poems, chants, drama, stories, games and Total Physical Response (TPR) activities. All these activities can affect young learners and enhance their learning the language. Deesri (2002) believes that many teachers consider games as merely fun activities that are a waste of time, but he states that games in the EFL context are much more than that. He believes that games include many factors such as rules, competition, relaxation, and learning which are all useful in promoting speaking. Games are useful because they offer situations that lower students' stress and give students chances to engage in real communication. It is asserted that students are encouraged when they have friendly competition with each other, so each student will participate in the classroom. Consequently, teachers can use these games to present and review new knowledge, vocabulary, and grammar. Games are good teaching tools that can be used to develop students' language learning and practice communication.

Teachers should take into consideration that songs can develop language skills, and bring enjoyment and fun into the classroom. As Schoepp, (2001) suggests "The enjoyment aspect of learning language through songs is directly related to affective factors." The affective filter is one of the five hypotheses that Krashen presents. Krashen (as cited in Schoepp, 2001, explains that for optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude towards learning is present. Schoepp, 2001) adds that songs are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present a topic; practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

In addition, using puppets helps students to interact with each other. As Gronna, Serna, Kennedy and Prater (1999) believe, puppets can be used to teach the language functions and the social skills of greeting, responding to conversation, and initiating conversation. Using puppets in the classroom is one of the ways to encourage students to learn English. Ozdeniz (2000) has stated that "Puppets can encourage your students to experiment more

with the language and "have a go" when they may have otherwise remained silent." In EFL classrooms students are not comfortable and feel hesitant to speak English because they are not sure of the words. So as Ozdeniz, (2000) states, "when a child speaks through the puppet, it is not the child who is perceived as making errors but the puppet, and children find this liberating." The strategies the teacher uses can be fun and enjoyable, and at the same time achieve academic goals.

Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers' and students' time. Good & Brophy (2000, p. 30) state that "learning should be fun and motivation problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery." It can therefore be concluded that interesting and fun strategies can be used to promote speaking in the EFL classroom. According to Brown (1994), if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking.

C. The most important factors that cause difficulty in oral presentation

i. Personal Traits

Studies on oral assessment by Joughin, (2007), have occasionally noted the potentially inhibiting role of anxiety in affecting students' ability to perform. To investigate the effect of personal traits on performance and specifically, to find out how students' status and familiarity with English language affect anxiety level. Asking the opinions of Advanced English, I it was found that some students of the sample had a high or very high level of presentation anxiety. Others students believed that their level of anxiety affected their performance. Survey conducted in September 2015.

Not only undergraduate but also graduate students were reported being anxious during oral presentations. For example, Zappa-Hollman (2007), wanted to explore the discourse socialization of non-native graduate students in Canada while engaging in an academic oral presentation. It was found that students were shy and afraid to present in front of a large audience. Students feared oral presentation as it involved a number of skills.

ii. Presentation Skills

Lack of presentation skills was believed to be the second most important factor that causes difficulty in oral presentation. In a related study to explore the factors that influence students' oral presentations. Leichsenring (2010), reported that EFL undergraduate Japanese students want to speak better English and to lower their language anxiety. They worried about making mistakes, which resulted in their memorization of content. They also believed that presenting in English was difficult and reported problems with planning and preparing a presentation.

Similarly, inadequate presentation skills result in poor performance. For example, Chuang (2011), tried to find out college non-English-major students' perceptions of oral language activities in which oral presentations played a major role. Students reported a preference for reading from notes, a lack of audience or teacher feedback to guide them in their presentations, the inability to choose their own topics, poor vocabulary, and inadequate presentation skills.

iii. Audience & Instructor

Likewise, fear of facing the audience and the instructor was reported by most studies as the worst fear of all in oral presentations. According to Wolfe (2008), found students reporting audience reactions as an unpleasant experience in oral presentations as well as group presentations in which group members do not share the work equally. Wolfe ultimately concluded that fear of public speaking was rated as the worst fear for many students. Fear of public speaking might be the result of the culture of learning. Indeed, Lee (2009), reported graduate students having passive personalities as a result of a Korean learning culture that privileges silence and passivity. Difficulties reported were the inability to contact the professor's eyes and their classmates' reactions, which caused them to panic and forget their material.

Another factor is the environment, according to Hetrakul, (1995), KavinHetrakul said that they use English more frequent only inside the class and less frequent outside the class. Whereas, students' have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with

English. The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them lose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation.

That makes the students unable to communicate in English fluently outside the class. Cognitive factor is other problem that students face in English. It consists of four subcomponents (according to Carroll, 1991).

Phonetic coding ability

Capacity for sound discrimination and to code foreign sounds in such a way that they can be later recalled. It varies between individuals, but this variation does not correlate with language learning success.

Associative memory

Ability to make links or connections between stimuli and responses, for example native language words and foreign language equivalents, and to develop the strength of such bonds.

Nowadays associative memory is not so important, and the capacity to memorize more auditorily complex material and the capacity to impose organization and structure on the material are more powerful predictors of learning success.

Memory-related strategies which help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical

means (e.g., flashcards), or location (e.g., on a page or blackboard) (Oxford, 1990). In previous studies carried out by Oxford & Ehrman (1995), memory-related strategies have been exposed to relate to L2 proficiency in L2 courses designed for Native-English speaking learners of foreign languages.

Grammatical sensitivity

Ability to understand the contribution that words make in sentences. It emphasizes recognition of function, rather than explicit representation.

iv. Inductive language analytic ability

Ability to examine a corpus of language material and from this to notice and identify patterns of correspondence and relationships. Ability to identify pattern, particularly in verbal material, whether this involves implicit or explicit rule representation. Another important aspect is linguistic factors.

Three sub-components (according to Skehan, 1998)

- a. auditory ability
- b. linguistic ability
- c. memory ability

a) Phonemic coding ability

Important at beginning levels of language learning: converting acoustic input into what might be termed processable input; failure in this area may mean no input to deal with. GLA Factors affecting SLA success The more phonemic coding abilities succeed with the acoustic stimulus that the learner is presented with, the richer the corpus of material that will be available for subsequent analysis.

b) Language analytic ability

Central stage of information processing: capacity to infer rules of language and make linguistic generalizations or extrapolations. Here it is where rules develop and restructuring

occurs. Moreover, Grammar is one of the principal factors that students must take account. There are singular and plural forms that the students have to distinguish and still many forms

that have to be learned.

Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

c) Memory

Concerned with acquisition of new information, with retrieval, and with the way the elements are stored, probably redundantly and formulaically. This component correlates strongly with language learning success.

Aptitude factor	Stage	Operations
Phonemic coding ability	Input	Noticing
Language analytic ability	Central Processing	Pattern identification Generalization Restructuring Dual-code organization
Memory	Output	Retrieval -computed performance -exemplar-based perform.

Now, English is an international language. Even technology and working world use English. It is believed that the students want to be the winner in working world competition that is getting tight day by day. One of the conditions that the students must require is having ability to speak English fluently. This skill will be their plus point in facing the working world. From now on, the students have to try hard to overcome their difficulties to speak English fluently.

There are two ways to encourage students to overcome their problem. The first one is a way for the teacher to do. It is considered necessary for the teacher to force the students only to speak English during the class. The teacher may fine the students every time they speak their native language. The teacher himself must be able to convince his students to be brave

to speak English, does not matter if they have very bad grammar. Just say whatever the students want to say. And the teacher must convince his students that making errors is a normal thing in learning. This way will raise students' confidence to try to speak English. It will be better if the teacher does not give correction every time his students make errors, but he should give feedback and give explanation for every error after the students finish their speech. Hetrakul 1995, states that the second solution is for the students themselves. They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed. English will become students' routine by doing that activity.

Every problem can be solved, likewise the problem to speak English fluently that senior high school students have. Even though the problem seems as students' problem, but in fact teachers also play an important role in solving this problem. Finally, in a more related study that reports most of the previous difficulties, Abu Al-Enein, (2011) wanted to identify the main difficulties encountering university English majors during oral presentations from students' and instructors' perspectives. Findings revealed a number of difficulties, such as student lack of motivation to give presentations, lack of confidence in their abilities, anxiety and fear, lack of eye contact with the audience, focusing on accuracy more than fluency, incorrect pronunciation, and lack of proper vocabulary, weak speaking skills, inability to use technology, poor time management, and interlingual mistakes while presenting.

III. METHODOLOGY

A. RESEARCH QUESTIONS:

- Which activities do students use in order to improve their oral proficiency?
- What are the speaking activities use the most students in advance course?
- Do you consider “Sing or Read a song” is a speaking strategy to enhance the oral proficiency in students of Advanced English I courses?
- Do you think that practice dictation is a good way to develop the oral proficiency in students of advanced courses?
- How often are the speaking activities used in the class in order to improve the oral proficiency?

B. TYPE OF RESEARCH

The type of this research is mixed-method approach since the objective is to find out the speaking activities implemented in Advanced English I courses at the Foreign Language Department in the teaching specialty area semester II, 2016. This is the sort of our research that deepens the knowledge about reality, for it aims to explain the results and reasons why this phenomenon occurs. Moreover, this research work will examine the strength relation among proficiency in English and academic success.

Studies like the ones conducted by Burns and Grove, (2003) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. This research is descriptive study is one in which information is collected without changing the environment, it can provide information about what is naturally occurring, behaviors attitudes or other characteristics of a particular group. From the quantitative point of view, the observation will also be implemented. Three of sessions have been schedule to personally verify the speaking activities that are implemented in the participant's classrooms. For that reason, its aim is to explain and describe the phenomenon presented, a description of the most frequent speaking activities implemented by teachers in advanced English I courses at Foreign Language Department in Bachelor of Arts major

emphasis in English Teaching semester II, 2016” The variables in this study will be examined individually. According to Polit (2001), mix-method approach studies are used in studies whose purpose is description and where it is unethical to manipulate the independent variable.

C. DESIGN OF THE RESEARCH

It is important to emphasize that the research work will use the cross sectional survey research; data will be collected only the second semester of the academic year 2016. A research design refers to the plan or strategy that helps the researchers to answer the research questions. This design determined what the researchers did to achieve the research objectives, to answer the research questions and to analyze the certainty of the hypothesis.

The members of the research group consider to carry out an appropriate plan and structure research that best suited with the investigation directed toward determining which speaking activities are the most adequate and useful in the classroom. The type of the research was designed in order to provide a credible and realistic answer to the research question.

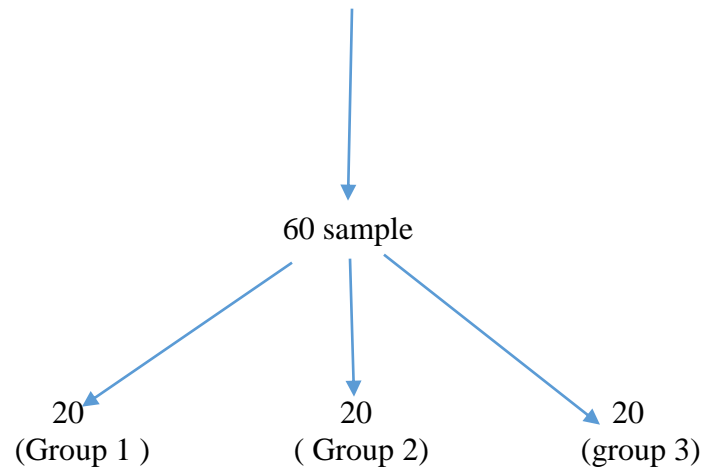
This study follows a mix-method approach. It is a descriptive statistics design focus on checklist analysis. These checklists are addressed to three groups students of Advanced English I at the same time on the second semester at the Foreign Language Department. Furthermore, Teachers of the subject are observed in order to gather more meaningful information.

D. POPULATION AND SAMPLE

The target population in this research project are 120 students from Advanced English I courses at the Foreign Language Department in the teaching specialty area semester II, 2016. In this project, researchers will take from 120 a sample of 60 students that will be randomly observed. (20 from each of the three Advanced English I groups). It means, from the group number 01 researchers will take 20 learners; in the group number 02 the researcher team will take 20 students and for the group number 03 the researchers will take 20 students. The period of time that the researchers have stipulated three months, from August to October 2016.

SAMPLE AND POPULATION

120 students (this one will be the target population)

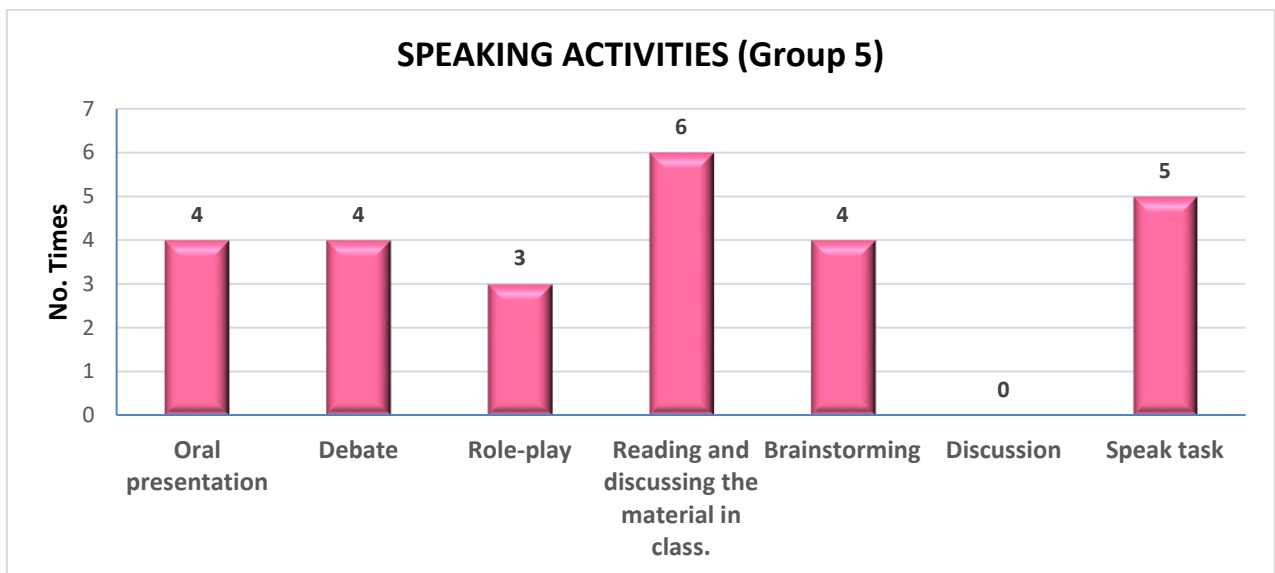


IV. ANALYSIS OF THE DATA

Advanced English level I

Speaking Activities	Number of Times
Oral presentation	4
Debate	4
Role-play	3
Reading and discussing the material in class.	6
Brainstorming	4
Discussion	0
Speak task	5

Group 5

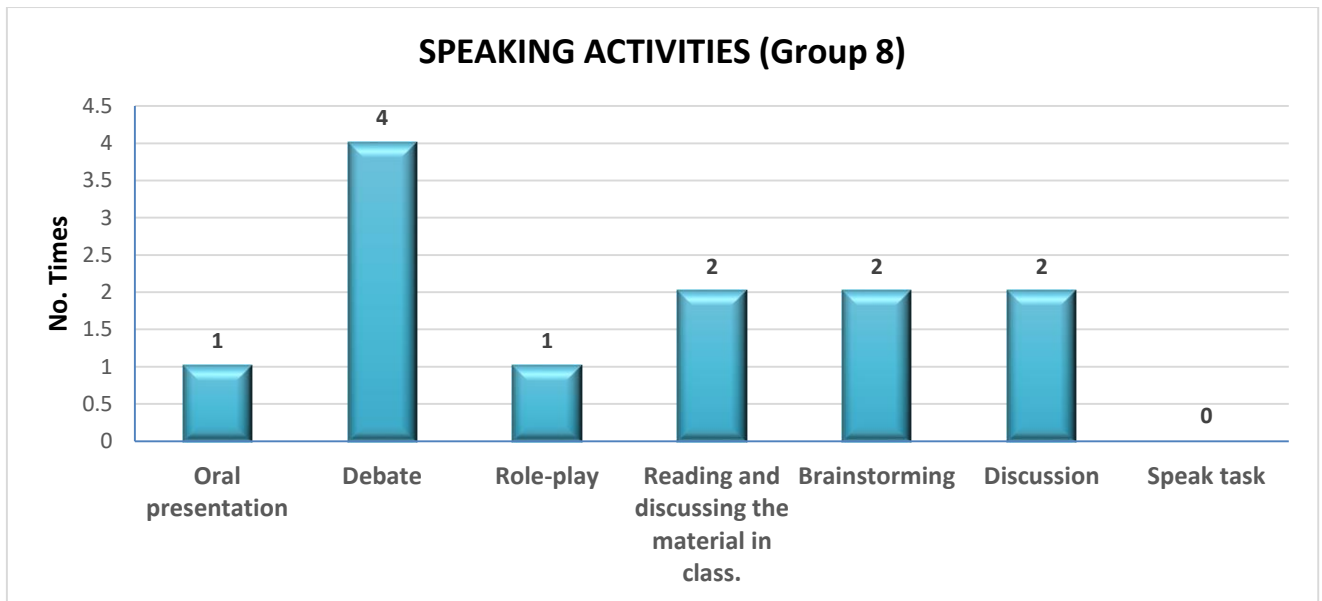


According to the graph, in group 5, the reading and discussing in class activity was implemented six times. While, the speaking task activity was applied five times. The oral presentation, debate and brainstorming activities did four times. Finally, the discussion activity was not utilized in class.

Advanced English level I

Speaking activity	Number of times
Oral presentation	1
Debate	4
Role-plays	1
Reading and discussing the material	2
Brainstorming	2
Discussion	2
Speaking task	0

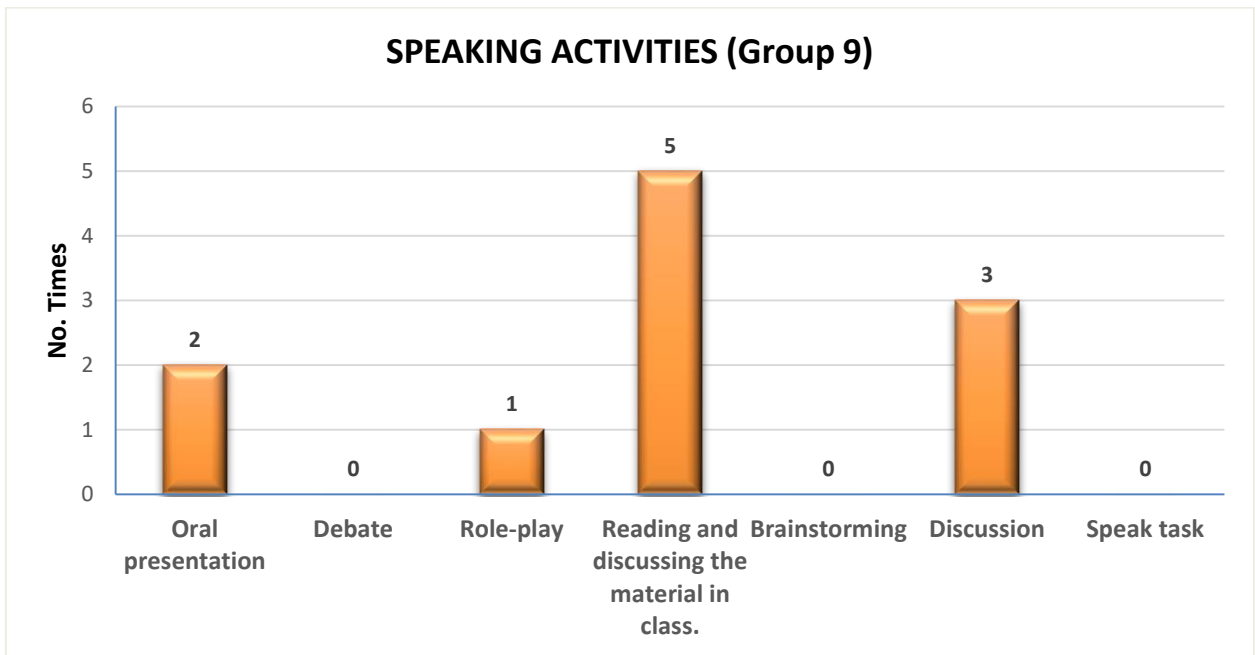
Group 8



In this graph it can be observed that the most applied speaking activity by the teacher was Debate. In contrast, the only activity that the teacher didn't use is Speaking Task. The least applied activities were Oral presentation and Role-plays. It is necessary to mention that Reading and discussing the material, Brainstorming and discussion were applied twice.

Advanced English level I Group 9

Speaking activity	Number of times
Oral presentation	2
Debate	0
Role-plays	1
Reading and discussing the material	5
Brainstorming	0
Discussion	3
Speaking task	0



As shown by the graph, speaking activities was the most frequent teacher in this group 09, as It can be observed teacher felt more confident using Speaking activities like: Oral presentation, Read and discuss the material and discussions. On the other hand, the speaking activities was the least used. Another factor was students felt more encouraged in speaking activities they were more involved in oral Presentations, role plays, reading and discussing the material, and discussion.

A. SUMMARY ALL THE FREQUENCY OF SPEAKING ACTIVITIES

The research team noticed that the most frequent speaking activity used by teachers was the Reading and discussing the material in class because teachers established a program that students needed to follow in order to achieve the objectives in hours' classes. In addition, the researchers observed that the debate activity was implemented in the same number of times in groups 5 and 8 because teachers encouraged students to speak more and give their point of views.

On the other hand, this data analysis has revealed that the least speaking activity that teachers used the speaking task activity because teachers preferred to take the risk of making activities such as group discussion/debate (topics were of students' interest), description of places/things/people in pairs for guessing, etc tend to help students speak. Furthermore, the speaking task activity took much time at the moment of teaching the class.

CONCLUSIONS

As a research group, the conclusion is that the speaking skill is considered one of the most important for communication purposes, and students need to be provided with different communicative activities that help them achieve a high level of fluency in their oral skill. Therefore, the following research is based on the findings after having applied the checklist instrument during sixteen – hours' classes in the period of eight days with Advanced English level I in the groups 05, 08, 09.

One of the major concerns of this study during the complete process of investigation will be to know the most frequent speaking activities implemented by teachers in the English advanced level I. Such as Reading and discussing the material in the class, Oral presentation, Role plays, Brainstorming, Discussion and Speak task. As a result, the speaking activity that the teachers applied the most was “Reading and discussing the material”. On the other hand, debate, role play, discussion, speak task, brainstorming were the least applied activities in the class.

The using of activities depends on teachers' methodology. There are different activities where the teacher considered which ones were the most appropriate according to their experiences. Understanding that aspect, one teachers differed from others. In the group 05, Read and Discuss the material was the most applied speaking activity. Nevertheless, Discussion wasn't applied in this group. It means that the teacher considered to use others activities and not this one. In contrast in group 09, It was the most third activity applied. In the next group (08) the most used speaking activity was Debate. It was done four times. However; speaking task was not used. Finally, in group number 5 read and discuss the material is the most applied. It was used five times. While in others group were applied Debate, Brainstorming and speaking task, in this group they weren't used.

In this research the team noticed that students from English advanced level felt more comfortable working with interactive activities like reading and discuss the material and debate. Some occasion's teacher uses technology in order to facilitate the students learning.

RECOMMENDATIONS

Based on the findings and the whole process of this research work, we can recommend the following:

- Future researchers of the Foreign Language Department of the University of El Salvador should continue investigating about the speaking activities implemented by teachers. They can also research the possibility of improving the other major skills (speaking, writing, reading and listening) by teaching explicitly learning strategies suitable for that purpose.
- Future teachers of university Foreign Language Department and English teachers in general, should implement different types of speaking activities by teaching them explicitly. There is a vast list of bibliography that goes beyond the activities for teaching speaking contained in the teacher's guides of regular textbooks.
- The Foreign Language Departments of all teaching institutions should provide teachers with appropriate equipment like CD players, computers, overhead projectors, and the like to implement all types of speaking activities that activate students' learning either through sensitive reception or through the activation of their schemata so that they can interpret more effectively what they speaking to.

DEFINITION OF TERMS

- **Speaking Activities:** are devised to help students gain confidence in speaking for longer turns.
- **Speaking:** Speaking is a communication skill that enables a person to verbalize thoughts and ideas. There are two instances when such a skill is required and these are: interactive and semi interactive. In the first instance (interactive), this would involve conversations with another person or group of persons whether face-to-face or over the phone, wherein there is an exchange of communication between two or more people.
- **Communication:** The ability to convey information to another effectively and efficiently. Business managers with good verbal, non-verbal and written communication skills help facilitate the sharing of information between people within a company for its commercial benefit.
- **Proficiency:** Mastery or ability to do something at grade level. California students receive scores on the California Standards Tests (CST) that range from "far below basic" to "advanced." The state goal is for all students to score at "proficient" or "advanced."
- **Language proficiency:** It is the ability of an individual to speak or perform in an acquired language. As theories among pedagogues as to what constitutes proficiency go,[1] there is little consistency as to how different organizations classify it. Additionally, fluency and language competence are generally recognized as being related, but separate controversial subjects. In predominant frameworks in the United States, proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies. [2] Thus, native speakers of a language can be fluent without being considered proficient. Native-level fluency is estimated to be between 20,000– 40,000 words, but basic conversational fluency might only require as little as 3,000 words.
- **English-language learners:** students who were formerly classified as limited English proficient, but who have since acquired English-language abilities that have allowed them to transition into regular academic courses taught in English. A description of the most frequent speaking activities implemented by teachers in advanced English I courses at Foreign Language Department in Bachelor of Arts major emphasis in English Teaching semester II, 2016”

□ **Motivation:** It is defined as an internal drive that activates behavior and gives it direction. The term motivation theory is concerned with the processes that describe why and how human behavior is activated and directed.

□ **Active learning:** A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation. Active learning often involves cooperative learning.

□ **Classroom management:** A term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behaviour by students. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes many people to leave teaching altogether. It is closely linked to issues of motivation, discipline and respect.

□ **Fluency building:** Helping students build fluency in frequently occurring words through short assessments and exercises that give increased exposure to high frequency words.

□ **Graphic organizers:** visual displays to organize information into things like trees, flowcharts, webs, etc. They help students to consolidate information into meaningful whole and they are used to improve comprehension of stories, organization of writing, and understanding of difficult concepts in word problems.

□ **Hands-on, active participation:** Designing activities so that students are actively involved in the project or experiment. Hands-on participation is as important as verbal participation in the activity.

□ **Resource teacher:** A teacher who instructs children with various learning differences. Most often these teachers use small group and individual instruction. Children are assigned to resource teachers after undergoing testing and receiving an IEP.

□ **Rubric:** Refers to a grading or scoring system. A rubric is a scoring tool that lists the criteria to be met in a piece of work. A rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1).

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ANNEXES

Research Topic: A description of the most frequent Speaking Activities implemented by teachers in Advanced English I courses at Foreign Language Department in Bachelor of Arts major emphasis in English Teaching II,2016.

Aim: To discover how useful the speaking activities are for the students in order to improve their fluency in the speaking skill.

Advanced English I

Group: _____

Room: _____

Time: _____

Criteria	N° of times	Pair work	Group work	Time activity passed
1-Oral Presentation				
2-Debates				
3- Role-plays				
4- Video Conference				
5- Read book aloud				
6-Making a video				
7- Impromptu speech				
8- Virtual Speaking club				
9- Oral book report				
10- Read and discuss The material in the class				
11- Brainstorming				
12- Interviews				
13- Story completion				
14- Tell a joke				
15- Reporting				
16- Picture describing And narrating				
17- Find the differences				
18- Storytelling				
19- Discussions				
20- Speaking task				

No speaking activity _____
