

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



“A COMPARATIVE STUDY OF THE ENGLISH SPEAKING PROFICIENCY OF THE  
4th YEAR STUDENTS FROM THE B.A. IN MODERN LANGUAGES  
SPECIALIZATION IN FRENCH AND ENGLISH AND STUDENTS FROM B.A. IN  
ENGLISH TEACHING AT THE FOREIGN LANGUAGE DEPARTMENT,  
UNIVERSITY OF EL SALVADOR, SEMESTER I, 2017.”

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FRENCH AND ENGLISH.

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## **ABSTRACT**

Speaking is one of the most important skills in the process of learning a second language. The development of this skill is influenced by some factors. These factors play an important role in the development of the speaking skill, as the researchers could verify in this study. The aim of this study is to make a comparison and to investigate the aspects that make a difference in the English speaking proficiency between the 4<sup>th</sup> year students from the B.A. in Modern Languages specialization in French and English and students from the B.A. in English Teaching Option at the Foreign Language Department, of semester I, 2017.

One of the objectives of this investigation is to know the level of the English speaking proficiency of the students from both majors because it is something that draws attention so as to wonder what major has better oral English performance. To clarify that doubt, this research shows the levels reached by the students. To carry out this study, it is necessary to make use of a mixed research (qualitative and quantitative) and a descriptive study since the main aim is to analyze the oral performance between two groups of students and then to show some characteristics that make one group of students better in front the other.

The analysis of the data shows the results obtained from oral interviews and surveys, confirming with the final results the English speaking level of the 4<sup>th</sup> year students from both majors.

## **I. STATEMENT OF THE PROBLEM**

### **1. Research Proposal**

A comparative study of the English speaking proficiency of the 4<sup>th</sup> year students from the B.A. in Modern Languages Specialization in French and English and students from the B.A. in English Teaching Option at the Foreign Languages Department in the University of El Salvador, semester I, 2017.

#### **1.1. Objectives**

*General Objective:*

To analyze the speaking performance of 4<sup>th</sup> year students from the B.A. in Modern Languages Specialization in French and English and students from the B.A. in English Teaching Option at the University of El Salvador, in semester I, 2017.

*Specific:*

- To specify the speaking proficiency in which students from the B.A. in Modern Languages Specialization in French and English and students from the B.A. in English Teaching Option are in accordance with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

- To identify the factors that affect the process of achieving English speaking proficiency in the B.A. in Modern Languages Specialization in French and English students and in the B.A. in English Teaching Option students.
  
- To determine if the students from the B.A. in Modern Languages Specialization in French and English have any disadvantage in English oral proficiency for learning two languages at the same time in comparison with students from the B.A. in English Teaching Option.

## 1.2. Research Questions

### *General Research Question:*

What level of English speaking performance do the 4th year students from the B.A. in Modern Languages Specialization in French and English and students from the B.A. in English Teaching Option have at the University of El Salvador, in semester I, 2017?

### *Specific Research Questions:*

- What is the speaking proficiency in which students from the B.A. in Modern Languages Specialization in French and English and students from the B.A. in English Teaching Option are in accordance with the Common European Framework of Reference for Languages (CEFR)?
- What are the factors that affect the process of achieving English speaking proficiency in the B.A. in Modern Languages Specialization in French and English students and in the B.A. in English Teaching Option students?
- Are students from the B.A. in Modern Languages Specialization in French and English at a disadvantage in English oral proficiency for learning two languages at the same time in comparison with students from the B.A. in English Teaching Option?

### **1.3. Justification**

Nowadays, studying a foreign language has become a dream for many young Salvadoran people, especially because of the globalized and demanding world in which they live. Learning a language is not only an option or a personal choice, learning a language is becoming a necessity.

In the Foreign Languages Department, there are two undergraduate majors: the B.A. in Modern Languages Specialization in French and English and the B.A. in English Teaching Option. During the five years (duration of each major) the students of both majors take some subjects in common, these are Basic English, Intermediate English and Advanced English I and II, English Pronunciation, English Literature, English Composition, English Grammar, Readings and Conversation I and II. The aim of teaching to students the same subjects in these two majors is to get the same English level at the end of their majors. In this study, the researchers would like to explore if there is any difference between the levels that the students get at the end of the major. For that reason, this research is a comparative study that will focus in the speaking proficiency of students from the B.A. in Modern Languages Specialization in French and English and students from the B.A. in English Teaching Option.

Hence, researchers consider also necessary to identify some factors that affect students for getting a high and similar English level in both majors. There are many cases where students who are finishing their majors do not have a good speaking proficiency; and it is necessary to know the causes that have affected to the Foreign Languages Department during a long period of time. According to the expectations, students of both majors, must finish their majors with an advanced English level, but there are previous studies that

presented the findings about this with bad results, for example: “The influence of teaching practice I and teaching practice II on students’ English language proficiency level at the Department of Foreign Languages of the University of El Salvador” (Gálvez and Videz), published in 2016. The obtained results after the practicums: No students were in an A1 level, 60% of students remained in an A2 level, while 25% of students continued on a B1 level, but 10% reached a B2 and a 5% got a C1 level. This study presented that the majority of the students reached an A2 level.

For that reason, it is necessary to know the causes that influence and some strategies that can help students to get an excellent specialization and a high command of languages. It will be helpful for students that are studying in the Foreign Languages Department in both majors not only to improve their knowledge in the present but also to gain speaking abilities and capacities for the labor market.

## **II. THEORETICAL FRAMEWORK.**

### **1. History of the Foreign Languages Department**

The Foreign Languages Department that we know today was created in 1948 as an academy for the teaching of English and French as a service to the university in general. In 1956, it is recognized as a Department, and it starts with the administration of the major Technician in English-Spanish Translation, offered for 12 years, (Salazar, P. 2012).

In 1973, the Consejo Superior Universitario (CSU) approved the curricula of the English Teaching program in Education for High School for the Teaching of the English Language, and the Bachelor in English Language, which were ratified in 1977 and modified in 1993 and 1999. In 1998, for the first time the Master in Translation English / Spanish, Spanish / English is offered and, the English Teaching for Middle School Basic Education and High School program, Plan MINED is opened as well. In 2002 the Foreign Languages Department began to serve the Bachelor in Modern Languages Specialization in French and English.

It is also worthy to mention that in the FLD besides teaching English and French as part of the undergraduate courses, Japanese had been taught, under the modalities of open courses and elective subjects, for more than 10 years; Korean since 2006, as open course; and Mandarin since 2007, as open courses. The opening of the Korean and Mandarin courses took place during the 2003-2007 administration. After more than fifty years of existence, there are many generations of graduates who render their services to public and private institutions, expanding the teaching and learning of languages, which contribute to the cultural, economic and social enrichment that enables communication with other peoples.

## **1.1 The Undergraduate Academic Majors in the Foreign Languages Department**

The FLD currently offers two undergraduate majors, which are the B.A. in Modern Languages Specialization in French and English, and the B.A. in English Teaching Option. It also, offers a Master's degree in Translation and a Master's degree in Methodology for teaching English. Besides this, the FLD, offers open courses of Mandarin, Japanese and Korean languages.

### ***Bachelor in Modern Languages specialization in French and English***

In accordance with the curricula Licenciatura en Lenguas Modernas Especialidad francés e inglés, (Secretaria General UES, 2009-2017) this offers language training in two languages: English and French. However, during the studies, some subjects must be taken in Spanish. During the five years of study, most of the language training that the student will receive is oriented to the command of those languages.

The mission of the B.A. in Modern Languages Specialization in French and English is to train professionals in the teaching and learning of foreign languages with a critical and purposeful conception, capable of contributing to the process of social, educational, scientific and technological development and from a humanist perspective to help solve the socio-political problems of the country.

The objectives of the B.A. in Modern Languages Specialization in French and English are:

#### General

- Diversify the language options currently offered.
- Offer students from the Foreign Languages Department or other units an alternative in the teaching of another language besides English.



- Offer continuity of undergraduate studies to English and French teachers in El Salvador.

#### Specific

- To train professionals in the mastery of two foreign languages.
- Combine the use of languages with public relations.
- To train professionals to teach two languages: English and French.

The plan of studies that offers the B.A. in Modern Languages Specialization in French and English is a primarily linguistic preparation in two languages: English and French. It also offers elective subjects with two minor specializations: in Teaching and in Public Relations; the choice of any of these minor specializations will depend on the goals of the student. All the linguistic training is professionally oriented for the labor insertion of the participants using these languages in at least the two fields mentioned above.

In general, the 37 subjects of the plan are designed in three large areas: Subjects of the French language specialization; Subjects of the English language specialization; Subjects of minor specialization.

The duration of studies of the B.A. in Modern Languages Specialization in French and English is five years. The graduation requirements for the B.A. in Modern Languages Specialization in French and English are the established in the curricula and by the Laws and Regulations of the University of El Salvador. The degree and title granted is B.A. in Modern Languages Specialization in French and English.

### ***Bachelor in English Teaching***

In accordance with the curricula Licenciatura en Idioma Inglés Opción Enseñanza (Secretaria General UES, 2009-2017) this establishes English language teaching with a communicative focus oriented to proficiency. This covers phonological, syntactic, morphological and semantic aspects of human communication lexicon. To fulfill this role, Teaching, Social Projection and Research should be the main components of the teaching process in English and in other languages.

The areas that cover the B.A. in English Teaching Option are development and skills, Linguistic, Methodological and Teaching Practice, Research, Optional Subject.

The duration of studies of the B.A. in English Teaching Option is five years and the graduation requirements are the established in the curricula and by the Laws and Regulations of the University of El Salvador. The degree and title granted is B.A. in English Language Teaching Option.

## **2. Current Academic Situation of the Foreign Languages Department**

Among the majors with the most demand at the University of El Salvador is the B.A. in Modern Languages Specialization in French and English. According to Peñate, S. (2016) the interim academic vice-rector of the UES, Róger Armando Arias, said that the faculty with the greatest demand is the Faculty of Sciences and Humanities with 18.9%, then the Multidisciplinary Faculty of the West that represents 16.2% and the Faculty of Medicine with 14.3% of the demand for new incoming students. The doctorate degree in Medicine is

the one that has the most demand, then the B.A. in Modern Languages Specialization in French and English and the B.A. in English Teaching Option.

Also, according to Andrade, C., et al (2016) for the 2015 year, one of the most demanded career of the Faculty of Sciences and Humanities was the B.A. in Modern Languages Specialization in French and English, where around 1,500 candidates were examined (only for this major) and the maximum number of students that could be accepted was 80.

Taking into account that there are many issues affecting the FLD due to the growing student population in the latest years. Teachers, students and associations of students of the University of El Salvador have expressed that the growing student population affect the following areas: classrooms distribution, lack of organization in the admission of the high amount of new registered students, the quality in the educational field, and resources for teachers and students.

To have better results, the resources provided by the universities are very important. At the University of El Salvador, the Foreign Languages Department has some deficits and it can cause an impact on student's achievement and obviously language learning.

## **2.1 Class size at the University of El Salvador.**

Firstly, the growth of the student population. There are some investigations about class size, for example, "The impact of the student population growth on the academic planning in the FLD's majors, in the period 2010-2011" (Méndez, M. et al, 2012). According to the Academic Administrator, Engineer Evelyn Carolina Magaña, the quantity of new registered students accepted is approximately 1300 per year lately. She said that every year there is an increase on the student population from about 200 to 300, but what really makes the

difference are the students who change major, that are between 350 to 400 per year, as an example in Semester I 2011, they had 925 requests.

The School of Arts and Sciences is already overpopulated because it does not have physical installed capacity, it does not have enough teachers for the needs of this population; there is a table with some statistics that show the number of the students according to the year of entry.

| <b>School of Art and Sciences</b>            |                          |
|--|--------------------------|
| <b>New students registered in each year.</b> |                          |
| <b>Year of entry</b>                         | <b>Total of students</b> |
| 2005   | 957                      |
| 2006   | 1041                     |
| 2007   | 1279                     |
| 2008   | 1223                     |
| 2009   | 1283                     |
| 2010   | 1532                     |
| 2011   | 1105                     |
| 2012   | 1282                     |
| 2013   | 1548                     |
| 2014   | 1312                     |
| 2015   | 1426                     |
| 2016   | 1014                     |
| 2017   | 992                      |

However, one of the key factors is to know that the B.A. in Modern Languages is the most demanded major in the FLD for the new registered students. It is the one that has more demand, it exceeds 800 requests just for the new registered students in 2011; for changes of major they were about 250 requests to the B.A. in Modern Languages Specialization in French and English and the B.A. in English Teaching Option were about 150 requests (Méndez, M., et al, 2012).

The number of students registered each year in the Foreign Languages Department and the statistics show just the last 13 years:

| <b>Students registered each year in the Foreign Languages Department</b> |  |  |
|--|--|--|
| <b>Year</b>  | <b>B.A. in English Teaching students</b> | <b>B.A. in Modern Languages students</b> |
| 2005   | 904                                      | 489                                      |
| 2006   | 962                                      | 540                                      |
| 2007   | 1,040                                    | 644                                      |
| 2008   | 1,061                                    | 759                                      |
| 2009   | 1,093                                    | 869                                      |
| 2010   | 1,130                                    | 1,031                                    |
| 2011   | 1,142                                    | 1,117                                    |
| 2012   | 1,138                                    | 1,152                                    |
| 2013   | 1,057                                    | 1,142                                    |
| 2014   | 1,026                                    | 1,095                                    |
| 2015   | 1,066                                    | 1,132                                    |
| 2016   | 1,031                                    | 1,084                                    |
| 2017   | 872                                      | 977                                      |

The students in most subjects are around 35-55 in a small classroom, hence it affects the student's participation in class and the teacher cannot solve their doubts about the language acquisition, as a result, students continue making the same mistakes that are not corrected in class. Sometimes, there are not classrooms available, the students miss classes and when the time passes, the teachers decide to teach in anywhere, and it is for all of the semester.

## **2.2 Small classrooms.**

Small classrooms affect students' attention in class, more space per student allows better conditions that facilitate the learning process; nevertheless, very high results can be a product of a low demand, of a deficient planning or of inadequate spaces. But in the Foreign Languages Department the classrooms are small and there are not enough desks for all of students, most of the time the students have to look for a desk in another classroom.

Nowadays, classrooms which are modified for the online classes are not good at all for the student that actually come to the university, because the chairs are not enough for all of the students, also the round tables do not permit that the entire group of students see the board.

### **2.3 Technological aspects**

Technological resources are another issue that Foreign Language Department must take into account. Technology is very important part of language learning throughout the world at all different levels but in the Foreign Language Department technology is an outside term because even it counted during some years with a laboratory, students do not have access to it during their classes.

In Learning Technologies Innovations for English Language Teaching from the British Council (2013), it explains that digital technologies are ideally placed to help teachers working with learners, and learners working independently, that make their language development possible. We are talking about doing things with language rather than just learning about language. That is why students from the Foreign Language Department at the University of El Salvador needs to have a near contact with technology in every class they receive.

Technology is important in the learning process of a language because it supports oral skills especially for younger learners this is an effective classroom strategy since it has traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. Despite of the fact that internet is

a very important tool; in the Foreign Language Department lacks this resource because neither teachers nor students have access to Internet in the classrooms.

#### **2.4 Professors at the Foreign Languages Department**

It is important to mention the role of the human resources in the Foreign Languages Department, specifically professors. Not only class size, classroom size and technology play an important role in the learning process of a second language, also the quality in the speaking level of the teachers it is important. The Department has 38 full time professors and 38 professors hired on an hourly basis, for semester I-2017.

The number of the full time professors (38) is the same as the hourly basis professors (38), a high percentage of professors hired to work per hour class with relation to those of full and partial time. It does not favor the quality of the teaching, in part because professors do not have the same experience. The percentage of full-time teachers presupposes a greater availability of time to attend to the academic needs of the students, a possibility of taking part in research projects and social outreach projects, favoring the quality of the critical mass.

The Ministry of Education concerned since 2013 about the effects of having a large amount of “an hourly-basis” teaching staff has regulated this field in the Law of Higher Education of 2004. Based on the article 37, the minimum requirements to keep the quality of education in a higher educational institution that the Ministry of Education has stipulated in section “f” is to have at least one full time teacher, an hourly basis teacher or part time teacher for a group of 40 students. After considering this fact, at least 25 % of the teaching staff must be full time teachers, who will need to be distributed in all the areas the

institution offers. In the Foreign Languages Department there is a 50% of full time Professors, it means that they are meeting the requirement of the Ministry of Education.

In the Foreign Languages Department, there are many hourly basis teachers, it means that they do not accomplish with the quality of being approachable with the students because they do not have enough time to assist students with their doubts about classes. Besides, hourly basis professors do not have an appropriate setting to receive their students if it is necessary. In addition, professors must have enough experience in teaching and in all areas related with teaching and in the Foreign Languages Department, there are professors with that experience, but pitifully there is another quantity of them that after their degree, they lack experience and that is what makes them have a lower profile.

### **3. Students' language competence**

The B.A. in Modern Languages and the B.A. in English Teaching Option have a similar characteristic that is expressed in the Advanced Intensive English II syllabus. According to this, students should reach a solid advanced level in each of the four languages skills: listening, speaking, reading and writing. Each of these skills are addressed discretely (attending to the subcomponents) and globally (attending to their communicative intent) to provide both the analytic and experiential language learning balance required for effective development of the target of level of proficiency. The level of proficiency students should get is C1 (See CEFR table) in all four skills, it means that in the oral proficiency area, students from the Foreign Language Department are able to discuss a topic, interact with a degree of fluency and spontaneity, make regular interaction with native speakers, and produce clear and detailed speech.



Despite of the fact that the expectation is to get a C1 level, there are evidences that students do not get that level. According to Osorio, M. and Quant, L. (2013) “Most of the students are placed in levels B1 and B2 from the CEFR scale. These levels correspond to intermediate proficiency which was rather unexpected since students in the sample group had already completed the Intensive Advanced levels in their major”

Galvez, W. and Vides, L. (2016) confirmed that the majority of students do not reach the C1 level: “Students’ level of proficiency improved after taking the practicum. Before them, 4% of students got an A1 level according to the CEFR, while after the practicum, there were no students in that level; 72 % got an A2 level of proficiency before the practicum and after taking there was a 60% of students in it; a 24% got a B1 level of proficiency before the practicum and this particular level remained with the same percentage of students after the practicum. However, it is important to remark that before the practicum there were no students in the B2 and C1 levels, but after taking them, a 10% of students got a B2 level while a 5% got a C1 level. This is very important due to the fact that since the beginning of the research it was expected students will go higher than a B1 level.” Those findings show that there is still a challenge for the Foreign Languages Department to improve the English language proficiency that students get during their majors.

#### **4. Factors that affect speaking**

According to Hoang, N. and Ngoc, T. (2015), speaking seems to be the most important skill of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies and Pearse, 1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge. Spoken language production is often considered one of the most difficult aspects of language learning (Brown and Yule, 1983). In reality, many language learners find it difficult to express themselves in spoken language in the target language.

According to Brown (2000), there are some principles that influence students' speaking performance. These principles are classified into cognitive, affective and linguistics principles.

##### **4.1 Cognitive principles**

Cognitive: Related mainly to the mental and intellectual function.

###### Principle 1: Automaticity

According to Brown (2000), it is clear that small children learn languages without thinking about them – they learn them automatically. Thus overanalyzing a second language and thinking too much about its forms is not the best way of learning it. To the contrary, this approach tends to impede the process of graduation to automaticity in a second language classroom.

Efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms.

According to Longman Dictionary of Language Teaching and Applied Linguistics (2010), automaticity it is the ability to use a language using automatic processing. Automatic processing: is the performance of a task without conscious or deliberate processing and is involved when the learner carries out the task without awareness or attention, making more use of information in long- term memory (like, driving a bicycle). In the other hand, controlled processing is involved when conscious effort and attention is required to perform a task and makes more use of short-term memory (e.g. a learner driver).

Automaticity includes:

- ✓ Subconscious absorption of language through meaningful use.
- ✓ Efficient and rapid movement away from a focus on the forms of language to a focus on the purpose to which language is used.
- ✓ Resistance to the temptation to analyze language forms.

### Principle 2: Meaningful learning

Meaningful learning will lead toward better long-term retention than rote learning. Meaningful learning subsumes new information into existing structures and memory systems, and the resulting associative links create stronger retention.

Rote-learning –taking is isolated bits and pieces of information that are not connected with one’s existing cognitive structures –has little chance of creating long- term retention.

Children are good meaningful acquires of language (Principle 1) because they associate

sounds, words, structures, and discourse elements with that which is relevant and important in the daily quest for knowledge and survival.

### Principle 3: The anticipation of reward

Virtually everything we do is inspired and driven by a sense of purpose or goal. The anticipation of reward is the most powerful factor in directing one's behavior. Human beings are universally driven to act or "behave", by the anticipation of some sort or reward –tangible or intangible short term or long term-, that will happen as a result of the behavior.

Rewards as praise for correct responses (very good Mary!, great job!), appropriate grades or scores to indicate success, or other public recognition, can have a high impact on learners. But conditioning by rewards can lead learners to become dependent on rewards coax them into a habit of looking to teachers and others for their only rewards, and therefore forestall the development of their own internally administered, intrinsic system of rewards. Thus, an optimal degree of praise and encouragement or appropriate grades and scores are desirable.

### Principle 4: Intrinsic motivation

The most powerful rewards are those that are intrinsically motivated (those that come from inside of an individual rather than outside rewards, such as money or grades). Because the behavior stems from needs, wants or desires within oneself, the behavior is self-rewarding; therefore, no externally controlled reward is necessary. Learners perform task because it is fun, useful, or challenging, and not because they anticipate some cognitive or affective rewards from the teacher. Intrinsic motivation is listed among cognitive factors because reward-directed behavior in all organism is complex to the point that cognitive, physical

and affective processing are involved but in the case of second language acquisition, mental functions may occupy a greater proportion.

#### Principle 5: Strategic investment

Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

Teaching methods, textbooks, and grammatical paradigms are no longer in the center of attention. It is the method that the learner employs to internalize and to perform in the language that is important too. After all, successful mastery of second language will be due to a learner's own personal investment of time, effort, and attention to second language.

#### **4.2 Affective principles**

Affective: Large proportion of emotional involvement. Here are present the feelings about self, about relationships in a community of learners, and about the emotional ties between language and culture.

#### Principle 6: Language ego

As human beings, learn to use a second language, develop a new mode of thinking, feeling, acting a second identity. The new "language ego" intertwined with the second language, can easily create within the learner a sense of fragility, defensiveness, and a rising of inhibition. Thus, it is necessary to overtly display a supportive attitude to the learners. According to the Longman Dictionary of Language Teaching and Applied Linguistics (2010), language

ego is the relation between people's feelings of personal identity, individual uniqueness, and value (i.e. their ego) and aspects of their first language.

#### Principle 7: Self- confidence

Learner's believe that they are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

#### Principle 8: Risk- taking

Successful language learner, in their realistic judgment of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become "gamblers" in the game of language, to attempt to produce and interpret language that is a bit beyond their absolute certainty. According to the Longman Dictionary of Language Teaching and Applied Linguistics (2010), a personality factor which concerns the degree to which a person is willing to undertake actions that involve a significant degree of risk. Risk- taking is said to be an important characteristic of successful second language learning, since learners have to be willing to try out hunches about the new language and take the risk of being wrong.

This principle strikes at the heart of educational philosophy. Many instructional contexts around the world do not encourage risk- taking: instead they encourage correctness, right answers, and withholding "guesses" until one is sure to be correct. Most educational research shows the opposite to be more conducive of long-term retention and intrinsic motivation.

### Principle 9: Language- culture connection

Whenever a language is taught, also is taught a complex system of cultural customs, values, and ways of thinking, feeling and acting. The second aspect of the language- culture connection is the extent to which the students will themselves be affected by the process of acculturation, which will vary with the context and goals of learning.

According to the Longman Dictionary of Language Teaching and Applied Linguistics (2010), acculturation is a process in which changes in the language, culture, and system of values of a group happen through interaction with another group with a different language, culture and system of values.

In other words, especially in second language- learning contexts, the success with which learners adapt to a new cultural milieu will affect their language acquisition success, and vice versa, in some possibly significant ways.

### **4.3 Linguistic principles**

Language is a uniquely human capacity that enables us to communicate a limitless set of messages on any topic. While human languages can differ greatly in certain respects, all are intricate, complex, rule-governed systems. Linguistics is the scientific study of these systems, their use in communicative and other social settings, and their cognitive and neural underpinnings.

### Principle 10: The native language effect

The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering

effects in the production and comprehension of the new language, the interfering effects are likely to be the most salient. The majority of learner's errors in producing the second language, especially in the beginning levels, stem from the learner's assumption that the target language operates like the native language.

#### Principle 11: Interlanguage

Just as children develop their native language in gradual, systematic stages, adults, too, manifest a systematic progression of acquisition of sounds and words and structures and discourse features.

Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Teachers, cannot simply skip or hasten certain stages of the learner's development, or eliminate systematic interlanguage errors completely.

#### Principle 12: Communicative competence

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its competence, organizational, pragmatic, strategic and psychomotor. Communicative goals are best achieved by given due attention to language use and not just usage. Give grammar some attention, but do not neglect the other important components. It is important that learners have opportunities to gain some fluency in English without having to be constantly wary of little mistakes.

Communicative Competence consists of some combination of the following components:



- ✓ Organizational competence (grammatical and discourse)
- ✓ Pragmatic competence (functional and sociolinguistic)
- ✓ Strategic competence
- ✓ Psychomotor skills

#### **4. 4 Factors that affect speaking in FLD´s students**

In the FLD, different researches have been carried out related to the factors that affect speaking in FLD´s students. According to Osorio and Quant (2013), the personality type of the students does display certain degree of correlation with the results they get. Students who are extroverted, for example, are risk taking and show self-confidence at the moment to speak in English, while introverted are not so risk taking or self- confidence at the moment to speak in English, situation that influence in their results. Another factor that affects speaking in the students from FLD is the level of motivation. This plays an important role on the learning process, since highly motivated students have more chances of becoming more orally proficient than lowly motivated ones (Orellana et al., 2013).

In addition, according to Jereda (2005) cultural factors, personality factors, and the socialization process at the FLD, are the most important ones that the students pointed out to be affecting them in the practice of the English language out of classrooms. It is evident that certain cultural patterns have made the students be reluctant to the practice of the English language out of classrooms. Cultural patterns such as mockery, criticisms, conformity attitudes, and procrastination, have made most of the students prefer to speak Spanish for comfort and for not showing their weaknesses in the use of the target language.

## **5. Non- Native speaker teachers and Native speaker teachers.**

**“It’s not what is poured into a student that counts but what is planted” -Linda Conway (1993)**

Something important in the English speaking proficiency of students at the Foreign Languages Department is the teachers’ influence, in this case, taking into account that all of the teachers are non- native speakers is important to know how it influences the students. In addition, the influence is to affect or change how someone or something develops, behaves, or thinks (the Cambridge Advanced Learner’s Dictionary & Thesaurus online (2017))

For many years to now, the majority of users of English worldwide have been people for whom it is a second (or third, or fourth) language. English is used as a shared common language between people with different language backgrounds. One of the main issues concerning NNESTs is related to an overly simplistic dichotomy between native English speakers and non-native English speakers (Pasternak & Bailey, 2004), which has separated speakers into two discrete entities.

First, the term “non-native speaker” is often defined in contrast to the “native speaker” of a language, which itself is a commonly used term but a complex construct that cannot be precisely defined (Davies, 2003; Luk & Lin, 2007; Paikeday, 1985). Second, categorizing speakers depending on whether English is their first language is problematic because the definition of “native speaker” cannot be based solely on linguistic grounds.

### **5.1 The influence of non-native speaker teachers and native speaker teachers.**

Learning to speak English fluently is a difficult skill for students to develop and learn, especially in EFL (English as a Foreign Language) context, where exposure to English is

limited to few hours per week, and where chances to speak communicatively are also limited, because only the classmates speak in English or maybe when they are outside the classroom they do not want to speak in English and the only chance was in the classroom, so it is difficult to have a good English speaking proficiency. At the University of El Salvador there are not natives speaker teachers, but the researchers want to know if it affects students in their English speaking proficiency base on some investigations. Gass and Selinker (2001) refer to three primary sources of input for foreign language learners: “(a) teacher, (b) materials, and (c) other learners”. In such context, teachers are frequently the only proficient English speakers with whom learners come into contact and the time when they have chance to practice is only during the class. Furthermore, EFL learners have limited interactional opportunities. When opportunities to practice the language arise, they are usually between learners in the classroom and the interaction is often filled with errors and they continue to be there until someone corrects them.

Moreover, the countries where the English is learned as a second language preference of NESTs over the NNESTs in teaching English in general is very noticeable, and the oral communication in particular, because it is not usually to have Natives English Teachers. Many people think that the NESTs are better than the NNESTs, as an example, Tang (1997) tried to describe, compare, and contrast the advantages and disadvantages possessed by both NESTs and NNESTs as perceived by nonnative ESL (English as Second Language) teachers. Tang used a survey to assess 47 NNESTs’ perceptions of NESTs and NNESTs in Hong Kong. Tang found that the participants believed that native ESL teachers were superior to non-natives in speaking (100 per cent), pronunciation (92 per cent), listening (87 per cent), vocabulary (79 percent) and reading (72 per cent).

As thus, some researchers in the profession argue that due to their superior command in the language, the native English-speaking teachers (NESTs) make the best and ideal teachers to teach English. In particular in speaking whether in EFL or ESL contexts, but sometimes the native English-speaking teachers maybe do not have the competence in the foreign language pedagogy, besides, there are some non-native English-speaking teachers (NNESTs) that usually display a poor competence, they normally experience problems with pronunciation, colloquial expressions (particularly slang), and certain types of vocabulary. Their linguistic competence is also slightly outdated and very much influenced by textbook language, as they use the latter to provide linguistic models to their students.

Nevertheless, a good number of researchers in the field argue that “it is not enough to speak a language to be qualified to teach it” (Lado,1964, p.9); other teaching credentials should be required of all English language teachers, regardless of being a native or non-native English speaking teacher (Nayar,1994 & Phillipson, 1996).

One of the studies aimed at investigating the effect of the native English language teachers in comparison with non-native English language teachers on students’ achievement in speaking skills. The subjects of the study were six native English teachers (NESTs) and six non-native English teachers (NNESTs), and their 196 grade ten students in the Institute of Applied Technology in the UAE. The instrument of the study was a speaking test implemented at the end of term one of the academic year 2008/2009 (Al-Nawrasy, 2013), illustrates that the native-ness of teachers does not have a significant impact on students’ performance in speaking. In terms of pronunciation, it is the researcher’s view that students can largely benefit from exposure to all sorts of accents and that in the globalized world what matters is the intelligibility of the speech acts rather than the perfect pronunciation.

As a conclusion, the Native English-Speaker Teachers and Non-Native English-Speaker Teachers bring distinct beneficial attributes as professional in the language. So, in the Foreign Languages Department, everything depends on a trained, proficient and kind teacher who enjoys his/her job will be effective and popular with students, regardless where they are from. The influence will depend on professors how they are as professionals.

## **6. Types of classroom speaking performance**

For knowing if there are differences between one major and the other, it is important to determine what takes students to a high level of speaking. According to Brown (2004) there are some types of classroom speaking performances that help students to have a high level of speaking:

1. **Imitative:** Is the ability to simple parrot black (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “Pronunciation”; no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2. **Intensive.** A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (Such as

prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences and translation up to the simple sentence level.

3. Responsive. Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is usually a spoken prompt (In order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor and other sociolinguistic conventions.

5. Extensive (monologue) Extensive oral production tasks include speeches, oral presentations and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually

delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

There are other successful activities to improve speaking which are role-plays, discussion and conversation, oral presentation, oral interview and others.

1. Role Play is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role-play allows some rehearsal time so that students can map out what they are going to say. It has the effect of lowering anxieties as students can, even for a few moments, take on the person of someone other than themselves. As an assessment device, role-play opens some windows of opportunity for test-takers to use discourse that might otherwise be difficult to elicit.

2. Discussion and conversations as formal assessment devices, discussion and conversations with and among students are difficult to specify and even more difficult to score. But, as informal techniques to assess learners, they offer an authenticity and spontaneity that other assessment technique may not provide.

3. Oral presentation in an academic and professional area, it would not be uncommon to call on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method. A summary of oral assessment techniques would therefore be incomplete without some consideration of extensive speaking tasks. Once again, the rules for effective assessment must be invoked: (a) specify the criterion, (b) set appropriate tasks, (c) elicit optimal output, and (d) establish practical, reliable scoring procedures. Once again scoring is the key assessment challenge.

4. Oral Proficiency Interview (OPI) is one that has gone through a considerable metamorphosis over the last half-century. Originally known as the Foreign Service Institute (FSI) test, the OPI is the result of a historical progression of revisions under the auspices of several agencies.

One of the tools that researchers are using to lead this project is the oral interview, which is a trustworthy technique.

## **7. Ways to evaluate speaking**

Throughout this investigation, the researchers realized that there are several ways to evaluate or measure the speaking level of English; one of them is the Oral Proficiency Interview (OPI) that is an integrative assessment that evaluates spoken language ability from a global perspective rather than based on the presence or absence of any given linguistic feature. Also, the OPI has 4 levels for speakers: superior, advanced, intermediate and novice. The OPI is a global instrument and it provides a detailed result of the sample's oral proficiency level however, this project is focused on another instrument that researchers consider more complex and this is the Common European Framework of Reference for Languages (CEFR).

The Common European Framework of Reference for Languages (CEFR) is another framework of reference that organizes the content in a defined level system. Therefore, the purpose of the CEFR is to generalize a level of qualification that can be shared within country to country, which will let learners to have a general qualification that can be presented either in El Salvador or in Canada and it will have the same value.



According to the Council of Europe website the CEFR has 6 levels of foreign language proficiency which are: A1 and A2, B1 and B2, C1 and C2. The schema provides basis for recognizing language qualifications and therefore, facilitating educational and occupational ability. 'What [the CEFR] can do is to stand as a central point of reference, itself always open to amendment and further development, in an interactive international system of co-operating institutions ... whose cumulative experience and expertise produces a solid structure of knowledge, understanding and practice shared by all.' John Trim (Green in press 2011:xi)

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) was created by the Council of Europe to provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It was envisaged primarily as a planning tool whose aim was to promote transparency and coherence in language education. The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems. It provides the means for educational administrators, course designers, teachers, examining bodies, etc., to reflect on their current practice, with a view to situating and coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

| CEF Level | Spoken Interaction   | Spoken production  |
|-----------|--|--|
| <b>A1</b> | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.  | I can use simple phrases and sentences to describe where I live and people I know.   |
| <b>A2</b> | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.  | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.  |
| <b>B1</b> | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).   | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. |
| <b>B2</b> | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.  | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.   |
| <b>C1</b> | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.   | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.   |
| <b>C2</b> | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.   |

Another way to evaluate the speaking level is through Cambridge English Language Assessment Test that is an English language exam that provides some questions to be responded in a similar way to an interview. Cambridge English Language Assessment Test is taken by over 5 million people each year. The researchers have taken one test of 6 parts which is aligned with the CEFR; it means 6 speaking levels with 5 questions per each level, 30 questions in total. Cambridge English Language Assessment was involved in the early development of the Common European Framework of Reference for Languages (CEFR) and all of Cambridge English exams are aligned with the levels described by the CEFR.

## Cambridge English Language Assessment Test

|  |
|--|
| <b>Introductory questions</b>                        |
| What's your name? How do you spell your surname?     |
| Where are you from?                                  |
| Did you learn English at school? For how many years? |

|                                |  |
|--------------------------------|--|
| <b>1 Starter (A1)</b>          |  |
| <b>Question</b>                |  |
| 1                              | What do you do?<br>Do you work or are you a student?   |
| 2                              | Tell me about your family.   |
| 3                              | What do you do in your free time?<br>(Do you play football or any sports?)   |
| 4                              | What do you do every day?<br>What time do you get up/ start work?  |
| 5                              | Tell me about the town where you live.   |
| <b>2 Elementary (A2)</b>       |  |
| <b>Question</b>                |  |
| 6                              | Tell me about something you can do well.<br>(Can you swim? Can you cook?)  |
| 7                              | How often do you usually see your friends?<br>(What do you do together?)   |
| 8                              | Where do you live? Tell me about your home.  |
| 9                              | What are you going to do at the weekend?   |
| 10                             | Have you been to an English-speaking country?<br>Tell me about your visit. (OR tell me about an interesting place you have been to.) |
| <b>3 Pre-intermediate (B1)</b> |  |
| <b>Question</b>                |  |
| 11                             | Tell me about something that you did with your friends/family recently. Why did you enjoy it?  |
| 12                             | Tell me about the weather in your country. Which is your favorite season and why do you like it?                                     |
| 13                             | Imagine that I am a visitor to your country. What advice would you give me?  |
| 14                             | Can you tell me about an object that is special for you? Why is it special?  |
| 15                             | Where do you live- in a house or an apartment? What's it like?   |

|                                  |  |
|----------------------------------|--|
| <b>4 Intermediate (B1 to B2)</b> |  |
| <b>Question</b>                  |  |
| 16                               | What sort of television programs do you like?  |
| 17                               | How do you keep in touch with your friends and family (by phone/ e-mail)? How do you think communication might change in the future? |
| 18                               | Tell me about the last film you saw at the cinema (or the last book you read).<br>Would you recommend it?                            |
| 19                               | Think about an interesting person you have met.<br>What is he/she like?  |
| 20                               | Have you ever been on a journey where something went wrong?  |
| <b>5 Upper Intermediate (B2)</b> |  |
| <b>Question</b>                  |  |
| 21                               | Tell me about something you are good at.   |
| 22                               | Can you tell me about a famous landmark/person in your country?<br>What do you know about it/them?                                   |
| 23                               | What do you use the internet for?<br>Do you think it will ever replace books and newspapers?<br>Why/why not?                         |
| 24                               | If an English person wanted to learn your language, how should they do this and why?   |
| 25                               | Where do you see yourself in five years' time?   |
| <b>6 Advanced (C1)</b>           |  |
| <b>Question</b>                  |  |
| 26                               | How has the way you learn English changed over the years?  |
| 27                               | Do you think life for children today is easier or harder than it was for your parents/ for you?                                      |
| 28                               | Describe an advert you have seen. How effective do you think it is?  |
| 29                               | What image do other people have of your country, its food and its people?<br>Do you think it is accurate?                            |
| 30                               | Are you concerned about climate change?<br>What evidence of it is there in your country?   |

### **III. METHODOLOGY**

#### **1. Research Approach**

The approach that was used by the researchers was based on qualitative and quantitative research. The researchers implemented a mixed method. The advantage of quantitative study is that it is an efficient method of gathering information. The advantage of qualitative is that the contextual information is gathered, and thus, reasons of why phenomena happen can be explained and explored. Both qualitative and quantitative were important to this study, because were complementary. At the end, the gathered data was analyzed by means of organizing, tabulating, depicting, and describing the data collection.

#### **2. Type of study**

The type of study that was applied in this research was the descriptive study. The main purposes of descriptive research are to describe, to explain, and to validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993). The researchers described the levels of speaking proficiency of students from both majors. In addition, the researchers explained the factors that could affect the students' oral performance and with the results, validated the data which are presented through visual aids such as graphs and charts to aid the reader in understanding the data distribution.

#### **3. Research Design**

The present research design took place at the Foreign Languages Department of the University of El Salvador, during the semester I, 2017. In this research design, the objects of study were the students from Readings and Conversation II, from the 4<sup>th</sup> year, from the B.A. in Modern Languages Specialization in French and English and students from the

B.A. in English Teaching Option. The researchers used the non-experimental design, since in this study there was not manipulation or control on the subjects in study. This type of design is based on situations that have happen without the intervention of the researchers. Also, this investigation was transactional since transactional investigation is focused on analyzing the level or state of one or several variables in a given moment. Therefore, this investigation was focused on analyzing the English level of the students, from both majors, in the 4<sup>th</sup> year of the major, in the semester I). Furthermore, the type of study was descriptive, because the main purpose was to describe the level of speaking proficiency that students have, after that, to explain and to validate findings.

The methods used to evaluate, were assigned to the subjects in a randomly way. This assured that the sample of the population provided an accurate representation of the total population of each major, in which was reflected different aspects like study habits, grades, personality, occupation, among others. To collect and to analyze the data, the researchers used two methods. First, the researchers were helped by qualified professionals to manage oral interviews, to determinate the English speaking proficiency level in the students from both majors. To determine their English speaking proficiency level, the qualified professionals did the oral interviews using the dictated parameters of The Common European Framework of Reference for Languages (CEFR). Second, the researchers handed out surveys to the same groups with the purpose of knowing if there were factors related with the personality, study habits, occupation, grades, and academic background, among others, that may affect in a positive or in a negative way in the achievement of English speaking proficiency. At the end of the experiment, the researchers contrasted and compared the results obtained from the two majors.

#### **4. Population and sample**

To carry out this study, the researchers chose the population from both majors: the B.A. in Modern Languages Specialization in French and English and the B.A. in English Teaching Option, from the 4<sup>th</sup> year, from Readings and Conversation II, at the Foreign Languages Department, University of El Salvador, semester I. 2017, The total quantity of students from both majors at the Foreign Language Department is two hundred twenty, for the two groups of Readings and Conversation II. Making a total of one hundred ten, from the B.A. in Modern Languages Specialization in French and English and one hundred ten, from the B.A. in English Teaching Option.

This research was carried out with a random sample. In order to have a sample that could represent the whole population of the two majors in study, the researchers decided to work with two groups of Readings and Conversation II, in the 4<sup>th</sup> year of the majors. A total of fifty students were chosen. Twenty-five students from each major was taken into account to be part of the sample, they filled out the survey and take the interviews.

Two hundred twenty was the total population of the students from both majors. Fifty, represents the total of students that was taken into account to be part of the sample. Being twenty-five students from the B.A. in Modern Languages Specialization in French and English and twenty-five students from the B.A. in English Teaching Option.

#### **5. Research techniques and instruments**

In order to administer the survey to students from Readings and Conversation II, the researchers designed a survey: this contained 32 questions and were divided into three sections; the first part was for gathering personal information, the second one was for

knowing the previous knowledge of English language and the last one was about the academic information of the students. The purpose of this method was to evaluate the aspects that make students get a better oral proficiency.

Besides, another instrument that the researchers used in this research was the interview, which consisted of some open questions; professionals that evaluated the oral proficiency of students conducted these interviews, each student had ten minutes to interact with the interviewers. The professionals focused on the Common European Framework of Reference for Languages (CEFR) that is an internationally recognized framework that describes 6 levels of language ability from A1 for beginners up to C2 for those who have mastered a language. The researchers chose an oral test from Cambridge English Language Assessment, which has 6 levels; these levels are: starter, elementary, pre-intermediate, intermediate, upper intermediate and advanced, each level has five questions and the students were advancing to the next level, according to their answers.

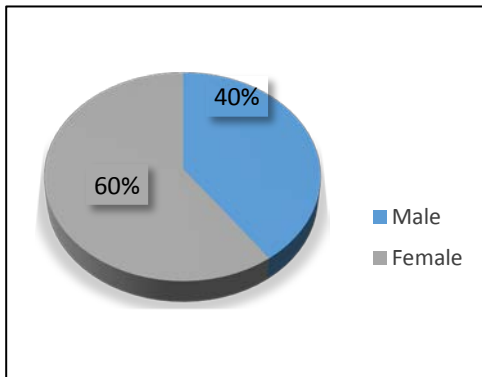
## IV. DATA ANALYSIS

### 1. Questionnaire analysis

#### Personal Information

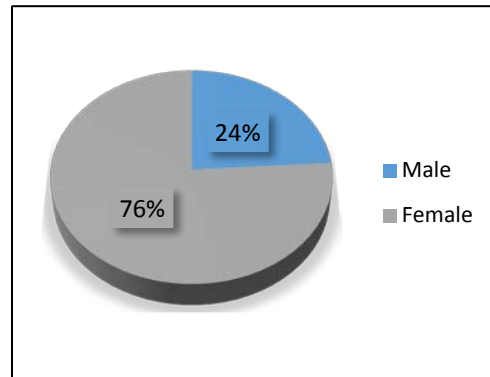
##### Modern Languages Major

| 1. Gender |    |
|-----------|----|
| Male      | 10 |
| Female    | 15 |



##### English Teaching Major

| 1. Gender |    |
|-----------|----|
| Male      | 6  |
| Female    | 19 |



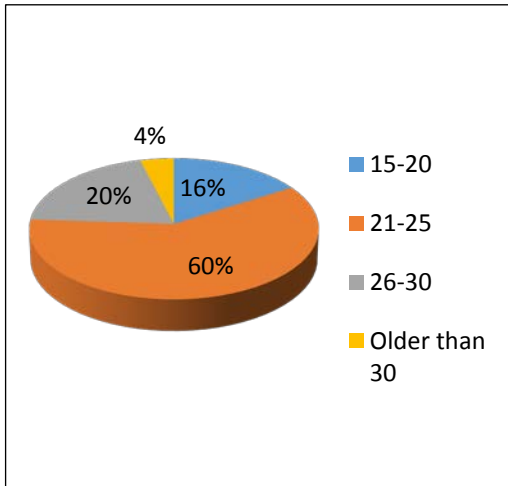
#### Graph #1

The graph shows the obtained results from students of the B.A. in Modern languages. The results show that 60% of the respondents are women and 40% are men. Whereas the obtained results from the students of the B.A. in English Teaching Option show that 76% are women and 24% are men. That means that the majority of students that took the surveys of both majors are women. The B.A. in English Teaching Option, present the major percentage of women surveyed and the B.A. in Modern Languages present the major percentage of men surveyed.



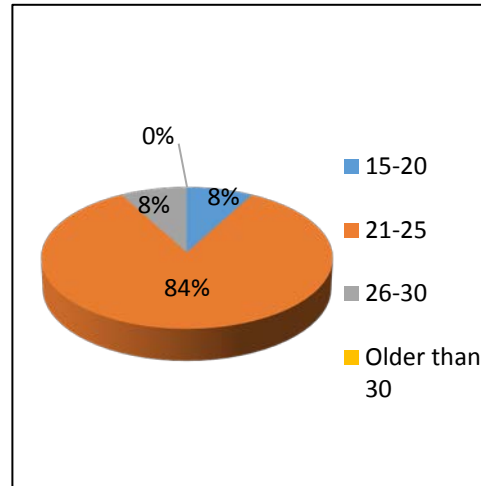
### Modern Languages Major

| 2. Age        |    |
|---------------|----|
| 15-20         | 4  |
| 21-25         | 15 |
| 26-30         | 5  |
| Older than 30 | 1  |



### English Teaching Major

| 2. Age        |    |
|---------------|----|
| 15-20         | 2  |
| 21-25         | 21 |
| 26-30         | 2  |
| Older than 30 | 0  |

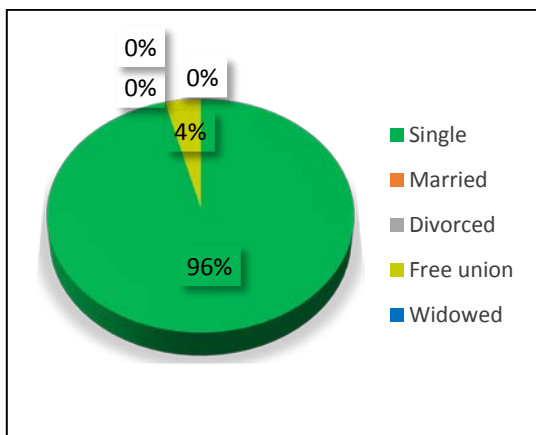


### Graph #2

The graph shows the results from students of the B.A. in Modern languages: 16% of the respondents are 15 to 20 years old, 60 % are 21 to 25 years old, 20% are 26 to 30 years old, and 4% is older than 30 years old. The data from the students of the B.A. in English Teaching Option are: 8% are 15 to 20 years old, 84 % are 21 to 25 years old, 8% are 26 to 30 years old, and no one is older than 30 years old. In these results, we can notice that the average age in both majors is 21 to 25 years old.

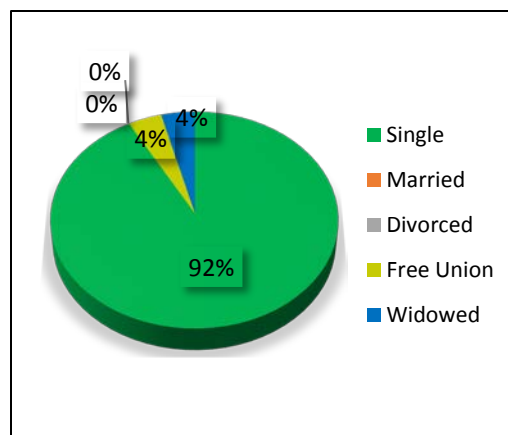
### Modern Languages Major

| 3.Marital Status |    |
|------------------|----|
| Single           | 24 |
| Married          | 0  |
| Divorced         | 0  |
| Free union       | 1  |
| Widowed          | 0  |



### English Teaching Major

| 3. Marital Status |    |
|-------------------|----|
| Single            | 23 |
| Married           | 0  |
| Divorced          | 0  |
| Free Union        | 1  |
| Widowed           | 1  |

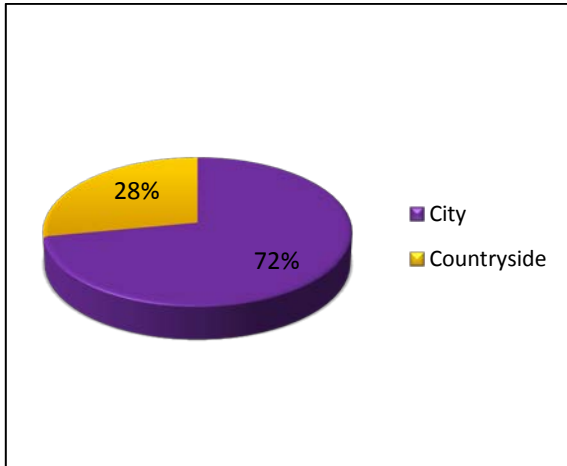


### Graph #3

The graphs present the obtained results: 96% students of the B.A. in Modern Languages are single, 4% is in free union, and for the status of married, divorced and widowed, no one is in that status. The results from the students of the B.A in English Teaching Option show that: 92% are single, 4% is in free union, another 4% is widowed and 0% is married. Like in the previous graph, we found that there is similarity in the marital status of the respondents, this marital status is single, and that means that the majority of the students do not have any other responsibility to take care of, like children, a wife or a husband, which means that they have more chances to succeed in their studies.

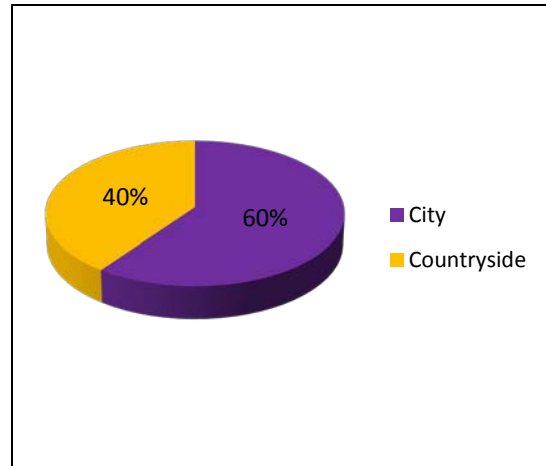
### Modern Languages Major

| 4. Residence |    |
|--------------|----|
| City         | 18 |
| Countryside  | 7  |



### English Teaching Major

| 4. Residence |    |
|--------------|----|
| City         | 15 |
| Countryside  | 10 |

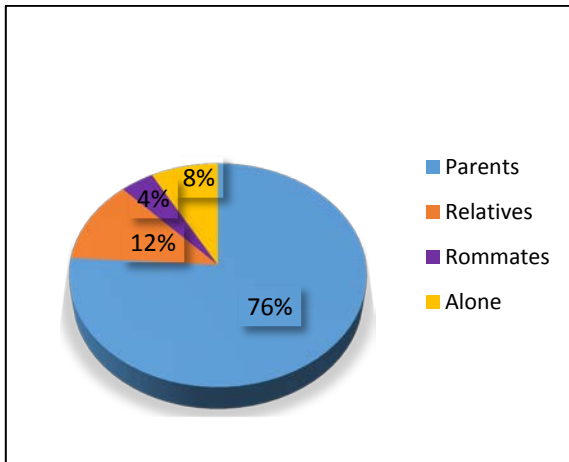


#### Graph #4

The graphs show the obtained results from students of the B.A. in Modern Languages: 72% live in the city and 28% live in the countryside. The results from students of the B.A. in English Teaching Option show that: 60% live in the city and 40% live in the countryside. The results show that the majority of the students of both majors live in the city. But also a considerable quantity of students live in the countryside.

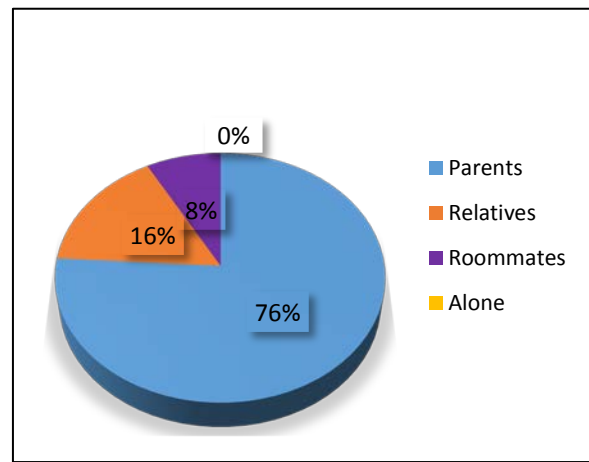
### Modern Languages Major

| 5. Who do you live with? |    |
|--------------------------|----|
| Parents                  | 19 |
| Relatives                | 3  |
| Roommates                | 1  |
| Alone                    | 2  |



### English Teaching Major

| 5. Who do you live with? |    |
|--------------------------|----|
| Parents                  | 19 |
| Relatives                | 4  |
| Roommates                | 2  |
| Alone                    | 0  |

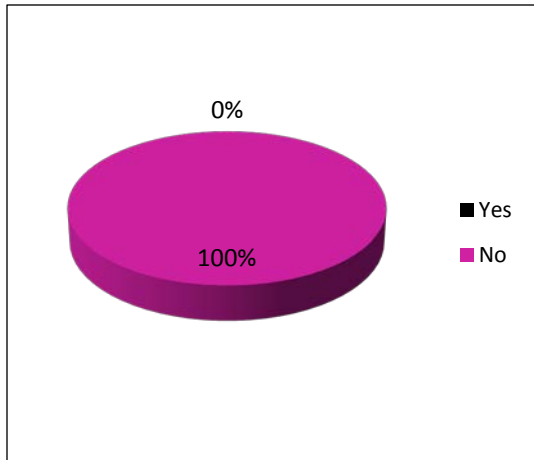


### Graph #5

The graph shows that 76% from students of the B.A. in Modern Languages live with their parents, 12% live with relatives, 4% live with roommates and 8% live alone. The results from the students of the B.A. in English Teaching Option are: 76% live with their parents, 16% live with relatives, 8% live with roommates and 0% lives alone. We can see that the obtained percentages in almost each category from both majors, is similar.

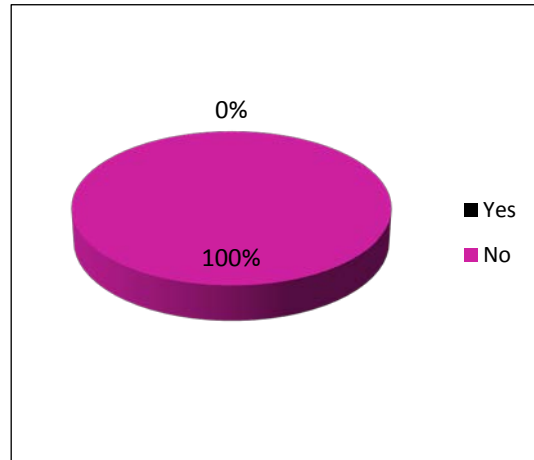
### Modern Languages Major

| 6. Do you have any children? |    |
|------------------------------|----|
| Yes                          | 0  |
| No                           | 25 |



### English Teaching Major

| 6. Do you have any children? |    |
|------------------------------|----|
| Yes                          | 0  |
| No                           | 25 |



### Graph #6

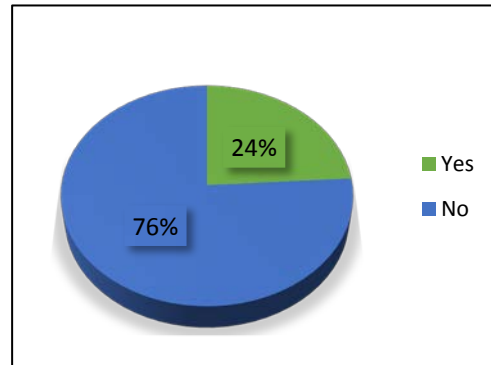
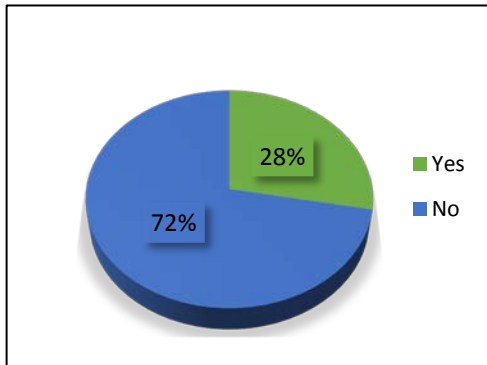
The graphs show that 100% of the students from both majors do not have any children. They do not have any major responsibility hence; so they can focus on their studies primarily.

### Modern Languages Major

| 7. Do you have a job? |    |
|-----------------------|----|
| Yes                   | 7  |
| No                    | 18 |

### English Teaching Major

| 7. Do you have a job? |    |
|-----------------------|----|
| Yes                   | 6  |
| No                    | 19 |

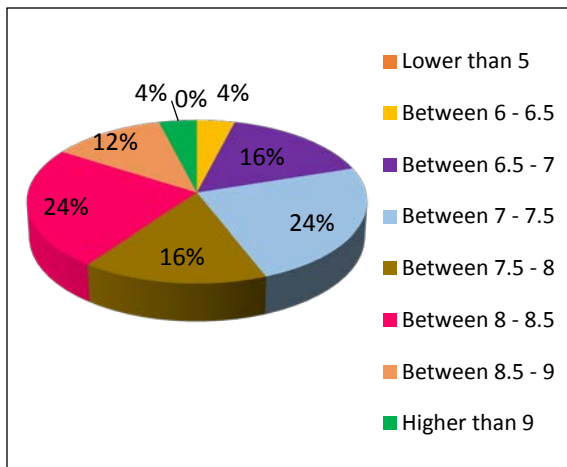


### Graph #7

The graphs show the obtained results from students of the B.A. in Modern languages. 28% have a job and 72% do not have a job. The results from students of the B.A. in English Teaching Option are: 24% have a job and 76% do not have a job. The results in both majors are similar, since in both majors, between 72% - 76% does not have a job and only a little percentage, between 24% - 28% have a job. It is important to mention that the majority that have a job, work in positions related with the practice of English language, like call centers or bilingual schools. In addition, a very few work in places in which is not mandatory the practice of English language like restaurant, medical clinic, supermarket.

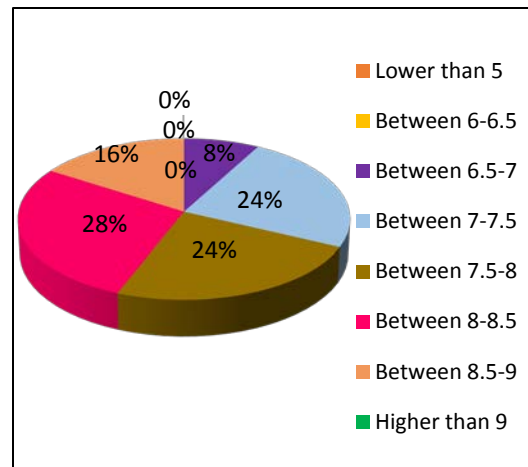
### Modern Languages Major

| 8. What is your GPA score (CUM)? |   |
|----------------------------------|---|
| Lower than 5                     | 0 |
| Between 6 - 6.5                  | 1 |
| Between 6.5 - 7                  | 4 |
| Between 7 - 7.5                  | 6 |
| Between 7.5 - 8                  | 4 |
| Between 8 - 8.5                  | 6 |
| Between 8.5 - 9                  | 3 |
| Higher than 9                    | 1 |



### English Teaching Major

| 8. What is your GPA score (CUM)? |   |
|----------------------------------|---|
| Lower than 5                     | 0 |
| Between 6 - 6.5                  | 0 |
| Between 6.5 - 7                  | 2 |
| Between 7 - 7.5                  | 6 |
| Between 7.5 - 8                  | 6 |
| Between 8 - 8.5                  | 7 |
| Between 8.5 - 9                  | 4 |
| Higher than 9                    | 0 |



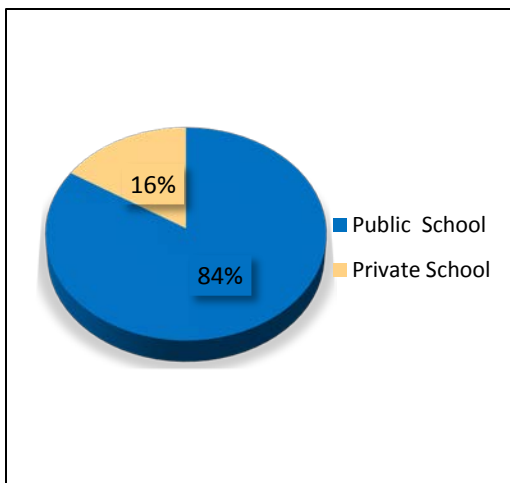
### Graph #8

In these graphs, we can see that the highest GPA scores are among the students of the B.A. in English Teaching Option, because they present the major percentages in the scores from 7 to 9.

The only one low GPA score, 6-6.5, from both majors is among the students of the B.A. in Modern Languages, but also it is important and curious to mention that the only one and the highest score, higher than 9, from both majors is among the students of the B.A. in Modern Languages.

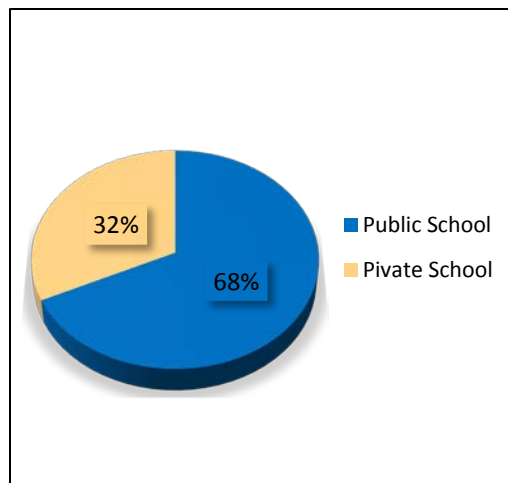
### Modern Languages Major

| 9. Did you graduate from? |    |
|---------------------------|----|
| Public                    | 21 |
| Private                   | 4  |



### English Teaching Major

| 9. Did you graduate from? |    |
|---------------------------|----|
| Public                    | 17 |
| Private                   | 8  |



#### Graph #9

The graphs show the obtained results from students of the B.A. in Modern languages. 84% comes from public schools and 16% from private schools. The obtained results from students of the B.A. in English Teaching Option are: 68% comes from public schools and 32% comes from private schools. These results show that the majority of students from both majors come from public school, but a considerable percentage of students come from private schools.

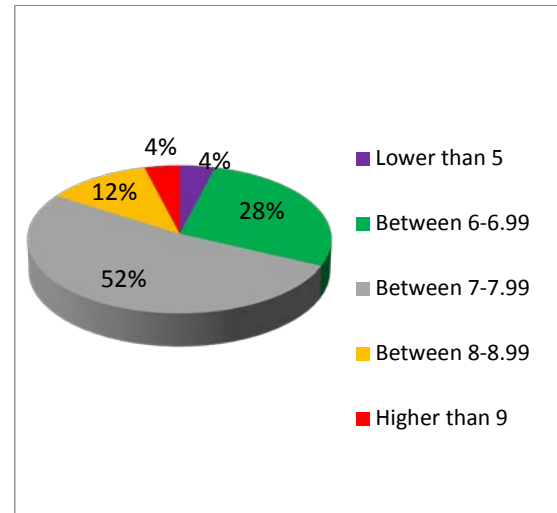
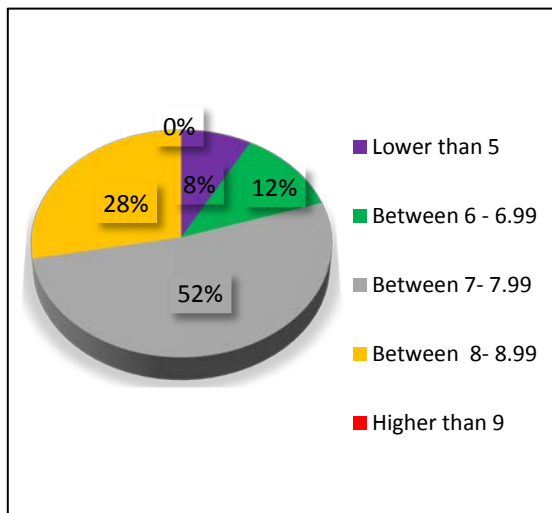


### Modern Languages Major

| 10. What is your PAES score? |    |
|------------------------------|----|
| Lower than 5                 | 2  |
| Between 6 – 6.99             | 3  |
| Between 7- 7.99              | 13 |
| Between 8- 8.99              | 7  |
| Higher than 9                | 0  |

### English Teaching Major

| 10. What is your PAES score? |    |
|------------------------------|----|
| Lower than 5                 | 1  |
| Between 6 - 6.99             | 7  |
| Between 7- 7.99              | 13 |
| Between 8- 8.99              | 3  |
| Higher than 9                | 1  |



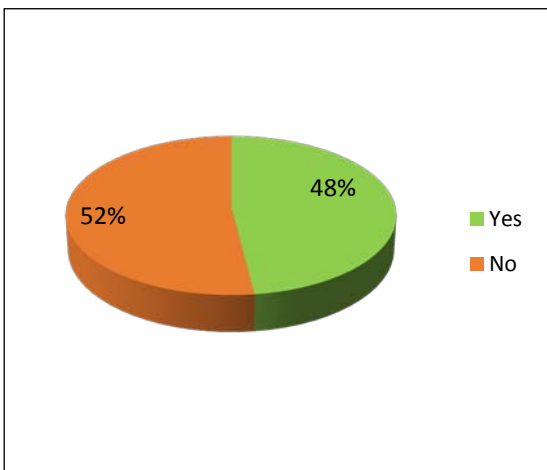
### Graph #10

We find that in both majors the average PAES score is between 7-7.99. The B.A. in English Teaching Option present the only high PAES score, from both majors, which is higher than 9. However, the major that shows the better PAES scores is the B.A. in Modern Languages since this has the highest percentages of students with the scores from 7 to 8.99.

\*The graph 11 was not included because it answers the question: What is your major? And it is over understood that 50% from students are of the B.A. in Modern Languages Specialization in French and English and 50% of the B.A. in English Teaching Option.

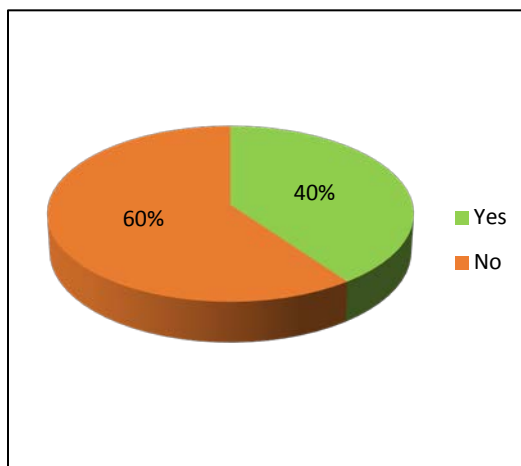
### Modern Languages Major

| 12. Have you ever changed major? |    |
|----------------------------------|----|
| Yes                              | 12 |
| No                               | 13 |



### English Teaching Major

| 12. Have you ever changed major? |    |
|----------------------------------|----|
| Yes                              | 10 |
| No                               | 15 |



### Graph #12

The graphs present the gathered data from students of the B.A. in Modern languages. 48% have changed major, and 52% have not changed major. The obtained data from students of the B.A. in English Teaching Option are: 40% have changed major, and 60% have not changed major. In the result seems to be that students of the B.A. in English Teaching Option are the students that had better scores in the admission exam of UES, because they present the lowest percentage in the category of change of major and also they present the highest percentage of students that have not changed major and this can indicate that these students, could be good students. Whereas, the students of the B.A. in Modern Languages it is probably that made the admission exam of UES for a second time to finally be accepted,

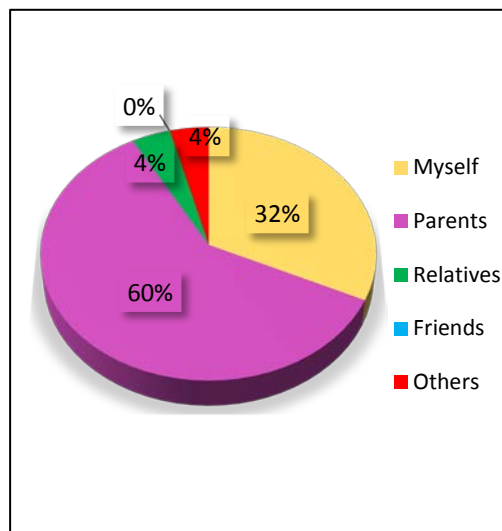
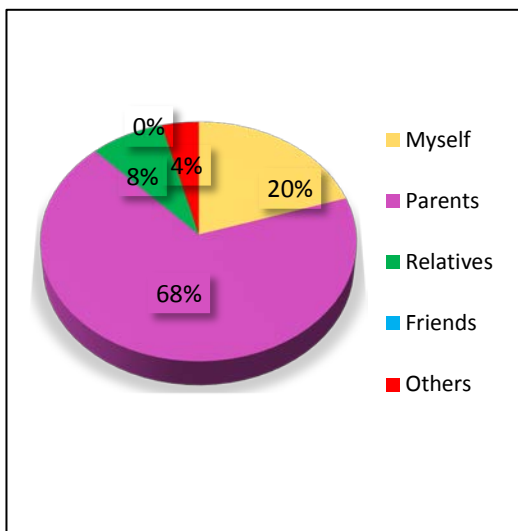
because they represent the highest percentage of students that have changed major and the lowest percentage of students that have not changed major.

### Modern Languages Major

### English Teaching Major

| 13. What kind of economic support do you have? |    |
|--|----|
| Myself   | 5  |
| Parents  | 17 |
| Relatives                                      | 2  |
| Friends  | 0  |
| Others   | 1  |

| 13. What kind of economic support do you have? |    |
|--|----|
| Myself   | 8  |
| Parents  | 15 |
| Relatives                                      | 1  |
| Friends  | 0  |
| Others   | 1  |



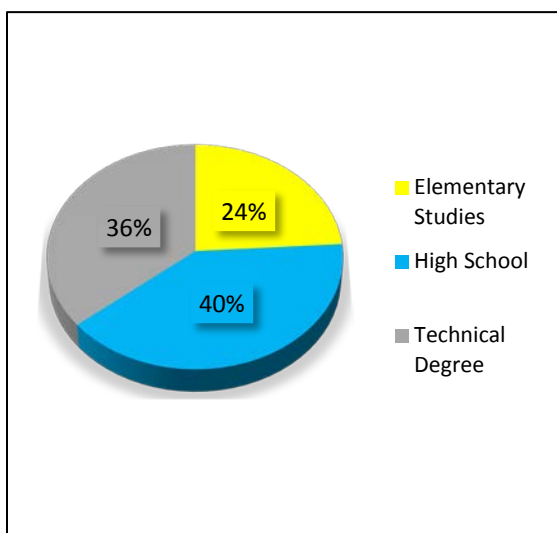
### Graph #13

The graphs present the result from students of the B.A. in Modern Languages: 68% have their economic support in their parents, 20% are themselves the economic support, 8% are their relatives, 0% their friends and 4% others. The students of the B.A. in English Teaching Option present that: 60% of students have their economic support through their

parents, 32% are themselves, 4% are their relatives, 0% their friends, and 4% others. The economic support of the majority of students of both majors comes from their parents.

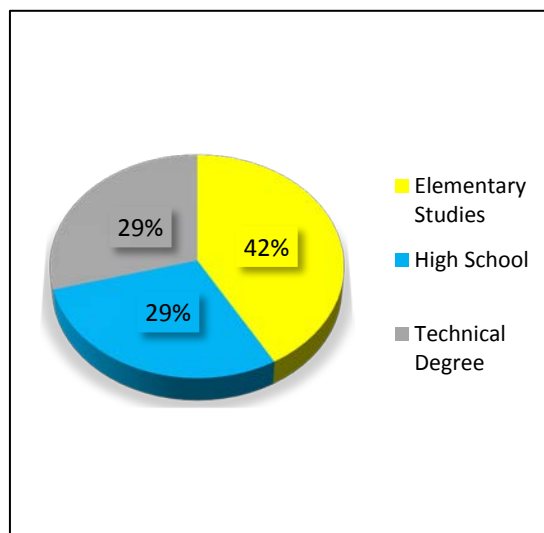
### Modern Languages Major

| 14a. What kind of educational level does your mother have? |    |
|--|----|
| Elementary Studies   | 6  |
| High School  | 10 |
| Technical Degree   | 9  |



### English Teaching Major

| 14a. What kind of educational level does your mother have? |    |
|--|----|
| Elementary Studies   | 10 |
| High School  | 7  |
| Technical Degree   | 7  |



### Graph #14a

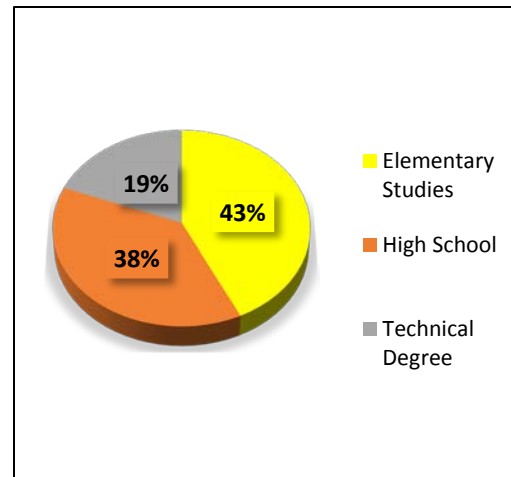
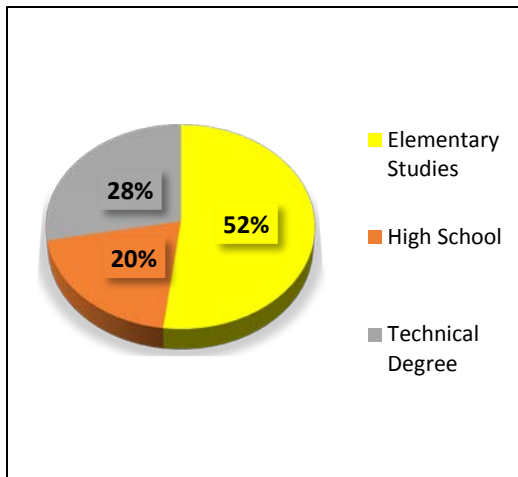
The graphs show that according to the obtained results from students of the B.A. in Modern Languages, 24% of the mothers that have gotten Elementary Studies, 40% have studied in High School and only 36% got a Technical Degree. The obtained results from students of the B.A. in English Teaching Option show that 42% of the mothers have gotten Elementary Studies, 29% have studied in High School and another 29% got a Technical Degree.

### Modern Languages Major

### English Teaching Major

| 14b. What kind of education level does your father have? |    |
|--|----|
| Elementary Studies                                       | 13 |
| High School  | 5  |
| Technical Degree   | 7  |

| 14b. What kind of education level does your father have? |   |
|--|---|
| Elementary Studies                                       | 9 |
| High School  | 8 |
| Technical Degree   | 4 |



#### Graph #14b

The graphs show that from students of the B.A. in Modern languages 52% of their fathers have gotten Elementary Studies, 20% have studied in High School and only 28% have a Technical Degree. The obtained results from students of the B.A. in English Teaching Option show that 43% of the fathers have gotten Elementary Studies, 38% have studied in High School and another 19% have gotten a Technical Degree. It is important to point out that the major percentage of the mothers and the fathers of the students from the B.A. in Modern Languages have middle and superior studies. While the fathers from students of the B.A. in English Teaching Option have a major percentage of middle studies in comparison with the fathers from students of the B.A. in Modern Languages. But the fathers from

students of the B.A. in Modern Languages have a major percentage of superior studies than the fathers from students of the B.A. in English Teaching Option.

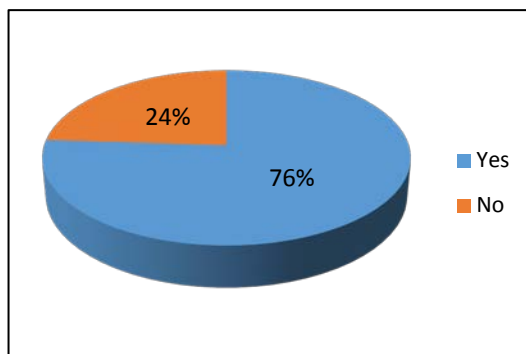
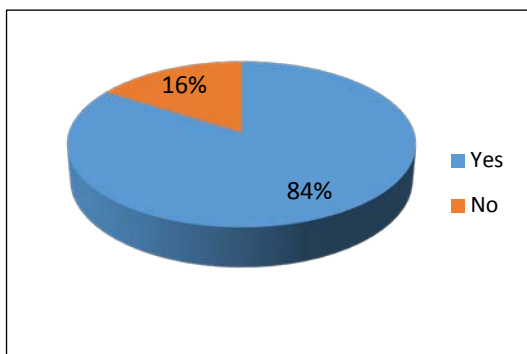
**Academic Background.**

**Modern Languages Major**

| <b>15. Did you receive English classes in Junior High School?</b> |    |
|---|----|
| Yes   | 21 |
| No  | 4  |

**English Teaching Major**

| <b>15. Did you receive English classes in Junior High School?</b> |    |
|---|----|
| Yes   | 19 |
| No  | 6  |

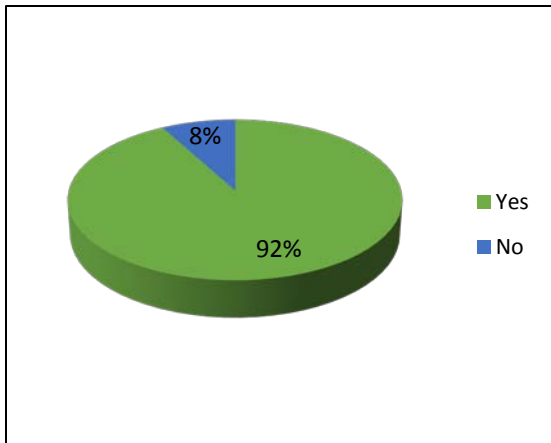


**Graph #15**

The graphs show the gathered data from students of the B.A. in Modern Languages, showing that 84% have received classes in Junior High School and 16% have not received classes in Junior High School. Students of the B.A. in English Teaching Option, show that 76% have received classes in Junior High School and 24% have not received classes in Junior High School.

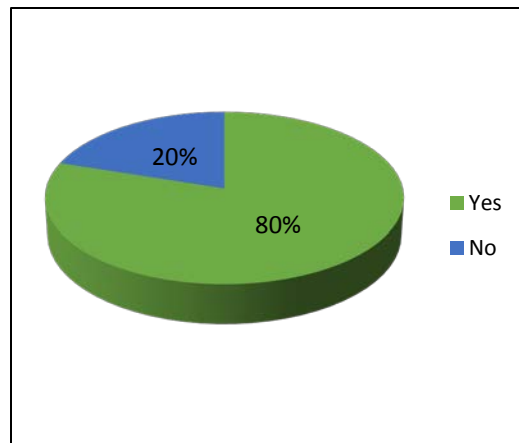
### Modern Languages Major

| 16. Did you receive mandatory English classes in High School? |    |
|---|----|
| Yes   | 23 |
| No  | 2  |



### English Teaching Major

| 16. Did you receive mandatory English classes in High School? |    |
|---|----|
| Yes   | 20 |
| No  | 5  |



### Graph #16

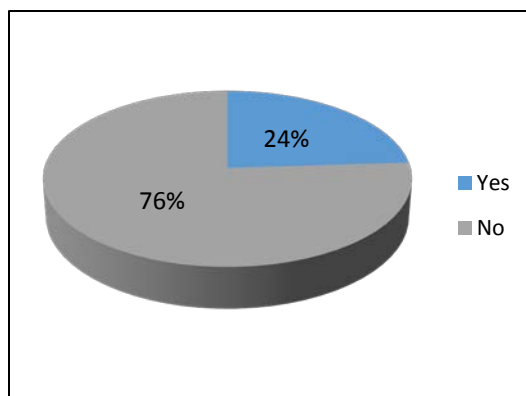
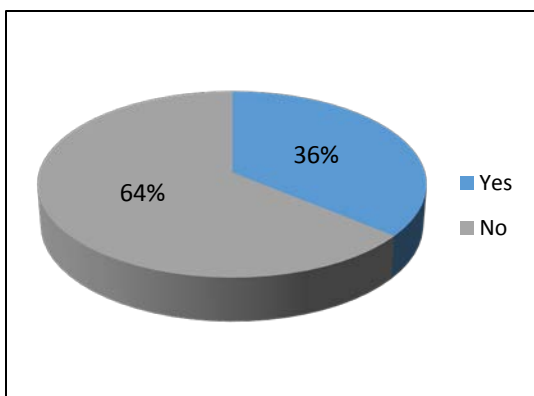
The graph shows the gathered data from students of the B.A. in Modern Languages showing that 92% have received mandatory English classes in High School and 8% have not received mandatory English classes in High School. The gathered data from students of the B.A. in English Teaching Option show that 80% have received mandatory English classes in High School and 20% have not received mandatory English classes in High School. We can conclude in these results that the B.A. in Modern Languages has a more elevated percentage of students that have received mandatory English classes in High School.

### Modern Languages Major

| 17. Have you studied any course of English in an academy before you started your major? |    |
|---|----|
| Yes   | 9  |
| No  | 16 |

### English Teaching Major

| 17. Have you studied any course of English in an academy before you started your major? |    |
|---|----|
| Yes   | 6  |
| No  | 19 |



### Graph #17

The graphs show the obtained results from students of the B.A. in Modern Languages presenting that 36% have studied a course in an academy before the major, and a 64% have not studied in an academy before the major. The obtained results from students of the B.A. in English Teaching Option indicate that 24% have studied a course in an academy before the major, and 76% have not studied in an academy before the major. This data demonstrate that students of the B.A. in Modern Languages could have a considerable advantage over the students of the B.A. in English Teaching Option, for having the highest percentage of students that have studied in an academy before starting the major.

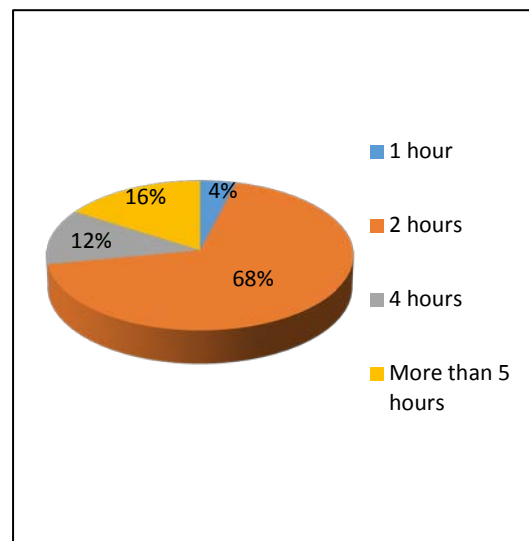
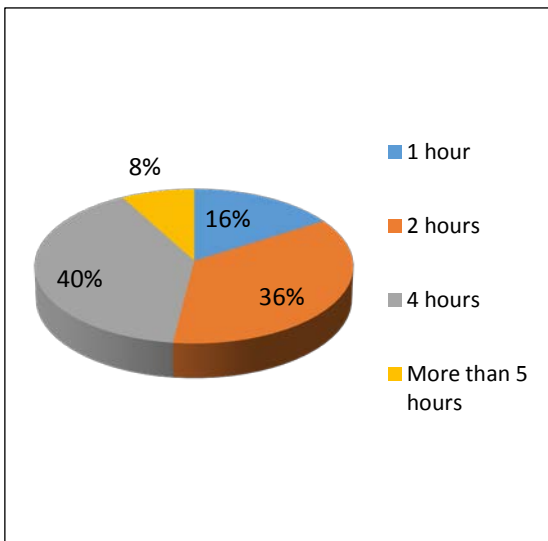


### Modern Languages Major

| 18. How many hours of English did you receive per week in High School? |    |
|--|----|
| 1 hour   | 4  |
| 2 hours  | 9  |
| 4 hours  | 10 |
| More than 5 hours  | 2  |

### English Teaching Major

| 18. How many hours of English did you receive per week in High School? |    |
|--|----|
| 1 hour   | 1  |
| 2 hours  | 17 |
| 4 hours  | 3  |
| More than 5 hours  | 4  |



**Graph #18**

The graphs present that the percentage from students of the B.A. in English Teaching Option that have received between 2 hours and more than 5 hours of English per week in High School, is higher than the percentage of students of the B.A. in Modern Languages. The B.A. in English Teaching Option presents 96% of students that have received between 2 and more than 5 hours of English per week. The B.A. in Modern Languages presents 84% of students that have received between 2 and more than 5 hours of English per week. This

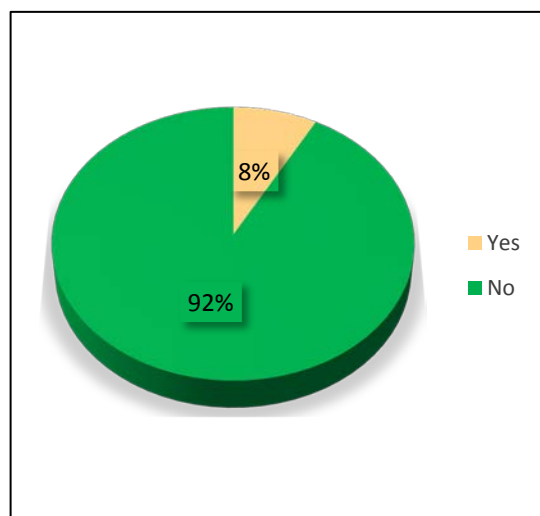
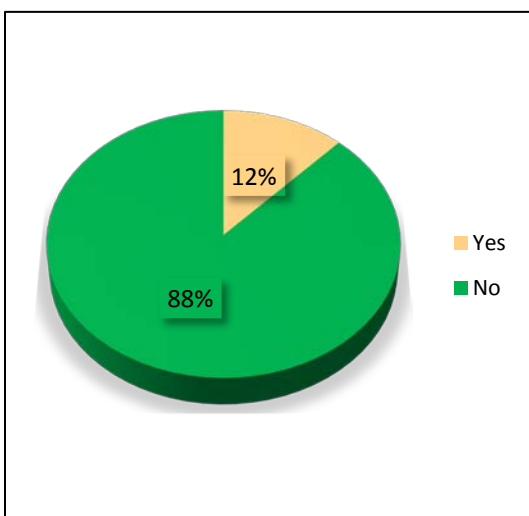
may have helped them to obtain better results in their majors, as we can see in the graphic #20. Students of the B.A. in Modern Languages.

**Modern Languages Major**

| <b>19. Have you visited a country in which English is spoken?</b> |    |
|---|----|
| Yes   | 3  |
| No  | 22 |

**English Teaching Major**

| <b>19. Have you visited a country in which English is spoken?</b> |    |
|---|----|
| Yes   | 2  |
| No  | 23 |



**Graph #19**

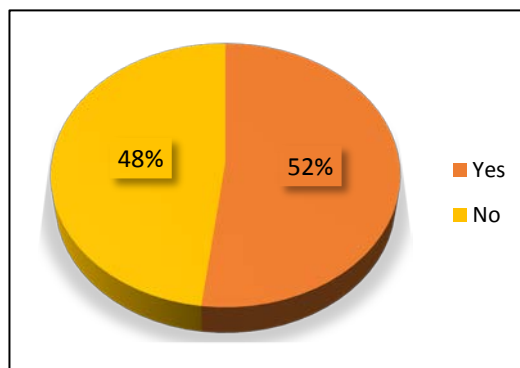
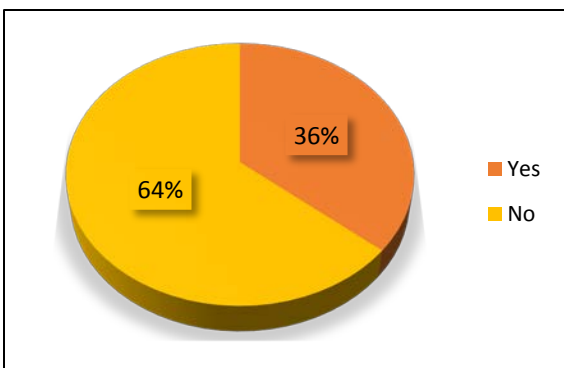
The graphs present that the students of the B.A. in Modern Languages, 12% have visited a country of English speaking and 88% have not visited a country of English speaking. And the students of the B.A. in English Teaching Option, 8% have visited a country of English speaking and 92% have not visited a country of English speaking. With these results we can infer that the students of the B.A. in Modern Languages have had the opportunity of practicing their speaking skill with natives, because they present the major percentage of students that have visited a country of English speaking.

### Modern Languages Major

| 20. Has the English level you got in High School helped to you to succeed in your English courses at UES? |    |
|---|----|
| Yes   | 9  |
| No  | 16 |

### English Teaching Major

| 20 Has the English level you got in High School helped to you to succeed in your English courses at UES? |    |
|--|----|
| Yes  | 13 |
| No   | 12 |



**Graph #20**

The graphs show that 36% of the students of the B.A. in Modern Languages consider that the English level gotten in High School helped them in the English courses at UES, but 64% express the opposite. The obtained data from the students of the B.A. in English Teaching Option are: 52% consider that the English level gotten in High School helped them in the English courses at UES, and 48% not express the same. Comparing both majors we can notice that the students of the B.A. in English Teaching Option consider that the English level gotten in High school have helped them to have better results in their English courses at UES. We infer that the students affirm this, not just for their answers but also because as we can see, the graphic #18 show that these students have received more hours of English per week in High School, and as consequence they have better results in their majors.

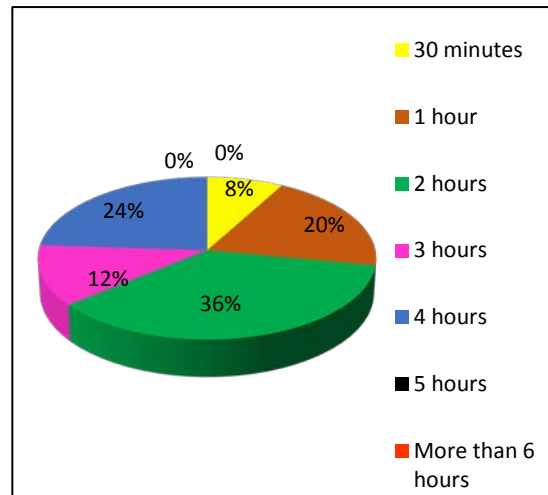
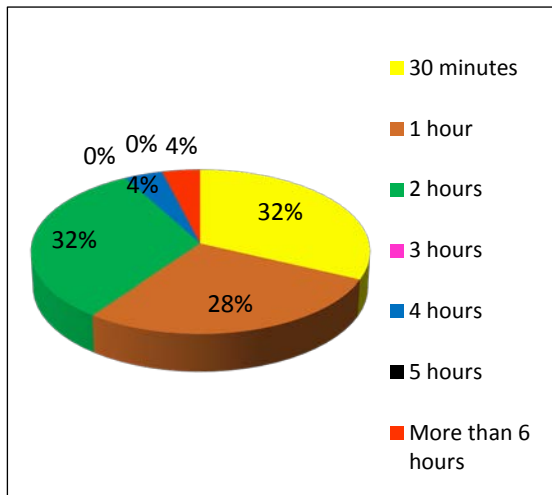
**English academy achievement**

**Modern Languages Major**

**English Teaching Major**

| <b>21a. How long do you study English every day, on average?</b> |   |
|--|---|
| 30 minutes   | 8 |
| 1 hour   | 7 |
| 2 hours  | 8 |
| 3 hours  | 0 |
| 4 hours  | 1 |
| 5 hours  | 0 |
| More than 6 hours  | 1 |

| <b>21a. How long do you study English every day, on average?</b> |   |
|--|---|
| 30 minutes   | 2 |
| 1 hour   | 5 |
| 2 hours  | 9 |
| 3 hours  | 3 |
| 4 hours  | 6 |
| 5 hours  | 0 |
| More than 6 hours  | 0 |



**Graph #21a**

The graphs present the obtained results from students of the B.A. in Modern Languages. If the number of students of each category is multiplied by their respective choice of hours of study and then add the total of all these hours of study, we have that all the students of the B.A. in Modern Languages study a total of 37 hours for English. And these 37 hours divided by 25 students, finally we have that each student of the B.A. in Modern Languages, study on average 1 hour and 28 minutes every day for English.

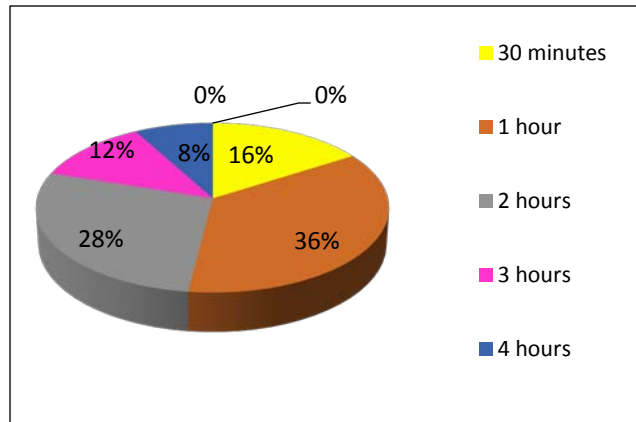
With the students of the B.A. in English Teaching Option, we follow the same process. If the number of students of each category is multiplied by their respective choice of hours of

study and then add the total of all these hours of study, we have that all the students of the B.A. in English Teaching Option study a total of 57 hours for English. And these 57 hours divided by 25 students, finally we have that each student of the B.A. in English Teaching Option, study on average 2 hours and 16 minutes every day for English.

In conclusion, each student of the B.A in Modern Languages, studies on average 1 hour and 28 minutes every day for English. And each student of the B.A. in English Teaching Option studies on average 2 hours and 16 minutes every day for English, it is means that students of the B.A. in English Teaching Option, invest on average 48 minutes more than the students of the B.A. in Modern Languages, to study English every day.

## Modern Languages Major

| <b>21b. How long do you study French every day, on average?</b> |   |
|---|---|
| 30 minutes  | 4 |
| 1 hour  | 9 |
| 2 hours   | 7 |
| 3 hours   | 3 |
| 4 hours   | 2 |
| 5 hours   | 0 |
| More than 6 hours   | 0 |



### Graph #21b

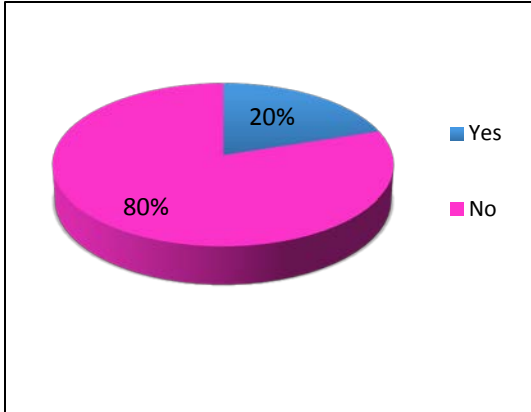
The graphs present the obtained results from students of the B.A. in Modern Languages. If the number of students of each category is multiplied by their respective choice of hours of study and then add the total of all these hours of study, we have that all the students of the B.A. in Modern Languages study a total of 42 hours for French. And these 42 hours divided by 25 students, finally we have that each student of the B.A. in Modern Languages, study on average 1 hour and 40 minutes every day for French.

In conclusion, if we add the total of hours of study for English and for French, that the students of the B.A. in Modern Languages invest, we have that these students invest on average, 3 hours and 9 minutes, every day for study both languages.

The students of the B.A. in English Teaching Option do not present results since they do not receive French classes as mandatory classes.

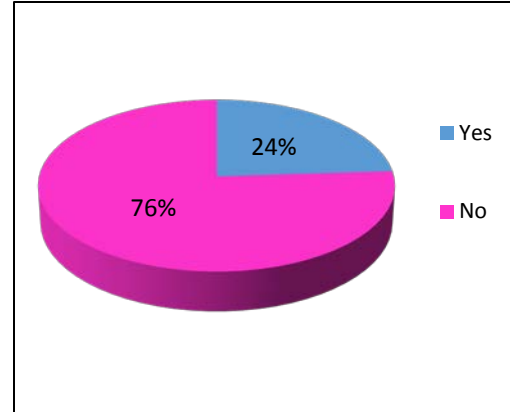
### Modern Languages Major

| 22. Have you ever failed an English course? |    |
|---|----|
| Yes   | 5  |
| No  | 20 |



### English Teaching Major

| 22. Have you ever failed an English course? |    |
|---|----|
| Yes   | 6  |
| No  | 19 |

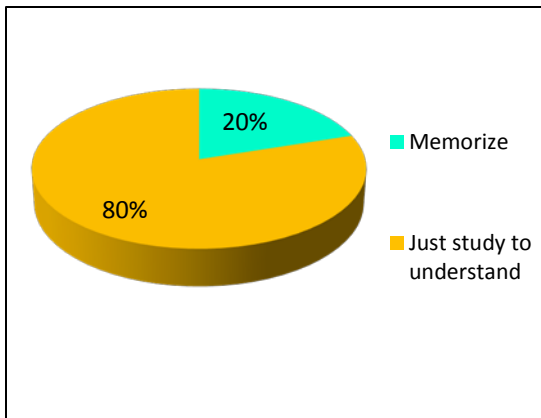


### Graph #22

The graphs show the data from students of the B.A. in Modern Languages showing that 20% have failed an English course and 80% do not have failed any English course. The gathered data from students of the B.A. in English Teaching Option show that 24% have failed an English course and 76% do not have failed any English course. These results show that students of the B.A. in Modern Languages are lightly better than the students of the B.A. in English Teaching Option, because these show a major percentage of students that have failed an English course.

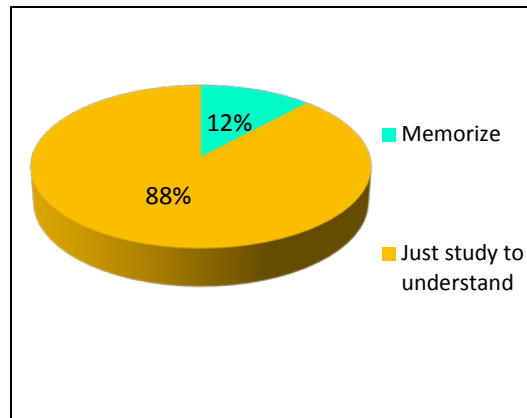
### Modern Languages Major

| 23. When you have an oral presentation, what do you do? |    |
|---|----|
| Memorize  | 5  |
| Just study to understand                                | 20 |



### English Teaching Major

| 23. When you have an oral presentation, what do you do? |    |
|---|----|
| Memorize  | 3  |
| Just study to understand                                | 22 |



### Graph # 23

The graphs present that from students of the B.A. in Modern Languages, 20% memorize when they have an oral presentation. 80% just study to understand. The students of the B.A. in English Teaching Option show that 12% memorize when they have an oral presentation and 88% just study to understand.

The obtained results present a considerable percentage in favor of the students of the B.A. in English Teaching Option, since these students make an effort for understanding and for analyzing which is better to memorize the topics, because this helps to have more ideas or to be more creative and in this way, that they can express by themselves with their words and expressions, something that is impossible to happen when a student only memorizes a topic or an idea.

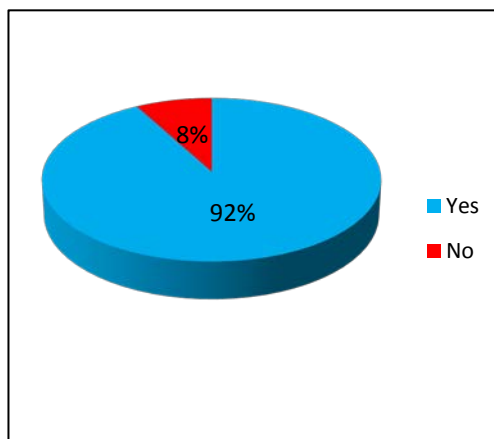
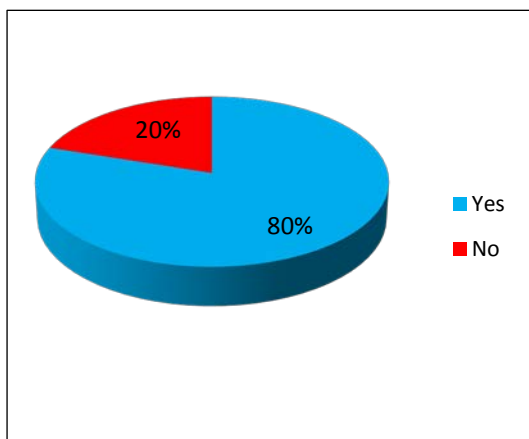


### Modern Languages Major

### English Teaching Major

| 24. When you are in classroom you speak English with your partners? |    |
|---|----|
| Yes   | 20 |
| No  | 5  |

| 24. When you are in classroom you speak English with your partners? |    |
|---|----|
| Yes   | 23 |
| No  | 2  |

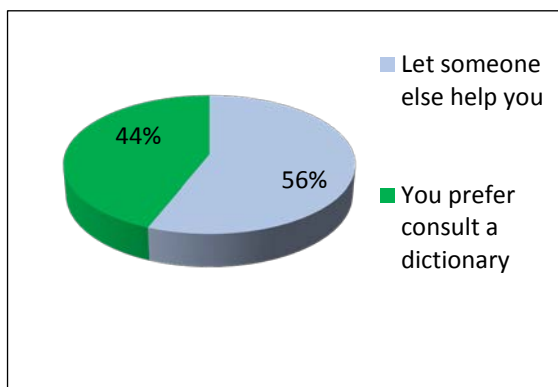


**Graph #24**

The graphs present the results from students of the B.A. in Modern Languages which are: 80% speak English with their partners in classroom, 20% do not. The students of the B.A. in English Teaching Option gave these results: 92% speak English with their partners in classroom, 8% do not. Here we can notice that students of the B.A. in English Teaching Option take advantage of class time to put into practice their English speaking skill and the students of the B.A. in Modern Languages do not take advantage at all of this opportunity.

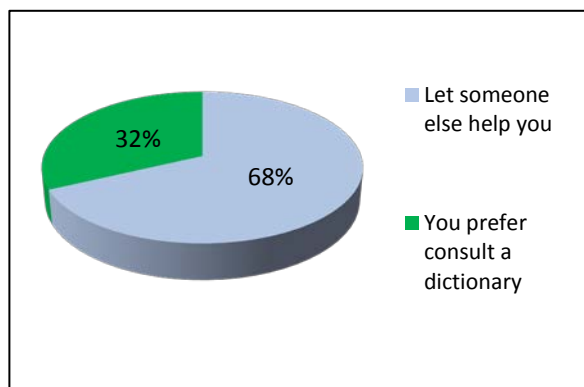
### Modern Languages Major

| 25. When you are not sure about the pronunciation of a word, what do you do? |    |
|--|----|
| Let someone else help you  | 14 |
| You prefer consult a dictionary  | 11 |



### English Teaching Major

| 25. When you are not sure about the pronunciation of a word, what do you do? |    |
|--|----|
| Let someone else help you  | 17 |
| You prefer consult a dictionary  | 8  |

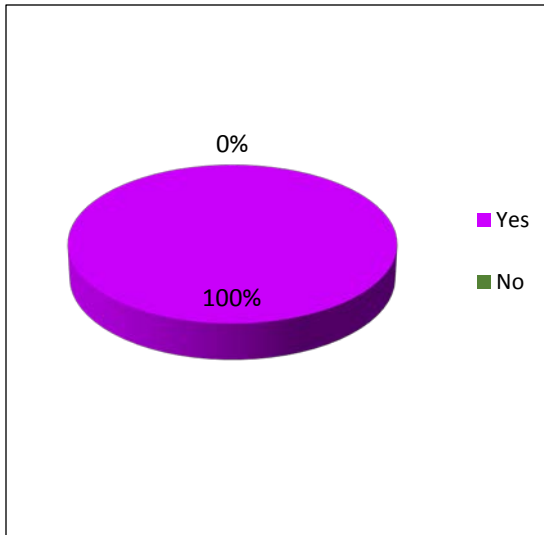


**Graph #25**

The graphs present that from students of the B.A. in Modern Languages, 56% let someone else help them, 44% prefer consult a dictionary. The results from students of the B.A. in English Teaching Option are: 68% let someone else help them, 32% prefer consult a dictionary. A considerable percentage from students of the B.A. in Modern Languages prefers to consult a dictionary instead to let someone else help them with the pronunciation of a word. But the students of the B.A. in English Teaching Option prefer, and it is easier to them, to ask for help, at the moment to know how to pronounce a word instead of consult a dictionary. We can infer that the student of the B.A. in English Teaching Option present a major percentage compared to the students of the B.A. in Modern Languages in the category of "let someone else help you", by the habits of practice English speaking skill with their classmates, as we could see in the graph #24. For that reason, there are more students of the B.A. in English Teaching Option that prefer and it is easier for them, to ask to someone else.

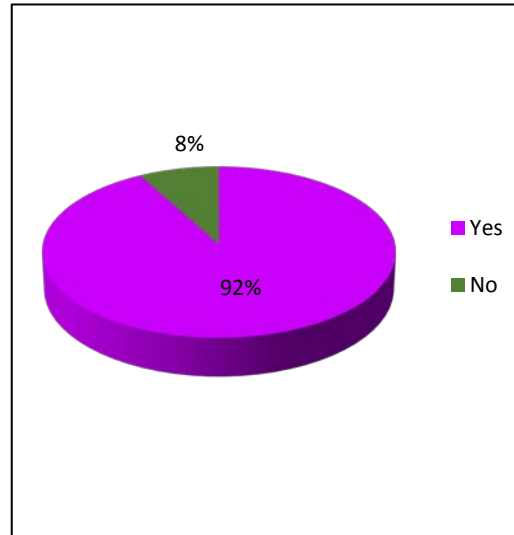
### Modern Languages Major

| 26. Do you like to watch English movies? |    |
|--|----|
| Yes                                      | 25 |
| No                                       | 0  |



### English Teaching Major

| 26. Do you like to watch English movies? |    |
|--|----|
| Yes                                      | 23 |
| No                                       | 2  |

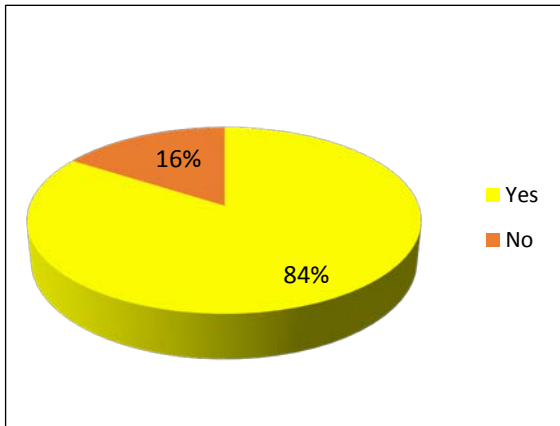


#### Graph #26

The graphs present that 100% from students of the B.A. in Modern Languages like to watch English movies. On the other hand, the students of the B.A. in English Teaching Option, 92% like to watch English movies and 8% do not like.

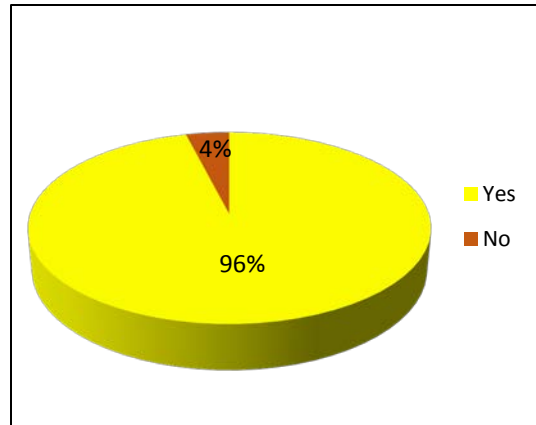
### Modern Languages Major

| 27. Do you like to read English books? |    |
|--|----|
| Yes                                    | 21 |
| No                                     | 4  |



### English Teaching Major

| 27. Do you like to read English books? |    |
|--|----|
| Yes                                    | 24 |
| No                                     | 1  |

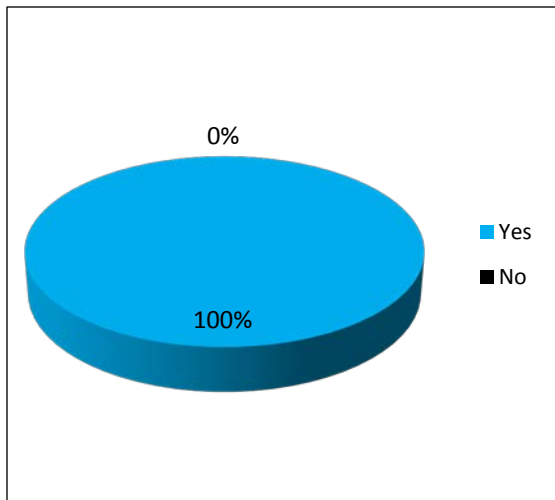


#### Graph #27

The graphs present that from students of the B.A. in Modern Languages 84% like to read English books and 16% do not like to read English books. In the other hand, from students of the B.A. in English Teaching Option 96% like to read English books and 4% do not like.

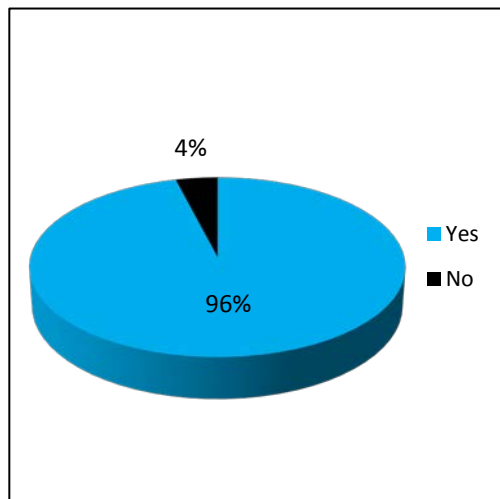
### Modern Languages Major

| 28. Do you like to listen to English music? |    |
|---|----|
| Yes   | 25 |
| No  | 0  |



### English Teaching Major

| 28. Do you like to listen to English music? |    |
|---|----|
| Yes   | 24 |
| No  | 1  |

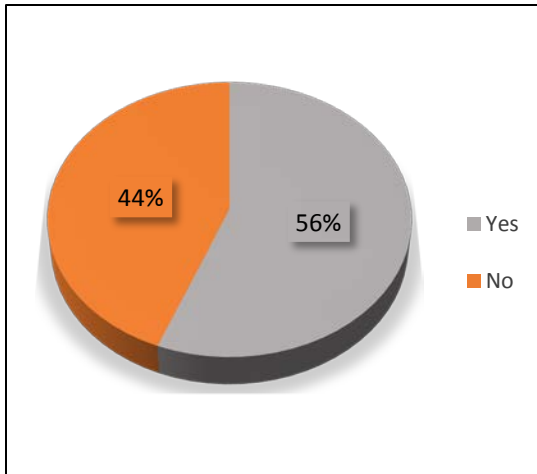


**Graph #28**

The graphs present that from students of the B.A. in Modern Languages 100% like to listen to English music. On the other hand, the students of the B.A. in English Teaching Option, 96% like to listen to English music and 4% do not like.

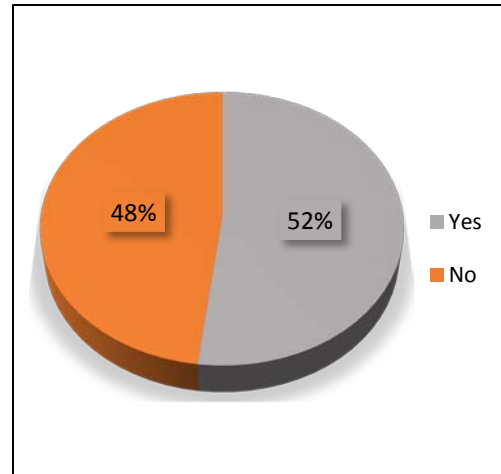
### Modern Languages Major

| 29. Do you like Grammar subjects? |    |
|-----------------------------------|----|
| Yes                               | 14 |
| No                                | 11 |



### English Teaching Major

| 29. Do you like Grammar subjects? |    |
|-----------------------------------|----|
| Yes                               | 13 |
| No                                | 12 |

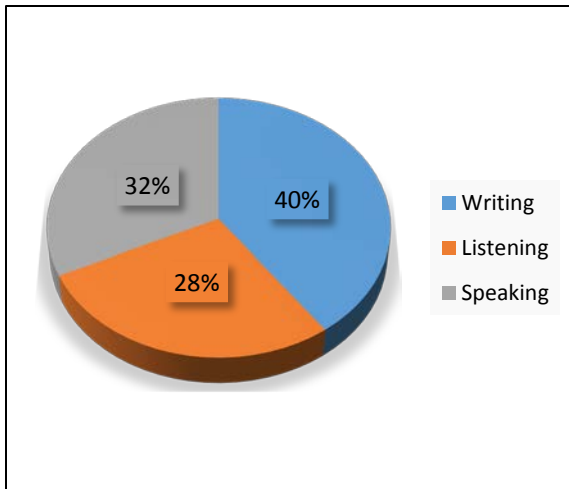


#### Graph #29

The graphs present that from students of the B.A. in Modern Languages 56% like Grammar subject and 44% do not like. On the other hand, the students of the B.A. in English Teaching Option, 52% like Grammar subjects and a 48% do not like.

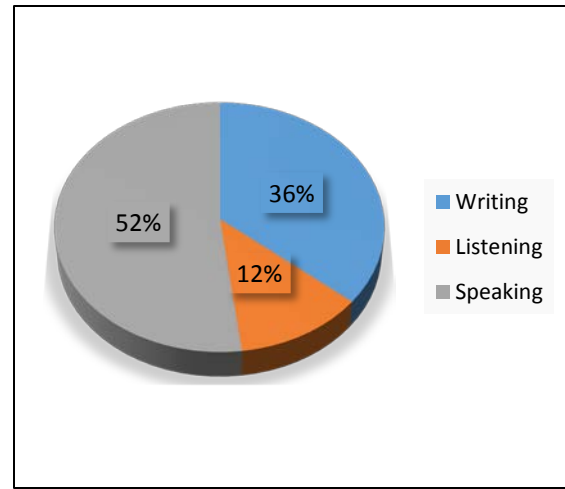
### Modern Languages Major

| 30. In what skill you consider you are better? |    |
|--|----|
| Writing  | 10 |
| Listening                                      | 7  |
| Speaking                                       | 8  |



### English Teaching Major

| 30. In what skill you consider you are better? |    |
|--|----|
| Writing  | 9  |
| Listening                                      | 3  |
| Speaking                                       | 13 |

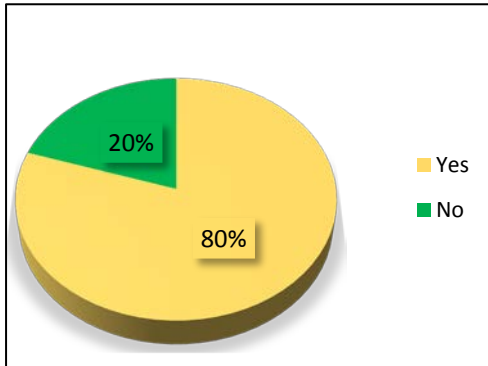


### Graph #30

The graphs present the gathered data from students of the B.A. in Modern Languages: 40% consider that is better in writing skill, 28% consider that is better in listening skill and 32% consider that is better in speaking skill. The gathered results from students of the B.A. in English Teaching Option are: 36% consider that is better in writing skill, 12% consider that is better in listening skill, 52% consider that is better in speaking skill. We can see that the students of the B.A. in English Teaching Option present a major percentage in the speaking skill, which can be interpreted as that they have more self-confidence because even they could make mistakes; they take the risk of speaking.

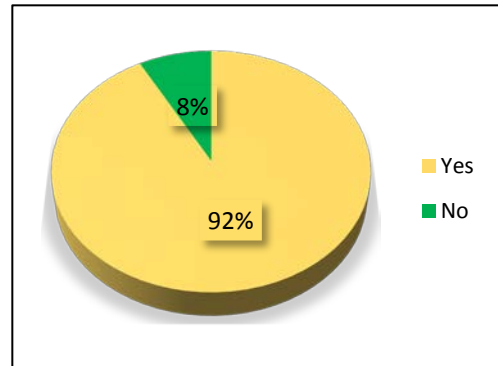
### Modern Languages Major

| 31. When you speak English, do you feel comfortable? |    |
|--|----|
| Yes  | 20 |
| No   | 5  |



### English Teaching Major

| 31. When you speak English, do you feel comfortable? |    |
|--|----|
| Yes  | 23 |
| No   | 2  |



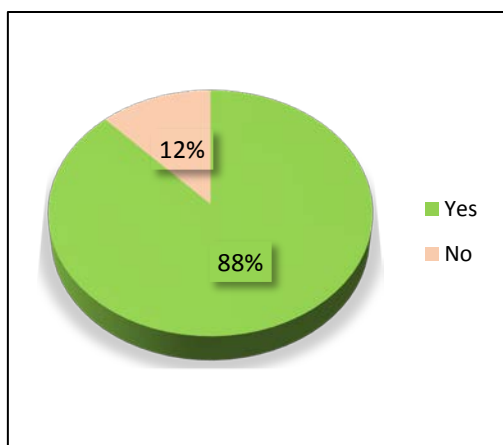
#### Graph #31

The graphs present the gathered data from students of the B.A. in Modern Languages, which are: 80% feel comfortable speaking in English, and 20% do not feel comfortable. The students of the B.A. in English Teaching Option gave these results: 92% feel comfortable speaking in English, and 8% do not feel comfortable. In both majors, the majority of the students feel comfortable speaking in English, but the major that presents the higher percentages is the B.A. in English Teaching Option, for this reason we conclude that thanks to the practice of the English speaking skill in classes, students of this major, feel comfortable at the moment of speaking.



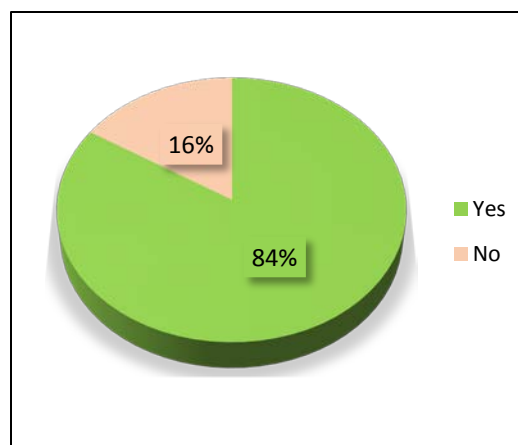
### Modern Languages Major

| 32. Do you consider you have a good English level? |    |
|--|----|
| Yes  | 22 |
| No   | 3  |



### English Teaching Major

| 32. Do you consider you have a good English level? |    |
|--|----|
| Yes  | 21 |
| No   | 4  |



### Graph #32

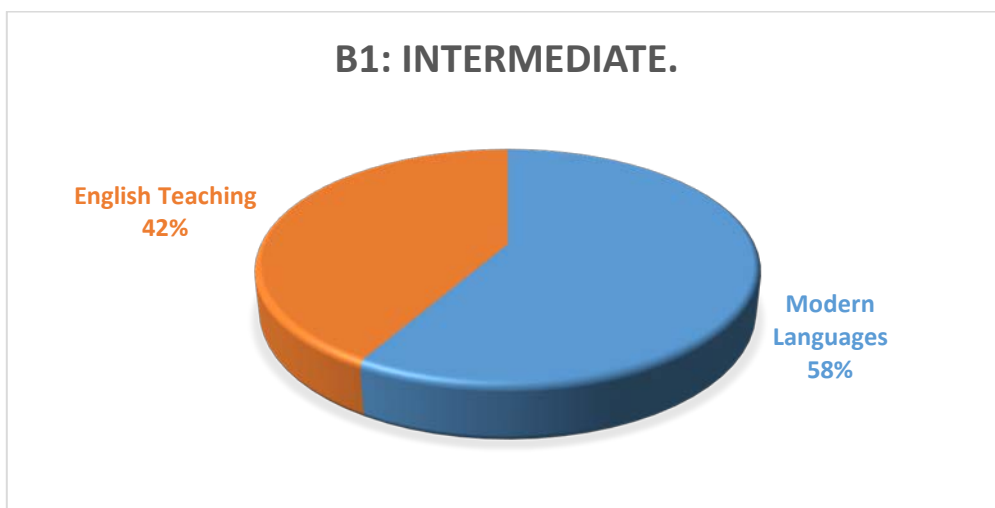
The graphs present the gathered data from students of the B.A. in Modern Languages, these results are: 88% consider they have a good English level, 12% do not consider they have a good English level. The students of the B.A. in English Teaching Option present these results: 84% consider they have a good English level, 16% do not consider they have a good English level.

## 2. Results of the oral interviews

After finishing the data collection that took around 4 weeks, in which the researchers took 25 students from the B.A. in Modern Languages specialization in French and English and 25 students from the B.A. in English Teaching Option, and they were interviewed by professionals. The scale that was used to measure the level of proficiency students was The Common European Framework of Reference for Languages (CEFR). As it has been mentioned before, it standardizes levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR. There are six levels: A1 that is Beginner; A2 that is Elementary; B1 that is Intermediate; B2 that is Upper Intermediate; C1 that is Advanced and the last one, C2 that is Expert. In this case, the researchers put the results by levels divided in the two majors.

### B1: Intermediate.

| Major.           | Students. |
|------------------|-----------|
| Modern Languages | 7         |
| English Teaching | 5         |



Graph #33

This graph shows the results from each major, 25 students of the B.A. in Modern Languages Specialization in French and English which 7 of them are in B1 as elementary (58% of the graphic). Taking into consideration the results of the surveys from the B.A. in Modern Languages students who got this level six of them are females and only one is male. Three students of them are between 15-20 years old, three more are between 21-25 and only one student is between 26-30. All of the students are single. Six of them live in the city and the other one lives in the countryside. In addition, most of the students live with their parents, only one lives with relatives. None of them has children and none of them has a job. Two of them have GPA scores between 6.5-7.0, also two more have GPA scores between 7.0-7.5, one of them has between 7.5-8.0, and the last two have between 8.0-8.5. The majority of the students studied in public school and only one of them studied in private school. One of the students got lower than 5 in PAES, two of them got between 6-6.99, three of them got between 7-7.99 and one of them got between 8-8.99. Most of the students have never changed major; only one student has changed major. All of the economic support that those students have is through their parents. About the educational level of their parents, there are three mothers who have Elementary education, two mothers have High School education and one mother has Technical Degree education; but their fathers, four of their fathers have Elementary education, two fathers have Technical Degree education. In the part of Academic Background, there are four students who received English classes in Junior High School and three who did not receive English classes in Junior High School. There are six students who received mandatory English classes in High School and only one who did not receive mandatory English classes in High School. Only three of the students have studied an English course in an academy before they started their major, but four of them have never studied any course of English in an academy. Four

students received 4 hours of English per week in High School and the other three received only 1 hour per week. Nobody has visited a country in which English is spoken. Five of the students consider that the English level they got in High School did not help them to succeed in their English courses at the University of El Salvador. In the English Academic Achievement, there are three students who study 30 minutes of English a day, two of them study 1 hour of English a day and the other two of them study 2 hours of English a day. We can observe that those students study more for French than for English based on the results: one student studies 30 minutes for French a day; another one studies 1 hour of French a day; four of them study 2 hours for French a day; another one studies 3 hours of French a day. The majority of the students have never failed an English course, only one of them has failed an English course. Most of the students prefer just to study for understanding when they have an oral presentation, only two of them prefer to memorize when they have an oral presentation. Six of the students speak English with their partners in classroom and only one does not do it. When the students are not sure about a pronunciation of a word, five of them prefer to let someone else help them and two of them prefer to consult a dictionary. The surveys show that all of the students like to watch English movies; six of them like to read English books but one of them does not; all of them like to listen to English music; five of them like Grammar subject and the other two do not like it. Most of them consider themselves better at writing, but one of them considers himself/herself better at speaking, also another one considers himself/herself better at listening. Not all of the students feel comfortable when they speak English, three of them said that they do not feel comfortable and four of them feel comfortable. The majority of the students consider that they have a good English level; only one of them does not consider that he/she has a good English level.

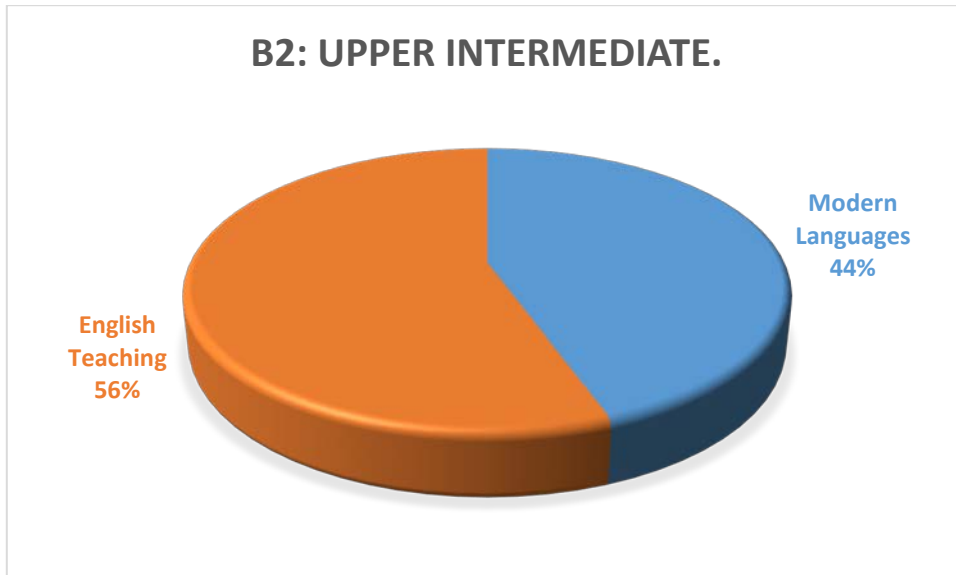
Also, from 25 students of the B.A. in English Teaching Option, 5 of them are in B1 as beginners making 42% of the graphic. It is important to mention on the surveys the students who got this level all of them are females, their ages are between 21-25 and 26-30; the majority of them are single, only one is in free Union. None of them has children. Most of them do not work. One of them has a GPA between 6.5-7.0, other two of them have between 7.0-7.5, another has between 7.5-8.0 and it is intriguing that one has between 8.5-9.0, which is a very good grade, but her level is Intermediate. Three of the students studied in public school. The students who have lower GPA also they got a lower grade in PAES but the students who have good GPA they got a high grade in PAES between 7-8.99. Most of the students have changed major only one of them does not. Their parents' education level, two mothers have Elementary education and two also have High School education; but the three fathers have Elementary education and one of them has High School education. The majority of the students reside in the city only one resides in the countryside. Three of the students live with their parents, one of them lives with relatives and the other one lives with roommates. Their economic support that they have is by themselves for three students and the other two students is by their parents; one person also mentioned by their husband. In their Academic Background, most of the students did not receive English classes in Junior High School, only two of them received English classes. On the contrary, in High School the majority received mandatory English classes. It is important to mention that none of them has studied any course of English in an academy before they started their major. The majority of the students received 2 hours of English classes per week in High School, only one of them who studied in private school received 4 hours per week. The student who has a lower GPA is the only person who has visited a country in which English is spoken. Only two students think that the level they have got in

High School helped them to succeed in their English courses at the University of El Salvador, and three of them think that it did not help them. In the English Academic Achievement, three students study one hour a day for English; one of them study two hours a day and the other one studies four hours a day. Only two students have failed an English course and the others have never failed. When the students have an oral presentation, the majority prefer just study for understanding. All of the students speak English with their partners when they are in classroom. The students prefer consult dictionaries when they are not sure about the pronunciation of a word, only two of them prefer to let someone help them. All of the students like to watch English movies, to read English books and to listen to English music, but only three of them like Grammar subjects and the other two do not like it. Three students consider that they are better in writing; one of them considers that she is better in listening and the other one considers that she is better in speaking. Almost all of the students feel comfortable when they speak English; only one does not feel comfortable. One student considers that she does not have a good English level, and the others who are the majority consider that they have a good English level.

The results indicate that there are more students from Modern Languages in this level than the students from English Teaching.

**B2: Upper Intermediate.**

| Major.           | Students. |
|------------------|-----------|
| Modern Languages | 8         |
| English Teaching | 10        |



**Graph #34**

The other level is B2, in this level there are 8 students from the 25 of the B.A in Modern Languages making 44% of the graph. We want to compare also the results that those students have from the survey. In the Personal Information, there are four females and four males; also four students are between 21-25 years old; three of them are between 26-30; one of them is older than 30. Most of the students are single, only one is in free union. Five students live in the city and three of them live in the countryside; the half of the students live with their parents; one of them lives with relatives; other one lives with roommates and the last two live with alone. None of them has children. The half of the students work (as teachers, telemarketers and physiotherapist) but the other half does not work. One of the students has his/her GPA between 6.0-6.5; another one has his/her GPA between 6.5-7.0; two student have their GPA between 7.0-7.5; two more students have their GPA between 7.5-8.0; someone else has his/her GPA between 8.0-8.5 and the last one has his/her GPA

between 8.5-9.0. Six of the students studied in public school and two of them studied in private school. One of the students got lower than 5 in PAES; someone else got between 6-6.99; two of them got between 7-7.99; four of them which is the majority got between 8-8.99. It is interesting that five of the students have changed major and three of them have never changed major. The four students who work pay for their things; the other two students their parents help them economically; on more student's relatives give them economic support; the last one of the students his/her economic support is by others. About the educational level of their mothers, there are two mothers who have Elementary education; three mothers have High School education; three more mothers have Technical Degree; on the other hand, about father, three fathers have Elementary Studies, one father has High School education, two fathers have Technical Degree and two students did not answer. In the part of Academic Background, all of the students received English classes in Junior High School. The majority the students also received mandatory English classes in High School and only one of them did not receive it. Four of the students have studied a course of English in an academy before they started their major, but the other four of them have never studied a course of English in an academy. Even if the majority of the students studied in a public school they received more than 1 hour of English in High School per week, there are three students who received 2 hours per week, three more students received 4 hours per week and the last two students received more than 5 hours per week. Four students have never visited a country in which English is spoken, and there are two students who have visited the United State. The half of the students consider that the English level they got in High School helped them to succeed in English courses at the University of El Salvador and the other half consider that it did not help them. In the English Academic Achievement, there are three students who study 30 minutes for English and only one



student studies 30 minutes for French a day; one student studies 1 hour for English a day and two students study one hour for French a day; three students study 2 hours for English and also three students study 2 hours for French; one student studies 4 hours for English, and two students study 4 hours for French, that means they study more for French than for English. The majority of the students have never failed an English course and there two students who have failed it. Most of the students prefer just study for understanding when they have an oral presentation and two of them prefer memorize. The half of the students speaks English with their partners in classroom but the other half does not do it. Four of the students prefer to consult a dictionary when they are not sure about the pronunciation of a word, but the other four students prefer to let someone help them. All of the students like to watch English movies, to read English books, to listen to English music and the Grammar subjects. Two of the students consider that they are better at writing; two of them consider they are better at speaking and four consider they are better at listening. The majority of the students feel comfortable when they speak English, but there are two of them who do not. Most of the students consider that they have a good English level, only two of them do not.

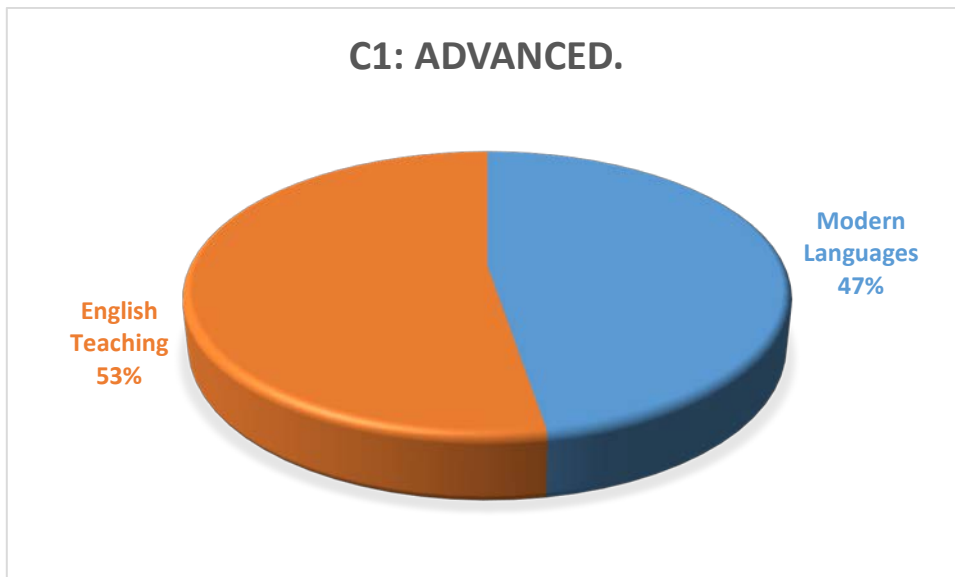
And there are 10 students from the 25 of the English Teaching in this level making 56% of the graphic. Those results show that more students from the B.A. in English Teaching Option are upper intermediate than the students from the B.A. in English Teaching Option. The results from the surveys show that eight students are female and two of them are male; nine of them are between 21-25 years old and one is between 15-20 years old. All of them are single and eight of them live with their parents, one lives with relatives and another one lives with roommates. Six of the students live in the countryside and four of them live in the city. None of them has children and nobody work. One of the students has GPA

between 6.5-7.0, two of the them have GPA between 7.0-7.5, three of them have GPA between 7.5-8.0, and four of them have GPA between 8.0-8.5. Seven students studied in public school and only three studied in private school. Four students got between 6-6.99 in PAES, three students got scores between 7-7.99, two of them got scores between 8-8.99 and one got a score higher than 9. The half of the students has changed major and the other half have never changed major. About their parents' education, five mothers have Elementary studies, three mothers have High School education and two mothers have Technical Degree; about the fathers, six fathers have Elementary studies, three fathers have High School and one father has Technical Degree. The majority of the students receive economic support by their parents, one of them receive economic support by relatives and one student pay by herself/ himself. In the Academic Background, most of the students received English classes in Junior High School; only three of them did not. Also the majority of them received mandatory English classes in High School, two students did not. Eight of them have never studied a course of English in an academy before they started their major; two students have already studied a course of English in an academy before starting their major. Seven students received 2 hours of English per week, two students received more than 5 hours of English per week and one student received only one hour of English per week. Almost all of the students have never visited a country in which English is spoken; only one student has visited the United State. Six students consider that the English level they got in High School helped them to succeed in their English courses at the University of El Salvador, but four students consider that it did not help them. In the English Academic Achievement, there are two students who study 30 minutes for English a day, three students study 2 hours for English a day, two students study 3 hours for English a day and three students study 4 hours for English a day. Six of the students have never failed

an English course and four have failed an English course. Most of the students prefer just study when they have an oral presentation, but two students prefer memorize. The majority of the students speak English with their partners in the classroom, only one does not. Eight students prefer to let someone else help them when they are not sure about the pronunciation of a word, but two students prefer to consult a dictionary. Nine of the ten students like to watch English movies; only one does not like it and it is the same number of the students like to read English movies, only one does not. All of them like to listen to English music. Six students like Grammar subjects and four do not like it. Four students consider themselves better at speaking, five of them consider themselves better at writing and one consider himself/herself better at listening. Only one student does not feel comfortable when he/she speaks English. Seven students consider that they have a good English level and three of them consider that they do not have a good English level.

**C1: Advanced.**

| Major.           | Students. |
|------------------|-----------|
| Modern Languages | 9         |
| English Teaching | 10        |



### **Graph #35**

The graph shows us the level C1, from the 25 students of the B.A. in Modern Languages 9 of them are C1 making 47% of the total of the graphic. Comparing the results from the surveys of those students, we have in the Personal Information that four students are female and five of them are male. Eight of them are between 21-26 years old and only one is between 26-30; all of them are single. Six of them live in the city and three of them live in the countryside; almost all of them live with their parents, only one student lives with relatives. Nobody has children and only two of them work as a telemarketer and as a teacher, but the other seven students do not work. About their GPA, one student has GPA between 6.5-7.0, two of them have GPA between 7.0-7.5, one else has GPA between 7.5-8.0, three more students have GPA between 8.0-8.5 and the last two have GPA between 8.5-9.0; Eight of the students graduated from public school and only one student graduated from private school. Most of the students got a score between 7-7.99 in PAES, only two of them got a score between 8-8.99 in PAES. Six students have changed major and three have never changed major. Most of the students the economic support that they have is by their

parents, there are just one student that his/her economic support is through relatives and one is by himself/herself. About the educational level of their parents, five mothers have High School education and four mothers have Technical Degree, but about fathers, two fathers have Elementary studies, four fathers have High School education, two fathers have Technical Degree and two students did not answer. In the Academic Background, only one student did not receive English classes in Junior High School and all of them received mandatory English classes in High School. Only one student has studied a course of English in an academy before he/she started his/her major. One student received only 1 hour of English per week in High School, six of them received 2 hours of English per week and two students received 4 hours of English per week; none of the students has visited a country in which English is spoken. Six of the students consider that the English level that they got in High School did not help them to succeed in their English courses at the University of El Salvador and only two consider that it helped them. In the English Academic Achievement, two students study 30 minutes for English a day and 30 minutes for French. Three students study 1 hour for English and five students study 1 hour for French. Two students study 2 hour for English a day, two students study 3 hours for French; and there is one student who studies more than 6 hours for English a day. Only two of the students have failed an English course. Most of the students prefer just study for understanding and only one prefers to memorize. All of the students speak in English when they are in classroom. When the students are not sure about the pronunciation of a word, five of them prefer to let someone else help them, but four students prefer to consult a dictionary. All of the students like to watch English movies and to listen to English music; six of them like to read English books, but three students do not like it; four students like Grammar subjects and five of them do not like it. Three students consider themselves better

at writing, two of them consider they are better at listening and four students consider themselves better at speaking. All of the students feel comfortable when they speak English and all of them consider that they have a good English level.

On the contrary, there are 10 students from the 25 of the English Teaching making 53% of the total of the graphic. The results of the surveys from those students show that six students are female and four are male. Eight of them are between 21-25 years old and two of them are between 15-20. The majorities are single, only one student is widowed. Six students live in the city and three students live in the countryside. Most of them live with their parents only one student lives with relatives. Nobody has children. Only four of them work as teachers, a customer service and one in a supermarket, the other six students do not work. Two students have GPA between 7.0-7.5, two more students have GPA between 7.5-8.0, three students have GPA between 8.0-8.5, and the last three students have GPA between 8.5-9.0. Seven students graduated from public school and two graduated from private school. Most of the students got a score between 7-7.99 in PAES, one student got a score between 6-6.99 in PAES and the last one got a score lower than 5 in PAES. From the ten students only one of them has changed major. The economic support of the six students is by their parents, three students their economic support is by themselves and one student her/his economic support is by a scholarship. Also, the educational level of their parents, three mothers have Elementary Studies, two mothers have High School, five mothers have Technical Degree, but their fathers, one father has Elementary Studies, three fathers have High School education, four fathers have Technical Degree; from those students they did not answer about their fathers, only for their mothers. In the Academic Background, all of the students received English classes in Junior High School. Almost all students received

mandatory English classes in High School, only one student did not. Seven students have never studied a course of English in an academy before they started their major; three students have already studied a course of English before they started their major. Seven of the students received 2 hours of English per week in High School, two students received more than 5 hours and one student received 4 hour. None of the students has visited a country in which English is spoken. The half of the students consider that the English level that they got in High School helped them to succeed in their English courses at the University of El Salvador, and the other half consider that it did not help them. In the English Academic Achievement, the researchers want to know long the students study a day for English, the results show that five students study 2 hours, two students study 1 hour, two more students study 4 hours and only one studies 3 hours. Nobody has failed an English course. All of the students prefer just study for understanding when they have an oral presentation and all of them speak English with their partners when they are in classroom. When the students are not sure about a pronunciation of a word, seven students prefer to let someone else help them and three students prefer to consult a dictionary. Nine of the students like to watch English movies and to listen to English music; one student does not like to watch English movies and to listen to English music. All of the students like to read English books and six students like Grammar subjects, but four students do not like it. Eight students consider themselves better at speaking; one student considers himself/herself better at listening and one student consider himself/herself better at writing. All of the students feel comfortable when they speak English and all of them consider that they have a good English level.

In this case, the difference between the two majors is minimal because one student makes the difference in this level; there are more students from English Teaching in Advanced than the students from Modern Languages.

**C2: Expert.**

| Major            | Students |
|------------------|----------|
| Modern Languages | 1        |
| English Teaching | 0        |



**Graph #36**

This graph illustrates that only 1 student from the 25 of the B.A. in Modern Languages is in Expert level making the 100% of the graphic because there is not any student from the 25 of the English Teaching making 0% of the graphic. Comparing the results of the survey of the student who got this level, in the Personal Information, the student is female, she is between 15-20 and she is single. She lives in the city and lives with their parents. She does



not have children. She works as teacher and she has a GPA score higher than 9. She graduated from the public school and her PAES score is between 7-7.99. She has changed major and her economic support is by her parents. Both parents have Technical Degree. According to her Academic Background, she received English classes in Junior High School and High School. She has studied a course of English in an academy before she started her major. She received 4 hours of English per week in High School. She has visited the United State. She considers that the English level she got in High School did not help her to succeed in her English courses at the University of El Salvador. In the part of English Academic Achievement, she studies 1 hour for English and 1 hour for French. She has never failed an English course. When she has an oral presentation, she prefers just study for understanding. When she is in classroom, she speaks English with her partners and when she is not sure about a pronunciation of a word, she prefers consult a dictionary. She likes to watch English movies, to read English books and to listen to English music, but she does not like Grammar subjects. She considers herself better at speaking and she feels comfortable when she speaks English. She considers having a good English level.

### **3. Analysis of the research questions**

#### *General Research Question*

What level of English speaking performance do the 4th year students from the B.A in Modern Languages Specialization in French and English and students from the B.A in English Teaching Option have at the University of El Salvador, in semester I, 2017?

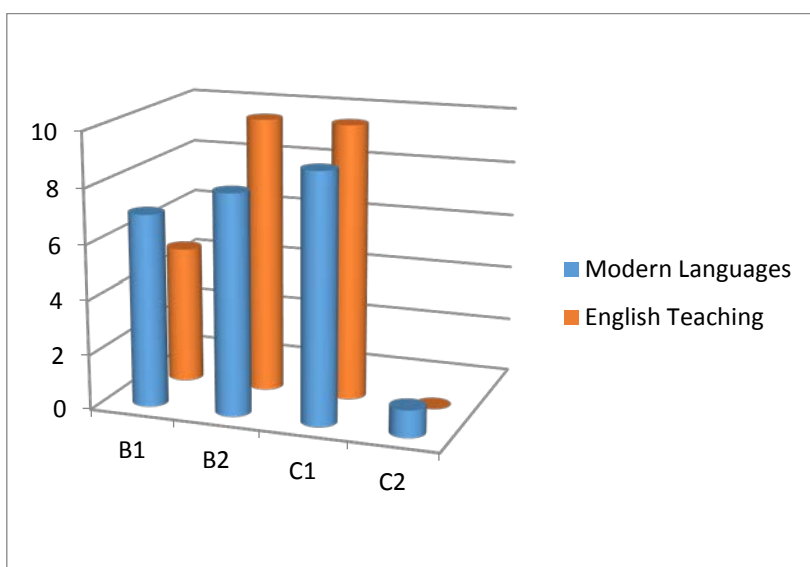
After the obtained results, in general terms 60% of the students are in B level (15 students from each major; most of them in B2 level), 40% of them are in C level (10 students from each major; only one of them is in C2 level). The researchers conclude that the majority of the students are in B level, because from 100% of the evaluated students 60% are in this level and 40% of the students reached a C level.

#### *Specific Research Questions*

What is the speaking proficiency in which students from the B.A in Modern Languages Specialization in French and English and students from the B.A in English Teaching Option are in accordance with the Common European Framework of Reference for Languages (CEFR)?

According to the obtained results based on the CEFR rubric, 28% students of the B.A. in Modern Languages are in the B1 level; 32% of them reached a B2 level; 36% of them got a C1 level and 4% of them are in the C2 level. And students of the B.A. in the English Teaching Option obtained results in accordance to the CEFR rubric, 20% of English Teaching students are in the B1 level; 40% of them reached a B2 level; 40% of them got a C1 level and none of them are in the C2 level, it means 0%. In general terms, 60% of the students of the B.A. in Modern Languages are in B level, and the same results for the

students of the B.A. in English Teaching Option, 60% is in B level, too. For students of the B.A. in Modern Languages, 40% is in C level, and the same for the students of the B.A. in English Teaching Option, 40% is in C level. In general, there are not differences between the two majors, but analyzing in sub levels there is a minimum difference.



- What are the factors that affect the process of achieving English speaking proficiency in the B.A. in Modern Languages Specialization in French and English students and in the B.A. in English Teaching Option students?

There are some factors that can affect the English speaking skill on students, in this case and according to the collected data, there are some personal and academic factors that influence either positively or negatively.

Personal factors:

Most of the students who live with their parents do not work and their parents help them economically, this factor helps students because, as they do not work they have more time

to study. Even, if there is a good percentage of students who live in the countryside it do not affect their studies because they have good grades. The students who have parents with a good education level have better results in their studies. Also, there are many students who like to listen to English Music and they like to watch English movies, and those are positive factors because in that way students have contact with different accents.

There is a few percentage of students who have traveled to a country where they can practice the English speaking skill. In addition, there is another important factor, the self-confidence, since students evaluate themselves they have a good level of English speaking proficiency and they expressed that they feel comfort at the moment of speaking.

Academic factors:

Between the academic factors that affect the process of achieving English speaking skill are: Receiving English classes in High School and Junior High School help students getting better grades at the University, consequently a good English speaking level, students like to read English books, some of the students have received previous English classes in an academy. Also, when students have expositions they prefer to study just to understand a topic, they do not memorize and it helps them to develop their speech independently.

Another important factor is that some of the students have a job related with the practice of English, some of them teaching in an academy or school and the others like agents in call centers; the other percentage do not use the English speaking skill in their jobs.

In the negative side, the factors that affect the process of achieving English speaking skill are: the lack of oral practice during their English Classes; students dedicate few hours to study the English language a day and some of the students do not like Grammar subjects.

Another negative factor is that most of the students prefer the writing and listening skill but not the speaking skill.

- Are students from the B.A. in Modern Languages Specialization in French and English at a disadvantage in English oral proficiency for learning two languages at the same time in comparison with students from the B.A. in English Teaching Option?

The collected data shows that students of the B.A. in Modern Languages are at a disadvantage in the oral proficiency, because they have to invest time to study English and French languages. They study 1 hour and 28 minutes every day for English subjects and 1 hour and 40 minutes every day for French subjects, it means that for both majors, they study on average 3 hours and 8 minutes every day, while students of the B.A. in English Teaching Option study on average 2 hours and 16 minutes every day for English. It shows that students of the B.A. in Modern Languages spend on average 1 hour more studying than the students of the B.A. in English Teaching.

## V. FINDINGS

After administering the oral test and the surveys and analyzing the obtained data, the researchers have carried out some findings:

In general terms, based on interviews and survey results, most of the 4th year students of the B.A. in Modern Languages and students of the B.A. in English Teaching Option have gotten a B level (B1-B2). 30% of students of the B.A. in Modern Languages and 30% students of the B.A. in English Teaching Option are in B level (the majority in B2); it means that 60% of them are in that level. In the C level where 40% of students of both majors are inside (only one student is in C2 level). Hence, analyzing the general results, it does not show differences between one major to the other one.

On the other hand, presenting the results by sub-levels, there is a minimum difference of English speaking proficiency because more students from the B.A. in English Teaching Option are in C1 level and there are more students from the B.A. in Modern Languages in B1 level (that is the lower level students got). The results are very similar from both majors but at the end, the students from the B.A. in English Teaching Option obtained a slightly better English speaking proficiency.

Before starting this investigation, the researchers had doubts about the difference in the oral performance of the students from both majors, because there are some assumptions that express that the students of the B.A. in English Teaching Option are better in the oral performance than the students of the B.A. in Modern Languages, actually the findings show that they are better, but it is a little percentage that makes the difference among the majors.

There are many variables that influence in a negative and in a positive way, for example, the students who have a job related to the English language practice become more fluent. Also there is a relationship between the PAES score and the GPA score (CUM) since students who got a good grade in the PAES continue getting good grades in their GPA scores (CUM). Also, the students whose parents have a post-secondary education present better results than the other ones, whose their parents do not have post- secondary education.

In addition, students who studied English course in an academy before to start their major show better oral performance making 25% of the students. Another important point that helps students to get a good level of English speaking skill is the time that they dedicate to study daily, as well as the English Language's practice with their partners during the English class and the preference that students have for English music, English books and English movies.

Finally, the self-confidence is another reason why some students have an advantage in the oral production, because they take the risk, even if they are not sure about their pronunciation, grammar and the use of some expressions.

## VI. CONCLUSIONS

At the beginning of this investigation, the researchers had some assumptions in relation to the English speaking performance of the students from both majors. These assumptions gave more advantage to the students of the B.A in English Teaching Option. The reason was that students of this major invest complete time to the study of English language, while students of the B.A. in Modern Languages have to invest time not only to English language, but also to the French language, and actually, they should invest more time to French language since French language is a priority for this major. Therefore, this fact could put them in disadvantage in front of the students of the B.A. in English Teaching Option.

The results indicate that there are many factors that affect the learning process of the English Proficiency. The most remarkable factors are the oral practice, the time students invest in their studies especially in the English language, the preference they have about English movies, English books and English music, also the education level of their parents, the self-confidence, the previous knowledge about English language and others. All this factors help researchers to understand why students have gotten a specific level in the oral speaking proficiency.

At the end of this investigation, researchers can conclude that most of the students do not reach the C1 level which according to the syllabus of Advanced English is the expected level for both majors. The results show that just 38% of the students have reached that level, 2% have gotten a better level which is C2 and the rest of the students stand on the B level (24% in the B1 level, 36% in the B2 level).



Therefore, the level of the English speaking performance of the 4th year students from the B.A in Modern Languages Specialization in French and English, and students from the B.A in English Teaching Option is the B level, the majority in B2 level. It means that most of the students are in the Intermediate level. But, presenting the results of the research by sub-levels and accordant with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), there is a minimal but significant difference between one major and the other. So, it indicates, for a minimal difference, that speaking performance of the students from the B.A in English Teaching Option is better than the speaking performance of the students from the B.A in Modern Languages Specialization in French and English.

## VII. RECOMMENDATIONS

- Update the plan of studies of the B.A in Modern Languages and the B.A in English Teaching Option, which have not been updated for some years. That is very important because the society is changing and the FLD of this university must respond to those changes, this is why researchers recommend a curricular reform.
- In order to be more competitive, students of both majors should be subjected (in a mandatory way and at the end of every English level and as a graduation requirement) to certificates that guarantee that they really master a specific English level. At the end of the major, show through these certificates, that they dominate English in the macro and micro-skills.
- Another recommendation is the implementation of mandatory tutorials. These tutorials would have to be mandatory. This will make students to be more committed to put more effort for what is difficult for them to understand and master in the English language. Tutorials can help students in their grammatical and pronunciation mistakes which affect their oral performance, as we verified in the oral evaluations did to the students in this research.
- The creation of conversation clubs is another recommendation. The university authorities should create conversation clubs for practicing English and French with native and non-native speakers or with highly fluent students or graduates. These

conversation clubs should be mandatory for students in order to speak fluently and accurately. To promote the oral exercise of English and French is a very useful activity that helps to the students to improve or to develop speaking skill.

- At the Foreign Languages Department, the students only practice on classrooms, outside the classroom they do not practice. The professors can promote the practice of the languages talking to their students in English not only inside the classrooms, but also outside the classrooms. The use of poster with new vocabulary inside and outside of the department can help the students to be used to the English language and in this way; they can be more familiarized with the language.
- The students from both majors should practice English outside and inside of the classroom, not only when professors ask for that but all the time that they have the opportunity and the environment to do it. Also, students should arrive to every English class with a positive attitude and enthusiasm, knowing that they are also responsible of the successful in their learning process.

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85

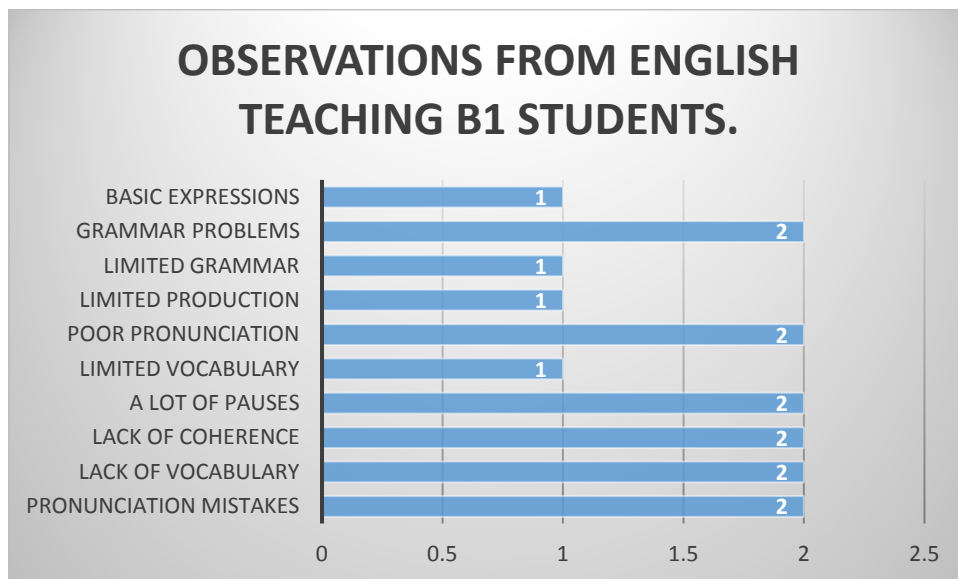


# ANNEXES.

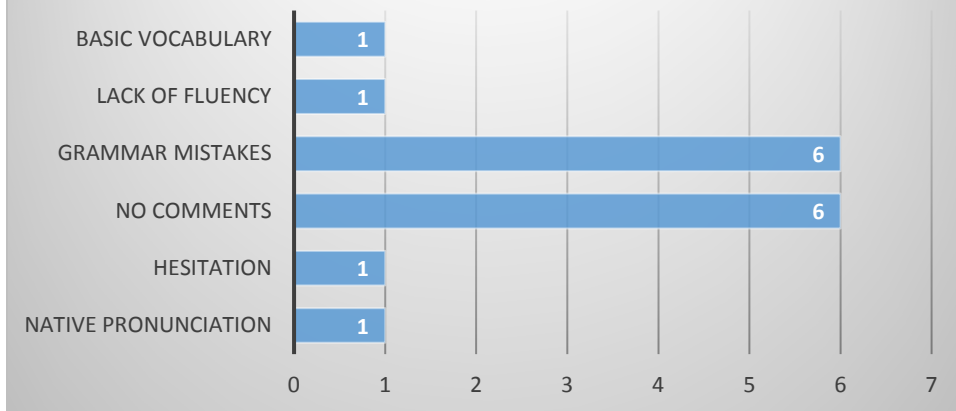
## Observations of the interviews.

During the data analysis of the interview results some observations were found which were made by the professionals when they evaluated the students. Those observations are shown in some graphics by levels and divided by majors. It helps us to understand the decision of the interviewers to put those students in every level.

### B1: Intermediate.

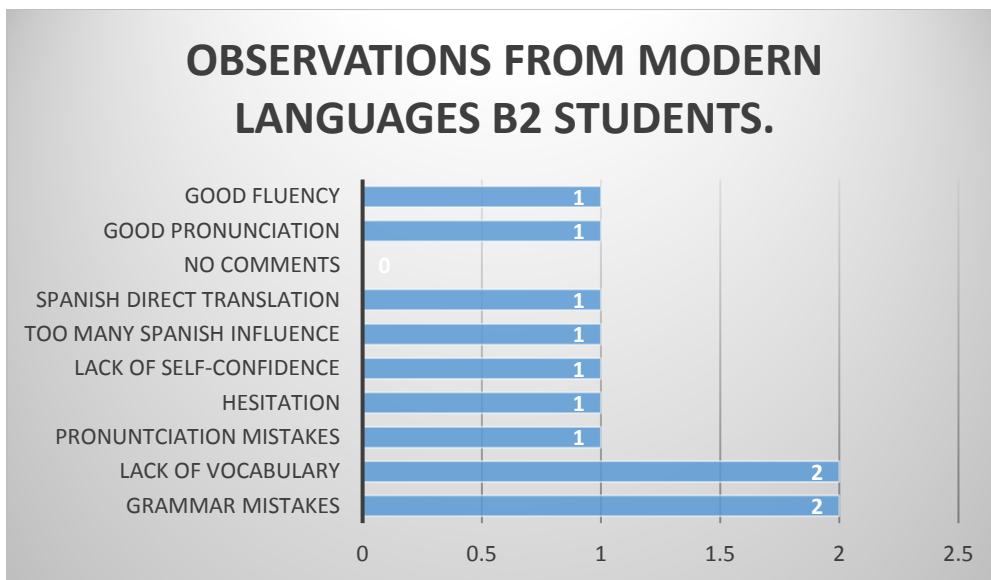
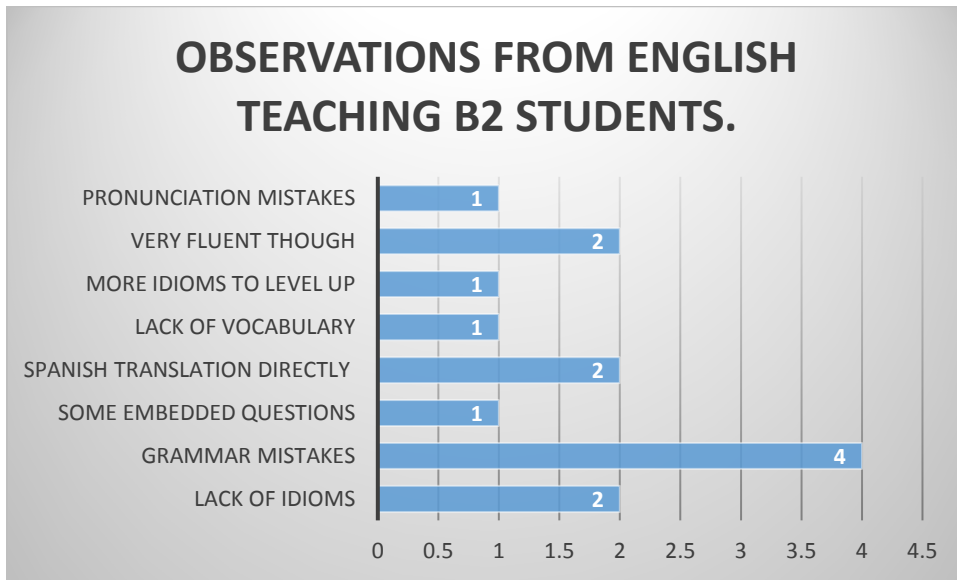


## OBSERVATIONS FROM MODERN LANGUAGES B1 STUDENTS.



Those graphics show that almost all the observations are bad, only one in the graph of Modern Languages have a good one, also, the English Teaching students have more observations even if they are less in this level than the students from Modern Languages. Most of students have Grammar mistakes like the use of past tenses, infinitives, plurals and adverbs; pronunciation mistakes are another observation that have in common both majors; but also there are some of them that are different like “hesitation” which appears only in Modern Languages students; “lack of fluency” appears in this major too; in English Teaching are “limited grammar”, “limited production”, “poor pronunciation”, “limited vocabulary”, “basic expressions”, “a lot of pauses”, “lack of coherence” and “lack of vocabulary”. Besides, in Modern Languages there are 6 persons with not comments.

**B2: Upper Intermediate.**



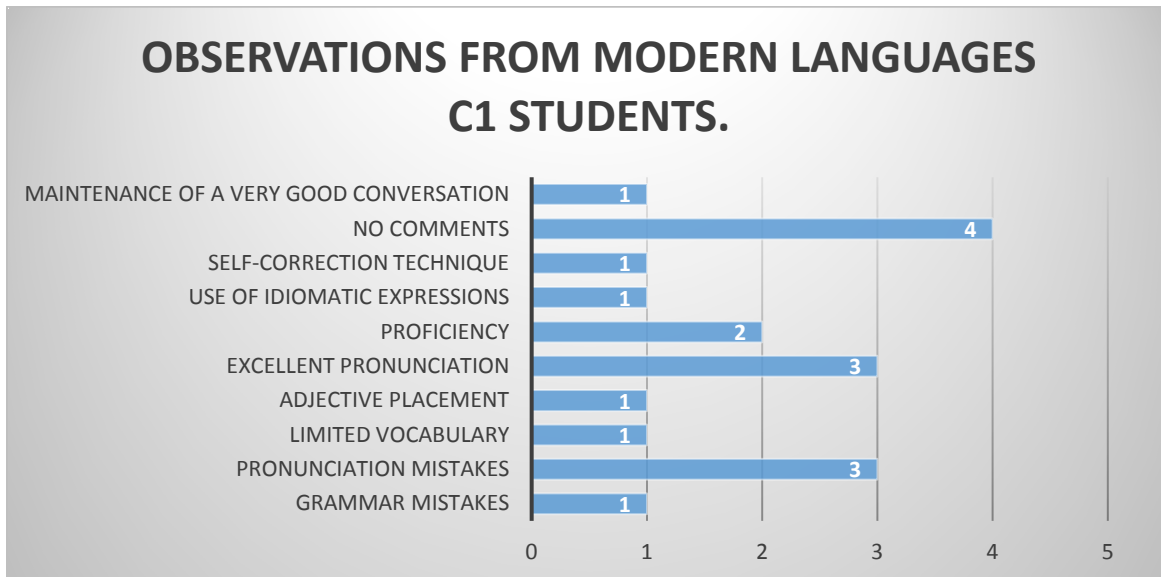
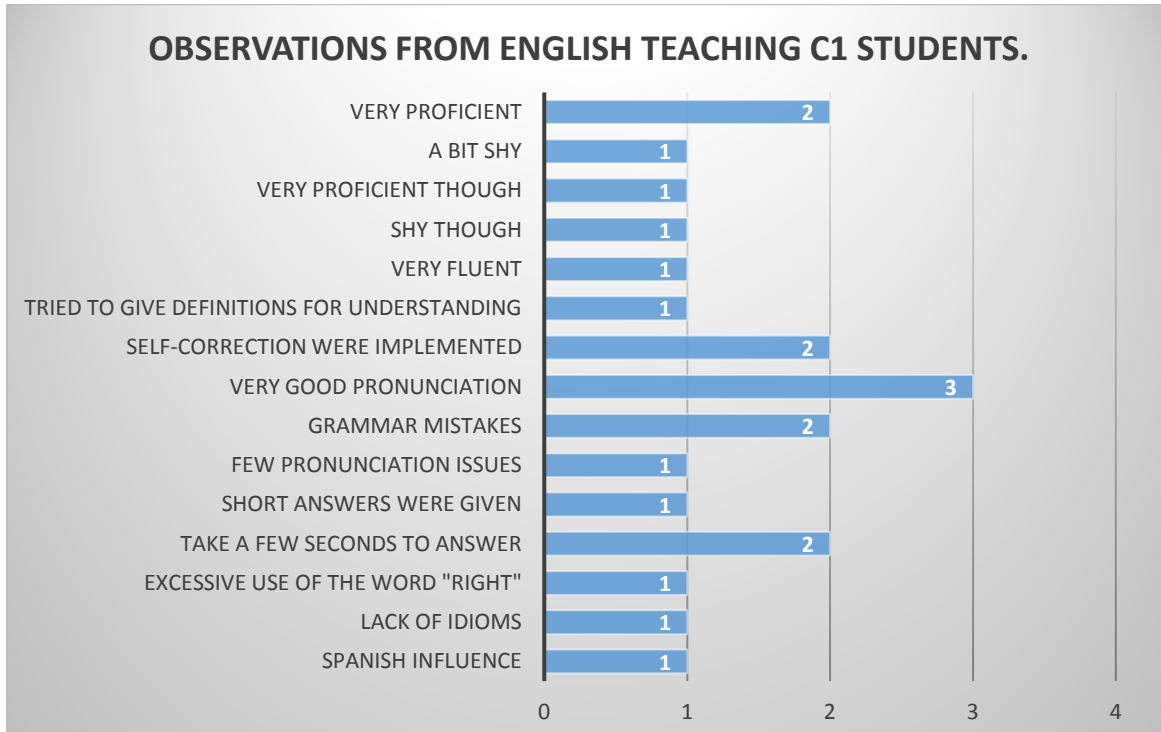
In those graphics we can observe that there are more observations in the Modern Languages students than in the English Teaching students even if the Modern Languages students are less than the English Teaching. In those observations there are good ones more than the Intermediate

level. The observations that both majors have in common are “Grammar mistakes”, “Spanish direct translation”, “Pronunciation mistakes”, “Lack of vocabulary”.

In the first graph from English Teaching students, “Grammar mistakes” appear 4 times; “Lack of idioms” come up 2 times like “Lack of idioms”, “Spanish translation directly” and a good observation which appears 2 “very fluent though”. Then, “Pronunciation mistakes”, “Lack of vocabulary”, “Some embedded questions” come out 1 time. There is another observation that we consider like an advice for improving the level “More idioms to level up” or the interview consider it a reason why the students could be in a superior level.

On the other hand, the graph from Modern Languages students, “Grammar mistakes” and “Lack of vocabulary” come up 2 times, then, “Spanish direct translation”, “Too many Spanish influence”, “Lack of self-confidence”, “Hesitation” and “Pronunciation mistakes” come up 1 time. Some good comments or observations are “Good fluency”, “Good pronunciation”.

**C1: Advanced.**

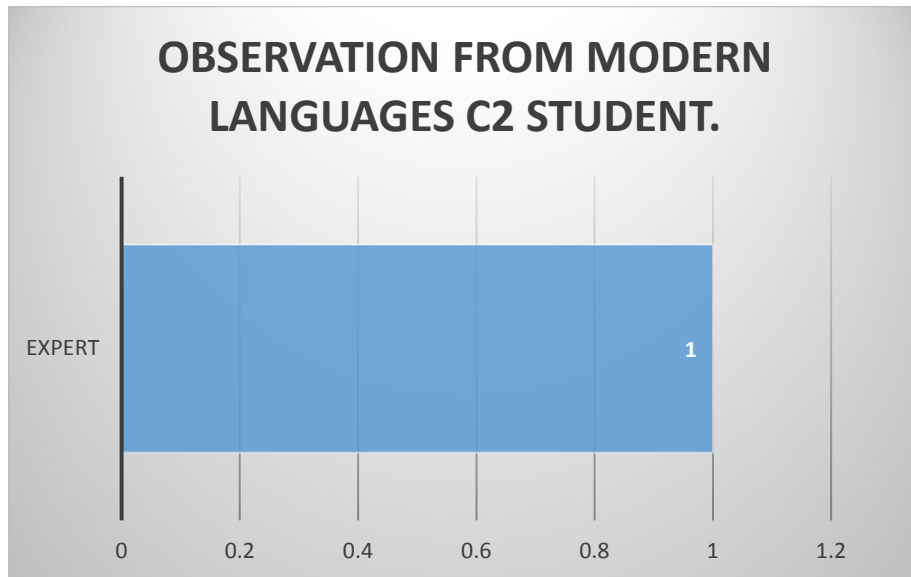


In this level, there are more observations in English Teaching but the number of the students is more than the Modern Languages. Some observations that are repeated in both majors are: “Grammar mistakes”, “Pronunciation mistakes”, “Excellent pronunciation” and “Self-correction”.

In the first graphic from English Teaching students, “Very good pronunciation” come up 3 times; “Very proficient”, “Take a few seconds to answer”, “Grammar mistakes” and “self-correction was implemented” appear 2 times. Then, “Spanish influence”, “Lack of idioms”, “Excessive use of the word “right””, “Take a few seconds to answer”, “Short answers were given”, “Few pronunciation issues”, “Tried to give definitions for understanding”, “Very fluent”, “Shy though”, “Very proficient though” and “A bit shy” appear 1 time. In this level there are many good observations for the students.

Second graphic from Modern Languages students, “Excellent pronunciation” and “Pronunciation mistakes” come up 3 times, it is something intriguing because it is about the same category. “No comments” were given to 4 students. “Proficiency” is repeated 2 times. And the others like “Grammar mistakes”, “Limited vocabulary”, and “Adjective placement”, “Use of idiomatic expressions”, “Self-correction technique and Maintenance of a good conversation appear 1 time.

**C2: Expert.**



In this level the only observation that we have is from Modern Languages and it is “Expert”, not more comments or observations were given only that.





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



**Research Topic:** A comparative study of the English speaking proficiency of the 4th year students from the B.A. in Modern Languages specialization in French and English languages and students from BA in English Teaching Option at the Foreign Languages Department in the University of El Salvador, semester I, 2017.

Rubric according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

| CEFR Level |                           | Spoken Interaction  | Spoken Production  |
|------------|---------------------------|---|--|
| <b>A1</b>  | <b>Beginner</b>           | I Can interact in a simple way provided the other person is prepared to repeat or rephrase things in at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.  | I can use simple phrases and sentences to describe where I live and people I know.   |
| <b>A2</b>  | <b>Elementary</b>         | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.   | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.  |
| <b>B1</b>  | <b>Intermediate</b>       | I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent everyday life (e.g. family, hobbies, work, travel and current events)   | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. |
| <b>B2</b>  | <b>Upper Intermediate</b> | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.   | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.   |
| <b>C1</b>  | <b>Advanced</b>           | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinion with precision and relate my contribution skillfully to those of other speakers.  | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.   |
| <b>C2</b>  | <b>Expert</b>             | I can take part effortlessly in any conversation or discussion and have a good familiar with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.   |

Interviewer's name: \_\_\_\_\_

Observations: \_\_\_\_\_

Student's name: \_\_\_\_\_

Major: ML \_\_\_\_\_ ET \_\_\_\_\_

\_\_\_\_\_



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Rubric according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Interviewer's name: \_\_\_\_\_

Student's name: \_\_\_\_\_

Major: ML\_\_\_\_\_ ET\_\_\_\_\_

Observations: \_\_\_\_\_

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

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



**READINGS AND CONVERSATION II STUDENTS SURVEY**

**OBJECTIVE:** To collect information about the English speaking proficiency in students from the 4th year from the B.A. in Modern Languages Specialization in French and English and the B.A. in English Teaching Option at the University of El Salvador in semester I, 2017.

Answer the following questions which are made to find out data to evaluate the level of English that have the students of 4<sup>th</sup> year the B.A. in Modern Languages Specialization in French and English and the B.A. in English Teaching Option. All the information you provide will be kept in the strictest confidence and used specifically for the research.

# Personal Information.

1

**Instructions:** Please, read the following questions and check (✓) the answers which more match with your personal case and fill the blank in where is required

ID number (numero de carnet): \_\_\_\_\_

1. Gender: Male  Female

2. Age: 15-20  21-25  26-30   
Older than 30

3. Marital Status: Single  Married  Divorced   
Free Union  Widowed

4. Place of Residence: City  Countryside

5. Who do you live with?  
Parents  Relatives  Roommates  Alone

6. Do you have any children?  
Yes  No  How many? \_\_\_\_\_

7. Do you have a job? Yes  No   
Job: \_\_\_\_\_ Place: \_\_\_\_\_

8. What is your GPA (CUM)?

|                                       |                                       |
|---------------------------------------|---------------------------------------|
| - Lower than 5 <input type="radio"/>  | - Between 7.5-8 <input type="radio"/> |
| - Between 6-6.5 <input type="radio"/> | - Between 8-8.5 <input type="radio"/> |
| - Between 6.5-7 <input type="radio"/> | - Between 8.5-9 <input type="radio"/> |
| - Between 7-7.5 <input type="radio"/> | - Higher than 9 <input type="radio"/> |

9. Did graduate from? Public school \_\_\_ Private school \_\_\_

10. What is your PAES score?

|                                       |                                       |
|---------------------------------------|---------------------------------------|
| - Lower than 5 <input type="radio"/>  | - Between 7-7.5 <input type="radio"/> |
| - Between 6-6.5 <input type="radio"/> | - Between 7.5-8 <input type="radio"/> |
| - Between 6.5-7 <input type="radio"/> | - Between 8.5-9 <input type="radio"/> |
| - Higher than 9 <input type="radio"/> |                                       |

11. Major: Modern Languages \_\_\_ English Teaching \_\_\_

12. Have you ever changed major? Yes \_\_\_ No \_\_\_

13. What kind of economic support do you have?  
Myself  Parents  Relatives  Friends   
Others: \_\_\_\_\_

14. What kind of educational level do your parents have?

| Mother                                    | Father                                    |
|---|---|
| -Elementary Studies <input type="radio"/> | -Elementary Studies <input type="radio"/> |
| -High School <input type="radio"/>        | -High School <input type="radio"/>        |
| -Technical Degree <input type="radio"/>   | -Technical Degree <input type="radio"/>   |

## School of Arts and Sciences

### Foreign Languages Department. Graduates' Survey.

15. Did you receive English classes in Junior High School (Tercer Ciclo)?

Yes

No

16. Did you receive mandatory English classes in high school?

Yes

No

17. Have you studied any course of English in an academy before you started your major?

Yes

No

18. How many hours of English did you receive per week in High School?

1 hour

2 hours

4 hours

More than 5 hours

19. Have you visited a country in which English is spoken?

Yes

No

Where? \_\_\_\_\_

20. Has the English level you got in high school helped you to succeed in your English courses at the University of El Salvador?

Yes

No

# School of Arts and Sciences

## Foreign Languages Department. Graduates' Survey.

21. How long do you study a day?

|                           |  |                           |
|---------------------------|--|---------------------------|
| For English:              |  | For French:               |
| - 30 minutes _____        |  | - 30 minutes _____        |
| - 1 hour _____            |  | - 1 hour _____            |
| - 2 hours _____           |  | - 2 hour _____            |
| - 3 hours _____           |  | - 3 hours _____           |
| - 4 hours _____           |  | - 4 hours _____           |
| - 5 hours _____           |  | - 5 hours _____           |
| - More than 6 hours _____ |  | - More than 6 hours _____ |

22. Have you ever failed an English course?

Yes  No

23. When you have an oral presentation, what do you do?

Memorize  Just study to understand

24. When you are in classroom you speak English with your partners?

Yes  No

25. When you are not sure about a pronunciation of a word, what do you do?

Let someone else help you\_ You prefer consult a dictionary

26. Do you like to watch English movies? Yes  No

27. Do you like to read English books? Yes  No

28. Do you like to listen to English Music? Yes  No

29. Do you like Grammar Subjects? Yes  No

30. In what skill you consider you are better?

Writing  Listening  Speaking

31. When you speak English, do you feel comfortable?

Yes  No

32. Do you consider you have a good English level?

Yes  No