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SCHOOL OF SCIENCES AND HUMANITIES
FOREIGN LANGUAGE DEPARTMENT

RESEARCH PROJECT

“TECHNIQUES CURRENTLY USED BY THE TEACHERS IN ENGLISH ACADEMIES
TO AWAKEN TEENAGE STUDENT’S INTEREST TO DEVELOP THEIR ORAL
PROFICIENCY AND THE EFFECTS THOSE TECHNIQUES HAVE ON STUDENTS’
ORAL PARTICIPATION IN THE CLASSROOM”

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ABSTRACT

Research has demonstrated that EFL teenage students' speaking ability depends not only on their competence and individual skills, but also on motivation and techniques brought into the classroom. The goal of the present study is to identify which techniques motivate teenage students to participate in activities that develop their speaking ability. The sample for this study comprises teenage students attending EFL classes in five different institutions, and their teachers respectively. Data was collected from approximately 350 students in 23 classes and 23 teachers. Observation was carried out in the 23 classes. And each teacher completed a questionnaire, which included both closed and open-ended questions. Frequency distribution analysis was performed to get the data tabulated to measure the implementation of techniques, and how students' speaking participation is influenced by such implementation. Students' reaction, identified techniques, and teachers' experiences have been analyzed and compared with the theoretical framework to prove that the hypothesis tested is correct. The ultimate goal of this study is to describe the most outstanding techniques that have helped teenage students to get involved in speaking activities, and to overcome possible obstacles that might hinder them from developing their speaking skill.

INTRODUCTION

During the last years, there has been a growth on the population's interest in learning a foreign language as well as on the number of academies or institutions that offer the teaching of the English language in El Salvador. It is important to mention that within this great number of student population learning English, there is a high rate of teenage students attending those academies.

According to a consultation addressed to some teachers from different institutions, it was found out that teenage students face a major level of difficulty at the time they are asked to participate and use the language orally. This can happen because of some obstacles described in the present report, such as feeling ashamed or insecure when speaking in front of others.

Besides that, in order to overcome any barriers that might hinder them from developing their performance at speaking the language, it has been inquired that it is of great importance that teachers might be the facilitators to bring into the classroom the appropriate tools for students to feel confident and motivated. Consequently, the main purpose of this investigation is focused mostly on the way teachers work with the adolescents' speaking ability.

The present project makes reference to the current techniques used by some teachers working in such academies, and most important to inquire which are the ones they are applying to get teenage students involved in speaking activities, since this is considered a difficult task for teachers.

Due to the fact that getting teenage students involved in participating orally in the classroom is a difficult task, this project has been developed around three objectives that pursue to find out which techniques are used in the classroom to motivate adolescents to practice actively in oral exercises of the language.

Besides finding those techniques, another objective is to identify which are the most functional, effective, and productive ones to develop a better performance in teenage students' oral proficiency, and a final objective is to describe what the effects of those techniques are when used with students.

It is necessary to make clear that the purpose of this study is not to deepen in the variety of reasons, or to explain about the lack of students' interest when practicing in oral activities, but to describe the ways these difficulties inside the classroom that can disturb the development of their speaking ability, might be overcome and reduced.

This project was carried out in four different academies: Centro Cultural Salvadoreño Americano, Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador (CENIUES), Universidad Centro Americana "José Simeón Cañas" (U.C.A), and Universidad Don Bosco. The information was directly obtained from the teachers' own experiences by means of a questionnaire, and observations carried out in the classrooms of the same teachers surveyed.

At the very beginning it was supposed to count with the availability of five institutions to gather the data; however and even though a formal request asking for their cooperation with the data collection was presented, the admission to two of those places was denied by the main authorities.

Specifically, they were Prolingua Institute and ITCA. The reasons for not allowing the researchers to carry out the data collection in such institutions were because of its policies and a new administrative manager respectively.

I. STATEMENT OF THE PROBLEM

According to some personal experiences gathered from a survey, carried out on June 2010 which was oriented to a group of teachers from different academies, it has been observed that getting students' motivation to participate in oral activities is not an easy task because they say that most of the teenage students of English are afraid of speaking in public, and they do not trust in their speaking ability. Those students say they do not have the answer about the topics, that they are worried about pronunciation of some words, or they get embarrassed easily when their partners laugh at them.

Since, in the complicated behaviors, likes, and interests of teenagers, it is difficult to find out a suitable formula to get a whole group of teenage students do a magical and well performed oral activity and even more when they do not feel confident, or do not have interest in it. Therefore, it is clearly defined that they are difficult to motivate because of their particular characteristics. As Ron Renchler says: "We all have motivation but we all exhibit it at different times, different degrees, different ways, and different context".

In this way this research does not aim to deepen in motivation but in the ways or techniques teachers at academies put in practice to get students involved in every single oral practice of English; in other words, to get students really interested in speaking the language in the classroom so they learn it by practicing without hindering themselves because of their lack of interest.

As a result of this, the research question emerges:

Which are the techniques currently used by the teachers in English academies to awaken teenage students' interest to develop their oral proficiency and the effects those techniques have on students' oral participation in the classroom?

II. OBJECTIVES

General objective

- To know what oral techniques are being used by teachers in academies to motivate teenage students to develop English oral proficiency

Specific objectives

1. To find out which techniques are used in the classroom to motivate adolescents to practice actively in oral exercises of the language.
2. To identify what techniques are the most functional, effective, and productive ones to develop a better performance in teenage students' oral proficiency.
3. To describe what are the effects that the techniques used have on students.

III. SIGNIFICANCE

A great number of teachers, who have been in a classroom, have faced more than once the phenomenon of students' lack of interest and their discouragement in different learning areas of the language. For example, when teachers ask students to write a short paragraph, despite they have been given an example model, most of the learners feel they do not know how to do it because they do not pay attention to instructions.

Another example is when students listen to a recorded conversation, they get worried about meaning of every single word they do not know, rather than concentrating on main ideas. The same happens when the learners are reading a text. They do not concentrate or do not focus on the reading essence but about isolated words they do not know.

Furthermore, a last and important area teachers are concerned about is that in which students should get a good level of proficiency, their speaking ability. Teachers have observed that the productive skill is affected by students' discouragement and difficulties faced in the classroom. This affected area and students' discouragement become the center of this research. However, it is necessary to make clear that the purpose of this study is not to deepen in the variety of reasons or to explain the lack of students' interest and their discouragement when practicing in oral activities, but to find out which are those techniques or strategies used by experienced teachers in order to overcome and reduce the difficulties that disturb the improvement of their speaking ability in the classroom.

It is worth mentioning that the traditional approaches of teaching a foreign language have been addressed mainly to enrich the grammatical basis, disregarding the communicative area.

As mentioned above, it is a frequent problem that the students refuse to participate in the oral activities. **Maria Grazia(Italy,2009)** says: *“It's always hard to get students speak English as they are continuously worrying about their grammar mistakes; they don't like to be interrupted and whenever I do so, they look really disappointed and embarrassed. I have students of all ages - teenagers, 14 to 19, and adult learners, 20 to 70 - but all of them are afraid of saying anything incorrect... So my lessons are in English but I often become an interpreter and I translate into Italian the most difficult phrases and sentences... The only solution could be exchanging students, and teachers, between Italian and British schools.”*

It is noticeable that this is not the only testimony about the difficult task that represents building students' confidence to practice and develop their speaking skills. On the other hand, there have also been some cases in which teachers have gotten their students to succeed in that specific area.

The thing is that there is a close relationship between students' motivation and the teaching techniques being used to get them completely involved in oral practices to develop their speaking skills and to encourage students to get in the right way to reach such goal. It has to do with the way those practices are being carried out in the classroom and how students assimilate all the process without worrying about mistakes or being ashamed.

Although teaching techniques are the key point in this study, it is also important to mention that learning strategies play a great role in this process. As Oxford (1990) says, “learning strategies are the steps taken by the students to increase their own learning. And that the strategies are especially important for learning a foreign language because they are tools to activate the self guiding participation, which is essential to develop communicative competence”.

So far, it is assumed that all students should know how to deal with the process of learning a foreign language or at least to manage to learn something by themselves without worrying. Nevertheless, teenagers and children are a special case since most of them have not learned to handle those strategies yet, because they are still in the way to get it. So it is true that suitable strategies provide a better performance and more self confidence, but for these specific ages teaching techniques play the most important role in the process.

Therefore, in contrast to what Oxford states, it can be said that knowing and applying different proved techniques is the worthiest tool for those teachers facing the students' lack of motivation to develop their speaking skills in the classroom. That is why the outcomes of this research will contribute significantly with those teachers in touch with such problem. Either they are beginning to teach or they are in the willing to improve their students' oral performance and production.

IV. THEORETICAL FRAMEWORK:

4.1 Previous research information

Teaching a foreign language to adolescents requires a variety of concepts and strategies to be applied in order to take advantage of their linguistic abilities. First of all, it has to be clear what adolescent as learner means: Many students in middle school experience confusion and little motivation toward school, which is a result of new physical and mental changes. There is a little emphasis attributed to the work done to motivate students at this early age which is a critical and influential part of their lives.

Therefore, since mastering the art of speaking is the single most important aspect of learning a foreign language and success can be seen in terms of the ability to carry out a conversation in the language (de Oca Boicet), it is of a great importance to find out what techniques teachers are currently using to motivate teenage students to participate in communicative activities, because if students do not have the tools to express themselves in English, they will use the tools they do have - their native language.

Bygate (1991) and Zelman (2005) present a sequence of different strategies that students can use in a natural environment to facilitate speech. First of all, the authors say, it is important to let students feel that they can perform oral activities and they have to feel normal and free.

The authors mentioned the next oral activities which are intended to increase speaking fluency: interviews, role plays, team work, and discussions. With all these activities students can interact with each other without previous preparation.

These kinds of dynamics require students' creativity and imagination; it of course improves their fluency and generates a great environment into the classroom.

However, it is also worth mentioning that not only those tools are important when learning a language but also students' motivation and self confidence. As Ochoa (2002) states in her study "Growing self-esteem and discovering intelligences through oral production," that there was a big lack of security and self-confidence in her students, she concluded that self-confidence is a factor that really influences the way students learn and perform their activities inside the classroom. "The experiences students live inside the schools have to be meaningful for their lives.

The creation of a good environment inside the classroom is important for getting participants to develop a communicative competence". For instance it is known that when students are motivated, and they are actively involved in the classroom, an improvement in students' achievement can be perceived.

An example of this statement is one in which teachers concerned about students' difficulties when attempting to speak English in a Colombian public school, carried out a project aiming at motivating teenagers to improve speaking skills through games. In such research, they observed students felt inhibited with activities that involved oral interaction, mainly because they were afraid of criticism and jokes about what they said. To develop their project teachers used video recordings, the teacher's journal, and questionnaires answered by the students. William Urrutia León (2009)

They found that according to students' experience, English speaking skills were the ones they considered the most difficult to put into practice. Another thing they found was that the majority of their students just sometimes spoke English, and that an important number of students never participated or spoke English during the class.

Coinciding with what the teachers of different academies in San Salvador (2010) expressed in a survey, the Colombian teachers also found that the students' oral participation is disturbed by three main causes which are the lack of vocabulary, shyness, and fear of being humiliated. Consequently, after having implemented three of the ten kinds of games provided by Wright, Betteridge, & Buckby (1984) in a funnier English class environment, they achieved various improvements in students attitudes towards the class like cooperation and integration among students, involvement, self-confidence to express themselves, interest in participating, and more concentration.

In addition to those attitudes they perceived improvements in their oral abilities such as increasing knowledge of vocabulary, better English understanding, improvement of pronunciation and speaking skills in general, including the development of their creativity. They state that they achieved integration because students worked with each other while participating in the different games; the good atmosphere teachers promoted as well as students' motivation made it possible for students to speak and perform in a freer and more confident way.

Students also looked motivated and happy because they had the opportunity to share with others. Teachers also achieved an *improvement in student's speaking participation* because the students who did not like to speak or participate during the English classes lowered their tension and anxiety becoming more enthusiastic to participate happily in the activities.

In addition to this case of Colombia and all the improvements Colombian teachers reached with their project, some other experts are of the opinion that maintaining a confident environment where students get motivated is an essential aspect when establishing a class. And that class should be attractive for the interest of students to get

them well educated (Beanon 2001), so that in this way they will be more actively engaged in attempting to communicate

Then it can be said that it is teachers' responsibility to give them enough opportunities to speak in English more spontaneously and creatively. Including in those opportunities, interesting and meaningful activities to draw students' willingness and interest to participate in the activities. Once that opportunity is given, the goal of the language classroom, communicative competence, is achieved with the help of the teacher for students to move from pseudo-communication activities to real communication in order for students to express their personal ideas and needs in real situations (Herrera Martinez, Cira 2010).

Likewise, some other experts with years in teaching English as a second language believe that the most important part when learning a language is the oral communication and all teachers should promote the use of the language in their classrooms.

Students think it is of great importance to speak well in order to reflect not only cultural and social aspects of an individual but also to express their identity as speaker of English. Those experts also say that English is becoming a very important element or component in most of the learning institutions. But as it is known it is not an easy task the action of teaching a foreign language, and some schools have faced different difficulties when teaching this language, English.

The traditional form of teaching was intended to develop as the most important skill, the grammar area, lately linguists such as Noam Chomsky and some professionals in the teaching of languages such as Anderson 1996; also Hatcher 1996. Said that it is time to change the approach of teaching; they said that the circumstances tell us that it

is time to pay a special interest in the communicative approach. It is known that one of the most important parts of this tree is speaking, that is why it is very essential to pay special attention in all those tools that can help teachers to facilitate students' performance in this skill, speaking.

In addition to the previous information about the importance of promoting the communicative approach, experts also suggest to take into account some important effective factors that can help to improve the oral ability but that those factors are not easy to research and measure. Effective factors are generally assumed to influence foreign language acquisition.

The overall information that has been obtained from previous studies based on effective techniques in the acquisition of a second language reveals that one essential reason for students to learn, is their own interest, the predispositions, attitudes that the learner has and of course their own motivation.

The concept "Willingness to communicate" or "WTC" which was supported by MacIntyre in 1997 to describe how it has to be interpreted the communication in a foreign language plays an important role in this issue of students motivation since it consists of getting students to use the language as the vehicle to communicate voluntarily . MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). *Revista Modern Language Journal* n° 82, (pp 545-562.) Canada. Therefore it can be assumed that teachers should consider of great importance to focus on how affective conditions in the classroom can be manipulated in a positive way to improve the teaching learning process, especially when students are acquiring a foreign language. (*Encuentro. Revista de Investigación e Innovación en la clase de idiomas, 9, 1997.*)

Finally, as the experts in the field say, the amount of English spoken by students depends of a lot of factors, for example, the group's motivation, class planning, the exercises brought to the group, the time of each exercise, and the interest of the teacher to work in a creative way. It is a hard task but if the teacher and students are well motivated and if the teacher has a variety of exercises to work in class, then having students participation in oral activities will not be so difficult. So it must not be forgotten that the main components of the learning process are the strategic role of the teacher and classroom dynamics. As Catherine Sheehy Skeffington (2002) states: "with most techniques concerning teenagers, it is important not to give up! For all concerned, the task is not easy but it is not impossible either.

The aim is simply to try and increase the amount of English they speak".

4.2 Basis of theory

According to a survey oriented to a certain group of teachers with experience in teaching English to adolescents in academies, carried out on June 2010, it can be stated that getting students involved in oral activities or oral exercises is very difficult.

It is expressed by the teachers surveyed that teaching and getting adolescents' participation is more difficult compared to children and adults. According to these professionals there are different reasons for the phenomena "lack of participation in oral activities" is common among adolescents. They point out the following reasons: adolescents feel embarrassed in participating, they do not trust in their speaking abilities, they do not have enough vocabulary or they do not know what to say. In addition they sometimes are absent minded or do not understand what the class is about. Furthermore, there is another important reason that can be mentioned, it is that students sometimes do not care about learning English.

Experienced teachers working with adolescents also express that the age itself is another factor influencing students interest in participating in oral activities they support this idea when saying that students do not pay much attention in class and that later when the teacher asks, they do not know what to say or it is difficult for them to perform the task required by the teacher.

4.3 Hypothesis

"The use of a variety of techniques focused in the speaking ability, results in a better level of teenage students' oral participation"

4.4 Identifying and defining variables

On the other hand, it is necessary to identify and to define the key terms of the research question in order to state the type of data needed to answer it.

It is also needed to go through the process of transforming the concept of the variables that go from an abstract idea into something that can be researched. Then here the operationalization of concepts is presented as follows:

Concept	Dimension	Indicator	Index
<p>ADOLESCENCE The period of physical and</p> <p>Psychological development from the onset of puberty to maturity</p> <p>A critical transition in which physical and psychological changes affect personality and attitude between youth and adulthood</p>	<ul style="list-style-type: none"> - Behavior - Characteristics 	<ul style="list-style-type: none"> - environment influence - teachers and partners - place of study - age - rural or urban residence - gender - grades 	<ul style="list-style-type: none"> - Number students in each class - students preference about teachers - number of public institution students - Number of private institutions students
<p>MOTIVATION Is the creation or energetization of goal-orientated behavior</p> <p>Level of energy to carry out a physical or mental activity.</p>	<ul style="list-style-type: none"> - Participation - Attendance - Responsibility - Attention in class 	<ul style="list-style-type: none"> - Grades (general) 	<ul style="list-style-type: none"> - Number of participants - Number of students in class - Number of students attending classes - Number of students paying attention
<p>TECHNIQUE Conceptual: The systematic procedure by which a complex or scientific task is accomplished.</p> <p>Practical ways to achieve purposes or goals.</p>	<ul style="list-style-type: none"> - Oral Practice of the language 	<ul style="list-style-type: none"> -Techniques - Grouping - Role Play - Interviews - Solving a task - Information Gap 	<ul style="list-style-type: none"> - Practice frequency - The most accepted technique among students.

V. METHODOLOGY

5.1 Class and level of the research

Concerning to the class and level of this investigation, it can be stated that the class of this study is a mixture between the qualitative and quantitative approaches, and its level is correlational. According to Dankhe, 1986 and to what is exposed by Sampieri as well, the goal of the correlational studies is to measure the level of the existence relationship between two or more variables, in a given context.

The Correlational Studies measure variables that the researchers need to know whether they are or not related one another and then they are analyzed. This because of the purpose of the study which pretends to discover the oral techniques teachers in academies are currently using in order to motivate students to participate in the English classes. It also seeks to know what techniques are the most workable or accepted among students and which of them are effective according to the experience when teaching English to adolescents. Thus the correlational level was to establish the relationship between the variable technique and the variable students' motivation to speak in classes, and if what teachers said and put in practice along with students have effect on them.

5.2 Sample of the research

On the other hand, to reach the goals of the research there were involved a variety of characters, but the ones who were tested were students and teachers from the following academies: Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador CENIUES, INSTITUTO ESPECIALIZADO DE NIVEL SUPERIOR CENTRO

CULTURAL SALVADOREÑO AMERICANO, Universidad Centroamericana Dr. José Simeón Cañas UCA, and Universidad Don Bosco.

In those places and with that sample population was where the research took place. The number of groups observed was 23 as well as the same number of teachers surveyed. The total of students who were part of the research sample was 350 students.

5.3 Techniques and instruments for managing the data

In this section the instruments and procedures to be used are described as follows: since this is a mixture between qualitative and quantitative study, in this opportunity it was necessary to make use of an observation and a questionnaire in order to collect the appropriate information.

With the purpose of having a clear idea of the type observation and questionnaire that has been used in this research, a brief description is given below:

The type of observation used was semi-structured: this type of observation resulted from a structured base, but it was applied in a more flexible way according to the form that the observation process adopted. This semi-structured observation guide was created by the observers to identify specific behaviors or factors that may affect the student's academic performance. This kind of observation was chosen because semi-structured forms usually rate the frequency of a behavior. In this particular case, the design of the observation guide helped not only to determine which techniques were the most effective ones to motivate students to participate in oral activities, to measure students' reactions towards those techniques applied in the classes observed, but also

to identify the strengths and weaknesses of students when they are involved in those techniques.

On the other hand, a pre-codified questionnaire was administered to 23 teachers to collect data about their personal perceptions and experiences at applying techniques that are useful for getting students' speaking skill development. It was elaborated with a set of five closed questions to inquire on the techniques teachers use the most, how often they apply them in their lessons, and what techniques they perceive are the most effective ones to increase the interest and development of teenage speaking skills. Besides that, the questionnaire contained a set of two open questions which provided significant information about teachers' perceptions related to the importance of the application of a variety of oral techniques in a foreign language classroom.

Once the questionnaire was created, it was validated not only by some knowledgeable experts on the research issue, but also by testing it with some teachers who were not involved in the final research sample. This was with the purpose of detecting any kind of unclear statement related with the required information.

5.4 Analysis plan

The analysis applied has followed both, quantitative and qualitative strategies. Starting with the data review and organization of the units analyzed which consist of the speaking techniques included in both data collection instruments.

The next steps were to observe the frequency of the answers and afterwards to select the ones with the highest frequency number. Making use of the frequency distribution

analysis, the data have been tabulated in order to measure the applicability of the techniques.

VI. STATEMENT OF THE RESULTS

6.1 Data collection: questionnaire addressed to 23 experienced teachers with teenage students of English as a second language.

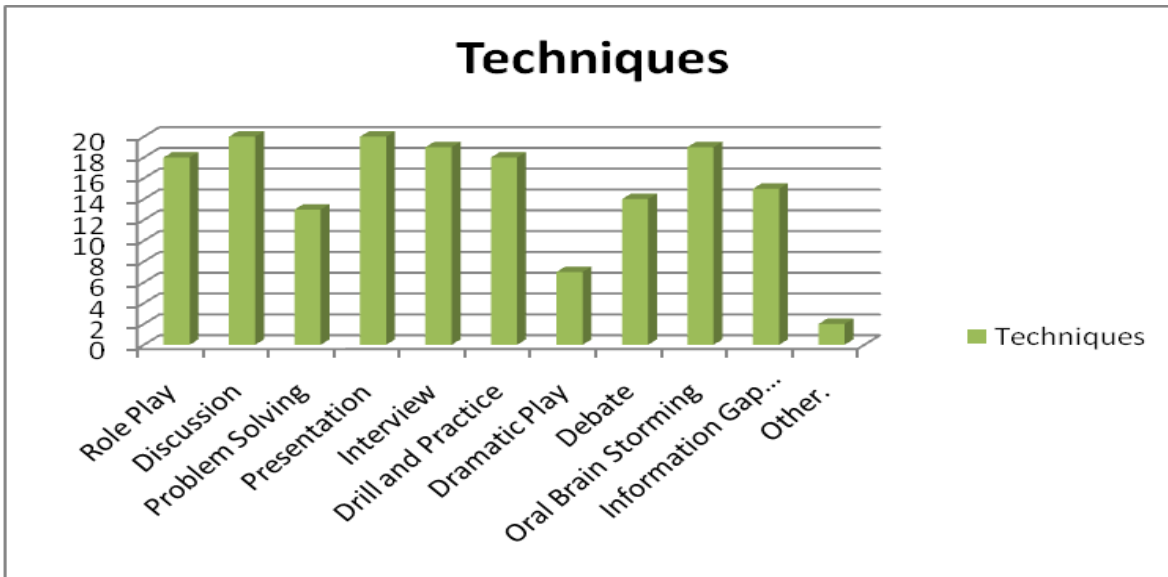
Objective: To gather information about the oral techniques used by teachers of English as a foreign language with teenage students.

Question 1

From the list below, check the speaking techniques that you regularly use when you teach.

The objective of this question was to find out which were the most currently used techniques by teachers of English academies to get students speaking participation.

		Most used Techniques
Role Play		18
Discussion		20
Problem Solving		13
Presentation		20
Interview		19
Drill and Practice		18
Dramatic Play		7
Debate		14
Oral Brain Storming		19
Information Gap Activities		15
Other.		2



It's clearly described that the most currently used techniques by teachers in the classroom are the *discussion* and the *presentation* techniques, since both of them share the same frequency level.

NOTE: Regarding the category "others" it makes reference to the other activities teachers stated they make use of. Those are: Watching videos and discussing about them, group work such as moving dialogues, singing songs, and listening comprehension activities.

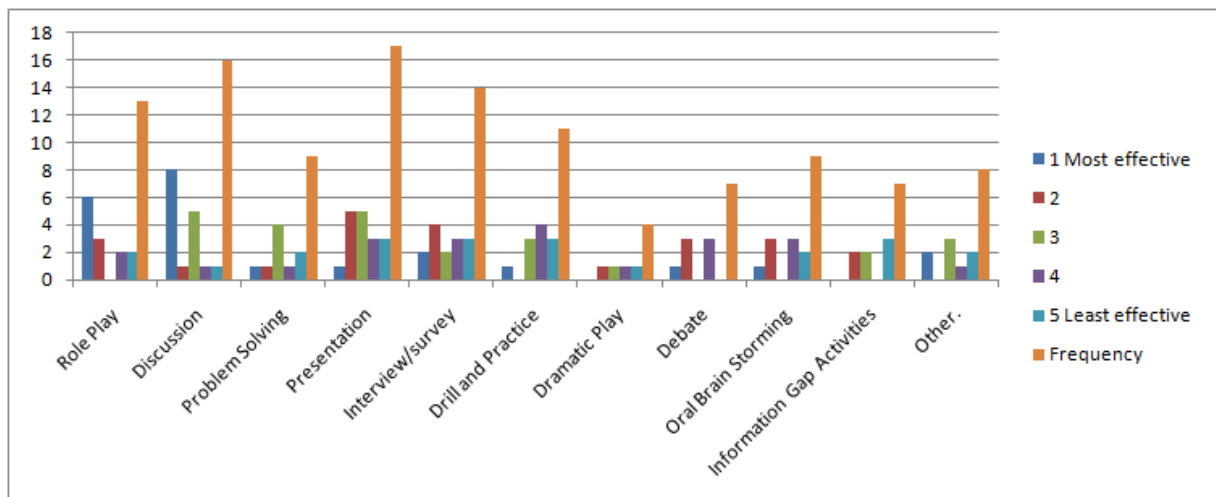
Question 2

From the techniques you checked, which are the five most effective ones in your lessons?

Please classify them by level of effectiveness where 1 is the most effective and 5 is the least effective.

The objective of this question was to find out the teachers' appreciation about which were the most effective techniques that elicit students to really speak English in the classroom.

1 Most effective	2	3	4	5 Least effective	Frequency
6	3	0	2	2	13
8	1	5	1	1	16
1	1	4	1	2	9
1	5	5	3	3	17
2	4	2	3	3	14
1	0	3	4	3	11
0	1	1	1	1	4
1	3	0	3	0	7
1	3	0	3	2	9
0	2	2	0	3	7
2	0	3	1	2	8



Even though the presentation technique seems to be the most frequently used by teachers, the role-play technique obtained the highest level of effectiveness.

The reason why it is more effective is because with the role-play technique the performance and participation of students was better, according to what was observed in the classes.

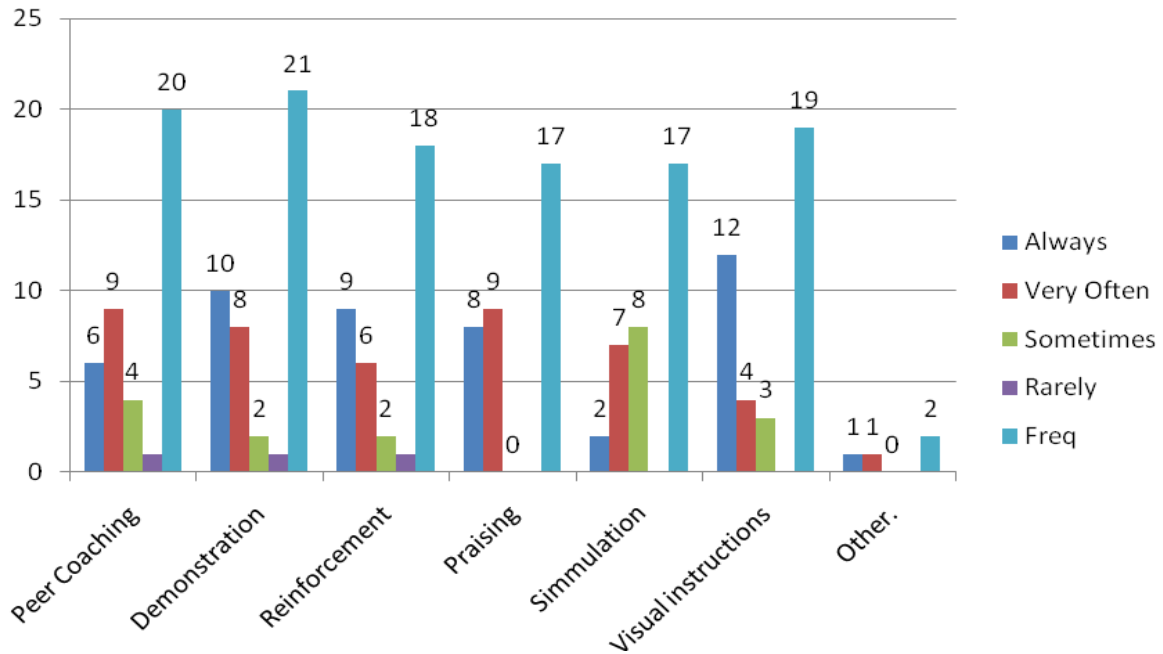
NOTE: Regarding to the category “others” it makes reference to the other activities teachers stated they make use of. Those are: Watching videos and discussing about them, group work such as moving dialogues, singing songs, question answer practice, compositions, essays, face to face activities, hot potato, tic tac toe, reported speech, portfolios, story tellers, and listening comprehension activities.

Question 3

From the list below check the techniques that you use to help your students to get the most out of their oral production in the classroom. Then check the frequency of practice for each one.

The objective of this question was to find out which techniques were being used to elicit students to get the most beneficial speaking practice.

			Always	Very Often	Sometimes	Rarely	Freq
Peer Coaching			6	9	4	1	20
Demonstration			10	8	2	1	21
Reinforcement			9	6	2	1	18
Praising			8	9	0	0	17
Simmulation			2	7	8	0	17
Visual instructions			12	4	3	0	19
Other.			1	1	0	0	2



Besides the previous techniques mentioned used to motivate students, teachers stated that two of the most beneficial ones are demonstration and visual instruction but with a little difference concerning to their applicability in the classroom, presenting demonstration with a higher frequency of use.

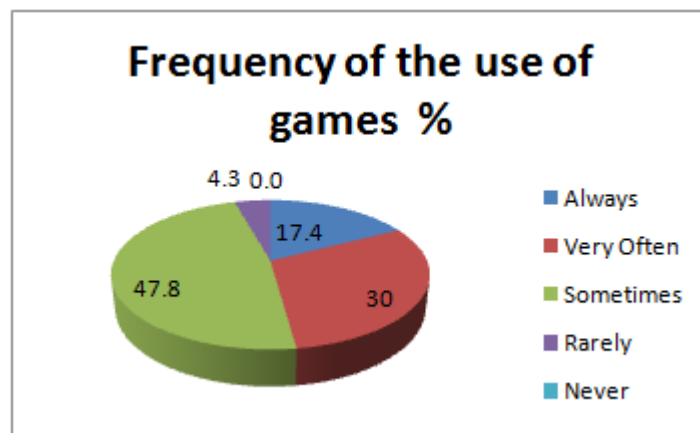
NOTE: Regarding to the category “others” it makes reference to the other activities teachers stated they make use of. Those are: Have students applying the contents to their own experiences, and question answer activities.

Question 4

If you use games, how often do you include them in your lessons?

The objective was to find out if teachers use games to motivate students' participation in speaking activities, and how often they use them to find out if these kinds of techniques or games were being used and the frequency in which they were used.

	Fr	Fr	%
Always		4	17.4
Very Often		7	30
Sometimes		11	47.8
Rarely		1	4.3
Never		0	0.0
		23	



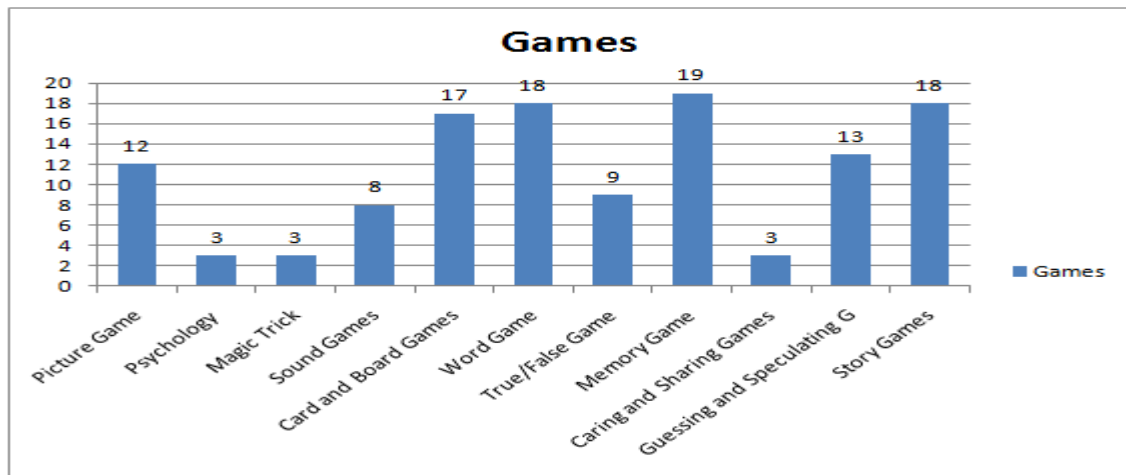
According to the teachers' answers it can be stated that most of them sometimes use games as a tool to engage students' participation in speaking activities.

Question 5

If you use them, check the boxes with the games you use to improve students' Speaking skills?

The objective of this question was to discover which games are the most outstanding ones teachers use to encourage students to practice the foreign language.

Games	Fr
Picture Game	12
Psychology	3
Magic Trick	3
Sound Games	8
Card and Board Games	17
Word Game	18
True/False Game	9
Memory Game	19
Caring and Sharing Games	3
Guessing and Speculating G	13
Story Games	18



It can be said that the most practical games are: in the first place *memory game*. In the second place it can be observed *story* and *word games* with the same frequency. In a third place but with a significant importance it can be noticed card and board games.

Question 6

What happens to teenage students' oral production when they are engaged in the oral techniques and games you apply?

The main objective was to find out teachers' perception about their students reaction toward the implementation of oral techniques when learning English as a foreign language. Through this question it is inquired which the most frequent phrases and words used for teachers to describe their students' reaction are.

The frequency of the phrases and words they used the most are enclosed in the following table.

Theme : Students reaction toward the use of oral techniques according to the 23 teachers point of view.							
The 23 teachers' participation in the research generated 8 phrases to describe the situation.							
	Categories		Frequency	Fr	%	F ac	Fac ac inv
1	feel embarrassed		2	0.09	8.70	1	23
2	Improve vocab and production		4	0.17	17.39	5	21
3	Get excited		1	0.04	4.35	7	17
4	easier learning		1	0.04	4.35	8	16
5	participation and interest increases		4	0.17	17.39	12	15
6	more practice with the language		2	0.09	8.70	14	11
7	get confidence		4	0.17	17.39	18	9
8	natural communication amerges		5	0.22	21.74	23	5
			23		100.00		

Comment

Most of the teachers' perceptions describe their students' reaction towards the implementation of techniques and games to speak in the class with positive improvement in various aspects. The four most used aspects are: students' participation, interest, confidence, and production improvement; but the most outstanding aspect is that students can communicate in a more natural way.

Question 7

Do you think it is important to include various oral techniques to encourage students to speak English? Why? or Why not?

The objective was to find out how the implementation of a variety of techniques affects students oral performance and use of the language in the classroom. This information is according to 23 teachers' perception.

The frequency of the phrases and words they used the most to describe the situation are enclosed in the following table.

Theme : How the use of a variety of techniques affects students interest to participate using the language communicatively in the classroom.							
The 23 teachers' participation in the research generated 7 phrases to describe the situation.							
Categories			Frequency	Fr	%	F ac	F ac inv
1	Help studets' confidence		6	0.26	26.09	6	23
2	participation and interest increases		9	0.39	39.13	15	17
3	oral prod improvement		1	0.04	4.35	16	8
4	easier learning		1	0.04	4.35	17	7
5	natural communication		2	0.09	8.70	19	6
6	variety depends on level and styles		3	0.13	13.04	22	4
7	Ss feel uncorfort with oral Tcn		1	0.04	4.35	23	1
			23		100.00		

Comment

More than the half of the teachers' description about the importance of the implementation of a variety of oral techniques is related to the increase of students' interest and confidence to use the language.

6.2 Data collection: 23 Classes observed in 4 different English academies.

The main objective of these observations was to identify the level of effectiveness that each technique has in the oral performance of teenage students.

In the 23 classes observed it was inquired the reaction of students toward the implementations of different oral techniques.										
Categories	Sts' reaction									
	limited	Acceptable	Very good	Tch ob. Per class	limited	Acceptable	Very good	% tech ob, per class		
1	Dramatic role Play	1	2	3	6	16.67	33.33	50.00	26.09	
2	Discussion/debate	4	3	2	9	44.44	33.33	22.22	39.13	
3	Presentation	1	3	4	8	12.50	37.50	50.00	34.78	
4	Problem Solving	3	4	0	7	42.86	57.14	0.00	30.43	
5	Information Gap Activities	4	4	2	10	40.00	40.00	20.00	43.48	
6	Interview/survey	1	8	1	10	10.00	80.00	10.00	43.48	
7	Drill and practice	2	5	1	8	25.00	62.50	12.50	34.78	
	Other.									
8	Word game	0	2	0	2	0.00	100.00	0.00	8.70	
9	reinforcement	0	1	0	1	0.00	100.00	0.00	4.35	
10	Memory game	0	1	0	1	0.00	100.00	0.00	4.35	

Comments:

1. Dramatic role play:

In a fourth part (6 classes) of the 23 classes, the dramatic role play technique was observed. In half of the classes where this technique was used, it was detected that students' reaction was rated as very good.

2. Discussion/debate

From the total of the classes observed this technique was used in a third part (9 classes) a little bit less than the half of the classes where this technique was used students' reaction was rated limited.

3. Presentation

This technique was used in a third part (8 classes) of the classes observed. From the total of the classes where it was implemented students' reaction was rated as very good in half of the cases.

4. Problem solving

In the third part (7 classes) of the total classes observed it was verified the use of this technique. Students' reaction was rated as acceptable in more than half of the cases. It is important to say that in less than the half of the classes observed students' reaction was limited.

5. Information gap activities

This activity was applied in less than the half (10 classes) of the classes observed. Having as result that in the forty percent of the classes, students' reaction was located between both ranks, limited and acceptable. It can be stated that the effectiveness of this technique depends on students' level of the language management. The previous statements are supported when observing that some students did not feel ready with their speaking skills to carry out this activity.

6. Interview or survey

From the total of 23 classes observed, this technique was used in a 43%. The students' reaction when using this technique was rated as acceptable in most of the cases observed.

7. Drill and practice

In a third part (8 classes) of the observations carried out, the use of this technique was recognized. Students' reaction was rated as acceptable in two thirds (62.5% compared to the others) of the classes observed.

8. Word game

This technique was not frequently applied in the 23 classes observed (8.7%). However students' reaction in the only two occasions it was acceptable.

9. Reinforcement and memory techniques were also used less frequently; nonetheless, the use of them was acceptable.

This is a brief analysis about the information collected throughout the instruments used in this research, the questionnaire and the observation guide. The following statements demonstrate which techniques are the most useful and effective ones. It is very important to remark that the answers obtained from the questionnaire are a little bit different when comparing them with the observation guide results. The difference perceived between both sources of data can be attributed to the fact that the observation guide was an instrument to measure teachers' use of the techniques at that specific moment, and the one collected in the questionnaires was to identify which were those techniques they mostly use whenever they teach a class to teenagers. To make it more clear, not all the mentioned techniques were put into practice at the right moment of the observation; therefore, any conclusions regarding to the effectiveness of techniques

found in this study are based on the ones that could be observed in that opportunity. Provided that the information is very important to reach the objectives of this study, the contrast of these results is illustrated as follows.

From 23 surveyed and observed teachers, 18 of them have stated that they use the role-play technique. Although only in six of the classes observed it was possible to contemplate its application. Within those six classes only the half was rated as very good.

From 23 surveyed and observed teachers, 20 of them have stated that they use the *discussion*, although in only nine of the classes observed, it was possible to see its application. In half of the classes this technique was rated as limited. Having as a result that most of those students involved in such activity, showed a limited performance in their speaking ability because they seemed ashamed, or they went back to their mother tongue.

From 23 surveyed and observed teachers, 20 of them have stated that they use the presentation technique. However, in only eight of the classes observed it was possible to see its application. Within those eight classes only in four of them the technique was rated as very good. This is because students produced more accurate statements, and used the target language in a more fluent way all the time.

From 23 surveyed and observed teachers, 18 of them have stated that they use the *drill and practice* technique, although in only eight of the classes observed it was possible to see its application.

Within those eight classes only in five of them the technique was rated as very good because students always spoke with complete sentences, used appropriate vocabulary, and performed the activity accurately.

When teachers use these techniques, like for example discussion, presentation, drill and practice, etc. students communicate in a more natural way. This information is according to the teachers' perception when they were asked about students' reaction when they were applying these techniques in the classroom to develop oral practice. Furthermore, it can be said that the statements supported by some authors like William Urrutia Leon, have been also achieved in this study. He implemented three of ten kinds of games provided by Betteride and Bucky. This author achieved various positive improvements in students' attitudes towards the class, such as cooperation, integration, involvement, self-confidence to express themselves, interest in participating and more concentration. The previous results stated by the author were also searched in this project, for example when demonstrating the influence of games in a better class environment.

The most important thing here is to demonstrate in this research that teaching techniques play a very important role in student's interest to participate in oral production.

VII. ANALYSIS AND DISCUSSION

According to everything that has been written by some experts in teaching English to adolescents, and to what has been found in this study, it is demonstrated that the teenage students face difficulties when they are asked to get involved in speaking activities because of their lack of self-confidence, interest, and those aspects hinder them to develop their speaking ability. So It can be concluded that working or keeping students motivation to participate in oral activities is a difficult task because of all their different characteristics. As Ron says: “we all have motivation, but we exhibit it at different times, degrees ways, and contexts.”

It has been also said that it is teacher’s responsibility to bring the necessary tools that might fit those different characteristics of students. That is why it is really important for teachers to look for the ways to keep them involved and participating in oral activities; so this study had as its main objective to inquire in the implementation of various techniques that might help students to develop their speaking ability in a more fluent way and get involved in those techniques

The results of this study not only have accomplished the research objectives, but also they have confirmed its theoretical basis. According to the results there is a variety of oral techniques that are being used by teachers in academies to motivate teenage students to develop their English oral proficiency. However, it has been found that there is a group of more outstanding techniques teachers said they use the most because those ones encourage students to use the language orally, such as discussion, presentation and interview; these ones from the surveyed teachers.

On the other hand the ones that were observed the most are discussion, interview and information gap activities.

According to the observation carried out, the most functional and effective ones based on students' reactions are presentations, discussions and dramatic role-plays. It is important to mention that these results cannot be generalized, because it was just a sample of only 23 classes that were under observation. And also, not all the teachers used the same technique at the time they were being observed, so the reaction of students might be different from the results. The reason why it is stated they were effective is because students participated more and their speaking performance was good.

It can be described that there are some techniques which affect positively students' performance at the time they are asked to participate in speaking activities. One of the areas that is clearly improved is students' self-confidence to express themselves, because students feel free to use the language naturally.

Another learning component affected by using these techniques is that students increase their vocabulary knowledge. They enrich it when they have to prepare a speaking task. Likewise in the Colombian study, an increase of various attitudes when implementing the innovative techniques and games has been detected in this study. Such attitudes are: cooperation, involvement, self-confidence, knowledge of vocabulary, better English understanding, improvement of pronunciation, a better English environment, students overcome shyness and get interested in participating and developing English communication, because they have fun in class.

In contrast to those improvements reached by the implementation of the techniques and games, it is confirmed that there exists a close relationship between such implementation and motivation. A term that makes reference to the willingness students demonstrate at the moment of learning in the classroom. This statement was expressed and supported alongside this project. What is important to take into account is that if the teacher wants a better students' participation, he or she has to be creative and bring into the classroom as many as possible techniques; especially when trying to let students participate in speaking exercises. All the activities that the teacher can bring to the classroom will make his or her work a little bit easier. "The aim is simply to try and increase the amount of English they speak." Sheehy Skeffington (2002). It can be concluded that the flexibility students demonstrate to participate in the oral exercises will depend on the variety of techniques used in the classroom.

On the other hand, however, it was also found that not all the techniques are effective when trying to encourage students to speak English. The results demonstrate that there are some of those techniques that despite they are frequently used, students still show a limited participation and use of the target language because they go back to their mother tongue. This data was described and analyzed in the graphics and charts presented before.

When establishing the research theory it was found that there are different factors that can inhibit students' participation in the classroom, mainly in the speaking area. On the other hand it can be stated that it is possible to overcome all of those inhibitors with the application of the many different techniques and games mentioned so far in this study.

That innovative implementation will provide students with many opportunities to participate freely and in a natural way without worrying about mistakes, feeling pressure or shyness.

VIII. SUMMARY AND CONCLUSIONS

1. The major findings of this study are the techniques teachers use the most to motivate students to speak English in the classroom such as *discussions*, *presentations*, *oral brainstorming*, and *interviews*. Those techniques have in common that teenage students can interact with each other freely and without worrying about grammar.
2. There is an increase on students' motivation to participate when the teacher brings to the classroom a variety of tools to elicit students speaking production of English.
3. Not all the techniques evoke the same students' reaction because the results reveal that there are some of them which are more effective than the other ones.
4. Once more, using techniques such as *discussions*, *presentations*, *oral brainstorming*, and *interviews* help students to participate in a more confident way.
5. This study supports what the interviewed teachers have experienced, in relation to the problems in the speaking skills of teenagers. Since the results are evidence of the necessity of implementing the oral techniques and games in the classroom.

6. Finally, it can be said that when students are involved in all these kinds of activities they demonstrate a better attitude towards the oral speaking participation.

With the previous statements it is supported the research hypothesis “The use of a variety of techniques focused in the speaking ability, results in a better level of teenage students’ oral participation”

IX. RECOMMENDATIONS

According to the results from the research, it is recommended teachers to:

1. Use as many techniques as possible to elicit students' participation.
2. Put into practice all known techniques because not all of them have the same effect on students to make them speak in English because of the different necessities of students.
3. Even though trying to motivate student to speak English is a hard and difficult task, teachers have to do the best and never give up.
- 4- Since it is well known that the use of different techniques promote a better performance on students it is recommended to keep on to offer student a more natural and confident environment.
- 5-Teachers should get together in order to share their experiences in applying different techniques that have helped them to improve their students' oral skills.

X. INFORMATION SOURCES

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Annexes

Glossary

Oral techniques

Debate:	Argument, argumentation, debate: a discussion in which reasons are advanced for and against some proposition or proposal
Discussions	An extended communication (often interactive) dealing with some particular topic; an exchange of views on some topic
Dramatic play:	Play, drama, dramatic play: a dramatic work intended for performance by actors on a stage
Drill and practice	Exercise, practice, drill, practice session, recitation: systematic training by multiple repetitions; "practice makes perfect".
Information gap activities	An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.
Interview/survey	A meeting in which someone asks another person questions about themselves, their work, or their ideas. A survey is addressed to a large number of people
Oral brainstorming	A group problem-solving technique in which members spontaneously share ideas and solutions
Presentations	A formal talk in which you describe or explain something to a group of people
Problem solving	A problem solving activity is a game or role play that simulates a problem that a group of students must work together to solve. These activities can be used in a variety of settings.
Role plays	An activity in which you pretend to be someone else, especially in order to learn new skills or attitudes

Additional techniques

Demonstration	The demonstration or “ doing” technique. Is a method to teach skills. It demonstrates step by step the procedures in a job task. Using the exact physical procedures if possible. While demonstrating, explains the reasons for and the significance of each step.
Peer Coaching	It is a confidential process through which two or more students work together to build new skills, share ideas and provide each other with feedback.
Praising	It usually implies hearty approbation warmly and to express warm approbation of, commendation for, or admiration publicly expressed
Reinforcement	It is a very necessary part of teaching learning process; through it, instructors encourage correct modes of behaviors and performance. It is normally used by instructors who are teaching new skills.
Simulation and games	The simulation and games activities, or simply game, is a simulation of various activities in “real life” in the form of games for various purposes. Training, analysis or Prediction.
Visual instruction	It is the use of materials and techniques that do not depend mainly upon the printed word to convey Meaning. It is also known as instructional media and Works through sight and sound.

Games

card and board games	A board game is a game in which counters or pieces are placed, removed, or moved on a premarked surface or "board" according to a set of rules
caring and sharing games	It promotes the development of critical social skills in the home or classroom. This fun card game asks children to match problems with helping, sharing, and caring solutions. As they play, children learn to match the solution to the problem. A child sneezes; another child hands him a tissue. A baby cries: an older child brings her a bottle. When a match is made, the player must tell why that particular behavior is important. Everyone wins when all the problems have been solved. . They have the participants share personal feelings and experiences with other class member.
guessing and speculating games	In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.
magic trick	Magic or conjuring is the art of entertaining an audience by performing illusions that baffle and amaze, often by giving the impression that something impossible has been achieved, almost as if the performer had supernatural powers.
memory games	These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.
picture games	Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering difference or similarities and possible relations between pictures.
Psychology games	These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use
sound games	Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.

story games	These games provide a framework for learners to speak as well as write stories and share them with classmates.
true-false games	In these games someone makes a statement which is either true or false. The game is to decide which it is.
word games	Word games and puzzles are spoken or board games often designed to test ability with language or to explore its properties.

Definition of the criteria used in the observation guide

Limited oral participation: Students rarely speak with complete sentences. They limit their participation by following models only. They show a low degree of confidence. A few students show willingness to participate.

Acceptable oral participation: Mostly speak with complete sentences, able to respond well in most of the activities. But still hesitate at the time they are asked to perform an activity. Most of the students show confidence and interest to participate; however, some of them still need to get more involved in the activities.

Very good oral participation: Always speak with complete sentences, use appropriate vocabulary, able to accurately perform all the activities. Students show a high level of confidence to participate in the oral activities. They show themselves enthusiastic and get involved in all the oral activities.



QUESTIONNAIRE

F____ M____
AGE: 20-25____ 26-30 ____ 31-35____ 35 or more____
PLACE OF WORK

Objective: To gather information for starting a research project related to the improvement of teenager s' speaking abilities.

1- From the following group of students, select the group you have worked with teaching English.

Children _____ How long? _____
Adolescents _____ How long? _____
Adults _____ How long? _____

2- Please, order the following groups of students according to their level of difficulty to achieve their participation in the oral activities. Being 1 the most difficult and 3 the least.

Children _____
Adolescents _____
Adults _____

3- According to your experience, have you ever faced difficulties when asking teenage students to participate orally?

Yes _____ No _____

If yes,
specify_____

4- Do you consider a difficult task to get teenage students to participation in oral activities?

Yes _____ No _____

Explain _____

5- What are the difficulties you have faced when asking teenage students to participate orally?

6- Have you ever heard of any colleague talking about similar problems?

Yes _____ No _____

What did he/she say about it?



Questionnaire

Objective: To gather information about the oral techniques used by teachers of English as a foreign language with teenage students.

DIRECTIONS: Please, answer according to the information that is asked.

1- From the list below, check the speaking techniques that you regularly use when you teach.

- | | | | |
|---------------------|--------------------------|--------------------------------|--------------------------|
| 1. Role plays | <input type="checkbox"/> | 6. Drill and practice | <input type="checkbox"/> |
| 2. Discussions | <input type="checkbox"/> | 7. Dramatic play | <input type="checkbox"/> |
| 3. Problem solving | <input type="checkbox"/> | 8. Debate | <input type="checkbox"/> |
| 4. Presentations | <input type="checkbox"/> | 9. Oral brain storming | <input type="checkbox"/> |
| 5. Interview/survey | <input type="checkbox"/> | 10. Information gap activities | <input type="checkbox"/> |

11. Other? Please specify: _____

2 From the techniques you checked, which are the five most effective ones in your lessons? Please classify them by level of effectiveness where 1 is the most effective and 5 is the least effective.

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____

3 From the list below check the techniques that you use to help your students to get the most out of their oral production in the classroom. Then check the frequency of practice for each one.

		Always	very often	sometimes	rarely
1. Peer Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Praising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Simulation and games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Visual instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify: _____

4 - If you use games, how often do you include them in your lessons?

- a. Always
- b. Very often
- c. Sometimes
- d. Rarely
- e. Never

5 - If you use them, check the boxes with the games you use to improve students' speaking skills?

- | | |
|--|--|
| 1. picture games <input type="checkbox"/> | 7. true-false games <input type="checkbox"/> |
| 2. Psychology games <input type="checkbox"/> | 8. memory games <input type="checkbox"/> |
| 3. magic trick <input type="checkbox"/> | 9. caring and sharing games <input type="checkbox"/> |
| 4. sound games <input type="checkbox"/> | 10. guessing and speculating
games <input type="checkbox"/> |
| 5. card and board games <input type="checkbox"/> | 11. story games <input type="checkbox"/> |
| 6. word games <input type="checkbox"/> | |

12- Other? Please specify: _____

Please answer the following set of open questions according to your personal experience teaching English as a foreign language.

6- What happens to teenage students' oral production when they are engaged in the oral techniques and games you apply?

7- Do you think it is important to include various oral techniques to encourage students to speak English? Why? or Why not?

Observation Guide

Institution: _____ Date: _____

Number of students: _____

Time duration: _____ Level: _____ Topic: _____

Technique/Activity used to develop oral proficiency	Students' reaction	
	Oral participation	Comments
1. Dramatic/ Role play	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	
2. Discussion / Debate	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	
3. Presentations	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	
4. Problem Solving	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	
5. Info. Gap activity	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	
6. Interview/ survey	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	
7. Drill and practice	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	
8. Other	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	
9.	Limited <input type="checkbox"/> Acceptable <input type="checkbox"/> Very good <input type="checkbox"/>	

