

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



GRADUATION WORK

“HELPING STUDENTS OF THE COUNCIL OF SCHOLARSHIPS AND SCIENTIFIC
RESEARCH PROGRAM ACHIEVE ADVANCED LEVEL OF ORAL LANGUAGE
PERFORMANCE.”

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v. Introduction

The primary purpose of language is to communicate facts, ideas, feelings, requests, questions and warnings. Increasingly, the purpose of learning English is to communicate with people from different countries where English is spoken. Frequently, communication is written, but more often it is spoken. That is why, it is vital that EFL learners learn how to speak English as intelligibly as possible –not necessarily like native speaker, but well enough to be understood (Von Schon 1987). To help students communicate effectively, there are specific factors combined that will contribute to develop an effective oral language performance.

This report is about a research carried out through an innovating methodology where the classroom environment was one of the most important factors. The environment is indispensable in an English class because the students' perception of it will encourage them to develop self-confidence and to be encouraged in the class; the classroom atmosphere was designed carefully in order to provide all the elements that help students in the learning process: developing good teacher-student rapport, students' self-confidence, playing selective baroque music, praising students when they have good performance, giving snacks in order to encourage students to speak English fluently; the researchers encouraged students to break the silence and got them to communicate.

The research was carried out at the Consejo de Becas, University of El Salvador. This office offers different scholarships in which the English language is one of the main requirements. Their English program consists of 20 courses in which American Channel textbook and workbook series are used.

The report consists of eleven parts, but the fundamental components are: First, the introduction. Second part is the objectives. Third, hypothesis- in this part, a problem was set focused on facilitating students' oral performance. Fourth, theoretical background- the research group looked for many different resources aims at getting some data that should be known in advance. Next, the research methodology- there is a description about the particular procedure of the experiment. Then, data analysis and results- the data obtained after five weeks of experiment is classified and tabulated to be analyzed. Last, the findings- it is shown the results of the whole research .

vi. Objectives

➤ **General objective ----**

--- To test the effectiveness of innovating speaking strategies in a period of five intensive weeks of English classes in order to improve the language performance in students of level VI of the Scholarship Program carried out at the UES.

➤ **Specific objectives ---**

---To find out some adequate speaking strategies that help students to develop a good oral language performance.

--- To develop one strategy every single class during one hour and forty minutes class, accompanied by a series of exercises applied in real contexts.

IV. Statement of the problem

The students from the University of El Salvador, specifically the students at the Scholarship project have faced the necessity to learn English not just to listen to music or go to the movies; they have this necessity to get the opportunity to apply to any scholarship whose main requirement is to speak English. However, there are serious oral language limitations that students face when they apply for any scholarship: the deficiency to speak English fluently, the lack of vocabulary, the poor self-confidence to express their ideas, the deficiency in reading, writing and listening that are important in an English speaking country. That is why the research group decided to carry out this project not just to show the difficulties that the students face through the learning process but also to help them develop efficient communication through the techniques selected that will encourage students to break the silence and have a real desire to speak English more effectively and with absolute certainty.

In fact, there are many factors (Brown 2001), that can make oral performance difficult in EFL students, which is a real matter at the moment of communicating, so communication can fail. First, redundancy (without clear meaning) second, stress and intonation (an unknown vocabulary is difficult to pronounce its stress and intonation) third, performance variables (the students manifest a certain number of performance hesitation, pauses, backtracking and corrections).

V. Hypothesis

According to Lozanov (1970) the appropriate methodology for developing a good language performance in EFL learners could be the creation of a relaxing atmosphere, since students' learning is facilitated in a relaxed, comfortable environment and they also learn from what is present in the environment. This is why the research group set up a hypothesis at the beginning of the research, it is stated as:” A relaxed atmosphere and innovating methodology will help students of the scholarship program of the UES to improve their language proficiency.”

VI. Theoretical Background

To develop students' learning process without improvisation, getting some data about factors that would affect speaking skill should be known in advance. According to Tunaboylu 1993, the factors that could influence EFL learners are the following: first, the psychological pressure of making mistakes in the presence of their classmates. Then, another factor could be student's poor vocabulary; the fear of expressing ideas incompletely makes the learners feel embarrassed. Besides Tunaboylu's argument (in Brown 2001), provides some characteristics that make oral performance difficult: the redundancy- the speaker has an opportunity to make meaning clearer through the redundancy of language. Second, the stress and intonation, of unknown vocabulary, make it difficult to pronounce due to its stress and intonation. The stress-timed rhythm of spoken English and its pronunciation patterns convey important messages. Last, the performance variables- students manifest a certain number of performance hesitations, pauses, backtracking and corrections.

The relaxing atmosphere is important as well as the techniques or factors that affect students' learning. Lozanov (1970), the purpose of Suggestopedia is to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the difficulties of learning. Also, one of the principles of his methods is the relaxing atmosphere. A student learning is facilitated in a relaxed, comfortable environment and they also learn from what is presented in the environment.

In the project, the research group selected a variety of techniques to develop

communication skill such as word-guessing game, description and topic talking. These techniques were aimed at training students to speak fluently and to be able to make themselves understood.

The techniques included retelling and role play as suggested by Joe Angela, Nation Paul and Newton Jonathan (1996); their aim is to alert teachers to what is important in the activity and also to make teachers realize that the same teaching condition could be designed into other activities. Tunaboynu (1993) proposed the techniques “speaking through association”, this technique let students learn the basic meaning of the words and motivate them to turn to a dictionary and look for any other meaning. Also, Murphy (1995) provided some techniques as second-partner, multi-partner walk-talk and long distance partner, these are ways to get students to use new language many times in real communicative situations within a short period of time. Last, according to Daoud Sada, 1994, there were three strategies for increasing oral production in the EFL classroom, which are the dilemma, reflection, passing the message. The overall aim of these strategies is to encourage students to talk and use the language spontaneously.

Moreover, Di Pietro (1990) noted: “to enhance students’ English bases, accuracy, real language use and group work are necessary elements in verbal communication. The artifact of a language is the body of its forms and patterns. The group work concerted effort of working the growth of information and language that can be shared by all members of the group and can be used by them individually.” Not only articles from magazines or books contain information but also some web sites like talkenglish.com, antimoon.com, esl.about.com ;provide EFL learners with some speaking strategies and offer resources or articles about

English learning.

According to Douglas Brown (2001) some of the language learners recognize that speaking involves three area of knowledge: First, mechanics (pronunciation, grammar and vocabulary): using the right words in order with the correct pronunciation. Second, functions (transaction and interaction): knowing clarity of message is essential. Last, social and cultural rules and norms (turn-taking, rate of the speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, and what circumstance, about what, and for what reason, all those knowledge above are important parts of English.

“Learning a foreign language is a long and complex task. Learners need constant encouragement, and one of the best forms of encouragement comes from a sense of achievement and success. With a keen eye for achievement, an admiring eye for efforts, and a tolerant eye for differences and individually, a skillful teacher can manage to enable the majority of his students to enjoy learning. A shift in the way we evaluate learners can work wonders.” (Fengying 2003)

VII. Research Methodology

The aim of this research is to test the effectiveness of innovating speaking strategies in a period of five intensive weeks of English classes in order to improve the language performance in students of level VI of the Scholarship Program carried out at the UES. To carry out this project, the methodology was an action research which was testing the oral performance of students preparing for scholarships at the Council of Scholarships and Scientific Research program of the University of El Salvador (Consejo de Becas).

The particular procedure in this research was carried out in the following way: first of all, a problematic situation was identified. Many students face a lot of obstacles when learning English, being the most difficult one to speak fluently. After that, it was necessary to collect data about it in order to obtain knowledge about how to make students improve their oral skill, this included the classroom atmosphere, techniques and methodology. All this information was taken from books like Teaching by Principles (Brown 2001), Keep Talking (Klippel 1996), and all the consulted bibliography.

The following step was to choose the population for the experiment which was two groups from Consejo de Becas program.

Groups	Class schedule	students	level
Group A from the intensive program	From Monday to Thursday at 12:10 A.m to 1:50 P.M	16	6
Group B from the Saturday program	Saturday from 8:00 A.M to 12:00 A.M	17	6

The next step in this procedure was to observe both groups in order to choose the techniques, methodology and classroom atmosphere that were to be used during the experiment. Then group A was evaluated with an oral and written test. Group B was evaluated only with an oral test due to the fact that students were reluctant to take the written test because they were afraid of written evaluations.

After administering the evaluation to both groups, it was determined that students' level of English (finding out from the results of the pretest) in both groups was not at the intermediate level and that was awkward because both groups were supposed to be at intermediate level. Then, the methodology with its corresponding techniques was chosen in order to treat one of these groups.

It was decided to treat group A and observe group B, due to the fact that group B received classes only on Saturdays and group A from Monday to Thursday, moreover, the research group had enough time to carry out the researcher during the week.

During five weeks, the classes were very particular for group A. This group was treated with an innovating methodology or in other words, with an uncommon methodology that consisted of playing baroque music during the class, decorating the classroom with pictures from the United States, posters with greetings; grammatical aspects and others related to the target language in this case English. Also specific techniques were applied to improve one of the most difficult macro skills that is speaking (Word guessing games, role plays, walk-talk among others were used). A relaxing atmosphere was created in the class, which implied to reward students when required, to tell jokes from time to time, to give students snacks like pastry, soda, candies, cookies, and others.

Once the experiment ended there was an oral and written evaluation for the experimental Group –group A- and there was an oral evaluation for the other group only.

All those information from oral and written evaluation of both groups was organized and tabulated in order to analyze it easily. Besides, all the participants were interviewed in order to measure the effectiveness of the teaching methodology used during the experiment.

The results of oral and written evaluations of group A and the results of the oral evaluation of group B were first organized, next tabulated, then analyzed, in order to make conclusions and measure the effectiveness of the experiment (see data analysis and results).

The sample of 39 students was separated into two groups: the treatment group (16 students) and an independent control group (17students). In the treatment group, most of the participants were men, 9 men and 7 women. Their ages were between 20-30 years old. None of them has ever lived in an English speaking country and they just speak Spanish and are currently studying English. Most of them had studied English from 1-3 years in the University of Salvador. Regarding the control group, 12 of the participants were women and 5 were men. Their ages were between 20-40 years old. No one had lived in an English speaking country. They only spoke Spanish and were also studying English. However, they were analyzed in groups making comparison and contrast between the treatment and the control group.

VIII. Data Analysis and Results

“In the field of Linguistics, importance is usually attached to its oral and written form.”(Huau Wen 2006).The research group took into account the importance of oral and written exams to classify students’ level. The oral test instrument has been elaborated from the American Channel textbook (Jack C. Richard).The written test contains 60 questions; and it was prepared by the Council of Scholarships and Scientific Research program (see appendix 3).

Before administrating the instrument, the test was piloted with those students who are taking Intermediate English in the Foreign Language Department at UES, in order to verify the depth and shallow of the oral placement test itself. When piloting the oral placement test, some deficiencies were found, for example, some questions were too easy for intermediate level (see appendix 2). Also, the scoring labeling was not well classified either. Since the written exam was taken from the book series used in the program, the piloting process was considered unnecessary.

Knowing the deficiencies of the oral placement instrument, there came the correction, the scoring labeling was rearranged and those easy questions were changed in order to suit appropriately the intermediate level. After this, the oral test was administrated to both experimental group and observed group.

Only the experimental group was administrated the written exam. The observed group rejected to cooperate arguing that they did not have time to take the test that is why; the observed group took only the oral exams.

Table 1

Oral Placement Results – Pre and PostTest (Experimental Group)

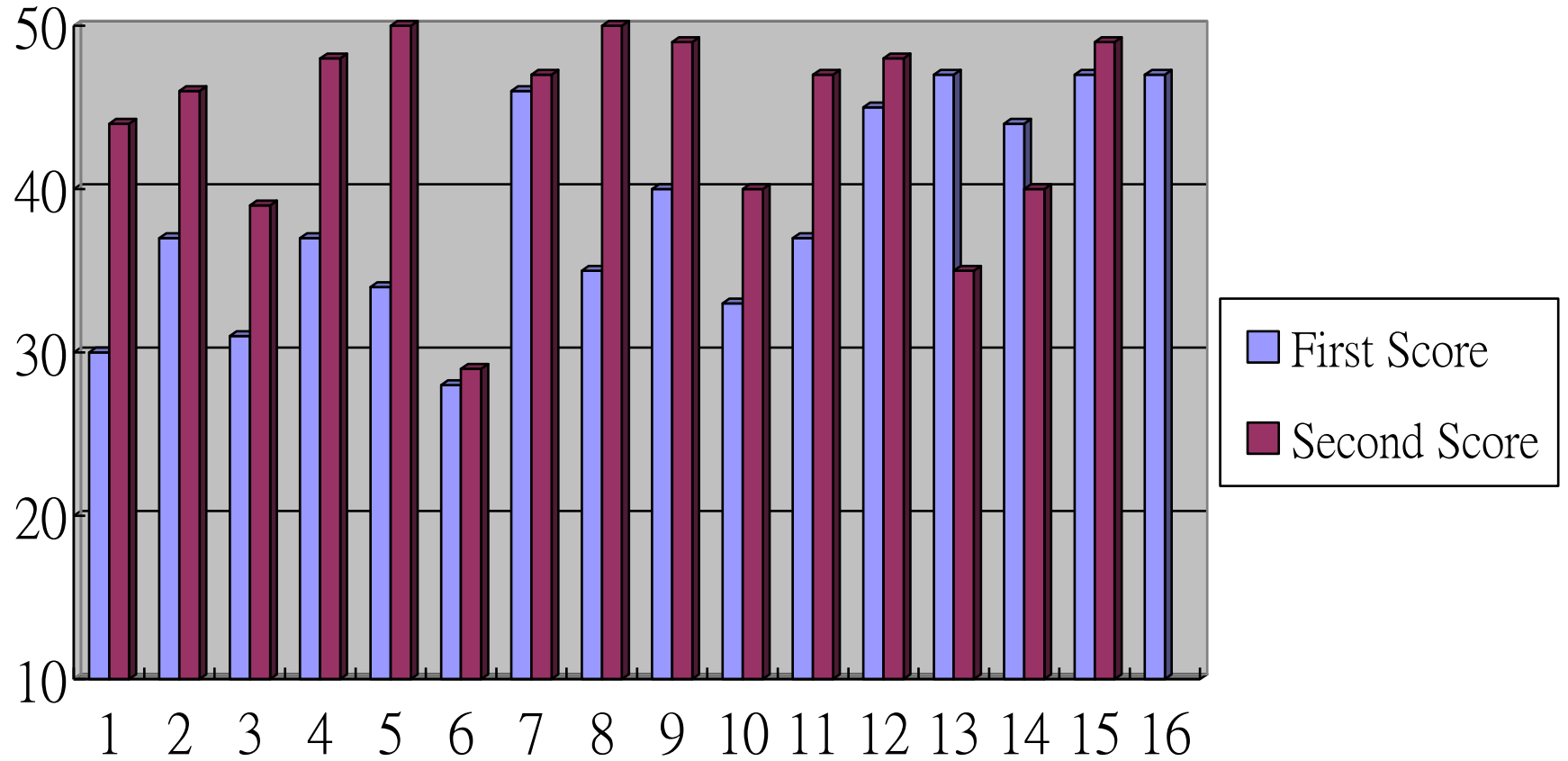
Numbers	First score	Second score	improvements
1	30	44	14
2	37	46	9
3	31	39	8
4	37	48	11
5	34	50	16
6	28	29	1
7	46	47	1
8	35	50	15
9	40	49	9
10	33	40	7
11	37	47	10
12	45	46	1
13	47	35	-12
14	44	40	-4
15	47	49	2
16	47	-----*	---*

Average 38.62 43.93

---* student did not take the test, they did not show up.

Table 2

Oral Placement Test Results Pre and Post test (Experimental Group)



By analyzing the data, it is not hard to recognize that the experiment on testing those innovating techniques has worked, but a slight increase. For instance, in the oral placement test of the experimental group, the lowest score was 28 and the highest was 47 and no one got the highest score, but those score after the experiment increased, the lowest score was 29 and the highest was 50, two people at same time got the highest score.

Table 3

Oral Placement Test Results - Pre and PostTest (observed Group)

Numbers	First score	Second score	improvements
1	43	34	-9
2	42	47	5
3	34	36	2
4	48	50	2
5	44	45	1
6	32	----*	---*
7	32	----*	---*
8	48	----*	---*
9	25	27	2
10	28	26	-2
11	27	43	16
12	44	46	2
13	33	33	0
14	34	34	0
15	30	----*	---*
16	31	----*	----*
17	38	----*	---*

Average

36.05

38.27

The average of the first oral placement of observed group was 36.05, in the post test of observed group, a slight increase is shown, the average was 38.27, the difference between pretest and post test is 2.22%.

Table 4

Oral Placement Test Results Pre and Post test (Observed Group)

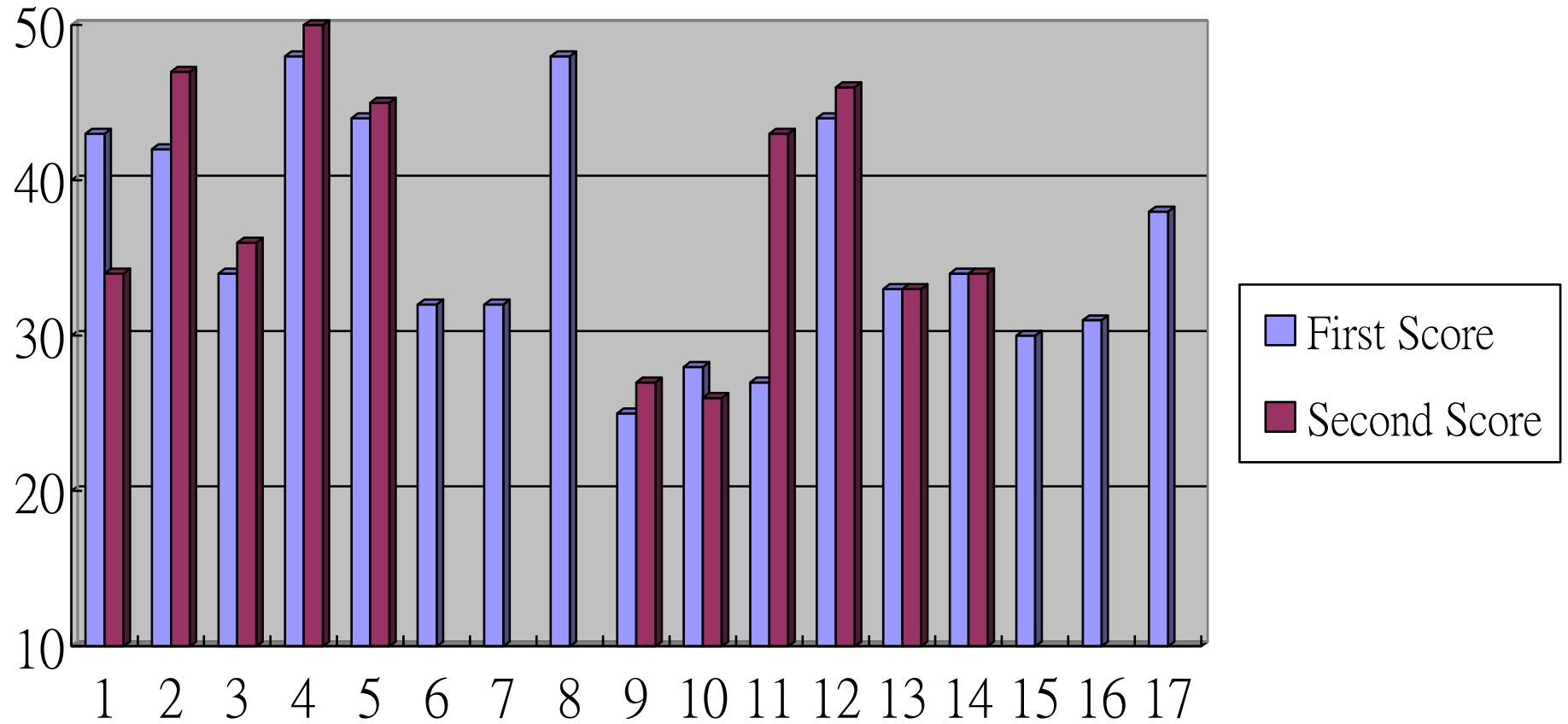


Table 5

Post Test's Comparison Between Experimental and Observed Group

<u>Experimental Group</u>		<u>Observed Group</u>	
students	Post test score	Students	Post test score
1	44	1	34
2	46	2	47
3	39	3	36
4	48	4	50
5	50	5	45
6	29	6	---
7	47	7	---
8	50	8	---
9	49	9	27
10	40	10	26
11	47	11	43
12	46	12	46
13	35	13	33
14	40	14	34
15	49	15	---
16	---	16	---
		17	---
Average	43.93	Average	38.27

In observed group, many students missed the post test, and only one person got the highest score. On the other hand, only one student missed the post test, at some time, two people got the highest score. The average of the experimental group was 43.93 and the average of observed group was 38.27. The difference between both was 5.66%.

Table 6

Post Test's Comparison Between Experimental and Observed Group

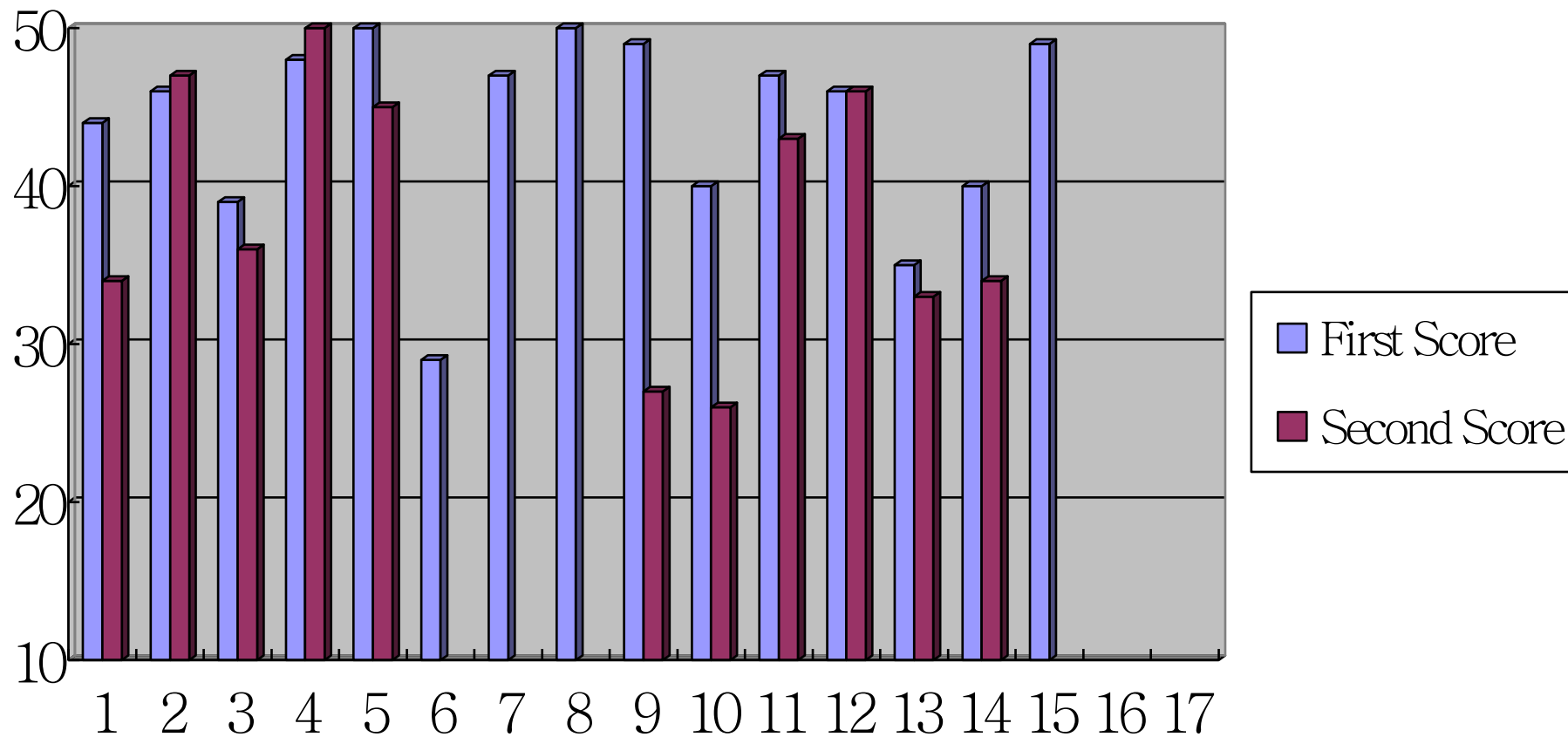


Table7

Written Exam Results - Pre and Post Test (Experimental Group)

Numbers	First score	Second score	improvements
1	32	43	11
2	30	39	9
3	29	36	7
4	20	29	9
5	42	45	3
6	25	34	9
7	46	47	1
8	42	43	1
9	36	39	3
10	32	34	2
11	43	43	0
12	44	45	1
13	43	41	-2
14	41	41	1
15	36	40	4
16	37	----*	---*

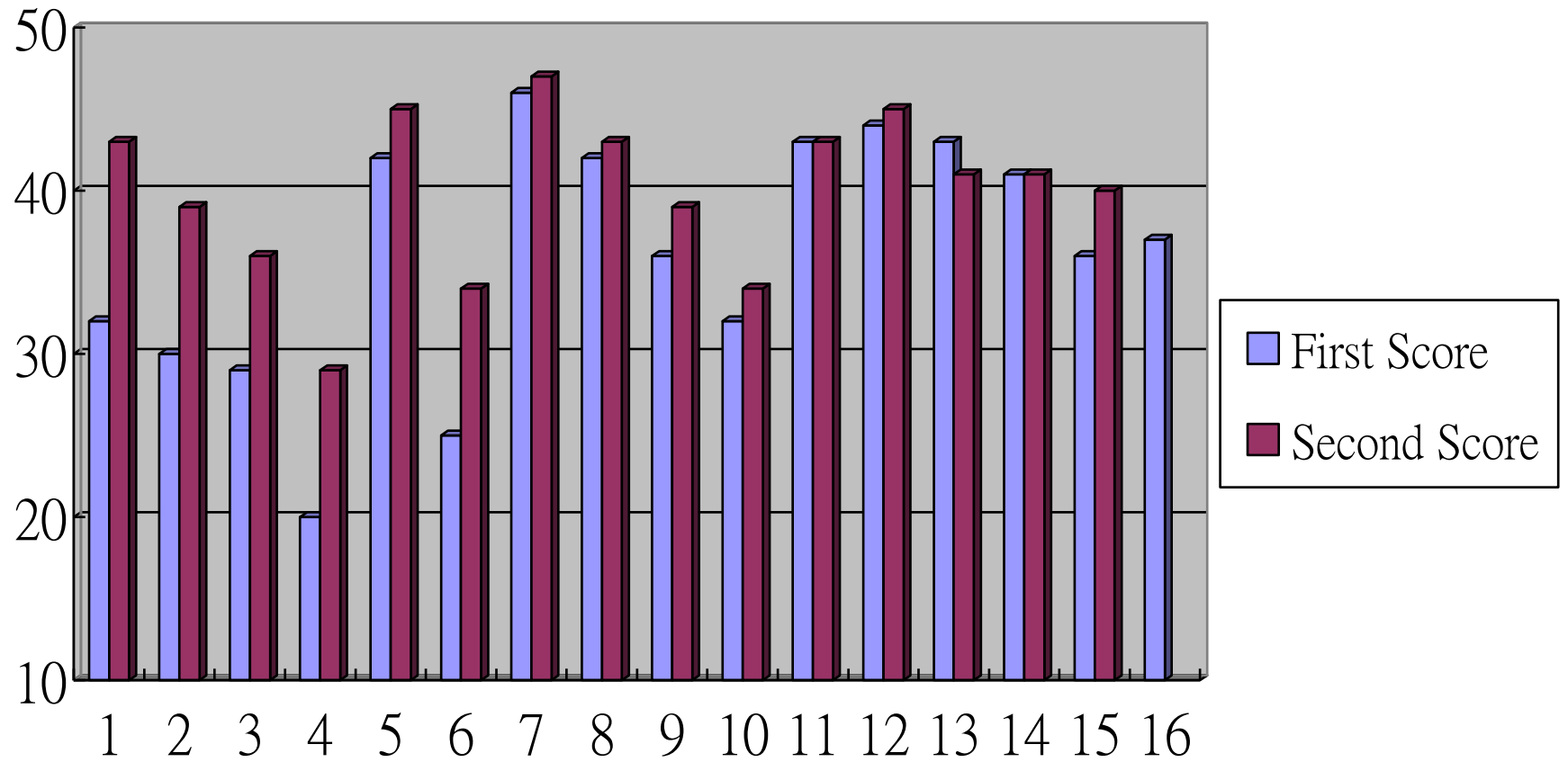
Average 35.29

39.93

The average of the written exam was 35.29. In the post test, the average has also a slight increase 39.93, the difference was 4.46%.

Table 8

Written Exam Results Pre and Post test (Experimental Group)



After 5 weeks of experiment, the data analysis and results were analyzed. Sadly, the hypothesis is rejected, in other words, the results were not that meaningful.

In the post test (see table 1 and table 2), the oral competence of the experimental group has improved 5.31% a slight increase; the experimental group just got a slight increase of 5.66% difference from the observed group (see table 5 and table 6). During the experiment, the research group attempted a variety of techniques, also, if a technique that did not work then it was not used again, and another one was implemented.

Table 9
Students' Interview

Questions	Answers	Votes	percentages
1. What do you think about the methodology used in classes?	<ul style="list-style-type: none"> - The methodology was good; I could learn better the language. - It was very useful to me to learn English. 	12	100%
2. Did they help you to improve your oral performance?	<ul style="list-style-type: none"> - Yes, the techniques helped me to remember my mistakes. - yes, it helped me to improve my English 	12	100%
3. From the following techniques, which techniques did you like and dislike?		a. 10 b. 10 c. 7 d. 5 e. 8 f. 5 g. 4 h. 6 i. 10 j. 11	a. 83.33% b. 83.33% c. 58.33% d. 41.66% e. 66.66% f. 41.66% g. 33.33% h. 50% i. 83.33% j. 91.66%
4. How much do you consider that you improved? Rank from one (the lowest grade) to Five (the highest grade) evaluating yourself.	Range 1----- Range2 ----- Range 3----- Range 4 ----- Range 5 -----	0 0 6 5 1	0% 0% 50% 41.66% 8.33%
5. Do you think the class schedule had any influence in your learning?	Yes No	Yes- 7 No – 5	58.33% 41.66%
6. What do you think about the classroom? Was it comfortable enough to receive a class?	Yes No	Yes – 2 No – 10	16.66% 83.33%

It is obvious that all those students who received the experiment loved this methodology, but they did not put into practice which they have learned from the class, that is why, at the end of the application of the methodology, 50% of them evaluate themselves at the range 3, and 41.66% of students stated themselves at the range 4, only one person who evaluate himself at the range 5.

According to students' opinion, the most wonderful technique was the "snack", because 91.66% of students enjoyed this technique, since it was very helpful to the development of the class, it made the class cheerful. Then, the popular and effective techniques are "*long distance partner, the yes-no game and the baroque music,*" three of them were voted by 83.33% of students who enjoyed these techniques. On the contrary, the techniques such as the "*dilemma, and reading aloud and giving their own opinion* – were disliked by 41.66% of students. Also, *the small group task*- there was 66.66% of students who did not like the technique.

According to students, 58.33% of students considered, the class schedule really affected their learning process, on the other hand, 41.66% of students who did not think so. Also, there were only 16.66% of students who feel the classroom was comfortable enough to receive a class; other 83.33% of them considered that the classroom was not comfortable enough.

IX. Findings

This research on improving language performance is really important to overcome the difficulties that most students face when learning a language. Unfortunately the hypothesis presented at the beginning has not been accepted by the results obtained through the investigation.

According to the results of the oral / written evaluation and students' interview (see table 9), the researchers concluded the following: Some techniques applied thought the experiment helped the students to improve their oral competence as well as the activities that were appropriate to encourage students to interact with each other. Although the results were not meaningful but students' effort were indelible which can be proved on the pretest and post test.

There were many factors that affect students' learning besides the techniques and the methodology provided from the research group. First, the major findings of the research is that the learning process did not depend on the teachers and students' themselves but it included the short period of time that students received the teaching methodology. Another reason considered could have affected the results was that some students missed a lot of classes, even though to attend classes was the main requirement of taking exams, Third, the learning process was also affected by the environment outside the classroom, other students were waiting outside the classroom at the time the class was almost finished, they were waiting to enter the classroom later, but the noise of people talking on the hallway was an interruption to the class as well. Last, the schedule in which the classes were taught was an important factor that affected the research's goal due to the fact that it was at noon, from 12:10 to 1:50, and at this time students were tired and hungry, besides, it was

extremely hot in the classroom and they were always in a hurry before and after the class, this factor affected the learning process of some students because sometimes they decide do not go to class or left class earlier and they did not ask for an individual review or explanation from the teachers.

The factors mentioned above are the factors that researchers found out that really affected the learning process, for that reason there were not meaningful results as stated by the hypothesis at the beginning.

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XI. Appendix







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

Student's name: _____

Date : _____

Interviewer : _____

Level: _____

Oral placement test

Mark 0 = no response 1= partial response 2 = complete response

- 1- What is your name? 0 1 2
- 2- Please spell your last name? 0 1 2
- 3- How old are you? 0 1 2
- 4- Where do you live? 0 1 2
- 5- What day is today? 0 1 2
- 6- How often do you go to movies? 0 1 2
- 7- What do you do? 0 1 2
- 8- How many people are there in your family? 0 1 2
- 9- Whose pencil is this? Is it yours? 0 1 2
- 10-What do you want to be in the future? 0 1 2
- 11-What time is it? 0 1 2
- 12-How do you like English? 0 1 2
- 13-What do you usually do on weekends? 0 1 2
- 14-How do you spend your free time? 0 1 2
- 15-Can you play the guitar? 0 1 2
- 16-Do you practice any sport? 0 1 2
- 17-Today is Tuesday, what day is after tomorrow? 0 1 2
- 18-What did you do yesterday? 0 1 2
- 19-What did you do on your last vacation? 0 1 2
- 20-What are you going to do for your birthday? 0 1 2
- 21-Are you going to the beach next Saturday? 0 1 2
- 22-Why do you want to learn English? 0 1 2
- 23-Which is hotter, winter or summer? 0 1 2
- 24-How long have you been studying English? 0 1 2
- 25-How much money do you have right now? 0 1 2

Scoring	
0 - 18 beginner	36 - 50 intermediate II
19 - 35 intermediate I	

#2

University of El Salvador
Foreign Language Department

Skyline QUICK PLACEMENT TEST

Name _____ Date _____

Choose the best word or phrase to fill the gap.

Section A

- 1) "Excuse, is this seat free?" "Yes, it is."
a) me b) her c) him d) you
- 2) "Hi, my name is Juan." "Nice to meet Juan. I'm David."
a) her b) him c) us d) you
- 3) "..... are you from, Juan?"
a) What c) When c) Where d) Why
- 4) "I from Argentina."
a) am coming b) come c) comes d) do come
- 5) "Are you a student?" "Yes,"
a) I am b) I can c) I do d) I have
- 6) "How old are you?" "..... twenty years old."
a) I'm b) I have c) I've got d) My age is
- 7) I like pasta I don't like pizza.
a) and b) because c) but d) or

Section B

- 8) Kate is a She works in a restaurant.
a) doctor b) nurse c) teacher d) waitress
- 9) She has three: two cats and one dog.
a) pets b) hobbies c) jobs d) kids
- 10) Her favorite in her new apartment is the kitchen.
a) salon b) flat c) furniture d) room
- 11) Desmond planes. He's a pilot.
a) works b) drives c) rides d) flies
- 12) She works Monday through Friday. She doesn't work on
a) Saturday and Sunday b) Sunday and Tuesday
c) Saturday and Wednesday d) Sunday and Thursday

Section C

- 13) Later this evening out with friends to the movies.
a) I'm going b) I go c) I do go d) I went
- 14) My house is very near. Don't worry it very easily.
a) you've found b) you'll find c) you're finding d) you find
- 15) I didn't see the program on tv because I tennis.
a) was playing b) would play c) am playing d) played
- 16) Missouri is not as California
a) big like b) bigger c) as big d) big

- 17) Mr Murphy is the popular teacher in school.
 a) less b) much c) more d) most
- 18) Maria is taller Susan.
 a) as b) like c) than d) that
- 19) you ever been to Hawaii?
 a) Do b) Did c) Have d) Were

Section D

- 20) James is a good he sings and plays various instruments.
 a) conductor b) pianist c) musician d) magician
- 21) He isn't tall and he isn't thin either. He's
 a) young and fat c) short and fat
 b) short and old d) young and short.
- 22) His favorite are jeans and t-shirts.
 a) clothes b) colors c) hobbies d) vests
- 23) He has brown hair and blue
 a) arms b) ears c) eyes d) legs
- 24) She likes to go skiing in the when it's very cold.
 a) fall b) spring c) summer d) winter

Section E

- 25) Sheila spoke so fast that Peter didn't understand at all.
 a) anything b) everything c) nothing d) something
- 26) If we now, we'll still catch the train."
 a) leave b) left c) will leave d) would leave
- 27) Debby really liked the car but decided that she afford it.
 a) couldn't b) didn't c) shouldn't d) wouldn't
- 28) I'm going to give up playing golf I can spend more time with my kids.
 a) for that b) so that c) such that d) that
- 29) The police wanted to know how the window broken.
 a) is g) get c) gets d) was
- 30) I don't know where Sean is. He be at home.
 a) can b) may c) will d) would
- 31) Do you mind I close the window?
 a) can b) if c) that d) when

Section F

- 32) Hanna high school in San Francisco.
 a) attends b) goes c) studies d) visits
- 33) She enjoys studying science subjects such as
 a) chemistry and drawing c) art and history
 b) biology and math d) English

- 34) After getting up, she always has in the kitchen.
 a) breakfast b) dinner c) lunch d) supper
- 35) He in a new apartment downtown.
 a) habits b) leaves c) lives d) rests
- 36) Mark works in a grocery store. He sells
 a) clothes b) food and drink c) records d) gas

Section G

- 37) The party was quite good but there weren't really people.
 a) a lot b) enough c) enough of d) much
- 38) I'm a bit tired right now. I think I'd rather later.
 a) go b) to go c) I'd go d) that I go
- 39) Tessie in the same house for twenty years now.
 a) has been living b) is living c) lived d) lives
- 40) Let me know you need anything and I'll be there to help you.
 a) in case b) if c) provided d) unless
- 41) There's a meeting at 3 o'clock,?
 a) is it? b) isn't it? c) isn't there? d) won't there?
- 42) I play a lot of sports but now I don't have time.
 a) had the habit of b) ought to c) used to d) would
- 43) He didn't stop smoking even his doctor told him to give up.
 a) if b) that c) though d) whether

Section H

- 44) Henry enjoys his bicycle in the countryside.
 a) biking b) cycling c) driving d) riding
- 45) I'm going to the movies to a film. Do you want to come?
 a) regard b) listen c) look d) watch
- 46) I yesterday afternoon with friends in a café.
 a) spent b) used c) took d) passed
- 47) Mark is very interested computers
 a) at b) by c) from d) in
- 48) Simon can French but he cannot speak it.
 a) hear b) know c) listen d) understand

Section I

- 49) They went for a walk in of the heavy downpour.
 a) case b) despite c) the event d) spite
- 50) Susan handed in her resignation only after her lawyer.
 a) consult b) consulted c) consulting d) the consultation
- 51) A good conversationalist can talk about subject comes up.
 a) whatever b) whenever c) whenever d) wherever

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

Interviewer: _____
Interviewee: _____

Date: _____

‘Instrument for supporting the Data Analysis’

Objective: To know the effectiveness of the methodology applied after the experiment.

1. What do you think about the methodology used in classes?

2. Did they help you to improve your oral performance ?

3. From the following techniques, which techniques did you like and dislike?

Methodology:

- a. Long distance partner
- b. Yes-no game
- c. The multi partner walk talk
- d. Reading aloud and give their own opinion
- e. Small group task
- f. The dilemma
- g. Guessing game
- h. Second partner
- i. Music
- j. The snacks

4. How much do you consider that you improved? Rank from one (the lowest grade) to Five (the highest grade) evaluating yourself.

5. Do you think the class schedule had any influence in your learning?

6. What do you think about the classroom? was it comfortable enough to receive a class?