

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



**ANALYSIS OF INDIVIDUAL ORAL INSTRUMENTS FOR TESTING ORAL
ENGLISH PROFICIENCY**

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Introduction

The following research work focuses on the analysis of oral individual instruments for testing oral English proficiency such as the oral presentation, oral interview and oral performance. This topic is very important because every university student studying the Bachelor in English degree has to be evaluated in oral skill and all teachers must deal with evaluation. It requires that both, students and teachers know how to handle with this issue.

The findings of the research reflect the advantages, disadvantages and criterion of the oral presentation, oral interview and oral performance. In addition good remarks and aspects of improvement were found during the evaluation process in the three previous oral instruments; for instance, the management of the oral test, the attitudes of the teachers such as being confident with the students, prepared in advanced with a guideline, being friendly or serious with students, those issues influence in students result in an oral test. On the other hand, positive and negative attitudes from the students and teachers were noticeable during the oral instruments development; the guidelines to record students' performance have some gaps. Setting and equipment to keep data are also analyzed in this research.

Therefore, oral proficiency has to be well tested, because if a student does not speak English very well, he will not be able to communicate accurately, that is the reason this research is helpful to students and teachers of the Foreign Language Department because both of them deal with oral evaluation every semester mainly in oral presentation, oral interview and oral performance.

1. OBJECTIVES

1.1 General objectives:

1. To analyze the individual tests for oral English proficiency in Intermediate Intensive English in semesters II-07 and I-08
2. To find out the advantages, disadvantages and criterion of the oral individual instruments

1.2 Specific objectives:

To identify the attitudes of teachers and students through the process of evaluation in oral interviews, oral presentations and oral performances carried out during the development of teaching process.

To describe the advantages and disadvantages of an oral interview, an oral presentation and an oral performance during the process of testing oral English proficiency.

To classify the individual instruments for testing oral English proficiency based on the first domain of the six Bloom's categories in a comparative chart with the purpose of explaining the relation between the Bloom's taxonomy and the abilities tested in an oral interview, an oral presentation and an oral performance.

To identify good remarks and aspects of improvement during the process of evaluation in the three oral instruments

2. Methodology

2.1 Method

This work was developed through the analytic method because it analyzed the oral instruments for testing oral English proficiency; it was based on Benjamin Bloom's taxonomy taking into account the first domain that is cognitive which includes knowledge, comprehension, application, analysis, synthesis and evaluation, the purpose is to classify the oral instruments (oral presentation, oral interview and oral performance) into the previous mentioned steps of Bloom taxonomy's theory.

The level of this research was descriptive, because it described the phenomenon studied by observing the attitudes of teachers such as preparation in terms of paper procedure, prejudices over the students learning, also it checked whether teachers are condescending or intimidating or they show an open, sincere and supportive manner to evaluate orally. Besides that, there were some attitudes observed from the students; for instance, content domain, accuracy in discourse and confidence to apply vocabulary in the oral evaluation. It was descriptive because the phenomenon studied has to be documented with its respective analysis of information.

2.1.2 Techniques and instruments

This research analyzed the individual oral instruments such as oral interview, oral presentations and performances, used by the teachers. The research was carried out through written material and audio graphic material and also researching written material related with the oral skill based on evaluation. Fieldwork was developed which consisted on structured observation administered to the students The sample of this research was the students from the University of El Salvador in the Foreign Language Department who are taking Intermediate Intensive English. The most important purpose on this research was to analyze the oral individual instruments and explain the way they are used to test students of Intermediate Intensive English I.

2.1.3 Instruments

The data collection techniques for this research were questionnaires, interview, and observation.

Questionnaires

The questionnaires were administered to students who were in Intermediate Intensive English I, of 3^o year of study in the University of El Salvador in the second semester, 2008. The questionnaire tried to identify the different oral instruments in which those students were evaluated by. This questionnaire was composed by several questions that had a predetermined structure category in order to identify which of them match best to their oral testing skill.

There were ten questions and each one had 3 or 5 items of answers to offer the students a spectrum of choices, Some of the questions allowed the students to add a specific answer if any of the choices did not apply with them. (See annexes) It was formulated in Spanish language with the purpose to make sure students understand the instructions clearly. The student's honesty, responsibility, and accuracy on their responses were expected in this questionnaire. The analysis of this information reflected the different oral individual instruments in which students were being evaluated, the most preferable oral test, and the frequency in which they had been evaluated by a determinate oral individual test, this data supported the final results. Data gathered from this technique is presented by graphs created by SPSS Data Editor Program.

Focus group Interview

This other form to collect data was used by selecting seven or ten students of different groups then the researchers started asking questions about the way they had been evaluated, the interview was recorded and later on, transcripts were reviewed.

This was Focus group Interview because some students were selected to answer the

questions. The interview was structured by six open questions to get information. Then an oral interview was administered to six teachers responsible of Intermediate English. The data gathered through this technique is analyzed through a written descriptive essay.

Observation

The observation technique was developed in the classrooms in order to collect data about the students and teachers' attitudes while the evaluation process was being held by teachers. Among the students attitudes observed during the development of this technique are nervousness, confidence to speak, conveying of ideas, fluency and creativity to develop the oral test; and some teachers attitudes observed during this research were confidence to the student, preparation in terms of paper procedure, serious, friendly with the test takers. The information about teachers and students attitudes found out through this technique was useful to support the descriptive essay.

3. Hypothesis

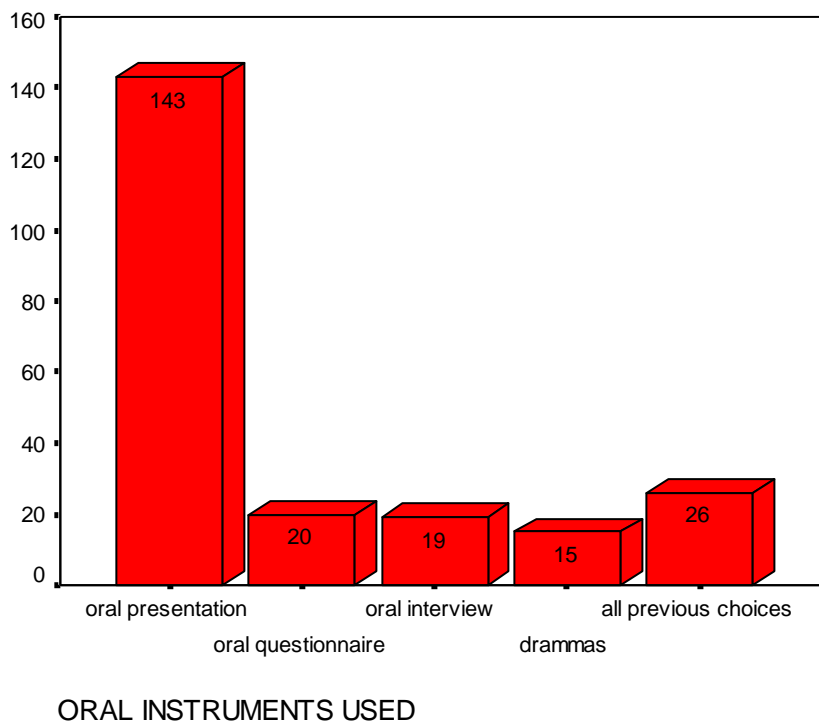
1. The most used instrument to test oral English proficiency in Intermediate Intensive English is the oral interview.
2. The most efficient oral instrument to test oral English proficiency is the oral presentation
3. The teacher's attitude influences in a positive or negative way when a student is evaluated orally.
4. The use of an oral interview influences directly in student's attitude when they interact face to face with the evaluator.

Hypothesis number 1

The most used instrument to test oral English proficiency in the Intermediate Intensive English I and II is the oral interview.

This hypothesis is rejected since the process data shown that the most used instrument to test oral English proficiency in the Foreign Language Department is the oral presentation. The information is reflected in the graphs below:

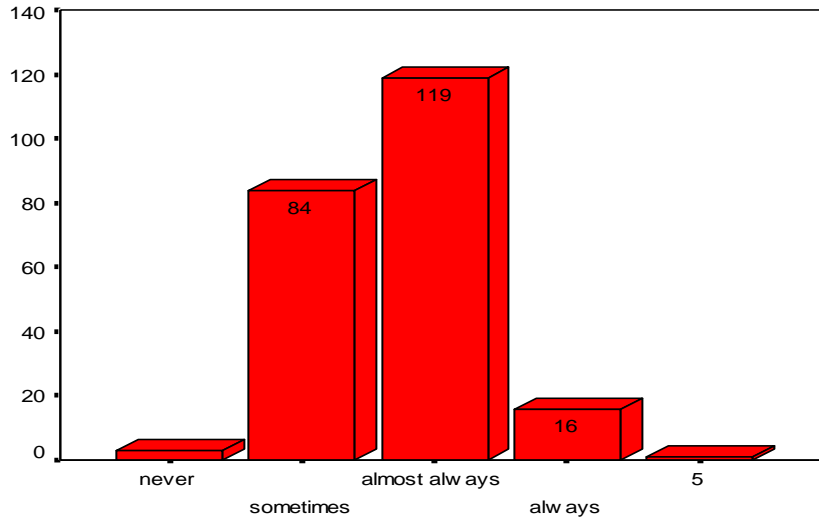
This graph represents the oral individual instruments used with more frequency during the Intermediate Intensive English II- 07 and I-08



Oral individual instruments used with more frequency during the Intermediate Intensive English II- 07 and I-08	Frequency	Percent	Valid Percent	Cumulative Percent
Oral presentation	143	64,1	64,1	64,1
Oral questionnaire	20	9,0	9,0	73,1
Oral interview	19	8,5	8,5	81,6
Dramas	15	6,7	6,7	88,3
All previous choices	26	11,7	11,7	100,0
Total	223	100,0	100,0	

The 64,1% of the students have stated that the oral presentation has been the instrument frequently used to evaluate their orally proficiency during the semesters I and II 2007-2008 in the subject of Intermediate Intensive English I and II, 9.0% of them believe that the oral questionnaire technique was the most used, 8.5% of them consider that the interview was. 6.7% of the students think that the oral performance was and only 11.7% of them believe that all the previous choices such as oral presentation, oral questionnaire, interview and oral performances are the ones which they were evaluated by. To summarize, the oral presentation was the oral instrument used more often during the development of the Intermediate Intensive English I, students pointed out that sometimes topics were given to them so that they can deliver their presentations, some other said that they used to read books or stories to summary understanding and debate about what they have read.

This graph reflects the frequency which students were evaluated through an oral presentation during semesters II-07 and I-08 in Intermediate Intensive English



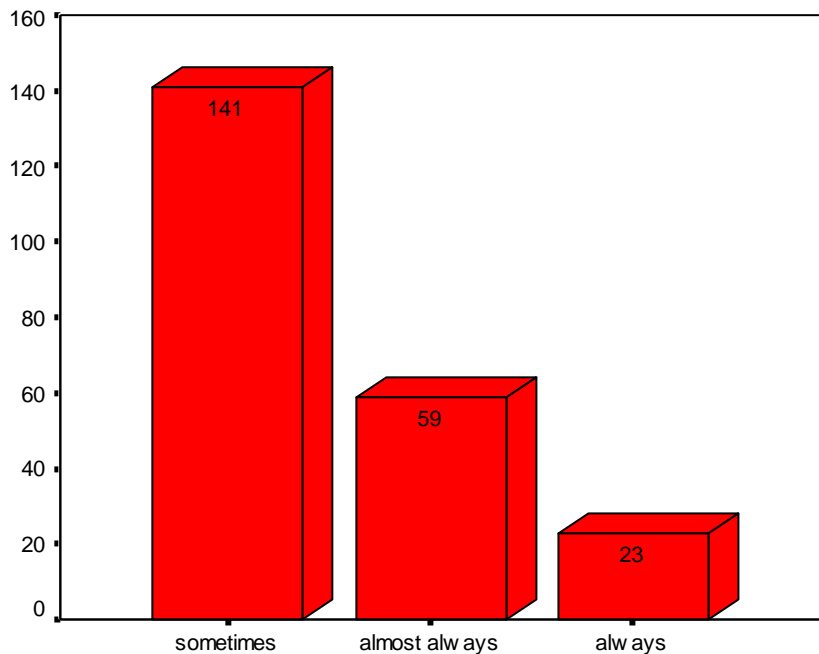
FREQUENCY OF EVALUATION IN A PRESENTATION

frequency which students were evaluated through an oral presentation	Frequency	Percent	Valid Percent	Cumulative Percent
never	3	1,3	1,3	1,3
sometimes	84	37,7	37,7	39,0
Almost always	119	53,4	53,4	92,4
always	16	7,2	7,2	99,6
Total	223	100,0	100,0	100,0

According to the graph it can be mention that speaking skill in Intermediate Intensive English I and II was evaluated as follow:

53.4% of the students considered that oral presentation was almost always taken into account to get their grades, 37.7% of pupil sometimes think so, whereas, 7.2% of the students were always evaluated and just 1.3% of the students claim that never were evaluated by an oral presentation.

This graph reflects the frequency which students were evaluated through an oral interview during semesters II-07 and I-08 in the subject of Intermediate Intensive English

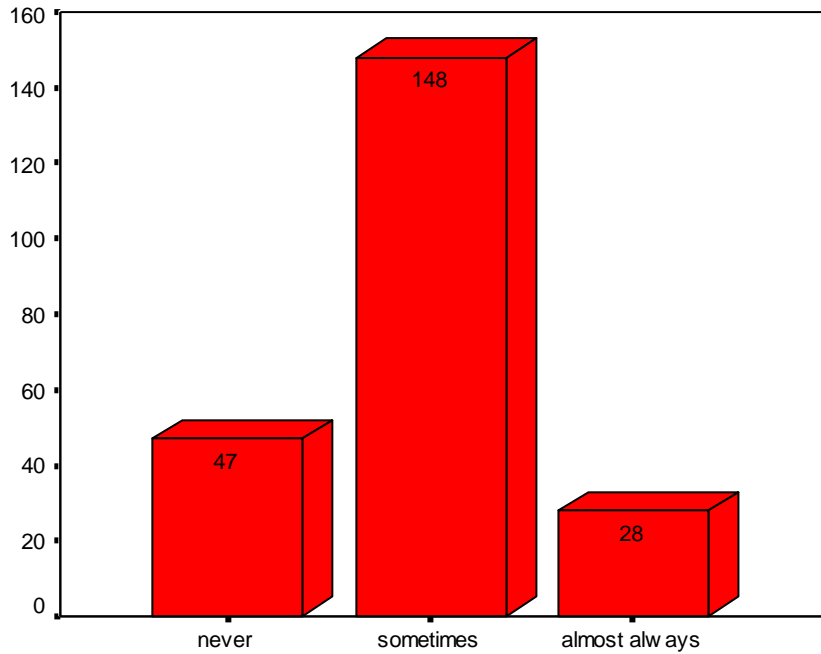


FREQUENCY OF EVALUATION IN AN ORAL INTERVIEW

Frequency to have an oral interview	Frequency	Percent	Valid Percent	Cumulative Percent
sometimes	141	63,2	63,2	63,2
Almost always	59	26,5	26,5	89,7
always	23	10,3	10,3	100,0
Total	223	100,0	100,0	

This graph shows that 63.2% of the students were sometimes evaluated through an oral interview during the subject of Intermediate Intensive English I, It also reflects that 26.5% of the students almost always were evaluated and just 10.3% of the students always were evaluated.

This graph reflects the frequency which students were evaluated through a performance during the semester II-07 in English Intermediate I-II



FREQUENCY OF EVALUATION IN AN ORAL PERFORMANCE

Frequency in which students were evaluated through a performance	Frequency	Percent	Valid Percent	Cumulative Percent
never	47	21,1	21,1	21,1
sometimes	148	66,4	66,4	87,4
Almost always	28	12,6	12,6	100,0
Total	223	100,0	100,0	

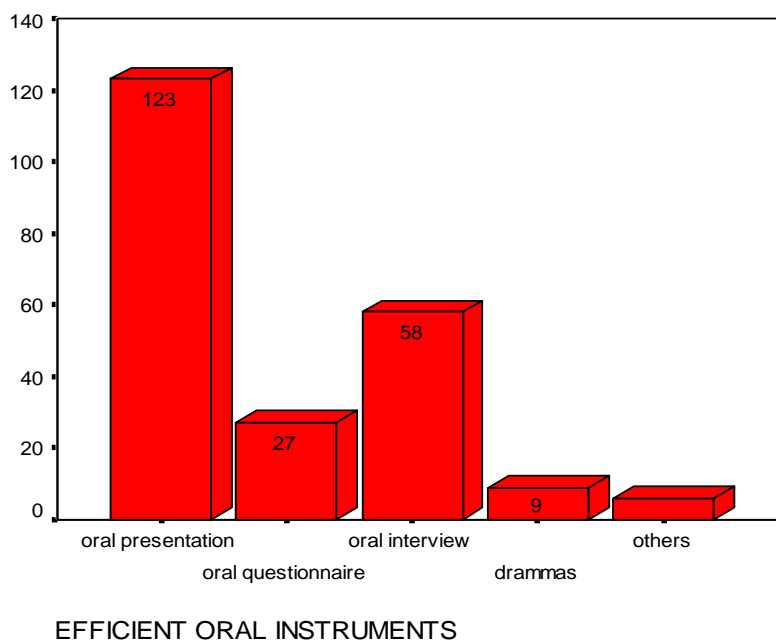
This graph shows that 66.4% of the students sometimes were evaluated through oral performance; also it reflects that 21.1% of the students never were evaluated and just 12.6% of the students almost always were evaluated during the Intermediate Intensive English.

Hypothesis number 2:

The most efficient oral instrument to test oral English proficiency is the oral presentation.

According to this research, this hypothesis is approved because the vast majority of teachers and students consider that this kind of oral evaluation is the most successful due to students can feel relax to express what they think. An advantage of the oral presentation is the convenience in large groups of students, also students are free to look for extra vocabulary, visual aids and be ready in advance. There are some teachers who usually give a topic to the students individually, in pairs or in groups, and then learners have to pass to front to talk about the topics. Also, this kind of evaluation helps to save time when there are many students in the class. To prove this hypothesis, the question done to students and teachers was: *“according to your point of view, what instrument is the most efficient to do an oral test?”* The results are shown in the next graph:

This graph shows in percentages the most effective oral instruments to test oral English proficiency for the students and teachers.



Efficient oral instruments to oral English proficiency	Frequency	Percent	Valid Percent	Cumulative Percent
Oral presentation	123	55,2	55,2	55,2
Oral questionnaire	27	12,1	12,1	67,3
Oral interview	58	26,0	26,0	93,3
Dramas	9	4,0	4,0	97,3
Other	6	2,7	2,7	100,0
Total	223	100,0	100,0	

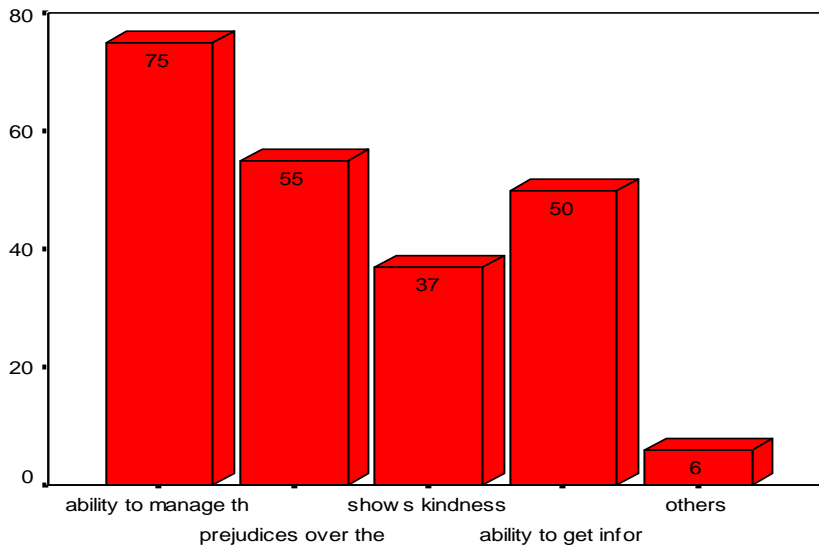
The findings of this picture reflect that 55.2% of the students think that the most efficient instrument to test oral English proficiency is the oral presentation, 12.1% of them believe that the oral questionnaire is the most effective oral test, 26.0% consider that the oral interview is the most efficient, 9.0% of them remark that the oral performance is the most efficient and only 6% claim that other instruments such as written tests are more efficient. In addition, the most effective oral instrument to test oral English proficiency is the oral presentation, at this point students stated that they prefer to pass to the front to perform an oral presentation because they are prepared in content management or some possible questions which the evaluator could ask them; moreover, they can practice many times to be ready to perform their task; however, they affirmed that they could forget the topic because of any interference such as ongoing noise or any gesture from the teachers and students.

Hypothesis number 3

The teacher's attitude influences in a positive or negative way when a student is evaluated orally.

This hypothesis is approved because the teachers' attitude influences in both, positive and negative to the students; for instance, students consider that the teachers are able to manage a test and the attitudes they show, are very important when it is time to perform an oral evaluation. They affirm that sometimes the evaluator assures that test takers can express correctly by extending their opinion or ideas. Rolando Guzman, a teacher from the Foreign Language Department of the University of El Salvador, affirms that it is a good idea to show confidence to students and explain the rules and criterion in advanced, so that the examinee because can feel sure that the evaluator is focused on the results of the oral test; when those aspects are reflected in an oral procedure, the result in the students' performance is the expected. Regarding teachers' bad attitudes are: Eating during the process of the evaluation, receiving phone calls, the interference from other teachers and lack of interest from the evaluator; those attitudes were gotten through the observation technique and they influence negatively to the students making them forget vocabulary, feel more nervous, frustrated, insecure and when they produce the language they can not focus on what they want to express, that is why it is stated that this hypothesis is approved and the results are reflected in the following graphs:

This graph reflects teachers` attitudes while they are evaluating students



ATTITUDES FROM THE EVALUATOR

teachers` attitudes while they are evaluating students	Frequency	Percent	Valid Percent	Cumulative Percent
Able to handle with testing	75	33,6	33,6	33,6
prejudice over the learning	55	24,7	24,7	58,3
Kindness	37	16,6	16,6	74,9
Strategies to get information	50	22,4	22,4	97,3
Other	6	2,7	2,7	100,0
Total	223	100,0	100,0	

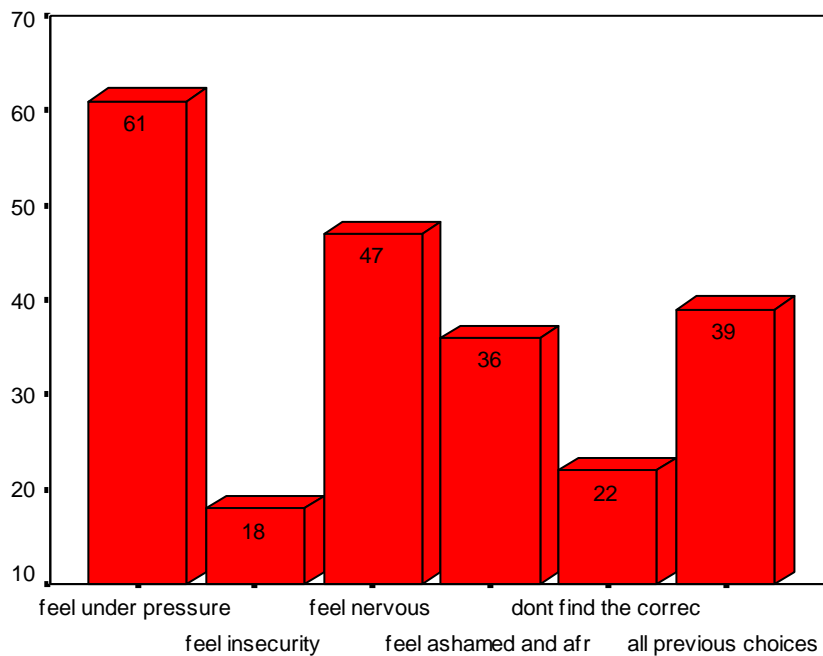
This graph shows that 33.6% of the students consider the evaluator has the ability to administer an oral test, students affirmed that most of the times teachers look for extra information from the students, they support students opinions to extend the conversation, help with vocabulary or they are kind when the students give simple answers; 24.7% of the students ponder that the evaluator has prejudices over their learning, some of them are: the attendance of the students, for example when they miss classes frequently, teachers consider the student is at very low level in speaking skill, and evaluators are so impartial to evaluate him/her; 22.4% of them believe that the evaluator has the ability to get the required information to test in an oral test, furthermore 16.6% of the students think that the evaluator shows gentleness at the time to evaluate them, and just 2.7% of them consider all the attitudes presented by the evaluator at the moment of an evaluation are handled in an oral test.

Hypothesis number 4

The use of an oral interview influences directly in student's attitude when they interact face to face with the evaluator.

This hypothesis is approved because it can be affirmed according to the observation and oral interviews from the teachers and students that negative attitudes from the evaluator influence mostly in getting students more nervous than they usually are. Lic. Rolando Guzman, a teacher from the Foreign Language Department of the UES, claims that students feel frustrated because they do not know to express what they really mean, they feel anxious and it is hard to articulate words and sentences grammatically correct. This point of view is stated by the students as well, they affirmed to feel afraid to say wrong vocabulary and misunderstand the conversation carried out.

This graph shows the disadvantages to have an oral interview.



DISADVANTAGES TO BE EVALUATED IN AN OI

Disadvantages to have an oral interview	Frequency	Percent	Valid Percent	Cumulative Percent
Under pressure	61	27,4	27,4	27,4
Insecurity	18	8,1	8,1	35,4
Nervousness	47	21,1	21,1	56,5
Frustrated	36	16,1	16,1	72,6
Do not find the correct vocabulary	22	9,9	9,9	82,5
All previous choices	39	17,5	17,5	100,0
Total	223	100,0	100,0	

This graph shows that 27.4% of the students feel under pressure when they are evaluated orally by an oral interview, it also shows that 17.5.% of the students react to all choices presented are the disadvantages of the oral interview (they feel under pressure, unsafe, nervous and afraid, they can not find the adequate vocabulary), in the same way other 21.1% of the students feel nervous, 16.1% of them feel ashamed and afraid, another 9.9% of them don not find the appropriate vocabulary, finally just 8.1.% of the students feel unsafe. The most common disadvantage mentioned by students was that they feel under pressure or nervous, sometimes they forget vocabulary, speak slowly, and give excuses such as: "I am sick", "I can't speak", "I could not sleep well last night". Those excuses were affirmed by the teachers during the interview carried out to them.

4. Interpretation of the findings of individual instruments for testing Oral English proficiency at Intermediate Intensive English

Oral English proficiency Test is one of the most important and difficult instruments to prepare, administer and evaluate in the teaching- learning process at the Foreign Language Department (FLD). "Oral English proficiency is a degree or level of a person's control of a skill of the foreign language at a particular time". (Mary Finocchiano and Sidney Sako 1983). This skill is tested through Oral presentations, Oral interviews and Oral performance, those instruments have their own advantages, disadvantages and different criterion by the time of being administered to students, the three of them presented good remarks and aspects of improvement which were remarkable during the evaluation process in the oral instruments mentioned above.

Oral presentation

Oral presentation Is an oral activity where the examinee is asked to master in a given topic so that she/ he delivers understanding to the rest of the class; this test is performed individually, pairs or groups depending on the number of students, available time, setting, topic and objectives.

For the students, this technique has a lot of advantages for example they have time to organize this in terms of content domain, conveying of ideas, use of resources and answering questions, and get ready with vocabulary. Another advantage is that it saves time in large groups. According to teachers from the FLD in charge of Intermediate Intensive English I-07/II-08 there are some constraints that affect seriously the development and result of the oral presentation, for instance the ongoing noise, the inappropriate conditions in the classroom such as uncomfortable seats, dirty and hot classrooms and so on. Another disadvantage is when the presentation is being held in groups that is, that the evaluator can get lost if she / he does not know the member of the

group performing the oral presentation

According to the information gathered from students, the oral presentation is the most effective instrument to test oral English proficiency because it is adaptable, since they get confidence enough to express their ideas; they can be ready in advanced with a topic assigned and also to answer possible questions.

Only few evaluators showed inappropriate attitudes when they were evaluating students; for instance, through the observation technique it was observed that they were eating snacks and drinking soda, they showed an attitude to be bored and lack of interest when the students were carrying out the oral presentation. Also some evaluators were sat down in an inappropriate place to appreciate student's presentation. Furthermore the groups of students were large and teachers did not handle with classroom management; for instance, the students were doing other activities such as downloading music, sending papers each other, whispering or even sleeping while the oral presentation. A positive remark is that the examinee did not have opportunity to memorize a specific topic because the teacher applied the topic announced technique, which consists of giving the topic immediately or in advance to students. It is remarkable to mention that the vast majority of teacher's staff showed kindness and friendship to provide confidence enough to students and in that way to get student's oral performance.

This oral instrument is not only to pass to the front to speak about a topic, but also it involves other activities such as: debates, speeches, monologues, panel discussion and oral reports which teachers affirm they apply to measure English proficiency in FLD.

Oral Interview

The Oral Interview is an oral conversation, in which the teacher evaluates the examinee in speaking ability, asking him or her to answer open-closed questions; it is mostly an individual test where the student interacts face to face with the evaluator. As the previous test, this oral instrument has its own advantages, disadvantages, and criterion, positive and negative remarks found during the observation technique as well.

Some advantages are: The results are more accurate because they are gotten individually, there is more security for some students, since they are just in front of a person; the learning can be applied in a real context, the evaluator can assign a determined time for the evaluation, and being flexible helping students to guide the interview; however, there are some disadvantages such as: The students can feel under pressure, anxious, nervous or afraid; sometimes they do not find the adequate vocabulary to express their own ideas and opinions correctly; at this point teachers play an important role because they have to be neither harsh nor familiar, condescending or intimidating in order to get student's oral performance. Francisco Rodriguez, an English teacher from the Foreign Language Department of the University of El Salvador, claims that some students like to have oral interview by their own teachers, but this is not correct because the teachers need to have different perspectives and avoid prejudices about the same students, this is a good remark because teachers tend to have bias over the students even though only 24.7% of the students consider this issue in the questionnaire administered to them.

Some difficulties of this oral instrument are: it is time consuming, so that, it works only in reduced groups, it can become simple questions and answer guide, for that reason the evaluator should be prepared with a guide about 10-20 items and it must have the general information such as the subject, semester, date, teacher's name and students, topic and the objective which is the one of the most important issues, those aspects were missing in some guidelines of few teachers from the Foreign Language Department during evaluation process in the oral interview. Also data from this research reveals that at the end of the evaluation journey some of the evaluators end tired and bored of the process.

There are some rubrics which can be taken into consideration to test in an oral interview such as: correct vocabulary, grammar structure, fluency, oral expression, security, intonation, articulation, comprehension, rhythm and so on. To record the results, there should be used tapes and videos to be analyzed and in that way to criticize how the learning process is going on, unfortunately only one of the evaluators interviewed makes use of the tape to record student's performance. While the others rather to use the simplest one so that they consider the amount of students is too big.

According to this research, the oral interview is not the only instrument that teachers in the Foreign Language Department are using to evaluate orally to students, even though, it is

manageable by most of the teachers at the time to evaluate, because they are ready with a guideline in advanced, evaluators use to focus on what the students are saying, show friendship, kindness and help students to get the interview more fluent. It is important to mention that the use of an oral interview in testing oral English proficiency will depend on the objectives, topics, syllabus and conditions from the evaluator and examinee.

Oral Performance

An oral performance is the verbal behavior of a speaker which can be represented in dramas, role plays, debates and story telling. This is an interesting way to test students which provides some advantages; for instance, they can use different settings, characters, and sceneries applied to a creative context in real spoken language using gestures, mimics, pictures and costumes allowing students to explore their abilities at acting and creativity, this kind of oral instrument is productive with outgoing personalities because of the mentioned reasons.

There can be some disadvantages as the time consuming, it requires enough space and extra material for the students, it does not work with shy or imaginative students (Harold S. Madsen.1983) For the evaluator takes more concentration since two or more students can be acting at the same time and measuring the English level of each examinee can be a little bit complex. Some criterions to measure the oral skill by using this instrument are: fluency, grammar structure, and coherence, correct use of vocabulary, contact with the audience, correct sociolinguistic context, creativity and verbal and non verbal behavior. Evaluators from the Foreign Language Department teaching Intensive Intermediate English I and II make use only of oral presentation and oral interview; but they rarely make use of the oral performance as a strategy to evaluate orally to students.

During the process of evaluation the teachers in charge of the Intermediate Intensive English I and II usually meet to plan the evaluation process and distribute themselves to grade students' oral performance from different courses where they have not been teaching, this is a good remark because in that way prejudices are avoided. Other important remark is the selection of the contents studied during a period of class are

important to consider the different criterion to test in oral ability; but the most common criterion to test are fluency, pronunciation, grammar, management of the topic and creativity. Most of the times, they prepare a guideline beforehand to check the students performance during the development of the evaluation which could be used in an oral interview, an oral presentation, this guide has some gaps as the general information. During this process, teachers know how to deal with testing; mainly in oral interviews where they encourage students to speak more to get their performance. The lack of devices to keep data while evaluating is other gap observed in this research, because afterwards the evaluator can listen and monitor common lacks in students speaking ability. Other important issue is the attitudes shown by teachers while doing an oral test; those attitudes affect the students' results.

It is recommendable not only to prepare students with the language but also to enhance student's self confidence since the first English courses to avoid nervousness which is the barrier to perform a good job in an oral test as English teachers from the FLD expressed. It can be stated that the three previous oral tests to measure oral English proficiency have advantages and disadvantages; as a result of it, every evaluator should apply those oral instruments according to the objectives, topics, number of students, syllabus, time, criterion, setting and level of the students, besides that evaluators must be creative to asses test takers in different oral instruments to get results from different perspectives.

5. RELATION BETWEEN BLOOM'S TAXONOMY AND THE ORAL INSTRUMENTS (oral presentation, oral interview and oral performance)

COMPETENCE: KNOWLEGDE	
SKILLS DEMONSTRATED	QUESTIONS CUES VERBS
<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter 	<p><i>Question</i> <i>Cues:</i></p> <p>list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p> <p>observation and recall of information</p> <p>knowledge of dates, events, place</p> <p>knowledge of major ideas</p> <p>mastery of subject matter</p> <p>Question Cues: Who, when, where, etc.</p>
ORAL INSTRUMENTS APPLIED:	
<p>ORAL INTERVIEW</p> <p>ORAL QUESTIONNAIRE</p> <p>By using those instruments, students are able to:</p> <p>Make a list of the main events...</p> <p>Make a timeline of events.</p> <p>List of any pieces of information you can remember.</p> <p>List all the.... in the story.</p> <p>Make a chart showing...</p> <p>Recite a poem.</p>	

COMPETENCE: COMPREHENSION	
SKILLS DEMONSTRATED	QUESTIONS CUES VERBS
<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences 	<p>summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
ORAL INSTRUMENTS APPLIED:	
<p>ORAL INTERVIEW</p> <p>ORAL PRESENTATION that includes speeches, conversations, roles plays interview in pairs st- sts</p> <p>By using those oral instruments, students are able to:</p> <p>Illustrate what they think the main idea was.</p> <p>Make a cartoon strip explaining the sequence of events.</p> <p>Perform a play based on the story.</p> <p>Retell the story in their words.</p> <p>Paint a picture of some aspect they like, then compare or contrast</p> <p>Give a summary report of an event.</p> <p>To illustrate the sequence of events.</p>	

COMPETENCE: APPLICATION	
SKILLS DEMONSTRATED	QUESTIONS CUES VERBS
<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge 	<p>apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>
ORAL INSTRUMENTS APPLIED:	
<p>ORAL PRESENTATION which includes oral reports, panel discussion role plays ORAL INTERVIEW ORAL PERFORMANCE</p> <p>Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Design a market strategy for your product using a known strategy as a model.</p>	

COMPETENCE: ANALYSIS	
SKILLS DEMONSTRATED	QUESTIONS CUES VERBS
<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components 	<p>analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
ORAL INSTRUMENTS APPLIED:	
<p>ORAL PRESENTATION debates, speeches, panel discussion ORAL PERFORMANCE as role playing and story telling</p> <p>To gather information. To sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. To illustrate selected information. Put on a play about the study area. Write a biography and explain the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture and explain</p>	

COMPETENCE: SINTESIS	
SKILLS DEMONSTRATED	QUESTIONS CUES VERBS
<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions 	<p>combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
ORAL INSTRUMENTS APPLIED:	
<p>ORAL INTERVWEV ORAL PRESENTATION ORAL PERFROMANCES</p> <p>Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. present a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material suing it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.</p>	

COMPETENCE: EVALUATION	
SKILLS DEMONSTRATED	QUESTIONS CUES VERBS
<p>compare and discriminate between ideas</p> <ul style="list-style-type: none"> • assess value of theories, presentations • make choices based on reasoned argument <ul style="list-style-type: none"> • verify value of evidence • recognize subjectivity 	<p>assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>
ORAL INSTRUMENTS APPLIED:	
<p>INTERVIEW ORAL PRESENTATION WITH A TOPIC GIVEN ORAL PERFORMANCES ROLE PLAYING AND STORYTELLING</p> <p>Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Convince others. Form a panel to discuss views Prepare a case. present your view</p> <p>At this point students have already mastered the previous levels of Bloom's taxonomy and they are able to handle with all the steps.</p>	

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APPENDICES

OBSERVATION GUIDE



UNIVERSITY OF EL SALVADOR
 SCHOOL OF ART AND SCIENCES
 FOREIGN LANGUAGE DEPARTMENT
 OBSERVATION GUIDELINE

Topic: Analysis of individual instruments for testing oral proficiency in Intermediate Intensive English I

Objective: To collect information related to teachers and student's attitude when they are evaluating or are being evaluated in English Intermediate Intensive I.

Indication: The researchers will mark with an X the items they observe.

Name of the observer: _____ Date _____

Teacher: _____ n ° student _____

Type of evaluation: _____

STUDENT'S ATTITUDE	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL	VERY LOW	POOR LEVEL	OBSERVATION
1. Nervousness						
2. Confidence						
3. Order of ideas						
4. Fluency						
5. Creativity						
TEACHER'S ATTITUDE	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL	VERY LOW		
1. Confidence						
2. Prepared with a guideline						
3. Explain the objective before doing the interview						
4. Friendly						
5. Serious						

Questionnaire



Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

“Cuestionario sobre instrumentos individuales de evaluación oral aplicados en la Universidad de El Salvador en la materia de Ingles Intermedio Intensivo I en la carrera de Licenciatura en Idioma Ingles opción: Enseñanza”

Objetivo: Recolectar información relacionada a los tipos de evaluación oral utilizados en el Ingles Intermedio Intensivo I.

Indicación: Complete las generalidades usando información verdadera.

Datos Generales:

Edad: _____

Carrera: _____

Sexo: f m

Nº de grupo: _____

Horario: _____

Semestre: _____

Parte I. Indicación: Enumere del 1 al 4 de mayor a menor grado de importancia.

1-¿Cuál es el propósito esencial de una evaluación oral?

a) Verificar el proceso enseñanza-aprendizaje_____

b) pasar un curso o módulo_____

c) Asegurarse del proceso enseñanza-aprendizaje haya sido el adecuado_____

d) Corregir el proceso enseñanza-aprendizaje_____

e) Otros_____ Explique: _____

2-¿Cuál es el instrumento por el cual ha sido evaluado oralmente durante el curso?

- a) Exposición oral_____
- b) Cuestionario oral_____
- C) Entrevista guiada_____
- d) Actuación _____
- e) Otros_____
- explique_____

3-A su criterio ¿Qué instrumentos son los más eficaces para hacer una evaluación oral?

- a) Presentación oral_____
- b) Cuestionario oral_____
- c) Entrevista oral_____
- d) Actuación_____
- e) Otros_____
- Explique_____

4-¿Cuál de los siguientes criterios considera más importantes en un examen oral?

- a) Pronunciación_____
- b) Fluidez_____
- c) Orden gramatical_____
- d) Creatividad _____
- e) Otro _____
- Explique_____

5-¿Qué ventajas consideras que tiene una entrevista oral frente a frente con el evaluador?

- a) Se conoce de manera certera tu aprendizaje oral porque estas solo con tu_____ evaluador
- b) Seguridad del estudiante porque esta frente solamente a una persona y no varias_____
- c) El resultado se obtiene inmediatamente_____
- d) Lo aprendido se aplica a un contexto dado _____

6-¿Qué desventajas consideras que tienes cuando eres evaluado por una entrevista oral?

- a) Se siente bajo presión_____
- b) Se siente inseguro_____
- c) Se siente nervioso _____
- d) Se siente apenado o con miedo_____
- e) No encuentra el vocabulario adecuado_____

7-¿Qué actitudes del evaluador consideras que se ponen de manifiesto cuando estas siendo evaluado?

- a) Habilidad para manejar el examen_____
- b) Prejuicios previos que tiene acerca de su aprendizaje_____
- c) Amabilidad que muestra_____
- d) Habilidad para obtener información_____
- e) Otros_____
- Explique_____

Parte II. Indicación: Marque con una X la opción que mas se asemeje a su realidad

8. ¿Con qué frecuencia eres evaluado a través de una presentación oral?

- a) Nunca b) A veces c) Casi Siempre d) Siempre

9. ¿Con qué frecuencia eres evaluado por una entrevista oral?

- a) Nunca b) A veces c) Casi Siempre d) Siempre

10. ¿Con qué frecuencia eres evaluado a través de una actuación?

- a) Nunca b) A veces c) Casi Siempre d) Siempre

11. En una escala del 1 al 10 ¿Cuál fue su nota promedio de todas las evaluaciones orales?

**INTERVIEW
FOR
TEACHERS**



University of El Salvador
Faculty of Sciences and Humanities
Foreign Language Department

Guide/Interview about Individual Instruments for testing oral proficiency applied at the University of El Salvador in Intermediate Intensive English I in the career of Licenciatura Idioma Ingles opción: Enseñanza.

Objective: To collect information related to the Individual instruments for Testing Oral Proficiency in intermediate Intensive English I.

Directions: Answer to the following questions

General Information:

Teacher _____

Group: _____

Schedule: _____

Semester: _____

1. What is the main purpose of an oral evaluation?
2. What kind of instruments do you use frequently for testing oral proficiency?
3. What attitudes do you observe in a student when is being evaluating?
4. What external factors influence when you are evaluating by an oral test?
5. According to your opinion, which are the criterions to evaluate in an oral test?
6. What do you do to avoid prejudices over the students?

**INTERVIEW
FOR
STUDENTS**



University of El Salvador
Faculty of Sciences and Humanities
Foreign Language Department

Guide/Interview about Individual Instruments for testing oral proficiency applied at the University of El Salvador in Intermediate Intensive English I in the career of Licenciatura Idioma Ingles opción: Enseñanza.

Objective: To collect information related to the Individual instruments for Testing Oral Proficiency in intermediate Intensive English I.

Directions: Answer to the following questions

General Information:

Teacher _____

Group: _____

Schedule: _____

Semester: _____

What is the main purpose of an oral evaluation?
What kind of instruments do you know for testing oral proficiency?
What attitudes do you observe in a teacher when he is evaluating you?
What external factors influence when you are evaluated by an oral test?
According to your opinion, which are the criterions to evaluate in an oral test?
Do you consider that teachers have prejudices over your learning?

