

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



UNDERGRADUATE RESEARCH:

FACTORS THAT MAKE AN IMPACT ON THE ENGLISH PROFICIENCY OF STUDENTS IN
INTERMEDIATE AND ADVANCED ENGLISH II COURSES OF THE FOREIGN LANGUAGE
DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I/2017

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IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

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SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA, JUNE 2018

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ACKNOWLEDGMENTS

We would like to express our gratitude to all those who gave us the possibility to finish this thesis. We want to thank the English teachers from Intermediate Intensive English II and Advanced Intensive English II of the Foreign Languages Department of the University of El Salvador, for participating in an active way to develop this thesis and in the first instance to do the necessary research work to get the data from their students. The authors are deeply grateful and indebted to their advisor Lic. JOSÉ MATTHEW ALVARADO from the Foreign Languages Department of the University of El Salvador whose help, stimulating suggestions and encouragement helped them throughout the research and writing of this thesis. Also we are deeply grateful to our families who were our support to continue doing this research work, but above all we are grateful to God, who was our major inspiration to continue working to reach this important achievement.

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INTRODUCTION

A Globalized world demands for a communication channel through which better opportunities are going to be available for ones who fit in its profile, the language that got on this position is English and in consequence the English proficiency, the ability in language use (Bachman, 1990) plays an important role for students who pretend to get in a better life style in this new order.

Some factors are going to make a remarkable influence during the teaching-learning process for students to get English as foreign language, the main one is motivation; Gardner (1985) motivation is seen as 'referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. In similar way, Brown (1980) opines that attitude is the way that you think and feel about something; these together with other variable factors may affect or significantly contribute to language learning students' process.

Language-related extra-curricular activities in universities are an excellent tool to motivate language learners and help them by providing an additional milieu for language practice. Learners in Canada and Russia report a positive impact of ECAs on all the language skills, on building confidence, developing speaking and communication skills. The learners also find that ECA participation helps to

overcome shyness and nervousness (Apples – Journal of Applied Language Studies Vol. 11, 1, 2017, 59).

Also, Wilson B. (1998) wrote that a learning environment evokes the notions of place and space, room to move and explore, and generous access as well. The environment like student's house or others are going to make an impact in the success of learning a foreign language. Being English one of the most popular languages spoken all over the world; it is a challenge to become proficient in the language applying the knowledge of it in a society that doesn't handle that language.

In this research we are going to determine the factors that make an impact in the background knowledge and extracurricular learning strategies in Intermediate Intensive English II and Advanced Intensive English II; courses of the Foreign Languages Department of the University of El Salvador during the semester I/2017.

Taumoefolau (1990) expressed this concern when she addressed a workshop on " Vernacular languages in South Pacific Education": I think we will all agree that language is inextricably tied up with culture. Our concern about language is only part of our concern about the whole culture, about the whole way of life (p.53). This expression of the author shows that learning a new language implies not only the study of it but also to take in account the factors that are going to make interference in the teaching-learning process.

CHAPTER I

1.1 STATEMENT OF THE PROBLEM

Professionals in teaching-learning process and in different areas like Pedagogy or others, have always been discussing in different times in history about the proficiency language of students under the question why students don't learn in equal way with same level, same program and same teacher of foreign language? Evidently, what is making an impact is not the performance of students in class but their performance out of the class. Bachman (1990) defines language proficiency as the ability in language use. Our discussion is related to those extracurricular activities through which the students reach a better English proficiency than the ones we already know in class development. Also, the purpose of this research is to know the main factor that makes an impact on students' English language use.

1.2 RESEARCH QUESTION

What are the factors that make an impact on the English proficiency of students in Intermediate Intensive English II and Advanced Intensive English II, courses of the Foreign Language Department of the University of El Salvador during the semester I/2017?

1.3 SUBSIDIARY QUESTIONS

- ✓ What are the most frequent extracurricular activities by students to increase their English proficiency?
- ✓ What are the least performed extracurricular activities by students to increase their English proficiency?
- ✓ What are the most used extracurricular activity by students to increase their English proficiency based on teachers' opinion?
- ✓ What extracurricular activities are least used by students to increase their English proficiency based on teachers' opinion?

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

Determine the influence that extracurricular activities have on the English Proficiency of students from Intermediate Intensive English II and Advanced Intensive English II, courses of the Foreign Language Department of the University of El Salvador during the semester I/2017.

1.4.2 SPECIFIC OBJECTIVES

- ✓ To list the extracurricular activities implemented by students.
- ✓ To conclude which is the most used extracurricular activity by students.
- ✓ To determine the most important extracurricular activity in teachers' opinion.

- ✓ To detect which is the best method to use extracurricular activities for them to be helpful in the learning process of students.

1.5 JUSTIFICATION

One of the most important things we need to determine in the teaching-learning process of English language as foreign language is: *the factors that make an influence in the language proficiency of students* because we don't have an exact idea on what is making an impact out of the classrooms for them to increase it. We are aware on what students do in classrooms but related to extracurricular activities, we aren't.

The importance of developing this research work is that we'll not only be able to determine the most used extracurricular activities and the real impact they are causing to increase the English proficiency of students but also to modify the students' behavior in relation to those activities for they to take more advantage on them.

CHAPTER II

THEORETICAL FRAMEWORK

There are some factors that are important for students to reach a good level of proficiency in English language. Many authors have made different studies about how proficiency is influenced by those factors. One of these factors is the use of technology. According to Mary Masterson of Georgia State University (2011), some technological resources like projectors, computers and CD players are tools that students can take into account to improve their proficiency in English. Some other authors state that background knowledge is important in defining students' level of proficiency. Biemans and Simons' (1996) defined background knowledge as all knowledge learners have when entering in a learning environment that is potentially relevant for acquiring new knowledge. Other authors state that learning strategies play an important role among second language learners. Oxford (1990) said that the use of learning strategies "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Scarcella and Oxford (1992) defined learning strategies as "specific actions, behaviors, steps, or techniques used by students to enhance their own learning". Each of these factors may help to understand how proficiency is developed among students, and in other words we are not only talking about class activities but also extracurricular activities.

Definition of Extracurricular Activities

Extracurricular activities are those activities that fall outside the realm of the normal curriculum of school or university education, performed by students. ECAs exist at all levels of education, from the primary school to university. Such activities are generally voluntary , i.e. they are not part of the regular school curriculum, as opposed to mandatory, non-paying, social, and often involve others of the same age. Students often organize and direct these activities under faculty sponsorship, although, student-led initiatives such as independent newspapers, are common. "Extracurricular activity" includes the students clubs, associations, and organizations that conduct those

activities. It does not include athletic competitions or practices or athletic teams or organizations (Marsh and Kleitman, 2002). Extracurricular activities also known as Co-curricular activities are activities that educational organizations in some parts of the world create for students. ECA may often believe for students as a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. At higher levels of education, ECA participation may even translate into academic points. Although several studies have been conducted to assess the impact of ECAs for all round development of students (Broh, 2002; Darling et al, 2005; Marsh and Kleitman, 2002; etc.), however, no systematic effort has yet been made to look into the role of ECAs on various dimensions of achievement of students in a comprehensive manner.

The history of extracurricular activities

The history of extracurricular activities began in the United States in the nineteenth century. First, as Casinger described, they were an additional part to the normal academic year schedule. It complemented the curriculum as much as subverted it. The students found in it a kind of laboratory for practical and vocational interests. Literary societies were the first associations that became popular at Harvard University and Yale University. Then various debate clubs appeared and different fraternities and sororities were organized.

Casinger (2010) told how students initiated the emergence of the first athletic clubs in American colleges and stimulated the elaboration of the first athletic programs at university campuses. At that time, literary societies were on the decline by the turn of the twentieth century, and some educators felt that less desirable ECA were now distracting students from their curricular responsibilities. Intercollegiate athletics soon became the dominant element of ECA in most American colleges and high schools. However, he pointed out that there remained one more important part of student life in the United States during the ninetieth and early twentieth century: the school newspaper. It began following the Civil War and has carried through to today in high school and college community activities in order to develop well-rounded citizens.

Millard (1930) noted the early development of ECA was slow, with many seeing it simply as a fad that would pass and quickly fade out of style. One of the early philosophies behind ECA was that they should, wherever at all possible, “grow out of curricular activities and return to curricular activities to enrich them” (Millard, 1930, p. 12). Eventually people, including educators, began to see the benefits of ECA, but it took time embrace them. In fact, Marsh and Kleitman (2002) stated that before the twentieth century, educators were skeptical of participation in ECA, believing that “school should focus solely on narrowly defined academic outcomes. Non-academic activities were viewed as being primarily recreational and therefore were detrimental to academic achievement, and consequently were discouraged”.

Deam and Bear (2006) stated, “Extracurricular activities supplement and extend those contacts and experiences found in the more formal part of the program of the school day”. It was not until recently, as Marsh and Kleitman (2002) pointed out, that “educational practitioners and researchers have taken a more positive perspective, arguing that ECA may have positive effects on life skills and may also benefit academic accomplishments”. They also stated that it is obvious that ECA had an impact on academic performance and education for many years.

ECA within Foreign Language Learning

In the twentieth century, a lot of researchers focused on the impact of ECA on students' performance in class and other skills important for everyday life (Tchibozo, 2007). In particular, it was observed that ECAs eliminate the chances of dropping out of school for some categories of students (Mahoney and Cairns, 2000). The findings proved that the ECAs were just as necessary for building academic and social skills as the regular classes (Druzhinina, 2009; Eccles, 2003; Marsh and Kleitman, 2002; Tenhouse, 2003; Astin, 1993; Darling, Caldwell, and Smith, 2005). Later on extracurricular activities have become an inseparable part of the context of L2 teaching and learning in university and college environments (Housen and Beardsmore, 1987). In

the second part of the twentieth century, many researchers focused on comparing L2 learning in formal and informal environments (Krashen, 1981). Oates and Hawley in 1983 suggested involving the local native speakers of the target language in delivering ECAs, such as meetings, videotaped interviews, role playing, evening get-togethers, skits, individual presentations, newspapers and language weekends. The role of ECA very strongly depended on the method employed in language teaching. In the last hundred years, hundreds of language teaching methods and approaches sprung to life, such as the Direct Method, Audiolingual Method (Larsen-Freeman, 2000), Lexical Approach, Neurolinguistic Programming, Competency-Based Language Teaching, Community Language Teaching and others. Although, ECA were completely discarded in most of the descriptions of language teaching approaches and methods.

Basic Principles of Extracurricular Activities

Educators' aim is to motivate and help students gain both socially and academically, make accomplishments in life. Therefore, it is essential to take some principles into consideration. The principles below mostly have been developed by the researcher and most of them tested in the research.

1. Taking an action in ECA is more important than the expected results which will be probably gained in a very long term, because it gives an opportunity to the lecturer and student to be communicative. Students who are silent at lessons can be initiating and loquacious in extracurricular activities.

2. Extracurricular activities should be carefully planned and executed. Major principle to follow is the requirement that students are involved in only one extracurricular activity at a time and accordingly, setting should be strictly monitored and regulated by the teacher, though the activities themselves are voluntary and aim at involving students through their increased motivation. However, teacher monitoring should be covert and involvement is advised to be limited. Even so, a variety of extracurricular activities are to

be offered to students as long as the aforementioned principle is observed – students are involved in one activity only at a time.

ECA and Learner's Motivation

Motivation is a valuable condition for learning, and students' interest is the way to secure motivation (Anderson, 1963). Maintaining a high level of motivation in language learning is one of the strongest factors in successful language acquisition (Dornyei, 2001). According to some educators, one of the purposes of employing ECA in language teaching is to develop both social and intellectual motives for learning. In linguistics, sociolinguistics and psychology, a number of language learner motivation models have been postulated. These different models can inform the development of ECAs. For example, according to Gardner (2001), language learning motivation is comprised of three elements: first, efforts to learn the language; second, the motivated individual is eager to achieve a goal; and finally, he or she enjoys learning the language. From this perspective, different language-related activities 34 provide learners with additional opportunities to boost all the three components of motivation: to learn the language, achieve their learning goals and enjoy the language learning experience.

Extracurricular activities can also contribute to integrative motivation, since positive attitudes towards the country and people of the target language have a positive impact on language learning. ECAs can also play a role in building instrumental motivation, i.e., the aim to obtain something practical and useful for future career or personal life. Social skills development along with language skills enhancement in the process of ECAs can help the participants to change their lives, or get better chances to succeed in life. (Crookes and Schmidt, 1991; Hudson, 2000)

Book clubs, movie nights and other types of ECAs provide the learners with a chance to select media that matches their immediate interests, and not those of curriculum planners. Already in fifties, it was suggested that one of the ways to motivate

younger learners was to employ in language learning not only classical literature, but modern bestsellers popular with youth. The same applies to watching films, reading authentic magazine articles and listening to music: materials of higher relevance to learners are more motivating to them, and ECAs give the opportunity to reflect the interests of the learners, since the learners are in most cases responsible for organizing ECAs.

2.1 RATIONALE

One of the most important concerns of student at the foreign Language Department is the English proficiency students acquire during the study of their major.

The Foreign Language Department offers at the present year 2017 two majors: “Licenciatura en Idioma Inglés Opción Enseñanza” and “Licenciatura en Lenguas Modernas”. Each one major has five years’ time frame; two semesters per year. On this time lapse students are exposed to a curriculum that covers the four macro skills and additional micro skills which give the students the tools to immerse and grow in the English linguistic field. Students are required to move fast across different linguistic contents that must be learnt quickly because the curricula requires to cover a large amount of new content and knowledge in a four month semester. It is expected that the learner receives input and creates output in each English lesson. However in a two hour class the students do not have the opportunity to produce language due to different reasons. Thus when it comes the time for students to output language, most students struggle more than what they should; even though when they have received enough input. The semester passes, the year ends and student have lots of information but lack of application. According to Cecil Vernon Millard in his book: “The administration and

organization of extracurricular activities” he exposes that there is a key factor that makes the difference in the students learning process and progress. And this lies in extracurricular activities. As stated by Miller, the extracurricular activities provide students a broad array of opportunities to cultivate language faster. These activities build up the skills to acquire a better understanding and progress of linguistics as well as providing authentic scenarios to output language.

Because extracurricular activities are of such importance; the present linguistic study pursues an analysis of the English proficiency of students at the Foreign Language Department in relation to the extracurricular activities that students implement and how these activities influence the Language proficiency reached by students. This research paper is primarily intended for students at the Department and for professors as well. The research will also contribute to discover and high-light the relevance of extracurricular activities on the English proficiency and engage students into extracurricular activities. It will also help professors to develop a plan action into this field to strengthen this important teaching methodology providing orientation or even a major course on how to get benefit from extracurricular activities. This research will also help students to enhance and improve their English proficiency from an early stage of the major so that graduate students acquire a higher English standard. Comparatively, the investigation will carry alternative solutions to the issue of the low English proficiency that most students are experimenting at the present year. It will also present an opportunity to delve into the drawback of having a major that focuses mostly on theory and setting practice aside. Likewise, the research project seeks to show the real

and current curricular and extracurricular activities used for the students to get the proficiency level needed to face a globalized world, simple activities that at the end could determine a new vision of the English teaching-learning process.

CHAPTER III

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

There are some factors that influence students to achieve the English level that the English teaching major demands. For instance: Basic User, Independent User and Proficient User; for that reason, this investigation is focused on how the Academic Background Knowledge affects Intermediate Intensive and Advanced Intensive students to achieve a successful English level at the Foreign Language Department of the University of El Salvador. According to its nature, the research it is based on two types of studies. The first one is the descriptive study. This type of study is about specifying properties of people, groups, communities or any phenomenon that is submitted to analysis, and what measures or evaluates dispersed aspects, dimensions or components of the phenomenon to be researched (Pankhe, 1986). After that, the research team will use the co-relational study because the investigation consists on measuring the degree of relation that exists between two or more variables.

Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, “descriptive studies may be characterized as simply the attempt to determine, describe or identify what it is, while analytical research attempts to establish why it is that way or how it came to be. Descriptive research is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.

In their essence, descriptive research is used to describe characteristics and/or behavior of sample population. An important characteristic of descriptive research relates to the fact that while descriptive research can employ a number of variables, only one variable is required to conduct a descriptive study. Three main purposes of descriptive studies can be explained as describing, explaining and validating research findings. Descriptive studies are closely associated with observational studies, but they are not limited with Observation data collection method. Case Studies and Surveys can also be specified as popular data collection methods used with descriptive studies.

3.2 SAMPLE

It is stated that a non-experimental design is the one that is done without manipulating the variables deliberately. It is an investigation where we do not intentionally vary the independent variables. What we do in non-experimental research is just to observe phenomena as they occur in their natural context, for its later analysis (Kerlinger 2002). That is why, the researchers observe the facts in their natural environment without manipulating and an important thing to note is the fact that there are two main assorted designs of non-experimental research: they are the Transactional and the Longitudinal. The transactional one analyzes the variables in a specific moment; while the longitudinal studies the evolution or the change of the variables through the time. According to this, our study is considered transactional because the research group administrated a survey just once to 20 students in Intermediate Intensive English II and 20 in Advanced Intensive English II, courses of the Foreign Language Department of the University of El Salvador during semester I-2017.

3.3 INSTRUMENTS

Also, the researchers selected 20 students in Intermediate Intensive English II and 20 in Advanced Intensive English II, courses of the Foreign Language Department of the University of El Salvador during semester I-2017 as sample; approaching the stratified random sampling which consists on a probability sampling technique where the researcher divides the entire population into different subgroups or strata, then randomly the final subjects proportionally from the different strata was selected. According to this, the sample represented 30% from total groups of Intermediate Intensive English II and Advanced Intensive English II, semester I-2017. Finally, the data collected was analyzed by the researchers with the help of Microsoft EXCEL application, which is a statistic program, to conclude and prove the issue that the research project presented at the beginning.

3.4 DATA ANALYSIS

The research team, we determined that the best way to show the results of the data collected through the instrument (survey), was to get the mean from the hours marked by students for each factor. The mean permits to introduce the data in a bar graphic for this to show the results of the survey in an easy visual way for them to be interpreted in a practical manner on others' sight.

The following information shows the procedure developed to get the bar graphic and also permits to describe each one factor numbered in it:

Intermediate Intensive English II, course of term I-2017

Nr	Factor:	Total practice hours	Mean
01	Listen to music.	66	11
02	Sing songs.	48	8
03	Watch movies.	67	11
04	Watch documentaries.	27	5
05	Watch sop-operas.	12	2
06	Play games/Video games.	16	3
07	Practice tongue twisters.	26	4
08	Have conversations with native speakers.	33	6
09	Read books.	43	7
10	Use social networks (chats, facebook, others)	79	13
11	Listen to the news.	30	5
12	Read the news.	24	4
13	Watch the news.	26	4
14	Read any type of article.	32	5
15	Watch sports.	28	5
16	Listen to jokes.	31	5
17	Work in a place with English environment.	32	5
18	Talk by the phone.	34	6
19	Watch debates related to social interests.	24	4
20	Write a personal diary.	15	3

Advanced Intensive English II, course of term I-2017

Nr	Factor:	Total practice hours	Mean
01	Listen to music.	133	22
02	Sing songs.	113	19
03	Watch movies.	80	13
04	Watch documentaries.	65	11
05	Watch sop-operas.	38	6
06	Play games/Video games.	46	8
07	Practice tongue twisters.	59	10
08	Have conversations with native speakers.	64	11
09	Read books.	76	13
10	Use social networks (chats, facebook, others)	124	21
11	Listen to the news.	68	11
12	Read the news.	63	11
13	Watch the news.	64	11
14	Read any type of article.	82	14
15	Watch sports.	67	11
16	Listen to jokes.	65	11
17	Work in a place with English environment.	76	13
18	Talk by the phone.	68	11
19	Watch debates related to social interests.	52	9
20	Write a personal diary.	83	14

For both cases: Intermediate Intensive English II, Course of term I-2017 and Advanced Intensive English II, Course of term I-2017 we made the sum of the hours marked by students per each one factor and then we divided the total gotten with the six options to mark in the survey, so we got the mean. For example, if you divide the total hours marked by the students with the six options to mark in the survey for factor one in Intermediate Intensive English II, Course of term I-2017; we have: $66 \div 6 = 11$

The result of the division (11) is the mean for factor one and the number we introduce in the graphic.

The mean of the practice hours in the graphic shows in a simple way the importance of the factor for the students in Intermediate Intensive English II, course of term I-2017 and of course, this also permits to observe the factor that is really doing an impact in the learning process of the students.

Teachers' results on providing order of importance to factor

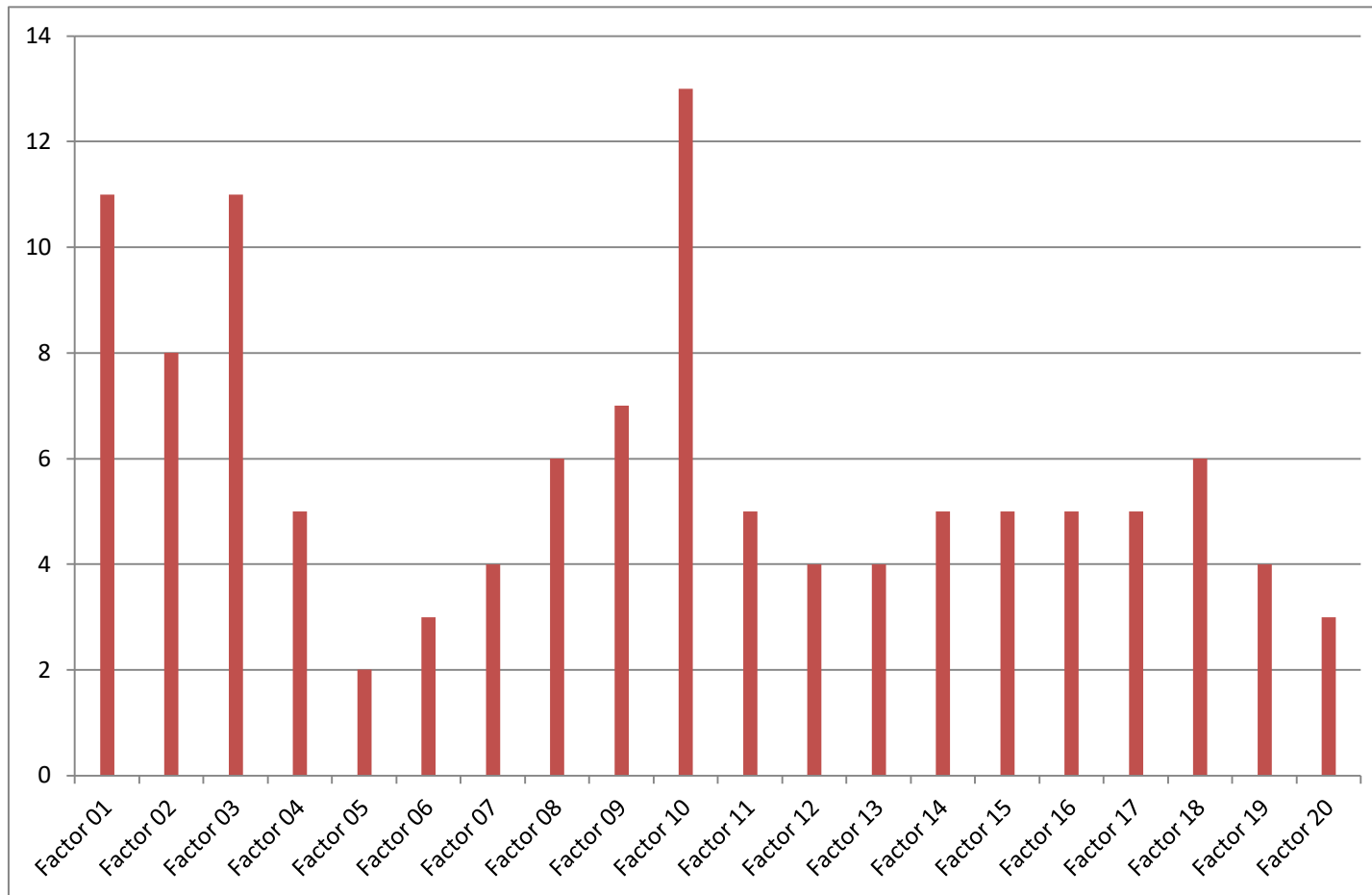
Nr	Factor:	Order of importance score:	Mean:
01	Listen to music.	27	5
02	Sing songs.	27	5
03	Play games.	42	7
04	Read books.	19	3
05	Use social networks (chats, facebook, others)	32	5
06	Play Video games.	39	7
07	Watch the news.	22	4
08	Watch sports/any other type of TV program.	26	4
09	Work in a place with English environment.	23	4
10	Play Performance.	44	7

Data gotten through the survey, this involves six teachers. Three who were teaching Intermediate Intensive English II and the other three who were teaching Advanced Intensive English II; in this the ten most common factors that make an impact for learning English language at the Foreign Language department of the University of El Salvador were provided with the objective that teachers got them in order of importance.

The data collected from those six teachers not only reveals or help us to determine which factor is the one that causes a real impact in the learning process of students at the Foreign Language Department of the University of El Salvador but also bar-graphic shows that result and makes us to produce conclusion in a simple sight. We are going to be able to understand the results of the data collected and to know which factors need more attention because they could be helpful with correct dedication.

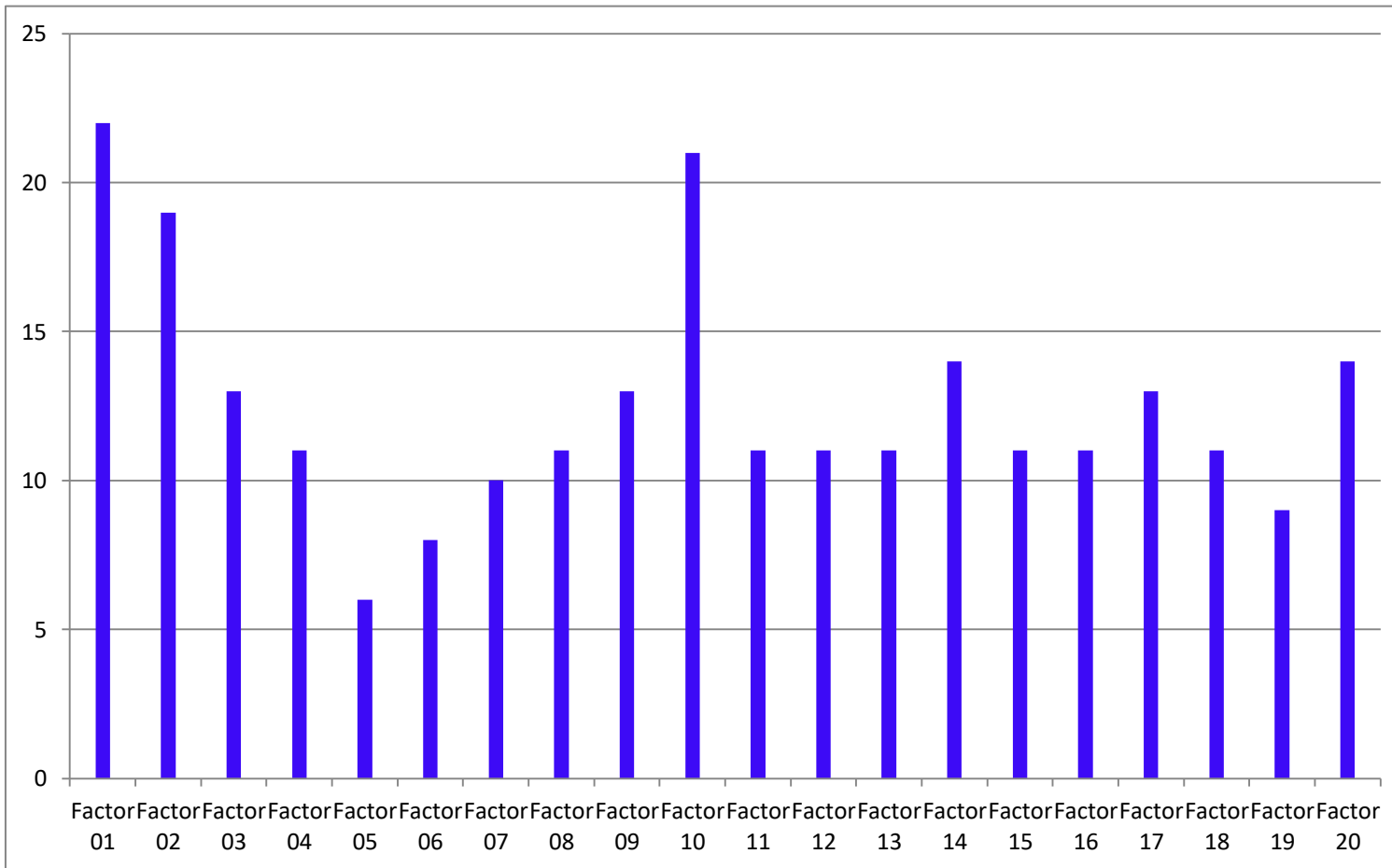
3.5 RESULTS ANALYSIS

INTERMEDIATE INTENSIVE ENGLISH II, TERM I-2017 MEAN OF PRACTICE HOURS PER EACH FACTOR



Nr	Factor:
01	Listen to music.
02	Sing songs.
03	Watch movies.
04	Watch documentaries.
05	Watch sop-operas.
06	Play games/Video games.
07	Practice tongue twisters.
08	Have conversations with native speakers.
09	Read books.
10	Use social networks (chats, facebook, others)
11	Listen to the news.
12	Read the news.
13	Watch the news.
14	Read any type of article.
15	Watch sports.
16	Listen to jocks.
17	Work in a place with English environment.
18	Talk by the phone.
19	Watch debates related to social interests.
20	Write a personal diary.

ADVANCED INTENSIVE ENGLISH II, TERM I-2017
MEAN OF PRACTICE HOURS PER EACH FACTOR



Nr	Factor:
01	Listen to music.
02	Sing songs.
03	Watch movies.
04	Watch documentaries.
05	Watch sop-operas.
06	Play games/Video games.
07	Practice tongue twisters.
08	Have conversations with native speakers.
09	Read books.
10	Use social networks (chats, facebook, others)
11	Listen to the news.
12	Read the news.
13	Watch the news.
14	Read any type of article.
15	Watch sports.
16	Listen to jocks.
17	Work in a place with English environment.
18	Talk by the phone.
19	Watch debates related to social interests.
20	Write a personal diary.

Analysis about students' graphics

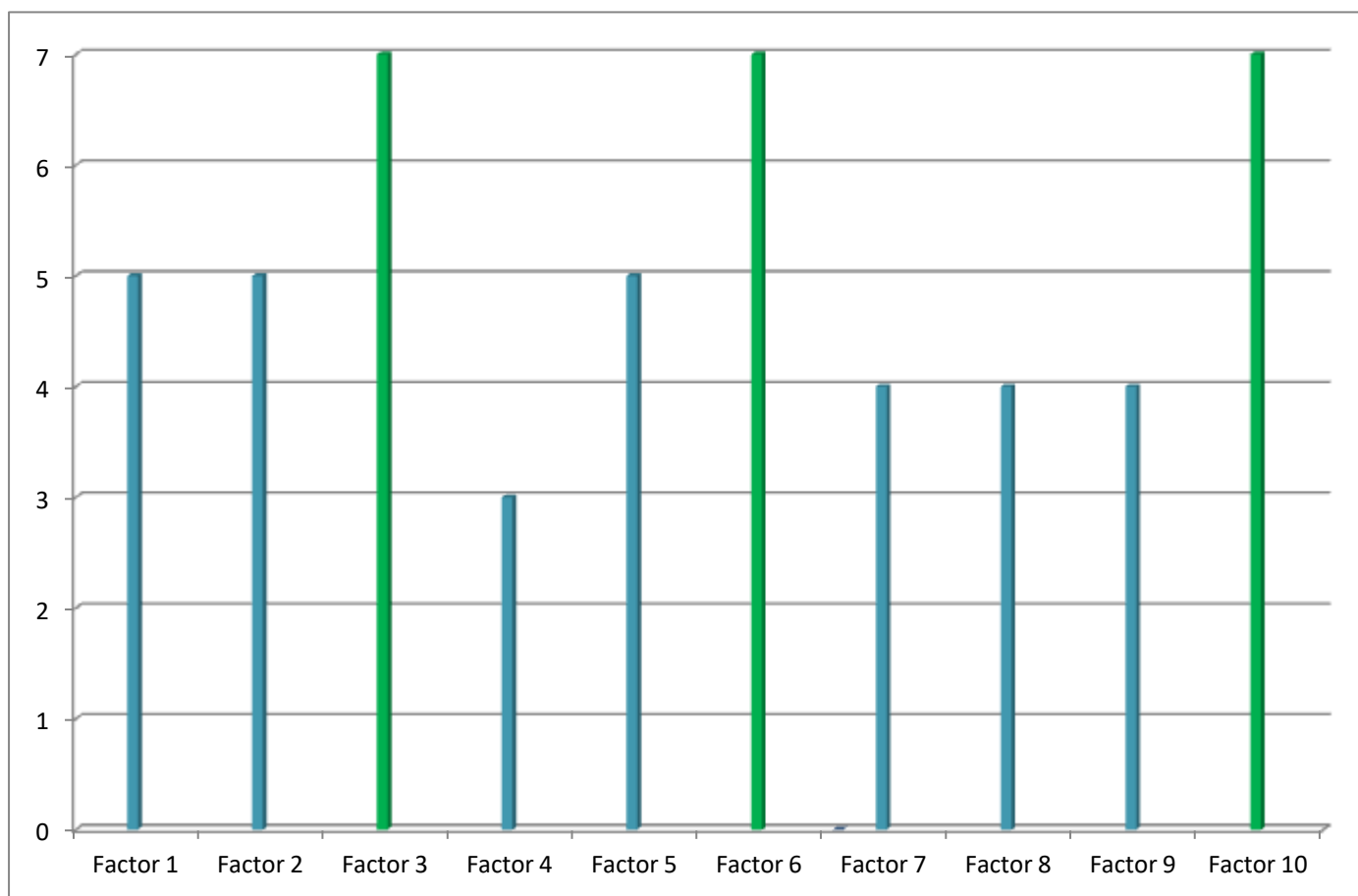
After successfully collecting the data in both groups that were part of our study object, it was possible to compile every single piece of information through a survey, to demonstrate which activities (factors) have highest and lowest frequency, thus at the same time represent that frequencies. The same instrument was administered to both groups; this instrument has the option to select the level of English course to which they belonged. We considered the fact of emphasize the top 3 factors on regards time invested with the propose to show an idea of the difference and similarities between both groups:

Intermediate Intensive English II: In graphic one, which is for the Intermediate Intensive English II group, we can clearly observe what kind of activities (factors) have the most frequency of time; Factor 1 “listen to music” = 66 hours, Factor 3 “Watch movies” = 67 hours and Factor 10 “social networks” = 79 hours

Advance English I: There is an evident contrast in this graphic when we compare them once we focus on the time students invest on every activity. The number of hours increases even more than twice, however, the most practiced factors are 3, just like the group of Intermediate Intensive English II, so that, the mean is also very similar with the previous group: Factor 1 “listen to music” = 113 hours, Factor 2: “Sing Songs” = 113 hours and Factor 10 “Use of social network” = 124 hours.

INTERMEDIATE INTENSIVE ENGLISH II AND ADVANCED INTENSIVE ENGLISH II, COURSES OF TERM I-2017

MEAN BY ORDER OF IMPORTANCE PER EACH FACTOR BASED ON THE TEACHER'S OPINION



Nr	Factor:
01	Listen to music.
02	Sing songs.
03	Play games.
04	Read books.
05	Use social networks (chats, facebook, others)
06	Play Video games.
07	Watch the news.
08	Watch sports/any other type of TV program.
09	Work in a place with English environment.
10	Play Performance.

Analysis about teachers' graphic

The bar-graphic shows: factor 3/ play games, factor 6/ play video games and factor 10/ play performance, they have the highest level of importance in teacher's opinion. Also we can notice that the ones that follow the highest are factor 7/Watch the news, factor 8/Watch sports and any other type of TV program, and factor 9/Work in a place with English environment. Then, the graphic reveals that factor 1/Listen to music, factor 2/Sing songs and factor 5/Use social networks (chats, facebook, others), they are in same level and over lowest factor observed. Finally, we have that the lowest importance was assigned to factor 4/Read books.

The scale to assign level of importances to each one factor was, 1 to 10. Being number 1 the the number that shows highest importance and number 10 the one that shows minor importance. Because we were gathering data at the end of the term and a few teachers work in the department, just six teachers were consulted through the instrument. Three teachers were from Intermediate Intensive English II and three from Advanced Intensive II courses of Foreign Language Department of the University of El Salvador. It was explained to every single teacher about the scale through to use on the instructions in the survey and also in oral way by researchers.

CHAPTER IV

FINDINGS

In this chapter, the research questions will be answered through the results gathered from the three instruments. The four research questions to be answered are as follows:

- ✓ What are the most frequent extracurricular activities that are used by students to increase their English proficiency?
 - Students in Intermediate Intensive English II course, they use social networks (chats, facebook, others)
 - Students in Advanced Intensive English II course, they used to listen to music.
- ✓ What are the least used extracurricular activities by students to increase their English proficiency?
 - For both, Intermediate Intensive and Advanced Intensive English II, the least used is: Watch sop-operas.
- ✓ What are the most used extracurricular activity used by students to increase their English proficiency based on teachers' opinion?

- For both, Intermediate Intensive and Advanced Intensive English II, the most used are: Play games, Play video games and Play performance.

✓ What are the extracurricular activities least used by students to increase their English proficiency based on teachers' opinion?

- For both, Intermediate Intensive and Advanced Intensive English II, the least used is: reading books.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

The purpose of this study was to determine the factors that make an impact on the English proficiency of students in Intermediate Intensive and Advanced Intensive English II courses of the Foreign Language Department of the University of El Salvador during semester I/2017. The findings gathered showed that out of the list of factors that the researchers stated at the beginning of the research only some of them are making a real impact on the English proficiency of students. The most important factors for teachers are not the ones that are most important for students. This situation affects the level of proficiency of the students in negative manner because students and teachers are not focused on using the same practice method to improve the level of English Proficiency. Additionally, the results show that students are using diversity of factor because they do not have any guide or control on the ones that really could be a benefit for them.

5.2 RECOMMENDATIONS

-Teachers should design classes in a way that extracurricular activities are included as part of the students academic preparation.

-Students should take advantage of the technological resources to create a routine of study that may include the use of extracurricular activities. Based on what helps them the most.

-Teachers and students should design activities related to video games as a resource for extracurricular activities since it is one the activities students practice the most.

-Foreign language department should update its curriculum in a way that may include at least a subject that include the use of extracurricular skills and activities

-For extracurricular activities to create a more in depth impact on English learning both teachers and students should be trained by seminars, workshops about extracurricular activities towards learning the benefits and how to implement such activities.

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ANNEXES

**INSTRUMENTS APPLIED TO
STUDENTS AND TEACHERS**



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



Survey on factors that make an impact on the English proficiency of students in Intermediate Intensive English II and Advanced Intensive English II courses at the Foreign Languages Department of the University of El Salvador during semester I/2017

You are student in: Intermediate level II Advanced level II

Instruction: from the following most common extracurricular activities, check the ones your teacher suggests to you for improving your English proficiency acquisition per weekly time.

Activity:		Weekly time					
		Hours					
		1	2	4	6	8	10
1	Listen to music.						
2	Sing songs.						
3	Watch movies.						
4	Watch documentaries.						
5	Watch sop-operas.						
6	Play games/Video games.						
7	Practice tongue twisters.						
8	Have conversations with native speakers.						
9	Read books.						
10	Use social networks (chats, facebook, others)						

Activity:		Weekly time					
		Hours					
		1	2	4	6	8	10
11	Listen to the news.						
12	Read the news.						
13	Watch the news.						
14	Read any type of article.						
15	Watch sports.						
16	Listen to jocks.						
17	Work in a place with English environment.						
18	Talk by the phone.						
19	Watch debates related to social interests.						
20	Write a personal diary.						



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



Survey on factors that make an impact on the English proficiency of students in Intermediate Intensive English II and Advanced Intensive English II courses at the Foreign Languages Department of the University of El Salvador during semester I/2017

You were English teacher for: Intermediate level II Advanced level II

Direction: From the following most common list among class activities and extracurricular activities (factors), please get them in order of importance based on what you have observed and what you recommend is helpful for students' English proficiency acquisition.

1	Listen to music.	
2	Sing songs.	
3	Play games.	
4	Read books.	
5	Use social networks (chats, facebook, others)	
6	Play Video games.	
7	Watch the news.	
8	Watch sports/any other type of TV program.	
9	Work in a place with English environment.	
10	Play Performance.	