

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



UNDERGRADUATE RESEARCH:

“TARGET LANGUAGE SPEAKING PROBLEMS IN STUDENTS TAKING ADVANCED INTENSIVE ENGLISH I, INTERMEDIATE INTENSIVE ENGLISH I AND READINGS AND CONVERSATION I AT THE FOREIGN LANGUAGES DEPARTMENT, UNIVERSITY OF EL SALVADOR, SEMESTER II, 2016. A DIAGNOSTIC STUDY FROM THE TEACHERS’ PERSPECTIVE”

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INTRODUCTION

There is no doubt that every person who learns English as a second language face several problems when learning the target language, surely, it is not easy, but it is not impossible either to develop an acceptable performance in the target language. We all know that every time we decide to learn something we are going to face different situations, some will help us to learn and probably some other will not, but we have to be aware that everything we do will require some effort from us to get what we expect, and the English language is not the exception, as everything we learn, we have to be focused on achieve all of our goals in the language; for example having a good pronunciation, a good listening skill, an acceptable level in the knowledge of grammar rules, a good ability in writing using the target language, and an extended vocabulary are some of the keys we have to learn, and to keep in mind in order to have a good performance in the language, in this case English. Our research team knows some of the problems students have when learning the second language, and for sure we as students had to deal with these problems when taking some of the subjects of the Major in English Teaching, there are also many factors that affect students learning English not only in our environment but also in our country and around the world. There is a recent study made in 2015 by a research team at the Foreign Language Department at the University of El Salvador, in which that team got data about the speaking problems in students and analyzed it based on students' experiences and point of view, at the end new questions came up, for example: which is the teachers' opinion? What could they conclude about this topic? Do they consider students could improve their performance in the language?

Taking into account the necessity of knowing what is the teacher's perspective about the problems that students at the Foreign Language Department face at the time they are taking some specific subjects, the research team decided to study the most common problems students have when speaking in English, to be more specific, we will study the problems that students face while taking Readings and Conversation I, Intermediate Intensive English I and Advanced Intensive English I, at the Foreign Language Department at the University of El Salvador, in this case we are including the students in the level of second and third year of the English Teaching Major, but studied from the teachers' perspective. We will identify the most common problems students have when speaking the target language, it is necessary to mention that this project will

be developed taking as a point of reference one of the previous undergraduate project carried out at the University of El Salvador in 2015 called: “A DIAGNOSTIC STUDY OF TARGET LANGUAGE SPEAKING PROBLEMS. CASE OF: ADVANCED INTENSIVE ENGLISH I, INTERMEDIATE INTENSIVE ENGLISH I AND READINGS AND CONVERSATION I STUDENTS AT THE FOREIGN LANGUAGES DEPARTMENT, UES, SEMESTER II, 2015”. This previous project got and analyzed information related with the problems that students have, seen from the opinion and point of view of the students, so this gave us the opportunity to study this phenomenon from the teachers’ point of view, which will be extremely important to get a concrete result and conclusion at the end of this research.

During the plan and designing of this project the research team had to decide and analyze which could be the best way to develop the study, one of the points we had to decide was the technique we would have to apply in order to collect the needed data, at the end of several planning sessions we decided that one of the best options was to run a survey among the teachers that would be in charge of teaching the following subjects: Advanced Intensive English I, Intermediate Intensive English I and Readings and Conversation I students at the Foreign Languages Department, University of El Salvador, semester II, 2016.

I. STATEMENT OF THE PROBLEM

A. HISTORICAL FRAMEWORK

According to an article published in blog.udemy.com in 2014 “there are about 375 million English as first language speakers and 750 million English as a second language speakers, English as official or special status in at least 70 countries”, this means English is one of the languages which pose more speakers in today’s world; so that, is thought in schools, academies and universities even publics or privates, this language has become an important and necessary tool to communicate and interact with others speakers of the language, as well as everybody knows English needs to be developed in four macro skills in which every student finds an obstacle for acquiring one of them in an acceptable level of it, and this process the most difficult to develop is Speaking, why? Well, is known in our country there several academies that are in charge of teaching English a second language and also there are some universities which have in their curricula a career that consists in forming professionals who will be able to teach the language, in this list of institutions is included the University of El Salvador which has a Foreign Languages Department where there is a career in which students work hard for getting a major in English teaching, during this process that lasts five years or more the students have to develop the four macro skills which are vital for learning English as a second language in order to reach their objective the students learn face and overcome different obstacles, based on a study done in 2015 by a research group it was found that for years in at the Foreign Languages Department there have been different groups who were looking for the reasons that interfere in the correct development of oral proficiency level of students at this department, taken into account their findings pointed out what are the speaking problems the students face but perceived for the same students. As a result, this paper has been designed and carried out in order to state what are the problems students face seen by the teachers’ perspective because it is not possible to establish what are the problems students have to defeat while trying to achieve a high level of speaking, without investigating what is the teachers’ perspective about this.

As a continuance of this it is presented a series of studies which show how this problematic have been studied in different universities around the world in order to know how this affects the students’ performance in the development of their oral skills.

A study done in 2005 by Sabrin Farooqui at the Department of English, in the Eastern University of Bangladesh, shows that students who study in private universities develop their oral skills better than students who were studying English in public universities, at the end it was found that syllabus design for these places are the same but one of the obstacles in public universities is the initiatives of every teacher to teach the language using authentic material, and students' lack of interest in practicing the language even inside or outside the classroom, students tend to get nervous when the teachers talk to them so that, students do not answer direct questions and also miss oral presentations.

One teacher reminded one of Brown comments done in 2001 who sustains that “one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible... Our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be (pag. 209)”.

In the research of “*The effectiveness of the communicative activities applied by teachers of Readings and Conversation I and II that facilitates the development of oral fluency*” (2011), speaking is defined as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context” (Chaney, 1998, p. 13). Speaking is a crucial part of a second or foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and Oxford language English teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' oral skills. In that way students can express themselves. Alejandrina Torres, Susy J. et. al (2011) aimed their research to let teachers know if the communicative activities they have used in the subjects of Readings and Conversation I and II 2011, at the Foreign Languages Department, UES, have been useful to help students to develop fluency in the speaking skill. Alejandrina Torres, Susy J. et al. (2011) identified which communicative activities from the ones mentioned in the programs, have been useful for the development of oral fluency.

An effective communication is the main goal of every foreign language learner. The oral use of a foreign language seems to be more problematic for the majority of students, for it is closely connected with an internal uneasiness that appears during the personal interaction face-

to-face. However, it can quite effectively be taken care of by improving English oral skills. Teachers have often claimed that fluency is a difficult concept to define however according to Derwing et al. (2004), the difficulty in achieving a definition lies in the fact that fluency encompasses many aspects of language. Realizing the difficulties involved in arriving at a precise definition of fluency. Doctor Jack Richards, in a recent online publication entitled “*Communicative Language Teaching Today*”, defined fluency as “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”.

Fillmore’s (1979) first kind of fluency is “the ability to fill time with talk. A person who is fluent in this way does not have to stop many times to think of what to say next or how to phrase it”. As Fillmore state, this fluency will depend on a range of factors including having quick access to and practiced control of many of the language’s lexical and syntactic devices, being able to decide readily when it is appropriate and efficient to use them. Brumfit (1984) sees fluency “as the maximally effective operation of the language system so far acquired by the student”. This definition suggest that fluency can be measure by looking at the speed and flow of language production, the degree of control of language items, and the way language and content interact.

The English language has become a major medium for communication across borders globally and is seen nowadays as the medium of communication not only for business but also for academic purposes; Karahan (2007) describes English language as “leading foreign language enjoying prestigious position in many countries, including Spanish speaking countries. English is not a national nor an official language in Latin America but is the most widely taught foreign language at all stages of educational system (p. 1)”. Many learners of a foreign language usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously (Eckard& Kearny, 1981). “Learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well- structured and coherent texts” (Cotter, 2007).

Oral presentation skills are increasingly important in a world where people are judge on their ability to present their ideas in a coherent and articulate way in a range of situations (schools, workplace, and society) this means, be fluent when expressing ideas and thoughts plus

the ability to speak and understand English quickly and easily without translation. Fluency means that you can be easily understood and understand at the same time. In fact, you speak and understand instantly (Hoge, n, d.).

Li (1998) cited by Farooqui (2007) showed that students are reluctant to actively participate in class. Students still considers the teacher as the authority figure. The findings of Chowdhury (2001), (also cited by Farooqui) explains that students are facing themselves to a new world, since they received passive grammar translation method where the teacher is the center of the class; they encounter themselves with new experiences that in some cases could be frustrating. Students are reluctant to speak inside and outside classroom in the target language. They feel afraid of using English outside class, and in some way, they are unenthusiastic to use English inside classroom. Farooqui (2007) illustrated this situation presented in the English classroom, she investigated how private universities in Bangladesh are helping students to acquire communicative skills and also to improve methodology in order to teach English in all the private and public universities throughout the country.

Brown (2000) quoted by Larsson & Olsson (2008) state that “students needs to play a significant role when it comes to motivation, in the sense that when they see that there is a possibility for their needs to be fulfilled, they become motivated. Students’ perceptions of their need of improving their oral skills, and also of the usefulness of the class for achieving that goal may have had a strong influence in their levels of participation in class activities.” Cotter (2007) argues that as students learn to use English in the setting, they should also be involved in learning about how language works. They should be asked to reflect on various aspects of language, to develop a common critically in terms of effectiveness, meaning and accuracy. “Someone who speaks well would similarly understand when to use different grammar points” Cotter (2007).

“White (2004) explains that language is an integral part of learning, and oral language has a key role in classroom teaching and learning. It helps to encourage creativity, understanding, and imagination; it is a means of solving problems, speculating, sharing ideas and making decisions; language builds friendships and enhances motivation through social interaction”.

Students not only need to be well prepared in English skills, they need also use them to build social relationships that allow them to interact with each other. An argument that supports this view is found in Gutierrez (2005) who states: “learners often need to be able to speak with

confidence in order to carry many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends” (p. 3). This quote addresses the importance of real interaction which gives the learners the opportunity to demonstrate what they can do in the foreign language.

Thus, Victor Castrillón (2010), in his research project about students’ perceptions about the development of their oral skill in an English as a foreign language, focuses on observing and analyzing the development of oral skills in 4th semester students from the Professional Development Program for Teachers of English (PDPTE) Colombian Program, specifically those students from the Oral Skills course I. Castrillón (2010), aimed his research at the understanding on how the English course facilitates the acquisition of oral skill throughout the different activities provided by the teacher and the way in which students’ motivation affects their participation in class. This study shows that students tended to participate more in those activities in which there was a previous reading or research about the topic involved, some of the activities that students liked the most were defending and stating opinions (debates). The study also reveals that the use of authentic material in the class was a trigger for students’ participation. According to Castrillón’ findings every activity regarding discussions, opinions and sharing ideas is important for the development and motivation of those students.

B. DESCRIPTION OF THE PROBLEM

Throughout the years, the use of the English language has expanded all over the world. In today's world, a large percentage of English users from different countries employ the language effectively as a medium of communication. Staab (1992) stated that oral language is important not only as a vital communication tool that empowers us in our daily lives, but also as a valuable way to learn. Hence, many English as second language learners choose to study this language in order to become proficient specifically in the speaking area, due to the fact that it is essential for them to develop an oral ability to communicate effectively in different contexts.

Indeed, oral proficiency or an ability to be able to communicate efficiently in English with both native and non-native speakers is perceived by a great majority of language learners all over the world as an ultimate goal of their learning. At the same time, however, many of them seem to be unaware of the simple fact that speaking in a way that is both accurate and appropriate is probably the most difficult skill to develop as it involves mastery of different aspects of linguistic and non-linguistic features of language (Pawlak, Waniek- Klimczac et. 2011) for instance, the use of a good amount of vocabulary, colloquial expressions, pronunciation, and intonation, good grammar knowledge among other aspects that help us to convey the message accurately, fluently and spontaneously in any situation. In order to achieve all these aspects, most of the English as a Foreign Language students have to face several challenges throughout the English courses they are enrolled as they have to strive to reach an adequate level of oral proficiency.

The Foreign Languages Department is not an exception regarding the different oral communication problems students face during courses such as Intermediate Intensive English I, Advanced Intensive English I and Readings and Conversation I, while they are trying to be efficient in the speaking area. Despite that the syllabus from these courses foster the development of a communicative competence and task-based learning which provides an opportunity to students to use the target language in an authentic and meaningful way inside and outside the classroom so that one day they will be prepare to be in charge of helping other students to develop their oral competence. Still, there are some factors such as grammar as a stumbling block, inadequate pronunciation and intonation, attitude to the language, few academic

activities to use the language outside the classroom that are affecting the students' English learning process.

C. OBJECTIVES

General Objective:

- To identify the target language speaking problems that students taking Advanced English I, Intermediate Intensive English I and Readings and Conversation I face at the Foreign Languages Department, University of El Salvador, semester II 2016, based on teachers' perspective.

Specific Objectives:

- To determine the oral problems that affect Advanced English I, Intermediate Intensive English I and Readings and Conversation I students' speaking performance in order to acquire a high level in their speaking skills, perceived by the teachers at the Foreign Languages Department, University of El Salvador, semester II 2016.
- To compare students' view and teachers' perspective of what are the speaking problems that students have to overcome while taking Advance English I, Intermediate Intensive English I and Readings and Conversation I at the Foreign Languages Department, University of El Salvador, semester II 2016.

D. RESEARCH QUESTIONS

- What are the target language speaking problems that students taking Advanced Intensive English I face, seen by the teachers' perspective?
- What are the target language speaking problems that students taking Intermediate Intensive English I face, perceived by the teachers' point of view?
- What are the target language speaking problems that students taking Readings and Conversation I face, from the teachers' view?
- Do the teachers in charge of Intermediate Intensive English I have the same perception of what problems the students face while taking this subject pose?
- Do the teachers in charge of Advanced Intensive English I have the same perception of what problems the students deal with while taking this subject pose?
- Do the teachers in charge of Readings and Conversation I have the same perception of what problems the students confront while taking this subject pose?

E. RATIONALE

Nowadays as everybody know around the world one of the most common problems that students who are learning a foreign language have to deal with is to acquire a high level in their oral skills, it is very hard for them to reach an acceptable way to communicate effectively with others speakers, that is why in 2015 a group of students decided to base their undergraduate project on the speaking problems that students who take the subjects of Advanced English I, Intermediate Intensive English I and Readings and Conversation I face at the Foreign Language Department (University of El Salvador), these group observed, evaluated, collected information and analyzed its findings in order to find what the problems which students from this department stand up to during the semester.

As a result of the research the group accomplished the main objective of knowing the specific obstacles in the development of oral skills that students deal with at the Foreign Language Department while taking some special subjects, as long as the research team could get all the information required, the research group could establish and point out what is the students' view about this problem.

Moreover, for concluding in an effective and convincing way the group needed to get the teachers' perspective about this situation at the FLD, so that it is vital to interview, and analyze what the teachers at the FLD thought are the problems and obstacles that every year hundreds of students have to surpass for being able to communicate with different speakers during the semester.

Realizing about the situation, this research project took place at the Foreign Languages Department interviewing the teachers from this department with the purpose of comparing teachers' perspective and students' opinion about the specific problems for developing a high level of speaking proficiency.

Finally, the results have been used to prove who are the principal responsible of the low level of oral proficiency in students from the FLD, at the University of El Salvador.

F. DELIMITATION OF THE PROBLEM

There are four English macro skills related with listening, reading, speaking and writing, these four English macro skills are taught to the English students, so they can develop their abilities into this language, in this research, however, the researchers have planned to focus on the productive skill of speaking, in this study the researchers will involve some conceptions and definitions about the ideal development of the English language in students. After reading several studies on related topics, the researchers have found out that most of students, for different reasons, are not developing their language in the way they are expected to do it.

After reading and researching about the topic, the research team decided to make a diagnose study related with the proficiency in students, and what interferes in their learning and mastering of the English language, based on the research team own experience, it is common to listen and to realize that there are a lot of students who complain about their proficiency in the language, their low ability to speak the English language etc.

It is worthy to mention that this study will be carried out at the University of El Salvador, so, ideally the research team has to adapt their data gathering to the staff that is currently teaching Intermediate Intensive English I, Advanced English I, and Readings and Conversation at the University of El Salvador, due to the fact their working every day with English students it could be a little easier to provide a more certain information about the speaking problems students have.

This research will be carried out at the Foreign Languages Department at the University of El Salvador, with all groups of Advanced Intensive English I, Intermediate Intensive English I and Readings and Conversation I during the semester II, 2016.

II THEORETICAL FRAMEWORK

With time the way of teaching foreign languages has evolved the way that languages are taught it is different from traditional approaches, since they were mostly based on a teacher centered environment which limits student's opportunities to take an active role in their learning process. For that reason, nowadays facilitators have taken a different perspective regarding the use of innovative and improved teaching approaches, techniques and principles to develop learners' skills to become proficient in the language. It is also necessary to explain briefly the nine most used teaching approaches that had been developed and continue being useful for the learning process of English as a foreign language.

Due to the fact that these teaching approaches, techniques and principles are very important during the teaching process, it is necessary for us to know each of them.

The Grammar-Translation Method

The Grammar-Translation Method was dominant in foreign language classrooms during the 16th century, Western society Foreign Language education was mainly focused on memorizing grammatical rules and vocabulary, and translating long and complicated texts from the native tongue to the target language. This approach also known as "the classical method", which its objective was based on teaching languages by knowing and studying them instead of teaching the four macro skills for developing an effective acquisition of the language, teachers introduced languages like Latin and ancient Greek in the classrooms replacing all the communicative oriented methods as long as these languages were not spoken, that is why there were not a valid and strong justification for teaching oral skills in the classical languages, the Grammar-Translation Method implemented the goal of reinforcing and developing the students' ability to read and translate classical and long texts.

As a consequence this method has been highly criticized one of the critics sustained that "know everything about something rather than the thing itself"(Rouse, 1925; quoted in Kelly,

1969, p. 53). However, the Grammar-Translation Method continued to be one of the primary methods used in U.S. classrooms, although it was partially supplanted in the 1930s by the so-called “Reading Method”, which replaced the classical texts of the Grammar-Translation method with texts written specifically for foreign language students based on word frequency studies, and encouraged students to avoid consciously translating what they were reading (Rivers, 1981).

The Direct Method

The Direct Method of teaching appeared as a response to the Grammar-Translation method because of the necessity to develop oral proficiency in the second language learning, this new method involves the learners in the same way as when they learnt the first language, during the teaching process grammar is taught inductively, it was mainly focused on speaking and listening, and also the use of “everyday language” during the class. One of the weaknesses in this method was the assumption that a target language can be learnt in the same way as the mother tongue, because of the fact that a second language needs to be learnt under different conditions. Therefore, this approach could be taught inductively where topics are based on problem-solving learning in which students can make inferences from the complex to the general knowledge.

In addition, foreign language teachers provide a communicative context in which learners can practice their listening and speaking skills not only in the classroom, but also in real life situations. At the end of the 20th century, this approach started to decline in the USA and Europe. Nevertheless, most professors returned to the grammar translation method or to a method where they could emphasize the reading skills in a teacher-centered context.

The Audiolingual Method

The Audiolingual Method for foreign language teaching was emphasized in teaching listening and speaking before reading and writing. This is also called “Army Method” because it appeared in the World War II for the American armies who needed to learn a second language in an intensive and quick way. The audiolingual method resulted from the combination between behavioral psychology and linguistic.

In the Audiolingual Method, the students first hear a language. Later, they speak the language and after that, they read and write in it. Mother tongue is discouraged in the classroom when this method is used. The Audiolingual Method does not learn lots of vocabulary. Rather, the teacher drills speaking and grammar because in this method, grammar is most important for the student. In other word, the student must repeat grammar pattern after the teacher.

Community Learning

During 1970 teachers adopted a different position regarding language teaching. A new method arose considering language structure, affective and interpersonal features of learning a second language. The main objective of this new method was focus on changing the roles of teachers and students. The teacher acted as a counsellor who pays attention to the students’ needs, while the student is a collaborator, working in a group with the teacher’s help facilitating language learning in a context where everyone can interact and express their feelings and emotions resulting from second language acquisition.

Charles Curran (1972) stated that the “Counseling- learning model” of education should be emphasized on the sense that learners are a community, not a class. Even though there is not a syllabus or textbooks to follow, it is expected that at the end of the course the students acquire complete autonomy by achieving fluency and accuracy in the language.

Suggestopedia

This is a teaching method based on a modern understanding of how the human brain works and how we learn most effectively. It was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov. The term 'Suggestopedia', derived from suggestion and pedagogy, is often used loosely to refer to similar accelerated learning approaches. However, Lozanov reserves the title strictly for his own method, and he has his own training and certification facilities.

Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. It is now applied in several other fields, and its central ideas inspired the development of my own Brainware workshops.

The Silent Way

The Silent Way is one of these innovative methods. In Fact, Caleb Gattegno, the founder of the Silent Way, devoted his thinking to the importance of problem solving approach in education. He contends that the method is constructivist and leads the learners to develop their own conceptual models of all the aspects of the language. The best way of achieving this is to help students to be experimental learners.

Total Physical Response

As years went by, the English James Asher (1977) implemented a new approach known as the "Total Physical Response". This method is based on associating language with verbal and physical aspects. The method follows closely the principles of child language acquisition. Asher stated that children listen to their parents' commands before they speak. This listening is related to physical actions such as moving, grabbing, and looking which are designed for the comprehension of basic items.

On the other hand, Asher noticed that in many Foreign Language courses, students felt over-anxious. Considering this, he developed a method where teachers could provide a lot of input through listening and acting in an interactive teaching context. “The instructor is the director of a stage play in which the students are the actors”. (Asher, 1977:43).

Nevertheless, the Total Physical Response has some restrictions. This method can only be developed with beginners and intermediate students due to the fact that in those levels, learners have a low oral proficiency. One way to improve the students’ proficiency is by applying a communicative language method where they can overcome their communication difficulties.

The natural approach

The Natural Approach was proposed in 1977 by Tracy Terrell, a teacher of Spanish at the University of California. Later, Terrell joined force with Stephen Krashen, an applied linguist at the University of Southern California. Drawing on Krashen’s influential theory of second Language Acquisition, they tried to provide a detailed theoretical rationale for the Natural Approach.

The natural approach is a language teaching approach which claims that language learning is a reproduction of the way humans naturally acquire their native language. The approach adheres to a communicative approach to language teaching and rejects earlier methods such as the audiolingual method and the situational language teaching approach which Krashen and Terrell (1983) believe are not based on “actual theories of language acquisition but theories of the structure of language”

The Natural Approach emphasizes the central role of comprehension and believes that:

- ①Comprehension abilities precede productive skills in learning a language
- ②The teaching of speaking should be delayed until comprehension skills are established
- ③Skills acquired through listening transfer to other skills
- ④Teaching should emphasize meaning rather than form
- ⑤Teaching should minimize learners’ stress.

Task based learning

The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

In the task-based lessons included below our aim is to create a need to learn and use language. The tasks will generate their own language and create an opportunity for language acquisition according to Krashen. If we can take the focus away from form and structures, we can develop our students' ability to do things in English. That is not to say that there will be no attention paid to accuracy, work on language is included in each task and feedback and language focus have their places in the lesson plans.

DEFINITIONS

Macro skills: Refers to the five macro skills in language teaching such as: Listening, Reading, Speaking, Writing and Grammar that students need to develop in order to become proficient in the language.

Micro skills: Sub skills that are in each of the macro skills such as grammar, vocabulary, pronunciation, spelling among others. (Forms and Functions).

Language processing: Refers to the way humans arrange words in an artfully syntactical manner in order to communicate ideas and feelings. Basically, this communication is processed and understood by the brain. It involves the use of speech organs to produce several sounds. This process occurs in three stages: Conceptualization, Formulation and Articulation.

Communicator based problems: According to Alireza Jamshidnejad (2010) this problem has to deal with the target language users' perceptions of the ideal target language speaker which focused on the importance of fluency, pronunciation, intonation, vocabulary rather than the rest of the macro skills. In addition, the perception of other interlocutors in target language communication was another important point found in this problem which was based on the feeling embarrassed, insecure in front of another interlocutor of the opposite gender as well as establishing a conversation with a native speaker or being evaluated in front of an audience may cause anxiety or stress in the English as a foreign language students'.

Meaning creating problems: Alireza Jamshidnejad (2010) based this obstacle regarding the moments English as a foreign language students' had to deal with trying to make their messages understood by finding the correct expressions or idioms, transfer meaning accurately as well as the use of the correct grammar sentences in their speech.

Contextual problems: This obstacle is defined by Alireza Jamshidnejad (2010) as the context English as a foreign language students' are surrounded in which several problems emerged for instance: the lack of opportunities to practice the target language with their classmates also the few exposure to the language because they do not live in a country where English is spoken.

Speaking skill: Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Target language: The target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.

Native Speaker: The individual is communicatively competent (Davies, 1991; Liu, 1999; Medgyes, 1992), able to communicate within different social settings (Stern, 1983).

Communicative Competence: Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of

underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles.

III. TYPE OF STUDY

In order to carry out this study and answer the research questions a **Descriptive Research** has been conducted by running a survey to the teachers from the Foreign Languages Department, with the main purpose of identifying what are the speaking problems that they consider students at the Foreign Languages Department face while taking Advanced English I, Intermediate English I, and Readings and Conversation I and the results were used to compare the teachers' view with the students' view in order to build a concrete conclusion about this problematic.

The Descriptive study searches specifically the main properties of people, groups, communities or any other phenomenon that is subjected to an analysis. (Dankhe, 1986). Systematic collection of information requires careful selection of the units studied and measurement of each variable in order to demonstrate validity.

Moreover an **Exploratory Research** has been conducted because the research team worked on the different target language speaking problems that teachers of Intermediate I, Advanced I and Readings and Conversation I have observed on students taking those subjects during the semester II, 2016.

This type of study functions normally when the main objective is to verify a topic or a research unknown problem based on existent literature. In addition, exploratory studies are useful so we can be more familiar with unknown phenomena in order to obtain information about the possibility to address a more complete information that is placed in a real context, also investigates problems of human behavior that are crucial for the researchers who are interested in that specific area, identify concepts or variables, establish priorities for further researchers or suggest statements that can be verified. (Dankhe, 1986).

IV. RESEARCH DESIGN

The research approach that was used during the development of this study was a quantitative, for several reasons: because it is useful to gather information that focuses on describing a phenomenon across a larger number of participants thereby providing the possibility of summarizing characteristics across groups or relationships. This approach surveys a large number of individuals and applies statistical techniques to recognize overall patterns in the relations of processes. Importantly, the use of surveys can be done across groups.

This study also followed the features of an **Inductive** method because the team posed results gotten in a study done in 2015 for a different group of students, using this gathered information the research team ran surveys to the group of teachers who were in charge of teaching Advanced English I, Intermediate Intensive English I and Readings and Conversation I during the second semester of the current year, the gathered information was analyzed by the research team who is focused on building a comparison between students' view that a research stated last year and teachers' perspective that was found during this year about speaking problems that students face at the FLD while taking the subjects mentioned before.

This study was a descriptive design in which the research team had to analyze each survey that teachers from the FLD answered in order to get their opinions, the research has gotten students' view about speaking problems from a study that a group study did at the FLD in 2015 using this gathered information the research team established a comparison based on both perspectives, and then built their own conclusions.

In order to reach the objectives of this research and answer the research question as well, these will be the steps that would lead to the gathering of data:

To select the population

To select the sample

To design or choose a questionnaire and interview

To hand in the instruments

To analyze and organized into categories the information and results

To select the population:

This study has been planned to identify the target language speaking problems that students taking Advanced English I, Intermediate Intensive English I and Readings and Conversation I face at the FLD, UES, semester II 2016, based on teachers' perspective. Since the study is concerned with oral problems, the universe was selected from these courses: Intermediate Intensive English I, Advanced Intensive English I and Readings and Conversation I.

To select the sample:

In order to carry out this study the team decided to take into account all the teachers from the department in charge of Intermediate Intensive English I, Advanced Intensive English I, and Readings and Conversation I during semester II-2016. Being a total of 23 teachers.

To design or choose a questionnaire:

The questionnaire and interview were self-designed instruments. The questionnaire contained a set of 22 questions for the teachers in order to identify the students' target language speaking problems observed. This questionnaire was structured in a liker scale (1 strongly disagree, 2 disagree, 3 undecided, 4 agree and 5 strongly agree). Basically for this instrument were measured 4 oral problems of the students: Grammar as a stumbling block, inadequate vocabulary, imperfectly learned pronunciation and intonation, inadequate opportunities to speak English in class and finally input-poor environment outside class, for each problem it contained 5 items.

After the results of the questionnaire were gotten, the research team established a comparison between students' opinion and teacher's perspective about the speaking problems experienced by the students of the Foreign Languages Department.

To hand in the instruments:

The researchers coordinated with the teachers of each of these groups to administer the survey from October 5th to November 11th.

To analyze and organize into categories the information obtained:

Once the information from the questionnaires was gathered, the results were analyzed in a statistical way, so as to expose the major findings and results. The researchers used the Statistical Package for the Social Sciences (SPSS), which is a statistical program that helped them to analyze and interpret the resulting data.

V. POPULATION AND SAMPLE

Population

This research project was carried out in order to identify the target language speaking problems that students taking Advanced English I, Intermediate Intensive English I and Readings and Conversation I face at the Foreign Languages Department, University of El Salvador, semester II 2016, have based on the teachers' perspective.

Since the study is concerned with the speaking problems of the students from the teachers' perspective, all the teachers in charge of those three subjects. The subjects were: Advanced Intensive English I, Readings and Conversations I, and Intermediate Intensive I from both majors English Teaching and Modern Languages during the semester II, 2016. These 3 subjects' teachers make a total sample of 23 teachers working both part and full time.

Sample

The study was carried out in the Foreign Languages Department, at the University of El Salvador. This research population was 23 teachers from the subjects that followed: Advanced Intensive English I, Readings and Conversations I, and Intermediate Intensive. In this study, differently than many investigations, all the population could be taken as part of the study. The sample were the teachers currently teaching those subjects at the Foreign Languages Department, University of El Salvador during the semester II, 2016.

VI. DATA GATHERING PROCESS

Research Techniques

The research team was focused on gathering the information for answering the research questions that enabled them to the identification of the students' oral communication problems from the teachers' perspective by administering a survey per each member of the sample, the 23 teachers. The survey was made in the likert-scale ranging from one to five (1, 2, 3, 4, 5) and it contained twenty questions that each teacher was asked to answer by checking in the number they thought best expressed their own perception regarding the oral problems. The questions were created taking into account four based problems that students in previous investigation project marked as the ones they face while developing their speaking skill. This instrument aimed to identify the teachers' point of view regarding their students' oral problems.

Once the information was collected, the researcher members used the Statistical Package for the Social Sciences (SPSS), which is a statistical program that helped them analyze and interpret the resulting data in an easier and organized way. This Package is one of the most popular statistical programs used to work with large amount of data and facilitates the researcher work and results.

Data gathering plan

The first step in the data collection was to select the sample for the courses of Intermediate Intensive English I, Advanced Intensive English I and Readings and Conversation I. There was a total of 23 teachers in charge of those courses, who were included as a whole in the research.

The second step for the collection of the data was to create the instrument. The instrument was a questionnaire which contained twenty-two statements with four options for teachers to answer.

The third step was to personally approach the teachers to ask them for their consent to administer them the instrument. The administration of instruments was scheduled from October the 24th to November the 30th, 2016.

The fourth step and once all the instruments were collected, the researchers made the data base for getting the results. The base contained twenty-two variables. Those variables included demographic data plus the twenty statements regarding the speaking problems.

The fifth step was the data analysis. The analysis was elaborated according with the statistical results and the graphics generated by each statement form the survey.

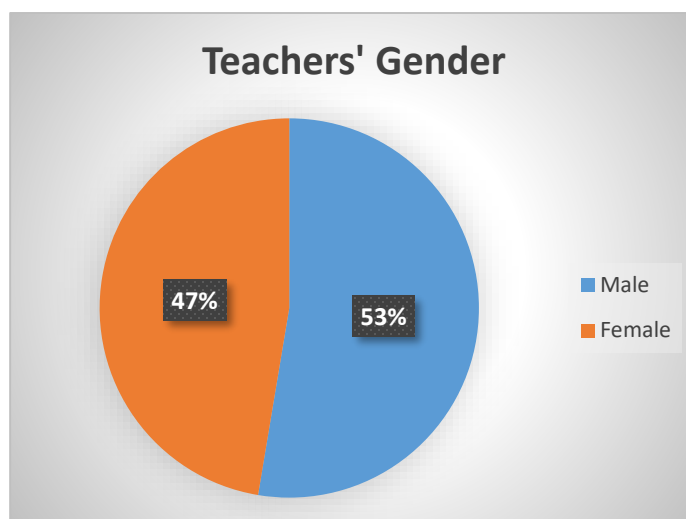
The sixth step was making the findings and conclusions, which were supported in the analysis of the data.

VII. DATA ANALYSIS

TEACHER'S PROFILE

Gender

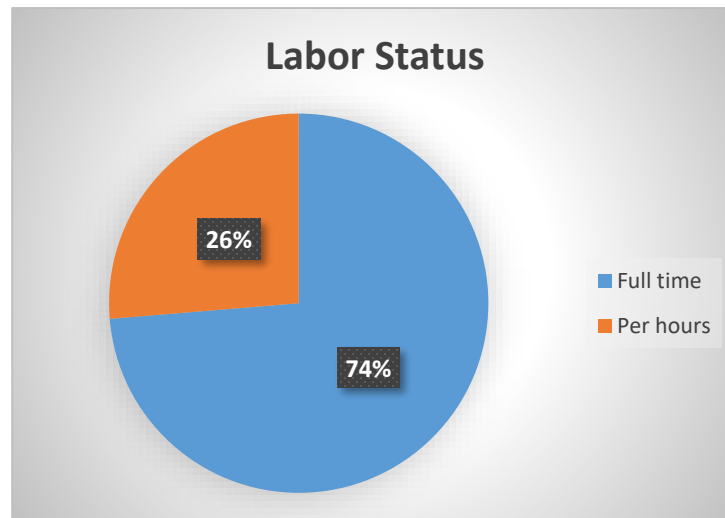
| Gender | Frequency | Percentage |
|--------------|-----------|------------|
| Male | 10 | 52.6% |
| Female | 9 | 47.4% |
| Total | 19 | 100% |



1.1 Taking the sample of 19 teachers who are in charge of the groups of Advanced Intensive English I, Intermediate Intensive English I, and Readings and Conversation I at the Foreign Languages Department, University of El Salvador. In relation to the gender criteria a 53% of the population from teachers in charge of the subjects mentioned before are male as well as 47% of these teachers are female.

Labor Status

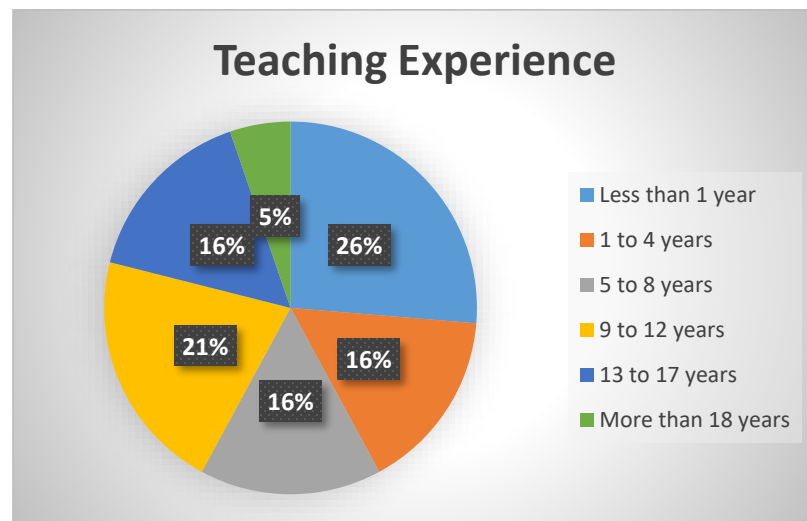
| Labor Status | Frequency | Percentage |
|--------------|-----------|------------|
| Full time | 14 | 73.7% |
| Part time | 0 | 0 |
| Per hours | 5 | 26.3% |
| Total | 19 | 100% |



1.2 Regarding labor status at the Foreign Languages Department the survey showed that a 74% of the population of teachers in charge of Intermediate Intensive English I, Advanced Intensive English I and Readings and Conversation I are working full time at the Department and a 26% of the teachers work per hours.

Teaching Experience

| Teaching Experience | Frequency | Percentage |
|----------------------|-----------|-------------|
| Less than one year | 5 | 26.1% |
| 1 year to 4 years | 3 | 15.8% |
| 5 years to 8 years | 3 | 15.8% |
| 9 years to 12 years | 4 | 21.1% |
| 13 years to 17 years | 3 | 15.8% |
| More than 18 years | 1 | 5.3% |
| Total | 19 | 100% |

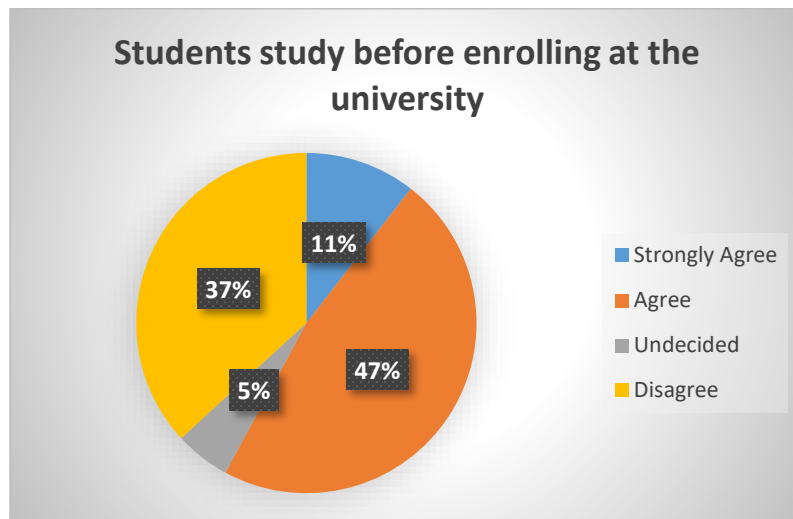


1.3 Related to teaching time a 26% of the population possess less than one year of experience teaching the subjects mentioned before at the Foreign Languages Department, a 16% has 1 year to 4 years, a 16% has been in charge of these courses 5 years to 8 years, a 21% possess 9 years to 12 years of experience, another 16% has 13 years to 17 year, and a 5% have worked more than 18 years.

STUDENT'S PREVIOUS KNOWLEDGE

Previous Knowledge

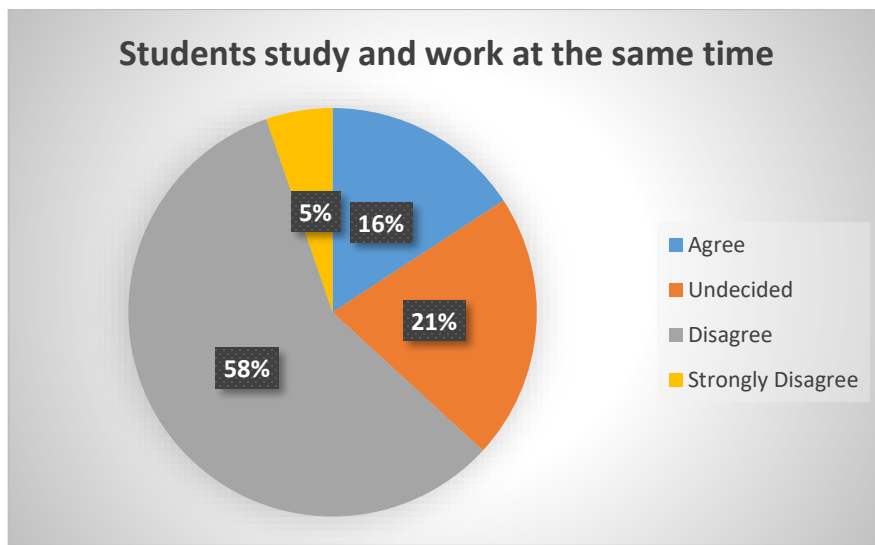
| Statement | Frequency | Percentage |
|--|-------------------|------------|
| I consider that few students study English before enrolling at the university. | Strongly Agree | 2 10.5% |
| | Agree | 9 47.4% |
| | Undecided | 1 5.3% |
| | Disagree | 7 36.8% |
| | Strongly Disagree | 0 0 |
| Total | 19 | 100% |



2.1 According to the responses from the teachers a 47% agreed statement, a 11% strongly agreed with the fact that students study English before enrolling at the university maybe in an academy or another institution, on the other hand a 37% with this affirmation and the last 5% were undecided with this fact.

Studying and working at the same time

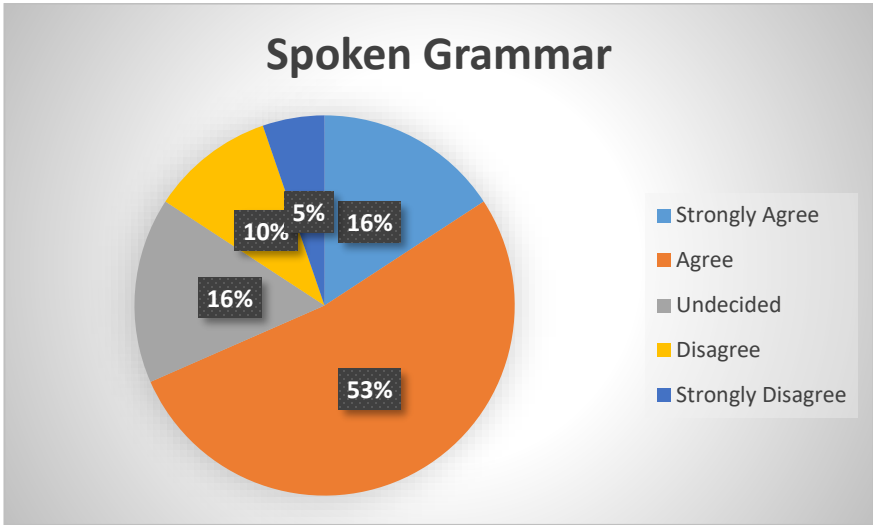
| Statement | | Frequency | Percentage |
|---|-------------------|-----------|------------|
| I know most of the students work and study at the same time | Strongly Agree | 0 | 0 |
| | Agree | 3 | 15.8% |
| | Undecided | 4 | 21.1% |
| | Disagree | 11 | 57.9% |
| | Strongly Disagree | 1 | 5.3% |
| Total | | 19 | 100% |



3.2 Based on the results with the statement “I know most of the students work and study at the same time” a 58% disagreed with this fact, a 21% were undecided, and a 16% agreed with this affirmation most of the students work and study while they are coursing all the subjects that their majors require.

GRAMMAR USE

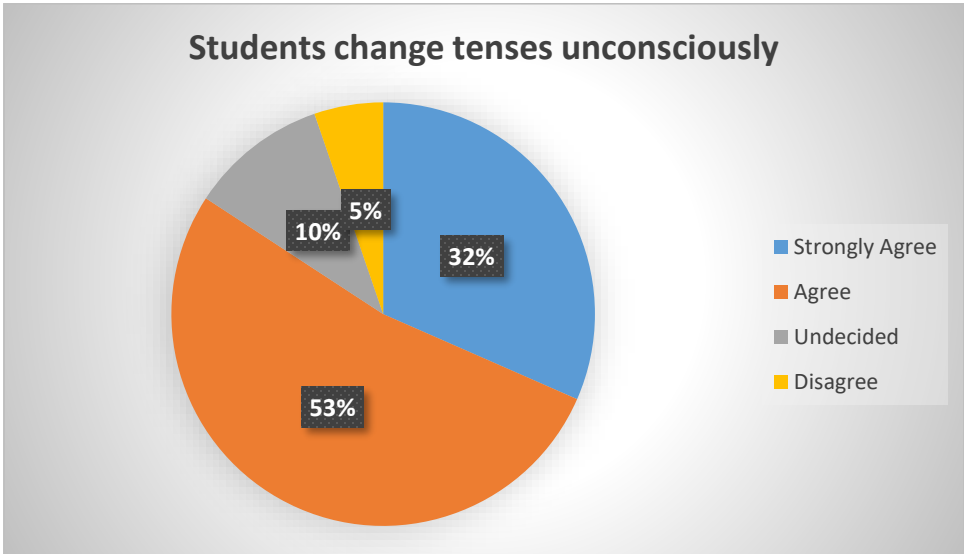
| Statement | | Frequency | Percentage |
|--|-------------------|-----------|------------|
| I think Spoken Grammar is in a way more difficult than Written Grammar for students. | Strongly Agree | 3 | 15.8% |
| | Agree | 10 | 52.6% |
| | Undecided | 3 | 15.8% |
| | Disagree | 2 | 10.5% |
| | Strongly Disagree | 1 | 5.3% |
| Total | | 19 | 100% |



4.1 Regarding the fact that Spoken Grammar is in a way more difficult than Written Grammar the sample population agreed in a 53% with this affirmation, and also a 16% strongly agreed with it, on the other hand a 16% were undecided with this fact, a 10% disagreed with it and the rest strongly disagreed that means they considered that Spoken Grammar is as difficult as Written Grammar for students.

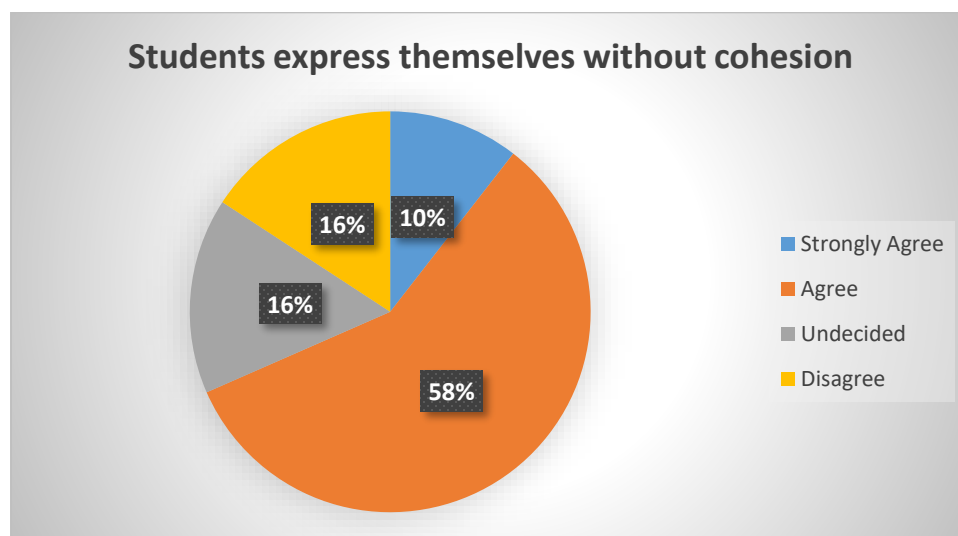
STUDENTS CAN NOT EXPRESS THEIR IDEAS

| Statement | | Frequency | Percentage |
|--|-------------------|-----------|------------|
| Based on my experience I have noticed that students tend to switch tenses unconsciously when they speak English. | Strongly Agree | 6 | 15.8% |
| | Agree | 10 | 52.6% |
| | Undecided | 2 | 10.5% |
| | Disagree | 1 | 5.3% |
| | Strongly Disagree | 0 | 0 |
| Total | | 19 | 100% |



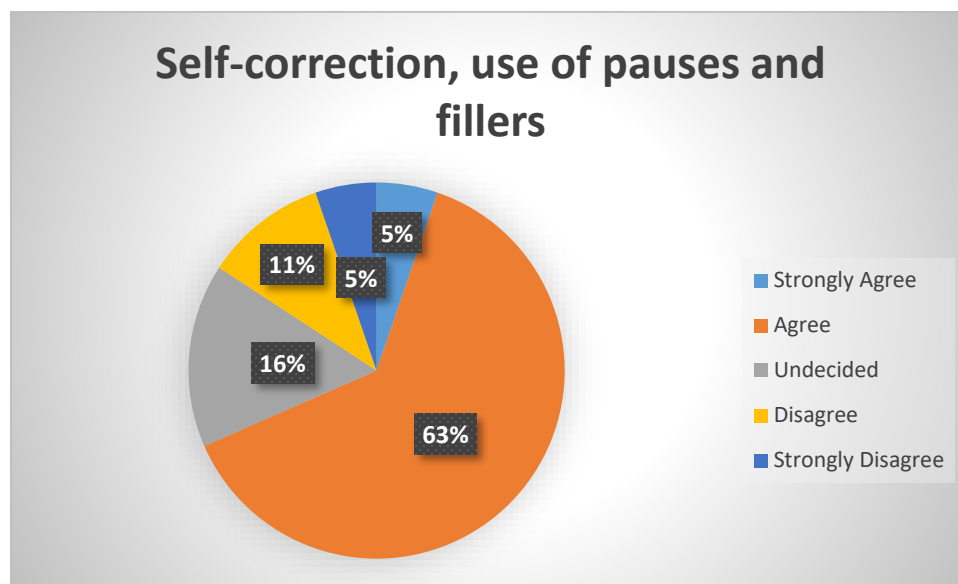
5.1 Respect to “Students tend to switch unconsciously when they speak English” a 53% of the teachers agreed that students do this switch without knowing, and 32% strongly agreed with it, on the contrary a 10% were undecided and a last 5% disagreed with fact.

| Statement | | Frequency | Percentage |
|--|-------------------|-----------|------------|
| Sometimes students tend to express their ideas inaccurately and without any cohesion | Strongly Agree | 2 | 10.5% |
| | Agree | 11 | 57.9% |
| | Undecided | 3 | 15.8% |
| | Disagree | 3 | 15.8% |
| | Strongly Disagree | 0 | 0 |
| Total | | 19 | 100% |



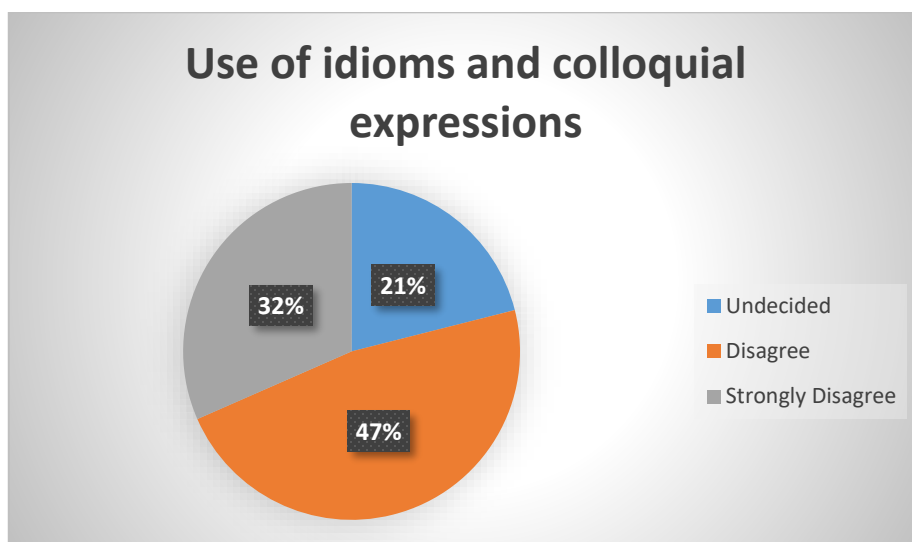
6.1 Related to “Sometimes students tend to express their ideas inaccurately and without any cohesion” a 58% of the population agreed with it a 10% of the sample strongly agreed, on the contrary a 16% were disagreed with this fact, and the last 16% were undecided.

| Statement | | Frequency | Percentage |
|--|-------------------|-----------|------------|
| Students always have to self-correct, uses pauses or fillers when they want to express themselves clearly. | Strongly Agree | 1 | 5.3% |
| | Agree | 12 | 63.2% |
| | Undecided | 3 | 15.8% |
| | Disagree | 2 | 10.5% |
| | Strongly Disagree | 1 | 5.3% |
| Total | | 19 | 100% |



7.1 Based on “Students always have to self-correct, uses pauses or fillers when they express themselves clearly” a 63% of the population agreed that students do it, a 16% were undecided about it, a 11% disagreed with that, but the majority stated that the students tend to self-correct their own mistakes when they realized, and uses a lot of pauses or fillers in order to express what they want.

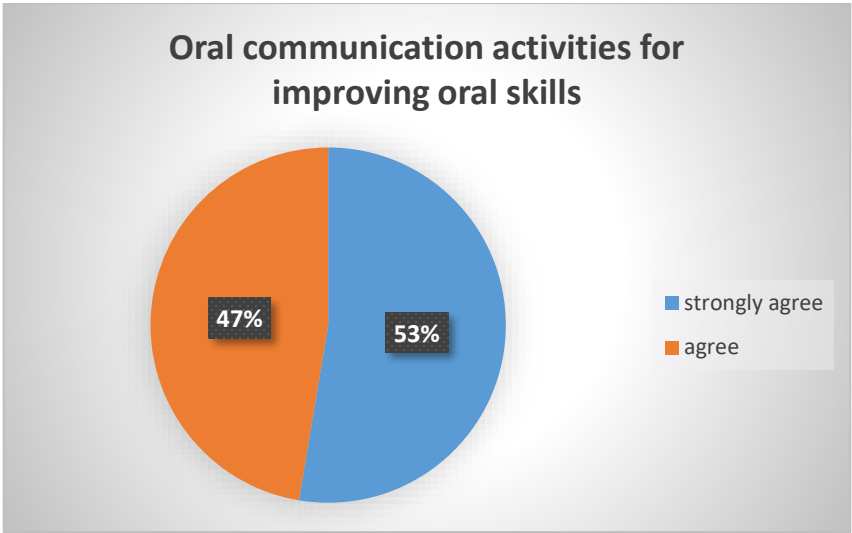
| Statement | | Frequency | Percentage |
|--|-------------------|-----------|------------|
| I consider students understand completely all the idioms and colloquial expressions in English | Strongly Agree | 0 | 0 |
| | Agree | 0 | 0 |
| | Undecided | 4 | 21.1% |
| | Disagree | 9 | 47.4 |
| | Strongly Disagree | 6 | 31.6% |
| Total | | 19 | 100% |



8.1 According to the responses about “I consider students understand completely all the idioms and colloquial expressions in English” a 47% of the population disagreed with this fact, so the result showed that most of the time students do not understand idioms and colloquial expressions, a 32% strongly disagreed and a 21% were undecided.

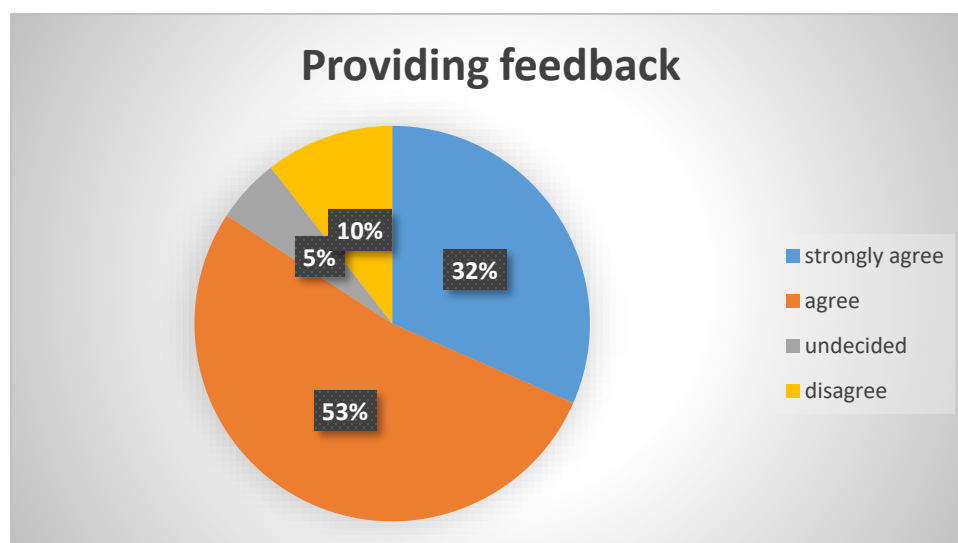
CLASSROOM ENVIROMENT

| Statement | Frequency | Percentage |
|---|-------------------|-------------|
| The use of different oral communication activities during my class helps the students to improve their speaking skill | Strongly Agree | 10 52.6% |
| | Agree | 9 47.4% |
| | Undecided | 0 0 |
| | Disagree | 0 0 |
| | Strongly Disagree | 0 0 |
| Total | 19 | 100% |



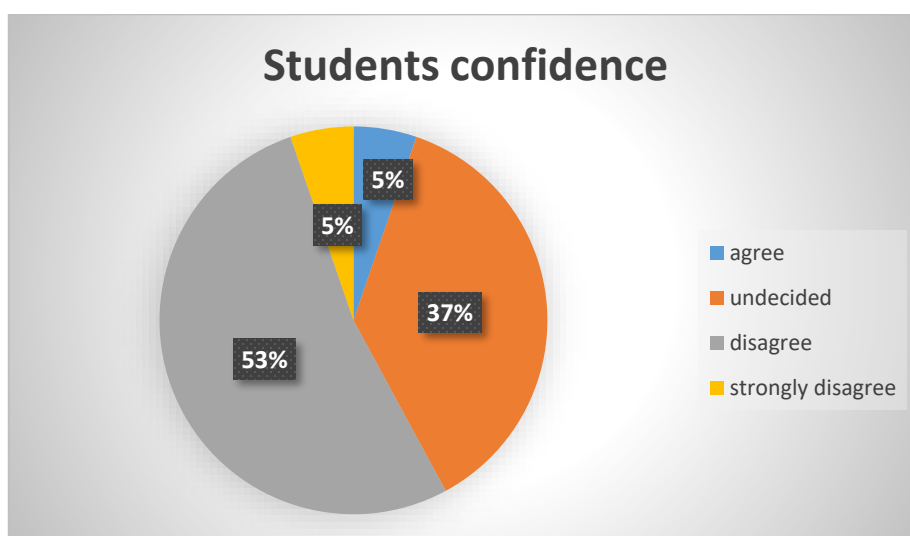
9.1 Regarding “the use of different oral communication activities helps the students to improve their speaking skill” a 53% of the teachers strongly agreed with this fact and the 47% agreed with it, as a result this is the best way to improve oral skills in students according to the teachers’ opinion.

| Statement | | Frequency | Percentage |
|---|-------------------|-----------|------------|
| Providing enough feedback to my students in the classroom contributes to they continue practicing the language with their classmates. | Strongly Agree | 6 | 31.6% |
| | Agree | 10 | 52.6% |
| | Undecided | 1 | 5.3% |
| | Disagree | 2 | 10.5% |
| | Strongly Disagree | 0 | 0 |
| Total | | 19 | 100% |



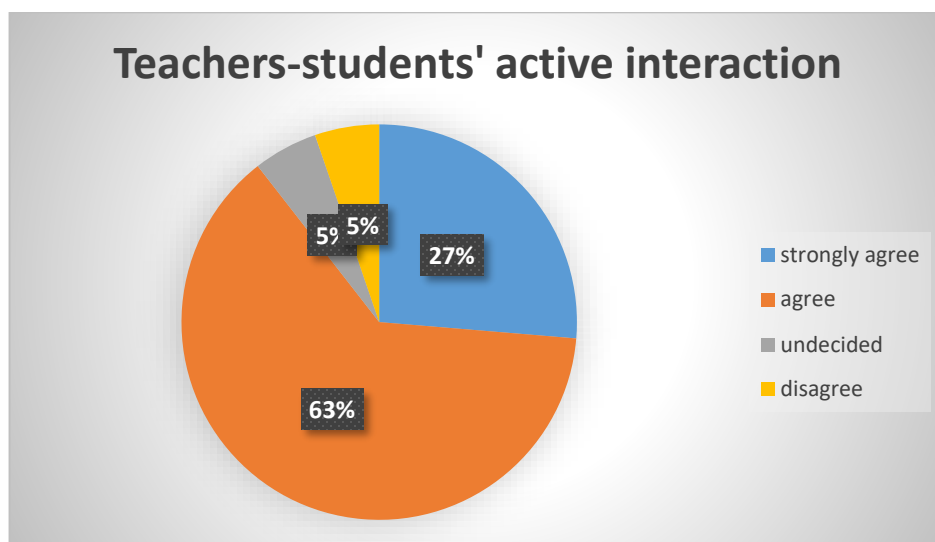
10.1 Based on “Providing enough feedback to my students in the classroom contributes to they continue practicing the language with their classmates” a 53% of the population agreed with this affirmation that means the teachers provide feedback to the learners during the class, another 32% strongly agreed with, on the contrary a 10% disagreed with the use of giving feedback, and the last 5% were undecided.

| Statement | Frequency | Percentage |
|--|-------------------|------------|
| I have perceived that students always feel confident when they speak English with their classmates or teachers outside of the classroom. | Strongly Agree | 0 |
| | Agree | 1 |
| | Undecided | 7 |
| | Disagree | 10 |
| | Strongly Disagree | 1 |
| Total | 19 | 100% |



11.1 According to the responses about “I have perceived that students always feel confident when they speak English with their classmates or teachers outside the classroom” a 53% of the teachers disagreed with this fact and a 5% strongly disagreed with it this means that teachers have noticed the students not always feel confident when they speak English even with classmates or teachers outside of the classroom, in contrast a 37% were undecided with this affirmation and a 5% agree with it.

| Statement | | Frequency | Percentage |
|---|-------------------|-----------|------------|
| I consider that teachers – students’ active interaction always help the students to overcome their speaking problems outside of the class | Strongly Agree | 5 | 26.3% |
| | Agree | 12 | 63.2% |
| | Undecided | 1 | 5.3% |
| | Disagree | 1 | 5.3% |
| | Strongly Disagree | 0 | 0 |
| Total | | 19 | 100% |



12.1 Related to “I consider that teachers – students’ active interaction always help students to overcome their speaking problems outside of the class” the population agreed in a 53% with this fact, a 27% strongly agreed this means that an active interaction between teachers and students is completely useful to overcome students’ speaking problems, another 5% disagreed with this and a last 5% were undecided.

VIII. FINDINGS

1. According to the results there are more male than female teachers in charge of the three subjects being analyzed in both majors, and more than half of teachers work full time at the Foreign Languages Department of the University of El Salvador, and whose expertise goes from 1 to more than 18 years.
2. The findings showed that most of the teachers agree that only few students taking these subjects attend English classes before enrolling at the university.
3. In the statement “I know most the students work and study at the same time” the 58% of the teachers answered that they are not aware of the students’ stases regarding the work field.
4. Most of the teachers agree that spoken grammar is more difficult than written grammar for students taking these courses. Besides, only 37% of the teachers consider that students understand grammar rules and are able to apply them when speaking, and 63% of the teachers consider that students are unable apply without any problem all the parts of speech in different kind of sentences.
5. The findings showed that more than half of the teachers agree that based on their experience they have noticed that students tend to switch tenses unconsciously when they speak English.
6. 58% of the teachers agreed that students from the three courses tend to express their ideas inaccurately and without any cohesion.
7. The majority of teachers agreed that students face mispronunciation problems, students always have to self-correct, use pauses or fillers when they want to express themselves clearly, and they do not apply contracted forms or reduced words in phrases in English or the correct intonation in order to make the message clear.
8. Teachers consider that students do not make use of the idioms and colloquial expressions when speaking English, and disagree to the statement “Students always look up in a dictionary immediately whenever they do not understand the meaning of a new word”

9. Most of the teachers who took the survey agree that students usually forget words or expression easily when they speak English with peers and also with the teachers, and only 53% agreed that the use of different oral communication activities during their class help the students to improve their speaking skill.

10. Most of the teachers agreed that providing enough feedback to their students in the classroom contributes to have the students continue practicing the language with their classmates, 63% of them considered that learner-centered environment in the classroom allows the students improving their speaking skill, and sustain that the speaking activities provided in their classroom are not based only on academic topics, they include everyday topics.

11. 53% of the teachers disagree with the statement “I have perceived that students always feel confident when they speak English with their classmates or teachers outside of the classroom”. And 43% disagree with “I consider students always continue practicing oral English with their classmates outside of the classroom”.

12. 53% of the teachers consider that students do not continue practicing English after the class. And 63% of the teachers consider that teachers-students' active interaction always help students to overcome their speaking problems outside the classroom.

IX.CONCLUSIONS

The research team concluded that:

1. The lack of grammar knowledge is considered an obstacle that students have to surpass while they are coursing the different subjects, fact that agrees with the conclusion on the previous research based on the students of the same subjects' perspective, which states that "...*grammar can become a stumbling block and limits students to speak accurately and take an active role in class...*"; according to teachers, students even tend to switch tenses unconsciously while they are speaking, which comes to support the statement that lack of grammar is key point in the speaking skill development.
2. Previous research conducted by students of the Foreign Languages Department of the University of El Salvador to students taking these subjects, concluded that: "Students have problems to speak and understand different idioms or colloquial expressions due to most of those expressions are used in an English native speaker country..." , teachers consider that students -taking these three subjects- tend to face problems while developing their oral skills because of different reasons such as the lack of knowledge and consequently lack of use of colloquial expressions or idioms at the moment of speaking.
3. Students from the three courses tend to express their ideas inaccurately and without any cohesion due to the lack of vocabulary; based on the previous investigation, it was determined that vocabulary is a key point for students not to be able to express their ideas clearly.
4. In the research "*A Diagnostic Study of Target Language Speaking Problems. Case of: Advanced Intensive English I, Intermediate Intensive English I and Readings and Conversation I Students at The Foreign Languages Department, UES, Semester II, 2015. University of El Salvador, Main Campus 2015.*" It was determined that "pronunciation

problems still remain as an issue in the three different subjects no matter what the level is”. Teachers agree that most of the students at any of the levels have mispronunciation issues, students have to self-correct, use pauses or fillers when they want to express themselves clearly, and they do not apply the correct intonation in order to make the message clear.

5. Teachers sustain that the speaking activities they bring to class are not only based on academic topics, they also include everyday topics in the curricula, on the other hand students in the 2015 investigation, expressed that the topics they receive are only academic topics, which prevents them to acquire more vocabulary to use out of the class on a daily basis.
6. Students at the Foreign Languages Department most of the time do not attend extra-curricular activities, which agrees with the findings in the previous research and it becomes a factor for them not to be able to acquire an acceptable level of English while speaking with other peers or people out of the classroom, which supports the conclusion that “Most of students are not autonomous or feel undecided about practicing their English with classmates outside the classroom.”. Teachers agree that students show lack of interest to take part of oral practices even inside the classroom. Students just practice during classes and avoid any activity that has to do with practicing what they have learned.

X. RECOMMENDATIONS

For the students:

To be more active while practicing their oral skills even with teachers than classmates, outside or inside of the classroom.

To take an active role in their own learning so that they will develop in a better and effective way all their skills.

To attend extracurricular activities that are useful for them to achieve an acceptable level of speaking.

To look for new and different ways of practicing, trying to include all of the grammatical structures and vocabulary studied in the classrooms.

To create situations in which they can speak as much as possible, in order to have the opportunity to develop their ability of speaking.

To get more involved in speaking activities inside the classroom.

For the Foreign Languages Department:

The FLD should promote the creation of projects and extra-curricular activities for students in order to help the students to increase the speaking skill.

The FLD should provide to the teachers more technology equipment that will help students in the speaking area.

1. BIBLIOGRAPHY

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- Mirjana M. Kovac (2011). *Speech Errors in English as a Foreign Language: A Case Study of Engineering Students in Croatia*. FESB, University of Split, Croatia.
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- Fuchs Marjorie, *Focus on Grammar*, Pearson Education, 2

Annexes

ANNEXE A

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



General objective: To identify the target language speaking problems that students taking Advanced Intensive English I, Intermediate Intensive English I and Readings and Conversation I face at the FLD, UES, semester II 2016, based on teachers' perspective.

Instructions: Read each statement and mark with a check the answers that you think is the best according to your experience while teaching at the Foreign Languages Department regarding speaking problems.

Thank you for your cooperation!

DEMOGRAPHIC DATA

Gender: **F** _____ **M** _____

Labor Status:

Full time _____; Part time _____; Per Hours _____.

Subject you are teaching at the Foreign Language Department in Semester II, 2016:

Intermediate Intensive English I ____; Advanced Intensive English I ____;

Readings and Conversation I ____.

Time that you have been teaching the subjects you checked above:

Less than one year _____ 5 years to 8 years _____ 13 years to 17 years _____

1 year to 4 years _____ 9 years to 12 years _____ More than 18 years _____

| N° | STATEMENT | ANSWERS | | | | |
|----|--|----------------|-------|-----------|----------|-------------------|
| | | Strongly Agree | Agree | Undecided | Disagree | Strongly disagree |
| | | 1 | 2 | 3 | 4 | 5 |
| 1) | I consider that few students study English before enrolling at the university. | | | | | |
| 2) | I know most of the students work and study at the same time. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 3) | Students understand all the grammar rules so they can apply them when they speak without any problem. | | | | | |
|----|---|--|--|--|--|--|

| N° | STATEMENT | ANSWERS | | | | |
|-----|---|----------------|-------|-----------|----------|-------------------|
| | | Strongly Agree | Agree | Undecided | Disagree | Strongly disagree |
| | | 1 | 2 | 3 | 4 | 5 |
| 4) | I think Spoken Grammar is in a way more difficult than Written Grammar for students. | | | | | |
| 5) | Based on my experience I have noticed that students tend to switch tenses unconsciously when they speak English. | | | | | |
| 6) | Students can apply without any problem all the parts of the speech in different kinds for students. | | | | | |
| 7) | I consider students understand completely all the idioms and colloquial expressions in English. | | | | | |
| 8) | Students always look up in a dictionary immediately whenever they do not understand the meaning of a new word. | | | | | |
| 9) | Sometimes students tend to express their ideas inaccurately and without cohesion. | | | | | |
| 10) | Students usually forget words or expressions easily when they speak English with peers and also with the teachers. | | | | | |
| 11) | Students tend to mispronounce several words when they speak English. | | | | | |
| 12) | Students always have to self-correct, use pauses or fillers when they want to express themselves clearly. | | | | | |
| 13) | Apply contracted forms or reduced words in phrases in English, is so easy for students when they speak. | | | | | |
| 14) | Students always make sure to have a good intonation to enhance the clarity of my message. | | | | | |
| 15) | The use of different oral communication activities during my class helps the students to improve their speaking skill. | | | | | |
| 16) | Providing enough feedback to my students in the classroom contributes to they continue practicing the language with their classmates. | | | | | |
| 17) | A learner-centered environment in the classroom allows the students improving their speaking skill. | | | | | |
| 18) | Sometimes speaking activities provided in my classroom are based only on academic topics rather than everyday topics. | | | | | |
| 19) | I consider students always continue practicing oral English with their classmates outside the classroom. | | | | | |
| 20) | I have perceived that students always feel confident when they speak English with their classmates or teachers outside the classroom. | | | | | |
| 21) | Students always attend extra -curricular activities or courses in the Foreign Languages Department that helps them to keep practicing and improve their speaking skill. | | | | | |
| 22) | I consider that teachers – students’ active interaction always help students to overcome their speaking problems outside the class. | | | | | |

ANNEXE B.

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

1. GENERAL ASPECTS

- 1.1. COURSE NAME **INTENSIVE INTERMEDIATE ENGLISH** **I**
- 1.2. CODE **IIE 214**
- 1.3. PRE-REQUISITE **INTENSIVE BASIC ENGLISH**
- 1.4. CREDITS **8**
- 1.5. MAJOR STUDY PLAN **Licenciatura en Idioma Inglés (Plan Modificado 1999)**
- 1.6. ACADEMIC YEAR AND SEMESTER **II – 2016**
- 1.7. LEVEL AND AREA **First Academic Year / Language and Skills Development Area (LASDA)**
- 1.8. ACADEMIC UNIT TEACHING THE SUBJECT **Foreign Language Department**
- 1.9. SCHOOL **Science and Humanities**
- 1.10. DURATION OF THE SEMESTER **16 weeks**
- 1.11. NUMBER OF WORKING HOURS AND WEEKS **16 weeks/160 hours**
- 1.12. DATE AND AGREEMENT OF THE C.S.U. STUDY PLAN **70-99-2003 (17-08-2001)**
- 1.13. PROFESSORS: Guillermo Bustillo (01)
 Diana Marenco (02)
 Cecilia de Amaya (03)
 Miguel Carranza (04)
 Magaly Ábrego (05)
 Miguel Mata (06)
 Ludwig Cornejo (07)
 Ana Ruth Márquez (08)
 Eliseo Guardado (09)
 Rolando Guzmán (10)

2. COURSE DESCRIPTION

Intermediate Intensive English I is the second of five English language courses addressed to the students in B.A in Teaching English and also to the B. A in Modern Languages. Instruction in this course will take students to the A2 proficiency level, according to the Common European Framework (CEFR) guidelines. This course will promote the development of the communicative competence by developing the four macro skills: Listening, Speaking, Reading, and Writing. In addition, the grammar, vocabulary, and pronunciation sub-skills will be promoted in the classroom to make sure effective communication is achieved.

3. GENERAL OBJECTIVES

At the end of this course, students will have consolidated an elementary level of proficiency described in the A2 CEFR guidelines:

Students:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need and can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure.

4. METHODOLOGY

Communicative language teaching makes use of real-life situations that need communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the other methods or approaches which rely on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.

Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning. The teacher sets up pedagogical tasks and real-life tasks, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

There will also be two tasks that will be carried out throughout the semester. Another important aspect will be homework assignments. Open Mind 2 textbook and workbook by Macmillan Publishers, 2010 will be covered mainly during this semester.

5. EVALUATION

| | |
|----------------------|------------|
| Written test 1 | 10% |
| Written test 2 | 10% |
| Written test 3 | 10% |
| Oral Task 1 | 10% |
| Oral Task 2 | 10% |
| Homework Assignments | 10% |
| Mid-term Oral Exam | 20% |
| Final Oral Exam | <u>20%</u> |
| | 100% |

6. CLASSROOM POLICIES

1. **CLASS PARTICIPATION AND USE OF ENGLISH:** Students' active participation is required. English must be spoken inside and outside classes.
2. **CLASS TIME:** Students are required to come to class on time.
3. **COURSE MATERIALS:** It is MANDATORY for all students to have their own required materials for attending classes.
4. **IN-CLASS STUDENTS' BEHAVIOR:** At the teacher's discretion, the students who show a disruptive behavior in the class activities may be asked to leave the classroom.
5. **MISSED EVALUATIONS:** Requests presenting a genuine written justification for missed evaluation should be made within the next three days following it. Quizzes are NOT made up.
6. **NO GROUP CHANGES ARE ALLOWED.**

7. TIME TABLE

| WEEK | DATE | ACTIVITY |
|-----------|------|------------------|
| Aug 1 | 10 | Introduction |
| | 11 | Unit 1 |
| | 12 | Unit 1 |
| | 13 | Unit 1 |
| 2 | 17 | Unit 2 |
| | 18 | Unit 2 |
| | 19 | Unit 2 |
| | 20 | Unit 3 |
| 3 | 24 | Unit 3 |
| | 25 | Unit 3 |
| | 26 | Unit 3 |
| | 27 | Unit 3 |
| Sept 4 | 31 | WRITTEN TEST 1 |
| | 1 | Oral Task 1 |
| | 2 | Oral Task 1 |
| | 3 | Oral Task 1 |
| 5 | 7 | Oral Task 1 |
| | 8 | Unit 4 |
| | 9 | Unit 4 |
| | 10 | Unit 4 |
| 6 | 14 | Unit 4 |
| | 15 | DAY OFF |
| | 16 | Unit 4 |
| | 17 | Unit 5 |
| 7 | 21 | Unit 5 |
| | 22 | Unit 5 |
| | 23 | Unit 5 |
| | 24 | Unit 5 |
| 8 | 28 | Unit 6 |
| | 29 | Unit 6 |
| | 30 | Unit 6 |
| Oct | 1 | Unit 6 |
| | 5 | Unit 6 |
| 9 | 6 | WRITTEN TEST 2 |
| | 7 | Oral Midtermexam |
| | 8 | Oral Midtermexam |

| WEEK | DATE | ACTIVITY |
|-----------|------|------------------|
| 10 | 12 | Oral Midtermexam |
| | 13 | Oral Midtermexam |
| | 14 | Unit 7 |
| | 15 | Unit 7 |
| 11 | 19 | Unit 7 |
| | 20 | Unit 7 |
| | 21 | Unit 7 |
| | 22 | Unit 8 |
| 12 | 26 | Unit 8 |
| | 27 | Unit 8 |
| | 28 | Unit 8 |
| | 29 | Unit 8 |
| Nov 13 | 2 | DAY OFF |
| | 3 | Unit 9 |
| | 4 | Unit 9 |
| | 5 | Unit 9 |
| 14 | 9 | Unit 9 |
| | 10 | Unit 9 |
| | 11 | WRITTEN TEST 3 |
| | 12 | Oral Task 2 |
| 15 | 16 | Oral Task 2 |
| | 17 | Oral Task 2 |
| | 18 | Oral Task 2 |
| | 19 | Unit 10 |
| 16 | 23 | Unit 10 |
| | 24 | Unit 10 |
| | 25 | Unit 10 |
| | 26 | Unit 10 |
| Dic 17 | 30 | Oral final exam |
| | 1 | Oral final exam |
| | 2 | Oral final exam |
| | 3 | Oral final exam |
| 18 | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |

8. BIBLIOGRAPHY

- Bowen, Tim. Open Mind, Level 2. Macmillan Publishers, 2010.
(textbook, workbook, video and CD ROM)
- Woodward Suzanne W, Fun With Grammar, communicative activities for the Azar Grammar series, Prentice Hall Regents, 1997.
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- Fuchs Marjorie, Focus on Grammar, Pearson Education, 2

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

ADVANCED INTENSIVE ENGLISH I

GENERAL INFORMATION

Subject: ADVANCED INTENSIVE ENGLISH I
 Code: IAI114
 Pre-requisite: Intermediate intensive English II
 Credits: 8
 Major: Licenciatura en Idioma Inglés, Opción Enseñanza/
 Lenguas Modernas
 Academic Year: II-2016
 Level and Area: Third academic year, Macro-skills Development area
 Academic Unit in Charge: Foreign Language Department
 School: Sciences and Humanities
 Course Length: 16 weeks
 No. of working hours/weeks: 16 weeks, 160 hours
 Date and C.S.U. agreement of
 curricular program: 70-99-2003 (v-2.8) August 17th, 2001
 Schedule: Instructors:

| | | | | |
|----|------------------|--------------|----------|----------------------|
| 01 | 6:00 – 8:00 a.m. | L, Ma, J, V | IF-3 | Carolina Ramos |
| 02 | 10:00 – 12:00 m. | L – J | IF-3 | Matthew Alvarado |
| 03 | 1:00 – 3:00 p.m. | L, Ma, Mi, V | IF-3 | Ricardo Cabrera |
| 04 | 5:00 – 7:00 p.m. | L – J | IF-4 | Alexander Bruno |
| 05 | 6:00 – 8:00 a.m. | L – J | IF-11 | YvetteHenriquez |
| 06 | 10:00 – 12:00 m. | L – J | Maestría | Allan Ramírez |
| 07 | 1:00 – 3:00 p.m. | L, Ma, Mi, V | Maestría | Sara Méndez |
| 08 | 1:00 – 3:00 p.m. | L, Ma, Mi, V | IF-10 | Alexander Landaverde |

COURSE DESCRIPTION

Advanced Intensive English I is the fourth of five English language courses addressed to B.A. English Teaching and Modern Languages students. Instruction in

this course will take students to the first level **(B1)** of the Independent User Band described in the Common European Framework Scale (CEFR).

This course will provide language development and practice through tasks and activities that will enable students to reach the B2 level in each of the four language skills: Listening, Speaking, Reading, and Writing. Each of these skills will be addressed discretely (attending to their subcomponents) and globally (attending to their communicative intent) to provide both the analytic and experiential language learning balance required for effective development of the target level of proficiency.

In addition, the grammar and pronunciation sub-skills will be promoted in the classroom to make sure effective communication, at the level previously mentioned, is achieved. This effective communication will be reached by giving students the opportunity to analyze and experience language in use.

OBJECTIVES

General

1. Reach the B1 level of proficiency described in the CEFR (Common European Framework of Reference for Languages: Learning, Teaching and Assessment)

B1 General Description

Students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They will also be able to deal with most situations likely to arise whilst travelling in an area where the language is spoken. Students at this level can produce simple connected text on topics, which are familiar, or of personal interest and describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

SPECIFIC

At the end of the course students will be able to:

Concerning listening

- ✚ Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
- ✚ Understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent
- ✚ Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured
- ✚ Can understand simple technical information, such as operating instructions for everyday equipment.
- ✚ Can follow detailed directions.

Concerning Reading

- ✚ Read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
- ✚ Understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
- ✚ Scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
- ✚ Identify the main conclusions in clearly signalled argumentative texts.
- ✚ Recognise the line of argument in the treatment of the issue presented, though not necessarily in detail
- ✚ Recognise significant points in straightforward newspaper articles on familiar subjects.

Concerning Speaking

- ✚ Communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.
- ✚ Exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.

- ✚ Exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.
- ✚ Enter unprepared into conversation of familiar topics.
- ✚ express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Concerning Writing

- ✚ Convey information and ideas on abstract as well as concrete topics.
- ✚ Check information and ask about or explain problems with reasonable precision.
- ✚ Write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important
- ✚ Take messages communicating enquiries, explaining problems.
- ✚ Write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.

CONTENTS

| <i>Unit Name</i> | <i>Functions</i> | <i>Grammar</i> | <i>Vocabulary</i> |
|--------------------|--|--|---|
| 1- Identity | -Talking about individual and group identity -Comparing past and present habits -Agreeing and disagreeing -Discussing wishes -Evaluating stereotypes | -Progressives -used to and would for habits -wish + would/ wouldn't -would always / never for past habits | -Phrases for agreeing and disagreeing -text types (newspaper articles, novels, etc.) -Identity (individualism, conformity, outsiders, stereotypes, etc.) |
| 2- Global Views | -Talking about globalization -Discussing global citizenship -Giving opinions about multinational corporations -Giving opinions on new media | - stative verbs -repeated and double comparatives -More or less as comparatives | -Globalization - new media (blog, vlog, broadband -global citizenship |

| | | | |
|-------------------------------|---|--|---|
| | -Describing gradual changes | | |
| 3- Fame and Fortune | -reporting anecdotes -talking about moods and feelings -discussing fame -clarifying misunderstandings Evaluating and argument | -Reported speech- past tense shifts -reported speech modals -Time and place word changes | -Ways to become famous -positive qualities - Fame (celebrity, fifteen minutes of fame, hero, etc.) |
| 4- Ups and Downs | -Talking about moods and attitudes -Talking about hypothetical situations in the past -describing regrets -thanking others -praising others | -noun clauses as objects -third conditional Modals other than would | -Describing mood -noun suffixes -health (physiological effect, stress hormones, prescription, etc.) Business (behind schedule, within budget, market research , etc.) |
| 5- Water, water everywhere | -Describing a place of business -discussing the business of water and water use -Talking about environmental issues -suggesting alternatives -explaining reasons for and purposes of things | -The passive-including the present and past perfect passive -expressions of purpose -by+ agent | -The business of water -environmental issues -units of measurement- liters, gallons, ounces, etc. |
| 6- Guardians of tradition | -Describing a tradition in your country -Giving opinions about traditions and rituals Evaluating company models Describing personal rituals Making suggestions | -Verb+ gerund -verb +object + infinitive - be used to vs. used to -Sentence structure | -Institutional traditions -Verbs for personal rituals -work life (unstructured job, work/eat at ones desk, page someone, etc.) |
| 7- Designed to Please | Talking about logos and brands -discussing design and designers -Describing sequence of events in people`s lives -Using distancing language Using comparisons to explain differences | The ING form -The present perfect vs. -past perfect progressive By + time expressions | Design Phrasal verbs Product design: concept, illustrate, rough sketches, etc. |

| | | | |
|--------------------------|---|--|---|
| 8- Justice for All | Identifying and giving opinions about world problems -Talking about inequality and social injustice -Making suggestions to help others - discussing rights and responsibilities | Quantifiers -Noun clauses as subjects -recycle can / could /should/ would/ few /a few/ little / a little with count and non count nouns | Social issues -Social Justice International aid : provide / give aid /at war / fair trade -unemployment; unemployed/ close down / benefits , etc. |
|--------------------------|---|--|---|

COURSE METHODOLOGY

This is a **proficiency oriented** English course in which materials, in-class and out-class activities, and error correction will aim at helping students to use the target language for authentic communication. Besides the course materials, the teacher will make use of authentic materials such as magazines, lyrics, newspapers, videos, etc. to give students the chance to have contact with real language. In addition, the mastery of grammatical structures will give students the opportunity to make an efficient use of the different language functions that will make the learning of the target language not only meaningful but also rewarding and effective. The teacher will set real-life-like situations to give students the opportunity to use the language to express their own opinions and share their knowledge and experiences.

Activities will range from controlled accuracy-based activities (FORM: drills, transformation exercises, fill-in the blanks exercises, scrambled sentences and the like) to fluency-based communicative activities (MEANING AND USE: role plays, problem solving activities, discussions, relaying interaction activities, writing journals, task based activities, etc.). Along the same line, errors will be corrected, mainly, during controlled practice activities, where the focus is on accuracy (form), and self-correction or peer-correction techniques should be implemented to encourage students to solve their own problems with the new language. Teacher correction should be used only when self-correction and peer-correction techniques do not work. In addition, during the development of communicative activities, teachers should concentrate on what students say (message, communication) and use correction techniques only when the error affects the message the students try to convey. Students will also carry out extensive reading, which will help them to improve their competence in the language.

EVALUATION

Assessment Scheme

This new assessment scheme aims at finding a balanced way of measuring what students know about the language and how they use this knowledge to establish effective communication with other speakers of English. To achieve this, it is necessary to use a mix of Traditional Assessment and Alternative Assessment instruments.

Traditional Assessment instruments are the pen and paper quizzes or exams we use to measure how well the contents taught have been **LEARNED** by the students. In this type of assessment students have to find or provide the only one possible correct answer for a specific question, and there is very little room- if any- for students to be creative with the language.

Alternative Assessment instruments provide students with the opportunity to use English in real communicative situations. In this type of activities, students show how well they can **USE** the language to solve a problem, complete a task or a project, make a presentation on a given topic, participate in debates on topics of their interest and many more. In other words, they have proved they have the competencies to perform a task- When using alternative assessment techniques, teachers must provide students with a set of guidelines that include the communicative objective of the activity and a detailed list of steps to produce the expected output. In addition, students have to be given a rubric with a detailed description of the criteria or standards by which they will be judged or graded. The guidelines and the rubric have to be given to the students the moment the activity is assigned.

Evaluation:**Traditional Assessment 40%**

| | |
|----------------------------|-----|
| 2 exams | 30% |
| Homework and in-class Part | 10% |

Alternative Assessment 60%

| | |
|---------------------------|-----|
| Oral task 1 (mid term) | 20% |
| Writing task 1 (mid-term) | 10% |
| Oral task 2 (final) | 20% |
| Writing task 2 (final) | 10% |

100%

BIBLIOGRAPHY

Course Textbook: Rogers, Mickey and Taylore-Knowless Steve, MasterMind 1, students' book, Workbook, and other supplementary materials, MacMillan Publishers Limited 2011

- Larsen-Freeman Diane, Grammar Dimensions 4, Heinle and Heinle publishers, 1997
- Maurer, Jay, Focus on Grammar, Advanced Course for Reference and Practice, (2000)
- Murphy Raymond, Advanced Grammar in Use, Cambridge University press, 1993
- Rinvolucry Mario, Grammar Games; Cognitive, affective and drama activities for EFL students, Cambridge University Press, 1992
- Ur Penny, Grammar Practice Activities, A practical guide for teachers, Cambridge University press, 1992.
- Woodward Suzanne W, Fun with Grammar, communicative activities for the Azar Grammar series, Prentice Hall Regents, 1997.

CLASSROOM POLICIES

7. **CLASS PARTICIPATION AND ATTENDANCE:** Students' active participation is required. Attendance will be checked at the beginning of the class period and tardiness after 15 minutes from the beginning of the class will be considered as an absence. **The student who is absent on any given day will be responsible for finding out from his/her classmates about the material seen in class and whether there was any assignment to be completed for the following class.**
8. **IN-CLASS STUDENTS' BEHAVIOR:** At the teacher's discretion, the students who show a disruptive behavior or refuse to participate in the class activities may be asked to leave the classroom.
9. **MISSED EVALUATIONS:** Requests presenting a genuine written justification for missed evaluation should be made within the next three days following it. Excuses are NOT accepted unless they are valid ones – a certified sickness or death of a close relative.
10. **COURSE MATERIALS:** It is MANDATORY for all students to have their own required materials for attending classes. **Students who fail to do so will be asked to leave the classroom until they get it.**
11. **HOMEWORK ASSIGNMENT DUE DATES:** Whether they have attended class or not, it is the students' responsibility to turn in their homework assignments on the due dates during or at the end of the class period.
12. **Students who do not have 75% of attendance will not be given tests.**
13. **NO GROUP CHANGES ARE ALLOWED.**

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



READINGS AND CONVERSATION I COURSE PROGRAM

GENERAL INFORMATION

| | |
|-------------------------------|---|
| Subject Name : | READINGS AND CONVERSATION I |
| Course Code : | LCI114 |
| Pre-Requisite : | ADVANCED ENGLISH II |
| Credits (Hours) : | 4 |
| Year / Semester : | 2016 / Semester II |
| Major Study Plan : | Licenciatura en Idioma Inglés, Opción Enseñanza Licenciatura en Lenguas Modernas, Especialidad en Francés e Inglés |
| Level And Area : | 4th Year / Language and Skills Development Área |
| Academic Unit | |
| Teaching The Subject : | Foreign Language Department |
| Duration : | 16 WEEKS |
| Course Teachers : | GROUP 01 Lic. Francisco Antonio Rodriguez GROUP 02 Licda. Yvette Henríquez GROUP 03 Lic. René Hernández GROUP 04 Licda. Magaly Abrego GROUP 05 Lic. Mathew Alvarado GROUP 06 Lic. Juan Carlos Cruz |

GENERAL COURSE DESCRIPTION

The Reading Approach: The Readings and Conversation I course aims to develop the learners' skills in reading, vocabulary building and critical thinking using a variety of reading texts and other materials. In this course reading is viewed as a multistage process in which both learners' background knowledge along with previous preparation and self-study play a significant role in the effectiveness of the course. One of the main targets of the course is to help learners develop reading fluency and reading comprehension. In order to develop the ability to read smoothly and effortlessly, students are initially introduced to the basic reading techniques and are taught to read chunks of texts instead of words, to track their reading progress and to avoid using the dictionary when encountering unfamiliar words for the first time.

The Speaking Approach: As the course emphasizes speaking as the second target skill, it is developed through class discussions, debates, direct questions, group work, role plays and integrated tasks. In this course students are expected to have already developed oral proficiency in the language; therefore, the aim of the course is to make students react to the texts they read, to criticize them, and to incorporate the target vocabulary into their speech.

COURSE METHODOLOGY

Given that this is the first part of the two Reading and Conversation courses, aimed at developing reading and speaking abilities at an advanced level, during the first two weeks of the course the students will be introduced to the concept and application of the basic reading techniques. Those two initial weeks will also be used to introduce the students to the concept and mechanics of public speaking, guided discussions, the use of Moodle (for those groups having the blended system), and debates.

There will be no structured book to follow. Instead, there is a list of major units/topics that will be explored, developed and discussed. The reading aspect of this course will take texts from different information sources (from newspapers, videos, magazines, etc.) that deal with specific aspects of the general topic, and they will all be presented in the virtual classroom. The speaking aspect of the course will be covered through guided discussions, presentations, debates and public speaking (speeches) which will be carried out in the classroom periods. The latter are aimed at building up the students' confidence, developing their speaking skill and improving their critical thinking skill.

During the first two weeks of the course, the students will be introduced to the foundational reading techniques, how to be a good public speaker and the debate mechanics, while the following 12 weeks will be destined for the discussion of major topics; there will also be a total of 2 weeks that have been programmed as evaluation periods during the semester.

The major units/topics that will be studied (explored, discussed and investigated) will be:

- 1. Animals**
- 2. Surrogacy**
- 3. Economics in the 21st century**
- 4. Biotechnology**
- 5. Happiness**

There will be two main aspects evaluated:

Reading - The reading phase will be evaluated according to the two main types:

- a. Extensive reading - This will be evaluated by the reading of a book from which they will have to present partial advances, either orally (as a short video clip) or in writing (as a written report).
- b. Intensive reading - This will be evaluated in combination with the oral activities, since the students will have to have read beforehand: 1. For them to have source information as an information/vocabulary input about the major units/topics, and 2. For them to have an opinion about the topics explored.

Speaking - The speaking phase of the course will be evaluated using different modalities, and will derive from the study/exploration/investigation of each major topic:

- a. Guided discussions
 - b. Speeches
 - c. Debates
 - d. Conversation groups
 - e. Oral presentation
- } **BASED ON MAJOR TOPICS PROGRAMMED**
- } **FINAL EXTENSIVE READING PROJECT PRESENTATION**

GENERAL OBJECTIVES

At the end of the course, the students are expected to:

1. Be able to read and understand a wide variety of types of reading, including text with graphics, diagrams, tables, photographs, blogs, etc.
2. Develop visual and textual literacy.
3. Develop strategies such as using background knowledge, applying “top down” and “bottom up” reading process, recognizing relationships with a paragraph, and distinguishing facts from opinions.
4. Strengthen oral speech through the use of high frequency words from the readings, oral tasks, debates and discussions.

SPECIFIC OBJECTIVES At the end of the course,

REGARDING READING: The students are expected to:

- Understand the gist of entire passages
- Identify the main idea of texts and paragraphs
- Find factual details
- Identify the meaning of reference in the text
- Understand the meaning of vocabulary in context
- Infer someone’s intention or opinion
- Detect the author’s purpose

REGARDING CONVERSATION/ORAL EXPRESSION: The students are expected to:

- To enrich vocabulary.
- To take an active part in discussions and debates, and to be able to state and defend their opinions clearly, convincingly and articulately.
- To give short presentations related to the readings of the course.

SUGGESTED WEEKLY TIMETABLE (16-WEEK PERIOD)

| WEEK No. | MAJOR TOPIC | ACTIVITY | PROFESSOR IN CHARGE |
|-------------------------|---|---|-----------------------------|
| 1 | Reading Techniques | - Reading techniques: 1 • Scanning, • Skimming, • Previewing and Predicting,1 • Vocabulary Knowledge, 1 • Topics, Topics of Paragraphs, • Main Ideas, 1 • Making Inferences, • Summarizing1 • Patterns of Organization,1 - Debate mechanics - Speech delivery1 | * |
| 2 | How to be a good public speaker | | |
| 3 | Debate mechanics | | |
| READING TECHNIQUES EXAM | | | |
| 4 | TOPIC 1: | | Yvette Henríquez |
| 5 | Animals | | |
| 6 | TOPIC 2: | | René Hernández |
| 7 | Surrogacy | | |
| 8 | MID TERM WEEK | | |
| 9 | TOPIC 3: | | Mathew Alvarado |
| 10 | Economics in the 21 st Century | | |
| 11 | TOPIC 4: | | MagalyAbrego |
| 12 | Biotechnology | | |
| 13 | TOPIC 5: | | Frank Rodriguez |
| 14 | Happiness | | |
| 15-16 | FINAL BOOK PRESENTATIONS | | |

EVALUATION SYSTEM

Taking into consideration that the minimum number of evaluations is 5, evaluations have been distributed as follows:

| EVALUATION 1 | EVALUATION 2 | EVALUATION 3 | EVALUATION 4 | EVALUATION 5 | EVALUATION 6 |
|--|---------------------|---------------------|----------------------------------|--------------------------|-------------------------|
| Reading Techniques Exam | Mid-term Exam | Reading controls | In-class Participation & Debates | Book advances (2) | Final book presentation |
| 20% | 20% | 10% | 20% | 10% | 20% |
| BASED ON EACH MAJOR UNIT/TOPIC (INTENSIVE READING) | | | | BOOK (EXTENSIVE READING) | |

CLASSROOM RULES

1. **CLASS PARTICIPATION:** Students' active participation is required both in class as well as in any virtual forum the teachers may prepare.
2. **IN-CLASS STUDENTS' BEHAVIOR:** At the teacher's discretion, the students who show a disruptive behavior or refuse to participate in the class activities may be asked to leave the classroom.
3. **MISSED EVALUATIONS:** Requests for missed evaluation should be made presenting a genuine written justification, within the next 72 hours following it. Otherwise, evaluations **will not be made up.**
4. **COURSE MATERIALS:** It is **mandatory** for all students to have their own required materials for class.
5. **HOMEWORK ASSIGNMENT DUE DATES:** Students must turn in their homework assignments on the **DUE DATES**; excuses are **NOT** accepted unless they are valid, documented ones.
6. **BEGINNING OF CLASS:** The classroom might be closed five minutes after the beginning of the class. Late comers may not be allowed to come in for class.
7. **STUDENTS WHO WORK:** Students who have a job will comply with all the regulations and policies established for the course. No special concessions will be given.
8. **GROUP CHANGES:** No group changes are allowed under any circumstances.
9. **USE OF CELLPHONE:** Cellphones should be off or in vibration mode during class hours. Students are allowed to use the cellphone only for academic purposes such as looking for information on the internet or using cell phone dictionaries; any other use is not authorized.

REFERENCES / RESOURCES

BOOKS

- More Reading Power. Beatrice S. Mikulecky / Linda Jeffries.

THE WEB

- http://www.olympic.org/uk/index_uk.asp
- <http://science.nationalgeographic.com/science-health-and-human-body/human-body/skin-article.html>.
- <http://animals.nationalgeographic.com/animals/mammals/giant-panda.html>

