UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

"A DESCRIPTIVE STUDY OF SPEAKING ACTIVITIES IMPLEMENTED IN BASIC INTENSIVE ENGLISH I COURSES (GROUPS 05 - 06) SEMESTER I AT THE FOREIGN LANGUAGE DEPARTMENT AT UNIVERSITY OF EL SALVADOR"

PRESENTED BY:

HERNANDEZ ANGEL, MONICA ALEJANDRA	**HA12025**
MARIN REPREZA, VICTORIA EVELYN	**MR12069**
ORELLANA MARTINEZ, KATHERINE JUDITH	**OM12022**

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ADVISOR:

MIGUEL ANGEL MATA CHAVEZ, M.A

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INTRODUCTION

Over the long haul, human beings have been differenced from other species in some aspects such as understanding each other and how they deal with communication. Humans face the necessity of interact with others and the fact that they speak different languages around the world makes that a little bit difficult; so that, it is necessary to say that English has a big influence in communication around the world. If you visit another country you will find advertisements in English and the native language people could speak. Because of this, English is considered the global business language.

Since English is such important, it is needed that people from other countries, where English is not the native language, learn the language by a second acquisition. Taking that into account, teachers have a big challenge to do in order to achieve their goals. It is believed that the most difficult skill when acquiring a second language is the speaking whichever the language could be, the most difficult part is the development of the speaking skill.

Language, in other words, is how we think. It is how we process information and remember. It is our operating system. Vygotsky (1962) suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech (Content-Area Conversations *by Douglas Fisher, Nancy Frey and Carol Rothenberg)*. Tracing this idea backward, speech—talks—is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with speech, given that it is wondered that classrooms will be filled with thinking as well.

This research study comprehended some of the most common speaking activities applied in basic courses such as **information gap activities, role-plays, opinion sharing activities, jigsaw activities, etc.;** however, the practitioners included the most important activities to enhance communication. Knowing this, the practitioners had the necessity to investigate methods that teachers use in order to have communicative classes; it was included qualitative approaches in order to give a better support to the data gathered.

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The practitioners made use of different instruments to obtain the data. The instruments selected for this project were: Survey, behavior rating scale (non-participant observations)

Another section in this research was about the instrument previously mention, data collection. This was statistical analyzed by sharing the percentage of responses to the different items.

At the end of this profile the expected results or potential findings of the research were included as well as a conclusion and its corresponding recommendations.

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TOPIC

"A descriptive study of speaking activities implemented in Basic Intensive English I courses (groups 05 - 06) semester I at the Foreign Language Department at University of El Salvador in 2018"

I.   STATEMENT OF THE PROBLEM

A. DELIMITATION OF THE PROBLEM

This research was focused on Basic Intensive English I students' class participation in the development of speaking activities in the English classes from the University of El Salvador (UES), School of arts and Sciences, in the Foreign Language Department (FLD), carried out in semester I-2018

B. DESCRIPTION OF THE PROBLEM

The following research was intended to provide information about speaking activities implemented in Basic Intensive English I courses (groups 05 - 06) semester I at the Foreign Language Department at University of El Salvador in 2018. We were reminded of Bakhtin's (1981) realization: "The world in language is half someone else's. It becomes 'one's own' only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention" (Content-Area Conversations *by Douglas Fisher, Nancy Frey and Carol Rothenberg,* p. 293–294). In other words, if students aren't using the words, they aren't developing academic discourse. Therefore, the research was carried out to describe the speaking activities developed in class and measured the students' talking time. To gather the information, several sources such as instruments like observation rating scale and surveys were studied and analyzed. The information gathered aim was to structure the theoretical framework.

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C. OBJECTIVES

General Objective:

- To describe the approaches or methods implemented during the course and state how beneficial are the activities for students.

Specific Objectives:

- To measure the students' talking time while using the activities in terms of effectiveness.
- To measure the frequency target vocabulary is used in speaking activities.
- To determine if students like the activities developed in class.

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D. JUSTIFICATION

This research project was intended to highlight the importance of the speaking activities developed in Basic courses, the way students felt about the activities, if they liked them or not; and how useful they were for their use of English. Also, it was observed the time of each activity and variety of activities per class. At the time of the activities different aspects among students, such as the use of the target language, hesitation, mispronounce of words, etc., were checked.

The information gathered was studied, analyzed and tabulated to obtain the findings, the insight was generated to know which activities were meaningful in the Basic English classes, which ones were used the most by teachers, and which ones were more effective to develop students' speaking skill. This was taken into account in order to help teachers to identify which activities could be used the most, so that students developed or improved their speaking skill. Also, this was helpful to identify the speaking activities that students preferred, disliked or the ones they would like to be implemented in the class. According to Cervantes (2009), students are interested in the methods, strategies and techniques that the teacher is going to use in the class. This also helped teachers to replace or to improve all of the activities that so far have been used during the Basic English classes, but they had not achieve the objective set in the lesson plan.

E. RESEARCH QUESTIONS

- How often are speaking activities implemented in the Basic English courses?
- What are the speaking activities most used in the Basic English courses that enhance students' participation?
- What is students' perception/opinion about the speaking activities that the teachers used in the Basic English courses?

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II.THEORETICAL FRAMEWORK

*DEFINITION OF TERMS

1. **Approach:** It is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. (https://www.teachingenglish.org.uk/article/approach)

2. **Accuracy:** Refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. (https://www.teachingenglish.org.uk/article/accuracy)

3. **Fluency:** Capable of using a language easily and accurately. (https://www.merriam-webster.com/dictionary/fluent)

4. **Meaningful learning:** Meaningful learning refers to the concept that the learned knowledge (let's say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is). (http://web.ics.purdue.edu/~rallrich/learn/mean.html)

5. **Methodology:** It is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach'). (https://www.teachingenglish.org.uk/article/methodology)

6. **Motivation:** A motivating force, stimulus, or influence. (https://www.merriam-webster.com/dictionary/motivation)

7. **Target language:** A language other than one's native language that is being learned. (https://www.merriam-webster.com/dictionary/target%20language)

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HISTORICAL FRAMEWORK

Along the time, human beings had the necessity to communicate with others; this is a vital element to interact among them. The growth of language has been expanded and the English language has become the number one around the world, so, it is considered as a global business language. That is why people try to teach English in which communication is essential, the base of it.

Aldous Huxley (1958) once wrote, "Language has made possible man's progress from animality to civilization" (Content-Area Conversations *by Douglas Fisher, Nancy Frey and Carol Rothenberg,* p. 167). Taking that into account it means without language we would be animals; so that, Huxley explain the value of language: Language permits its users to pay attention to things, persons and events, even when the things and persons are absent and the events are not taking place. Language gives definition to our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct. (p. 168)

At the beginning of teaching, teaching was a teacher-centered education where students put all of their focus on the teacher. Teachers talked and the students exclusively listened. During activities, students worked alone, and collaboration was discouraged (The Room 241 Team. Retrieve from https://education.cu-portland.edu/blog/classroom-resources/which-is-best-teacher-centered-or-student-centered-education/). Nowadays teaching is a student-centered education. When a classroom operates with student-centered instruction, students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

THE BEGINNING OF TEACHING ENGLISH

Finding an effective way to teach English became a concern for the British based on the necessity to communicate with other governments, colonies and business, especially in the 15th to 17th centuries, when the British Empire was expanding. They found as a solution to bring tutors who were upper-class government officials and use the same method as classical Latin and Greek were taught, that included translation and rote memorization of vocabulary. Those English classes also focused British politics, some theory and religious beliefs. The idea was to integrate the British education into other cultures, allowing the local people to govern themselves, but with British causes and interests in mind.

Because of the improvement of technology people began to migrate to the United States, this country had an influential role in English acquisition. Immigrants from all over the world move to United States because of the amount of work. However, immigrants found the necessity to learn English. Taking that into account, so many schools integrated bilingual classes and instructions in foreign languages. And so, other countries started to apply teaching English in their curricula. These triggered people's interest in learning English.

From that moment on, many schools started to teach English as a Foreign Language, developing the four skills (writing, speaking, reading and listening).   But teaching communication was not a significant aspect in TEFL. Communicative skills have been discussed by many authors as Swan (1985), Pattison (1987), Clark (1987), Morrow(1897), Terrel (1991), Brumfit (1984), Candlin (1987), Sheils (1995), Bakhtin's (1981) in various aspects and contexts. Free production or real world communication are still a problematic issue for many teachers around the world since participation of students is not that accurate and usual in English classrooms.

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Hedge (1988) says that if teachers took old books for speaking activities they would find nothing of relevance because the activities that were most offered in those books were reading and writing activities (Content-Area Conversations *by Douglas Fisher, Nancy Frey and Carol Rothenberg).* But, currently there is plenty of English speaking activities which can make students actively participate and develop the language.

The Direct Method (DM) is one of the methodologies used the most for Basic English classes. DM is known by teaching a language through conversation, discussion, and reading in the language itself without translation and without the study of formal grammar.

The principles of the Direct Method are as follows:

- Classroom instruction is conducted in the target language.
- There is an inductive approach to grammar
- Only everyday vocabulary is taught
- Concrete vocabulary is taught through pictures and objects, while abstract is taught by association of ideas
- The learner is actively involved in using the language in realistic everyday situations
- Students are encouraged to think in the target language
- Speaking is taught first before reading or writing
- This method states that the printed word should be kept away from the second language learner for as long as possible
- Translation is completely banished from any classroom activity. Classroom activities are carried out only in the target language
- Use of chain activities accompanied by verbal comments like: I go to the door. I open the door. I close the door. I return to my place. I sit down. (called the Gouin series)
- Grammar is taught inductively (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- Emphasis is put on correct pronunciation and grammar

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Inductive approach is also used in Basic English classes in order to develop speaking skill. Using this approach teachers focused first on giving a lot of examples to the students so students analyze the examples to discover the rules by themselves.

Example

A teacher writes on the board a few examples of simple present and simple past sentences. The teacher then asks the students what differences they notice in the sentences. The students discuss the differences and maybe even try converting some simple sentences from present to past on their own. Finally, the teacher explains the rule for converting sentences from past to present.

Benefits

Although inductive teaching takes longer than deductive, many educators agree it is a very efficient method in the long run. Benefits include:

- Student interaction and participation.
- Students rely on their critical thinking to figure out the language.
- Students gain deeper understanding of the language

According to some experts like Swam (1985) and Pattison (1987), the most demanding skill for a teacher is, undoubtedly, speaking. So, to motivate students in an EFL context, teachers should include many activities and strategies that catch students' attention and make them interested in the lesson.

The variety of speaking activities undoubtedly plays an important part in the development of the speaking skill. By using speaking activities, students have the opportunity to practice what they have learned. However, this is more effective when teachers vary the type of speaking activities. Richard (2006) classifies the activities by their qualities, and characteristics and distinctions: all of these aspects have to be considered in order to have meaningful learning. A meaningful learning can be observed when students

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achieve the two qualities which are fluency and accuracy. This can also be seen when students are able to produce the language without sounding mechanical. Therefore, it can be considered that fluency and accuracy are two main and important aspects that determine the effectiveness of speaking activities.

"Fluency is developed by creating classroom activities where students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdown. On the other hand, accuracy is focused on creating correct examples of language use"/Richards (2006) classified the differences between activities focus on fluency and the activities focus on accuracy:

Activities focus on fluency

- ✓ Reflect natural use of language
- ✓ Focus on achieving communication
- ✓ Require meaningful use of language
- ✓ Require to use communicative strategies
- ✓ Produce language that may not be predictable
- ✓ Seek to link language use to context

Activities focus on accuracy

- ✓ Reflect classroom use of language
- ✓ Focus on the information of correct examples of language
- ✓ Practice language out of context
- ✓ Practice small samples of language
- ✓ Do not require meaningful communication
- ✓ Control choice of language (p. 14)

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Hayriye Kayi states that students learn to speak on a second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. (Hayriye Kayi, University of Nevada (Nevada,USA).Retrieved from http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html). By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

The communicative activities or speaking activities are classified by characteristics such as mechanical, meaningful and communicative practice. The first one refers to controlled practice activities which the students can successful develop without necessary understanding. The common activities that can be considered as mechanical practice are for example "repetition drills and substitution drills." Those activities have been used in schools, in which teachers keep on doing the traditional approach which is focused on grammar rules and structures. The second one is meaningful practice that means activities where the language control is provided but the students are required to make meaningful choices. Also, students apply their knowledge in a real context. The last one is communicative practice that refers to activities where real communicative context and real information is exchange; it is used to develop the language and the language is not predictable.

There are so many activities that can be included in a class. Many authors like Richards (2006) and Harmer (1984) have classified the activities as follow:

- ✓ Information gap activities. This refers to the fact that in real communication people normally communicate in order to get information they do not possess
    - Look for difference in a picture, role-plays in pair asking for information about departures, time, price, etc.

✓ <u>Jigsaw activities.</u> They have the similar characteristics of information gap but with the difference that with jigsaw activities the class must fit pieces to complete the whole.

- Activities that require the students put the entire story together or arrange a conversation that they have listened.

✓ <u>Task competition activities.</u> They focus on using one's language resources to complete a task.

- Puzzles, games map-reading, etc.

✓ <u>Information gathering activities</u>. These activities require students to use their linguistics resources to collect information.

- Students- conducted surveys, interviews, etc.

✓ <u>Opinion sharing activities.</u> In this type of activities, students compare values, opinions or beliefs.

- Ranking task, check list of likes and dislikes discussion, debates, etc.

✓ <u>Information transfer activities</u>. These activities require the learners to take information that is presented in one form, and represent it in a different form.

- Students read the information about a subject and then the students represent it as a graph.

✓ <u>Reasoning-gap activities</u>. In this type of activities, the learners give information through the process of inference and practical reasoning.

✓ <u>Role-plays</u>. In this type of activities, students are assigned roles and improvised a scene.

Teachers must know characteristic about the type of students they have as well as the characteristics for successful speaking activities in order to support the teaching learning process of speaking skills. If teachers know these characteristics, it will be easy for the teacher to select the appropriate material for their students and to achieve a meaningful class. According to Underhill (1987) and Mai (2011), there are some characteristics of successful speaking activity:

1. **Students talk a lot** As much as possible period of time allotted to the activity occupied by students talk.

2. **Participation is even** It means that the classroom discussion is not dominated by one participant only, but all of participants get a same chance to speak.

3. **Motivation is high** Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an objective task. It means that the students have high motivation to speak English.

4. **Language is of an acceptable level** Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. So, the students often try to speaking English correctly in real communication.

It is very important for the teacher to take into account every single student in the classroom when planning a lesson; since it is very well known that non all students work at the same pace. All the activities brought to the classroom have to be appropriate to students' level and have to fulfill students' needs. As Richards and Bohlke said that the content of the lesson is one of the main aspects that constitute an effective lesson. Students, as well as teachers, have their own style when learning. All teachers know that every student has their own learning style.

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Richards and Bohlke (2011) classified students as follows:

- ➢ Task-oriented students, highly competent and successful in completing tasks.
- ➢ Social students. Personal interactions, and enjoy working with others.
- ➢ Dependent students need constant support to complete tasks.
- ➢ Phantom students, rarely initiate conversation or ask for help.
- ➢ Isolated students, set themselves apart from others.
- ➢ Alienated students, react against teaching and learning.

   (Content-Area Conversations *by Douglas Fisher, Nancy Frey and Carol Rothenberg,* p. 28)

To conclude, teachers must be really compromised with their students if they want their students to be competent when using the English language. The teacher must play an active role in the development of the lesson using the variety of speaking activities and motivating the students' participation. In addition, the students play an important role in the learning. They should be aware about their own learning and changing the negative attitude that affects their levels of participation.

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III. METHODOLOGY

A. Type of Study

The main aim of this study was to describe what was happening during the speaking activities and the methods implemented in English classes, in Basic Intensive English courses at the University of El Salvador.

Since the main purpose of this study was to describe, students were observed in their classes as well as their behavior in English classes by the first time. In each observation session was included an observation rated scale in which the speaking activities were checked out to measure the development as well as describe the method or approach implemented, the students talking time and the amount of activities developed in each session.

B. Research design:

This study was non-experimental research since the information, situations, circumstances or experiences were not manipulated by the research group. Non-participatory observation were developed in order to describe the methods implemented in English classes and how students responded on that by the first time they faced real English classes. Moreover, the information in this research was gathered from students who were the object in study.

Furthermore, the data collection was gathered in 3 sessions in each week of study. Sample selected, in this case two groups of English teaching major taken for convenience of schedules and time of the practitioners, in order to have a better comprehension of the study and for a better analysis of the methods taken by teachers.

Simultaneously, a questionnaire were administered after the observation sessions to the students from Basic Intensive English I courses 05 and 06 selected by convenience sample, to obtain the respective description of the methods studied.

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Subsequently, the practitioners analyzed the data obtained through the questionnaire and behavior rating scale instruments in each session by providing percentages of frequency, items were answered.

C. Population and sample:

Population:

The total population of this research study were students taking Basic Intensive English I courses (240 approximately), that were signed up in these 8 courses on the English teaching major at the Foreign Language Department from the University of El Salvador, during semester 01/2018. This population was selected by a non-random sampling method.

Sample:

Courses 05 and 06, with a total of 60 students, were conveniently selected; that was non-random sampling method based in the time and accessibility for the research practitioners.

D. Data collection

In order to obtain essential information for research, practitioners were observers in some sessions (three per week, along four weeks) and filled out a scale instrument during each session, as well as survey at the end of the observation process (after four weeks).

The time and amount of speaking activities as well as method developed for each activity, which was the main purpose of this research, was stated in the behavior rating scale instrument.

For these observation sessions, the investigators selected two groups of English teaching major (05 and 06) in semester I, 2018.

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E. Data interpretation

In order to collect all the data for the investigation was necessary to collect this information from the individuals who were being taught by teachers who used these methods in Basic English courses at FLD in 2018. At the beginning of the investigation, practitioners administrated a scale instrument in every session only for the speaking activities. In this way the investigation about the method the teachers used for Basic courses could have a better understanding to the research. The total observation sessions were twelve per group; in this case the observation was only applied to students so that the investigators could compare the information obtained in the scale instrument from one group to another.

*RESEARCH TECHNIQUES

- ✓ Survey
- ✓ Non-participant observation

*RESEARCH INSTRUMENT

- ✓ Behavior rating scale
- ✓ Questionnaire

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IV. Data analysis

Observation rating scale

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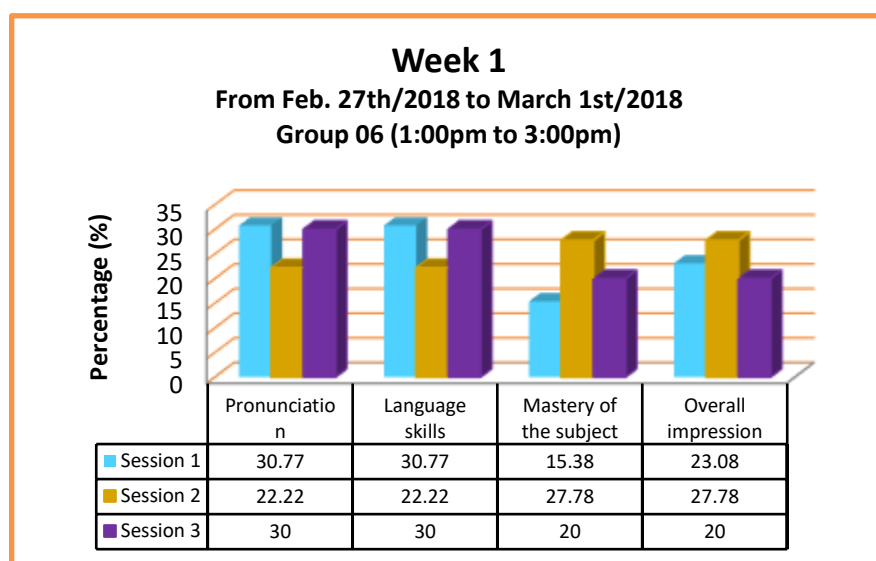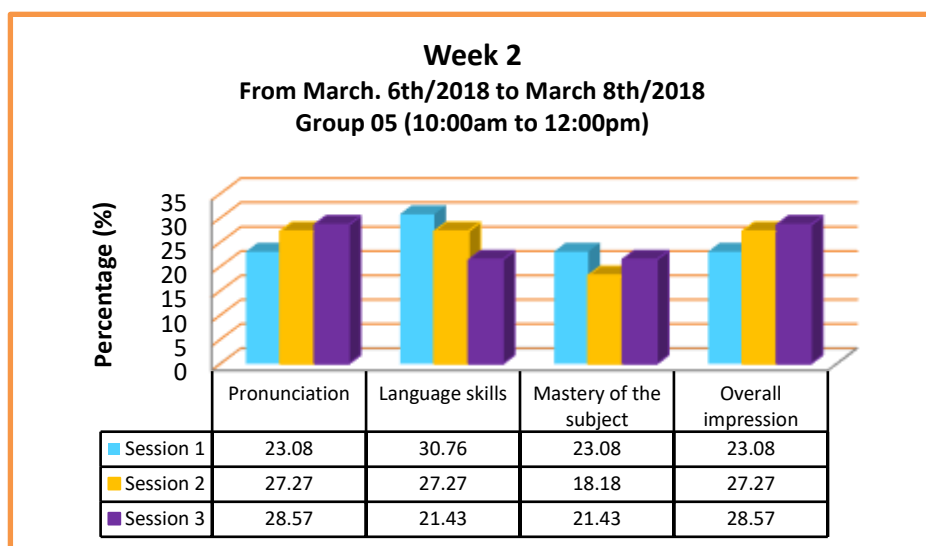| SESSIONS	GROUP	PRONUNCIATION		LANGUAGE SKILLS		MASTERY OF THE SUBJECT		OVERALL IMPRESSION	
		Score	Percentage (%)	Score	Percentage (%)	Score	Percentage (%)	Score	Percentage (%)
S1	05	4	25	3	18.75	4	25	5	30.77
	06	4	30.77	4	30.77	2	15.38	3	23.08
S2	05	0	0	0	0	0	0	0	0
	06	4	22.22	4	22.22	5	27.78	5	27.78
S3	05	3	18.75	4	25	4	25	5	31.25
	06	3	30	3	30	2	20	2	20

(Table heading: WEEK 1)

Week 1
From Feb. 27th/2018 to March 1st/2018
Group 05 (10:00am to 12:00pm)

	Pronunciation	Language skills	Mastery of the subject	Overall impression
Session 1	25	18.75	25	30.77
Session 2	0	0	0	0
Session 3	18.75	25	25	31.25
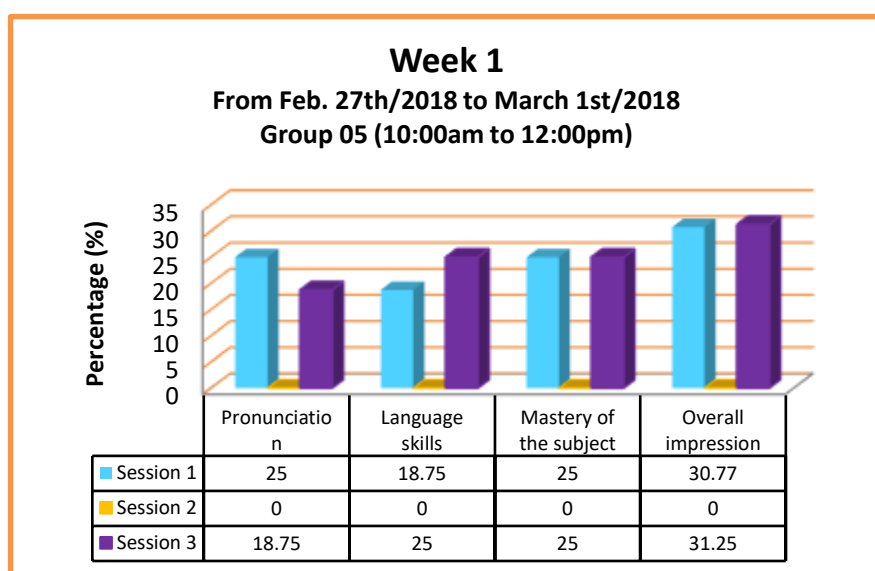
Analysis: Data collected showed that during the group 05's observation, the aspect that had the highest score during the development of speaking activities on week 1 was overall impression with 31.25% in the session 3; while the ones with the lowest score were language skills with 18.75% in session 1 and pronunciation with 18.75% in session 3. During session 2 there were not speaking activities during the class. Therefore the values are zeros.

Analysis: This graph showed that during the observation (week 1) of group 06 the aspects that had the highest score during the development of speaking activities were pronunciation and language skill with 30.77% in the session 1; while the one with the lowest score was mastery of the subject with 15.38% in session 1.

Week 1
From Feb. 27th/2018 to March 1st/2018
Group 06 (1:00pm to 3:00pm)

	Pronunciation	Language skills	Mastery of the subject	Overall impression
Session 1	30.77	30.77	15.38	23.08
Session 2	22.22	22.22	27.78	27.78
Session 3	30	30	20	20

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WEEK 2								
SESSIONS	**GROUP**	**PRONUNCIATION**		**LANGUAGE SKILLS**		**MASTERY OF THE SUBJECT**		**OVERALL IMPRESSION**
		Score	Percentage (%)	Score	Percentage (%)	Score	Percentage (%)	Score	Percentage (%)
S4	05	3	23.08	4	30.76	3	23.08	3	23.08
	06	3	23.08	3	23.08	3	23.08	4	30.76
S5	05	3	27.27	3	27.27	2	18.18	3	27.27
	06	3	23.07	3	23.07	4	30.76	3	23.07
S6	05	4	28.57	3	21.43	3	21.43	4	28.57
	06	4	33.33	3	25.25	2	16.67	4	33.33

Week 2
From March. 6th/2018 to March 8th/2018
Group 05 (10:00am to 12:00pm)

	Pronunciation	Language skills	Mastery of the subject	Overall impression
Session 1	23.08	30.76	23.08	23.08
Session 2	27.27	27.27	18.18	27.27
Session 3	28.57	21.43	21.43	28.57

In this graph, it is observed that in the second week of observation (group 05) the aspect that had the highest score was language skills with 30.76% in session; and the one with the lowest score was mastery of the subject with 18.18% in session 2.
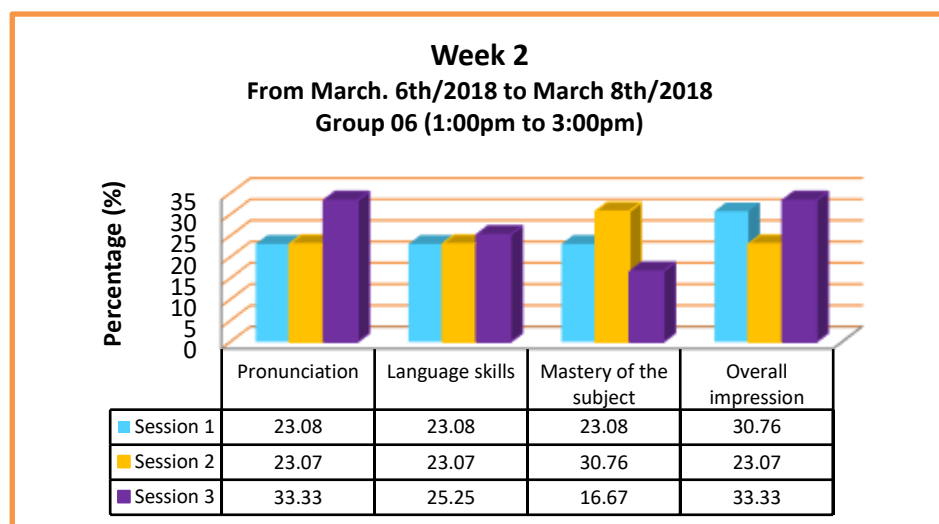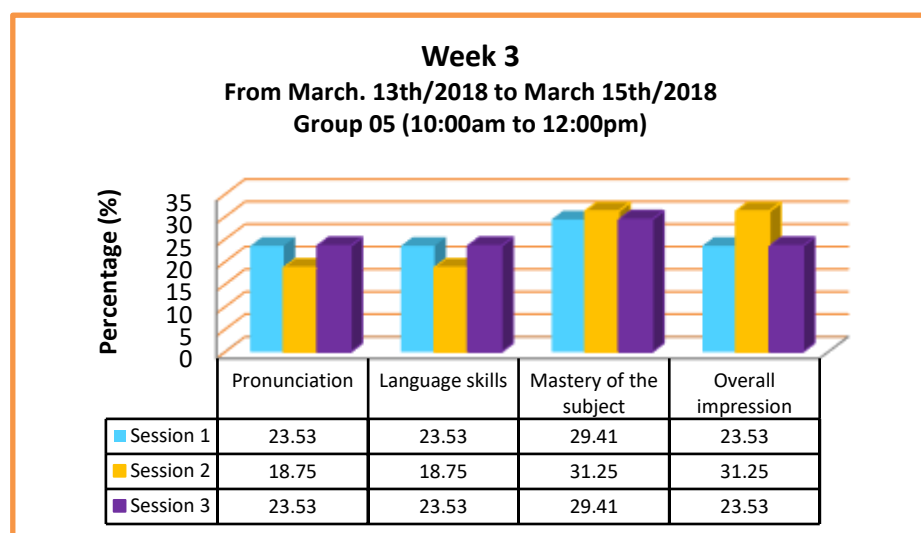
This graph showed that in the second week of observation in group 06 the parameters that had the highest score were pronunciation and overall impression with 33.33% in session 3 and the one with the lowest score was mastery of the subject with 16.67% in session 3.

Week 2
From March. 6th/2018 to March 8th/2018
Group 06 (1:00pm to 3:00pm)

	Pronunciation	Language skills	Mastery of the subject	Overall impression
Session 1	23.08	23.08	23.08	30.76
Session 2	23.07	23.07	30.76	23.07
Session 3	33.33	25.25	16.67	33.33

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SESSIONS	GROUP	PRONUNCIATION		LANGUAGE SKILLS		MASTERY OF THE SUBJECT		OVERALL IMPRESSION	
		Score	Percentage (%)	Score	Percentage (%)	Score	Percentage (%)	Score	Percentage (%)
S7	05	4	23.53	4	23.53	5	29.41	4	23.53
	06	3	21.43	3	21.43	4	28.57	4	28.57
S8	05	3	18.75	3	18.75	5	31.25	5	31.25
	06	3	21.43	4	28.57	4	28.57	3	21.43
S9	05	4	23.53	4	23.53	5	29.41	4	23.53
	06	3	23.08	4	30.77	3	23.08	3	23.08

Table title: WEEK 3

Week 3
From March. 13th/2018 to March 15th/2018
Group 05 (10:00am to 12:00pm)

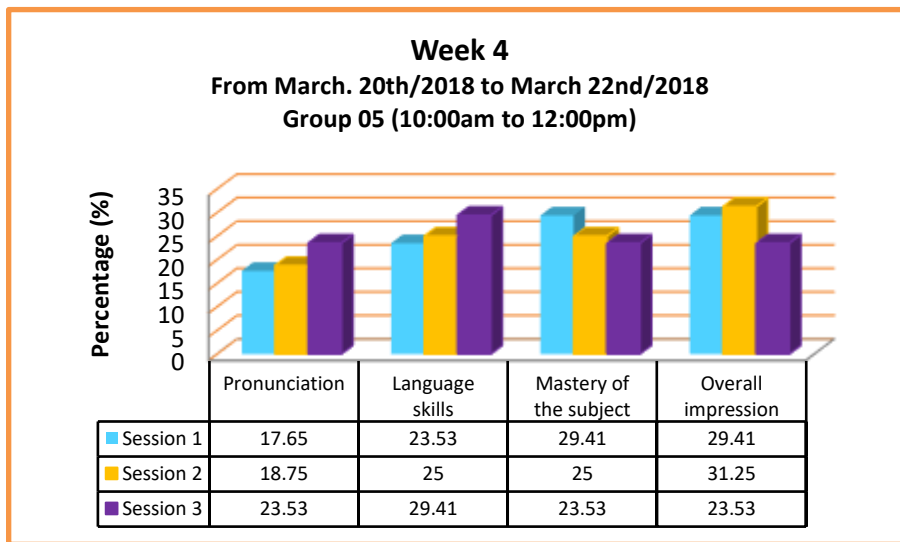|	Pronunciation	Language skills	Mastery of the subject	Overall impression
Session 1	23.53	23.53	29.41	23.53
Session 2	18.75	18.75	31.25	31.25
Session 3	23.53	23.53	29.41	23.53

On the third week observation, for group 05, the aspects that had the highest score were mastery of the subject and overall impression with 31.25% in session 2. But, the aspects that had the lowest score were pronunciation and language skills with 18.75% in session 2.

On the third week observation, for group 06, the aspect that had the highest score was language skills with 30.77% in session 3. But, the aspects that had the lowest score were pronunciation and language skills with 21.43% in session 1, and overall impression with 21.43% in session 2.

Week 3
From March. 13th/2018 to March 15th/2018
Group 06 (1:00pm to 3:00pm)

	Pronunciation	Language skills	Mastery of the subject	Overall impression
Session 1	21.43	21.43	28.57	28.57
Session 2	21.43	28.57	28.57	21.43
Session 3	23.08	30.77	23.08	23.08

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SESSIONS	GROUP	PRONUNCIATION		LANGUAGE SKILLS		MASTERY OF THE SUBJECT		OVERALL IMPRESSION	
		Score	Percentage (%)	Score	Percentage (%)	Score	Percentage (%)	Score	Percentage (%)
S10	05	3	17.65	4	23.53	5	29.41	5	29.41
	06	3	21.43	4	28.57	3	21.43	4	28.57
S11	05	3	18.75	4	25	4	25	5	31.25
	06	3	20	3	20	5	33.33	4	26.67
S12	05	4	23.53	5	29.41	4	23.53	4	23.53
	06	3	18.75	4	25	5	31.25	4	25

Week 4
From March. 20th/2018 to March 22nd/2018
Group 05 (10:00am to 12:00pm)

|	Pronunciation	Language skills	Mastery of the subject	Overall impression
Session 1	17.65	23.53	29.41	29.41
Session 2	18.75	25	25	31.25
Session 3	23.53	29.41	23.53	23.53

During the last week of observation in group 05, overall impression was the aspect with the highest score with 31.25% in session 2, and pronunciation was the aspect with the lowest score with 17.65% in session 1.

For group 06, mastery of the subject was the aspect with the highest score with 33.33% in session 2, and pronunciation was the aspect with the lowest score with 18.75% in session 3.

Week 4
From March. 20th/2018 to March 22nd/2018
Group 06 (1:00pm to 3:00pm)

	Pronunciation	Language skills	Mastery of the subject	Overall impression
Session 1	21.43	28.57	21.43	28.57
Session 2	20	20	33.33	26.67
Session 3	18.75	25	31.25	25

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Surveys' data analysis.

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Number of students participating in the survey; divided by gender (Male, Female.)		
Gender	Frequency	Percentage (%)
Female.	19	63.33
Male.	11	36.66
Total:	30	100

Number of students participating in the survey; divided by gender (Male, Female.)
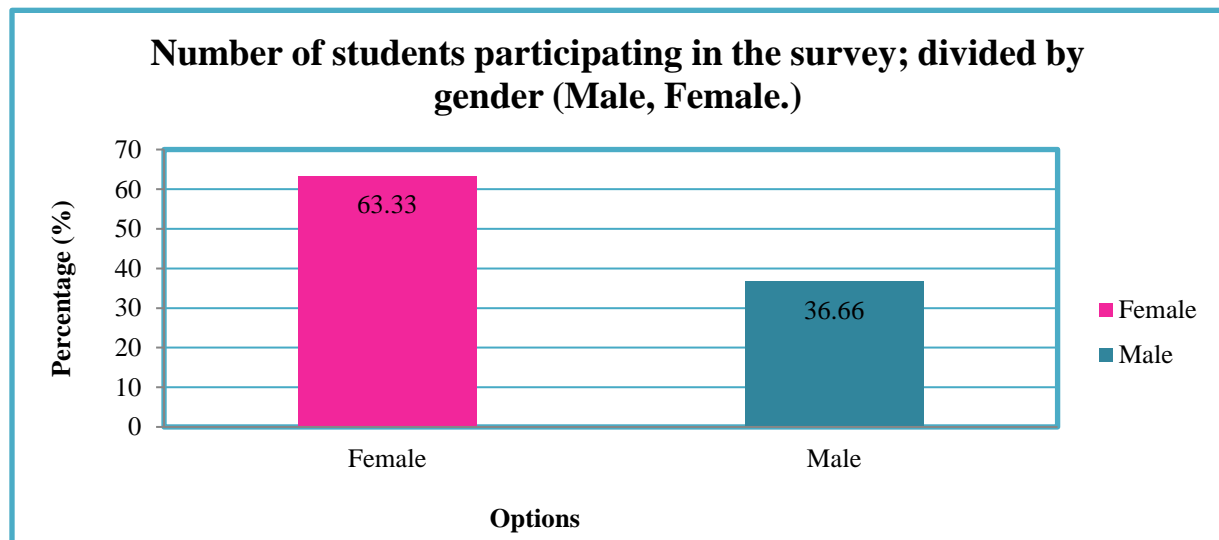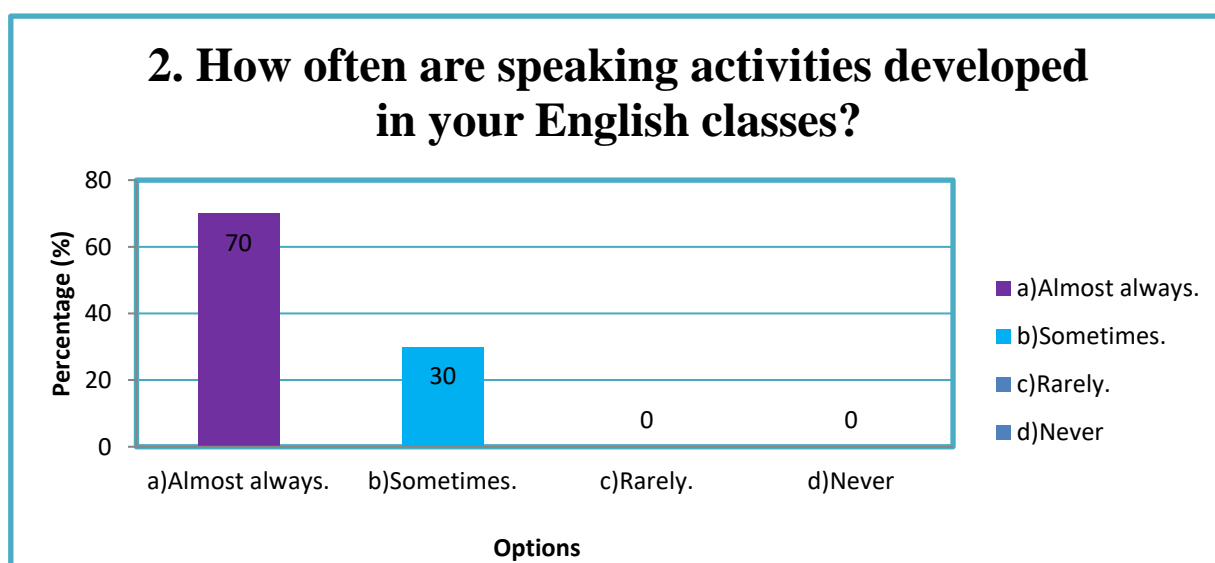
Analysis: this graph reflected that the majority of the students who had participated in the survey were girls with a 63.33% of the total, whereas the other 36.66% of them were boys.

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| 1. Which activity is developed the most in your English class?		
Options	Frequency:	Percentage (%)
a) Reading activities.	1	3.33
b) Writing activities.	5	16.66
c) Listening activities.	4	13.33
d) Speaking activities.	20	66.66
Total:	30	100

1. Which activity is developed the most in your English class?
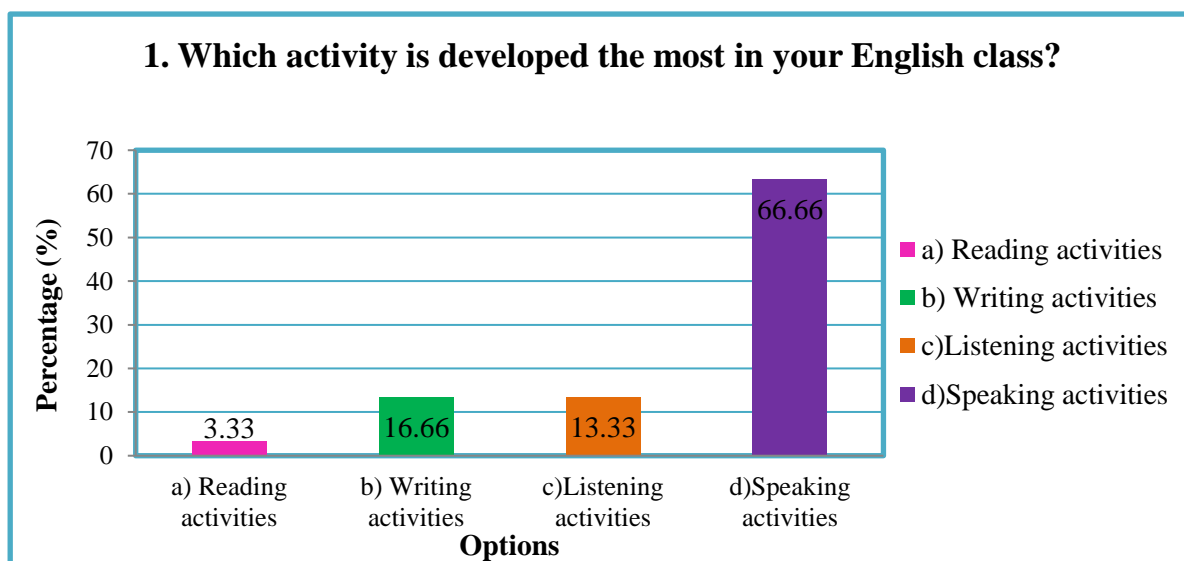
Analysis: Data collected showed that in the first question stated in the survey, the students' most selected option was letter D (Speaking activities), which reflects that the activities most developed in Basic Intensive English I courses (05-06 groups) at FLD at UES; are the speaking ones with the 66.66% of students opinion; whereas the writing got 16.66%; listening activities got 13.33% and the activities developed almost never with a 3.33% are reading activities.

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| 2. How often are speaking activities developed in your English classes?		
Options	Frequency:	Percentage (%)
a) Almost always.	21	70
b) Sometimes.	9	30
c) Rarely.	0	0
d) Never.	0	0
Total:	30	100

2. How often are speaking activities developed in your English classes?

Analysis: this graph showed that during the class of Basic English I courses (groups 05-06), speaking activities were developed almost always with the 70% of students opinion, whereas the 30% of them reflected that speaking activities were sometimes developed in their classes; however, an important point in this graph is that students did not agree with the probability of speaking activities never or rarely developed in class with 0% so that, the majority of students agreed that every class speaking activities are developed in their classes.

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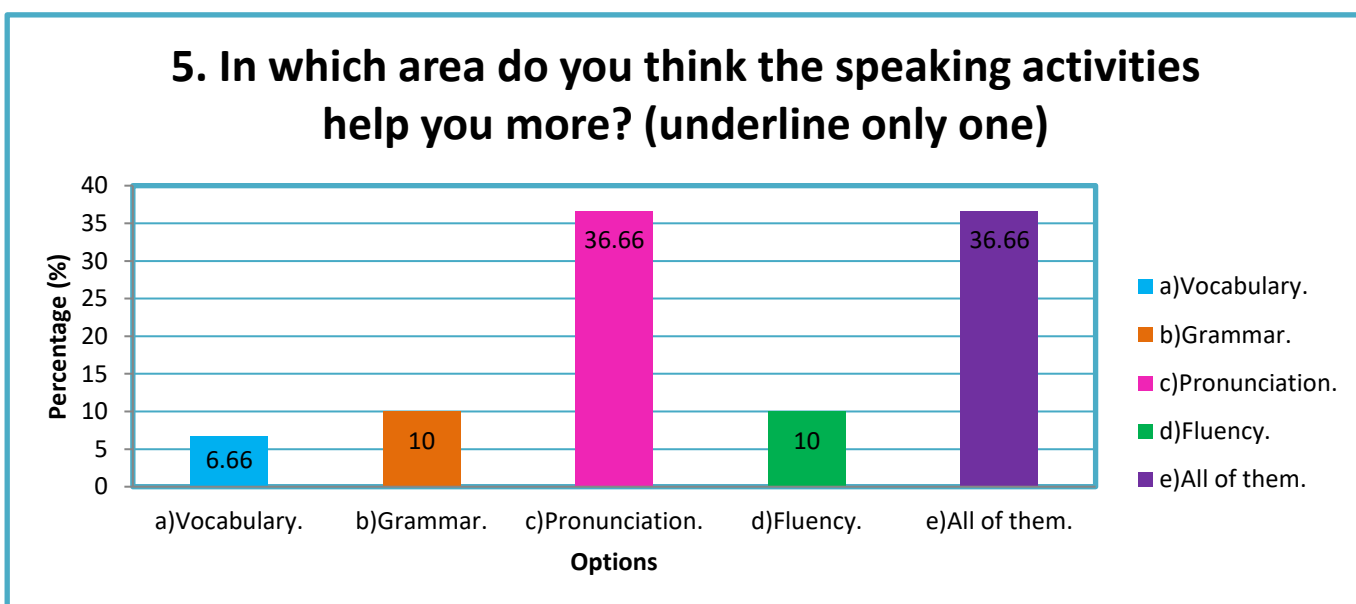| 3. How do you consider the speaking activities in your English class?		
Options	Frequency:	Percentage (%)
a) Interesting.	25	83.33
b) Boring.	1	3.33
c) Need to improve.	3	10
d) Other.	1	3.33
Total:	30	100

3. How do you consider the speaking activities in your English class?
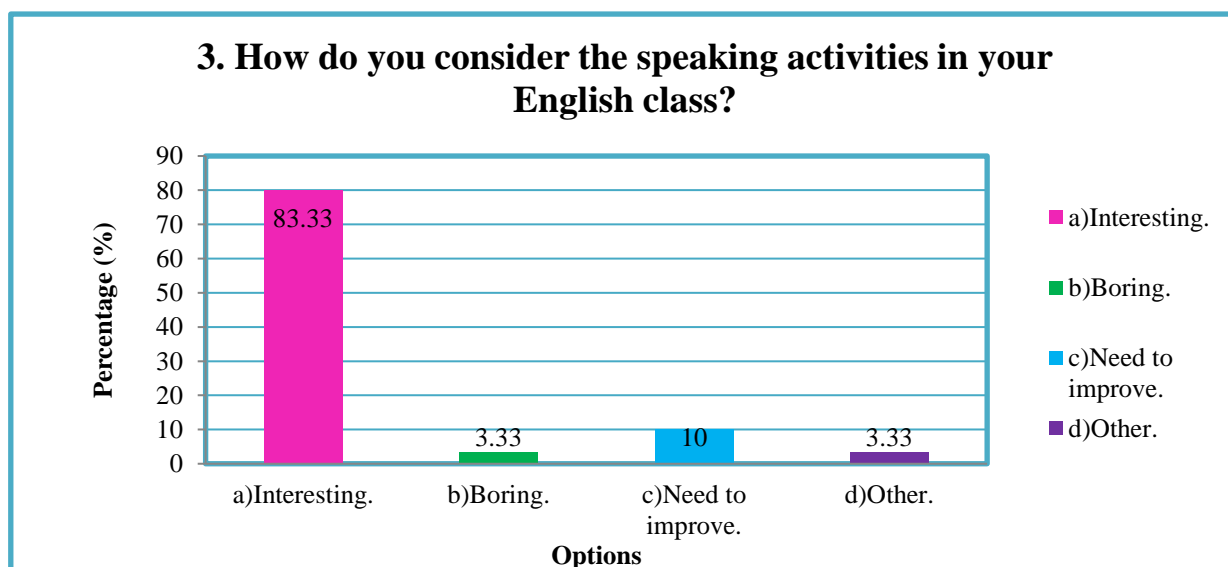
Analysis: in this graph is observed that the majority of students considered the speaking activities developed in their classes were interesting with 80%; however, the other 10% of students stated that the speaking activities need to improve and with 3.33% of students considered speaking activities boring and the last 3.33% of the students opinion selected other in which they had the chance to write their thoughts, they stated that the speaking activities were not only boring but they need to be improved with different topics by their teachers.

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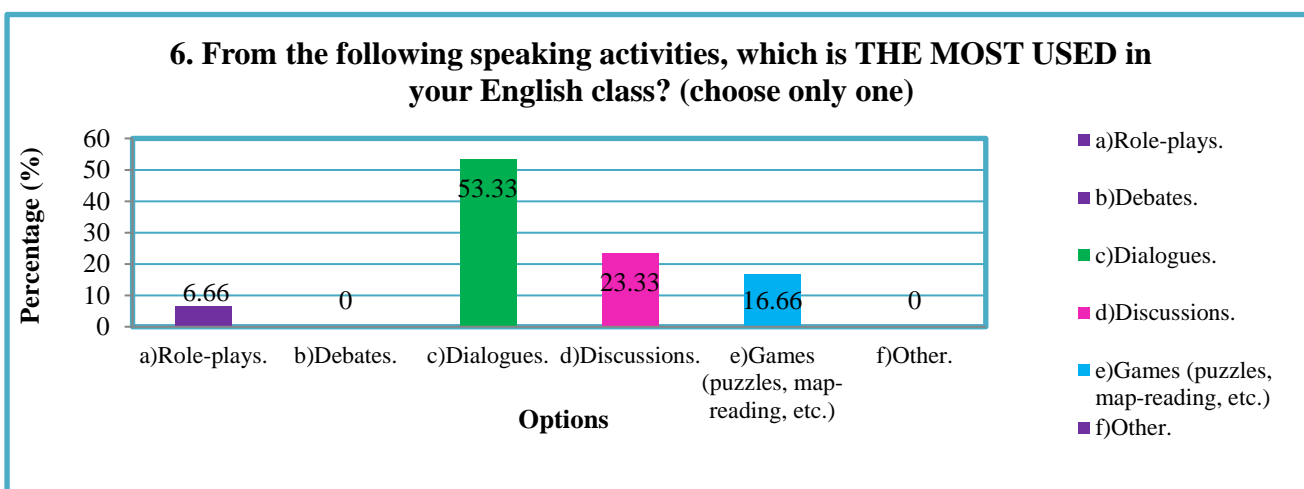| 4. How do you consider that speaking activities help you develop your English?		
Options	Frequency:	Percentage (%)
a) Effectively.	23	76.66
b) Average.	6	20
c) Poorly.	0	0
d) Not at all.	1	3.33
Total:	30	100

4. How do you consider that speaking activities help you develop your English?
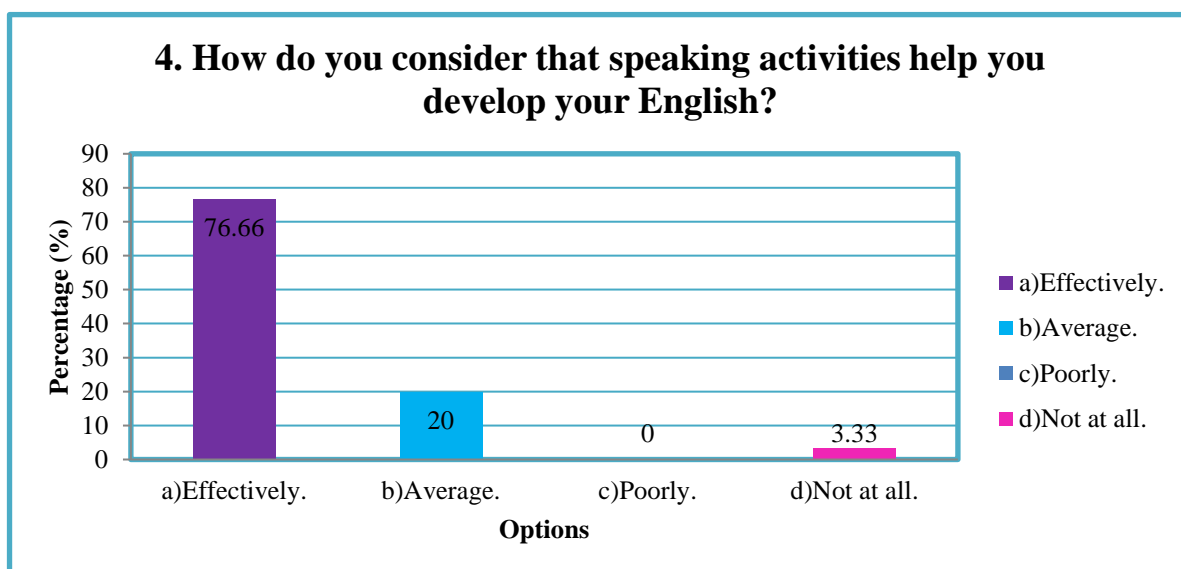
Analysis: this graph showed that the majority of students (76.66%) considered speaking activities help them effectively to develop their English. Whereas the other 20% of them say that the speaking activities helped them in an average way to develop their English and the last 3.33% considered that speaking activities did not help them at all to develop their English; however no one of them considered that speaking activities could help them poorly to develop their English.

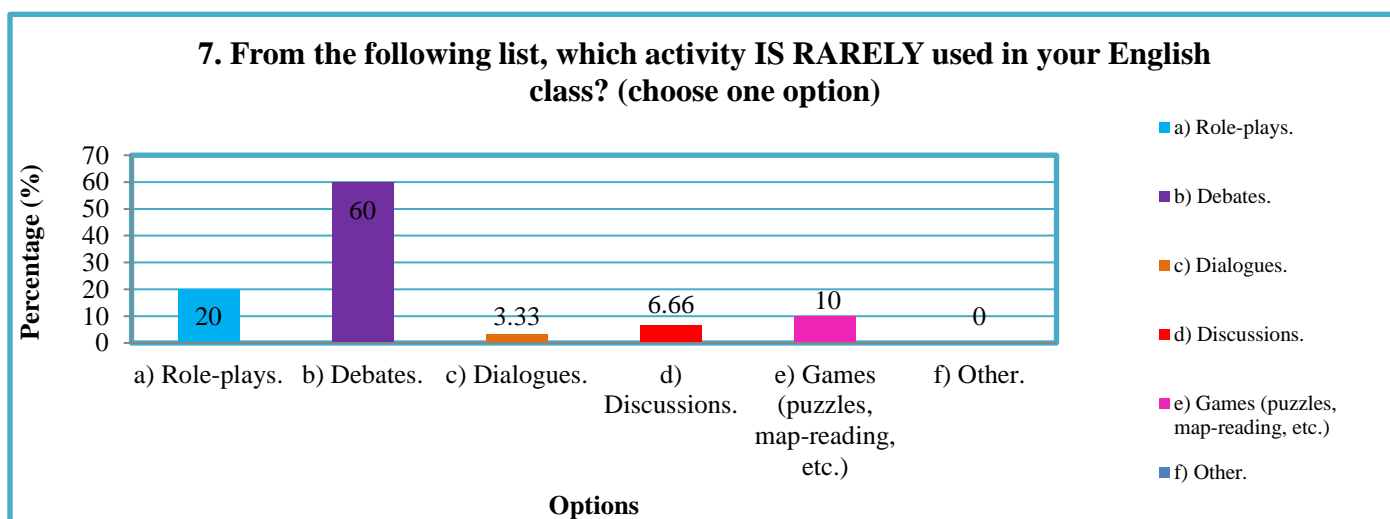| Options	Frequency	Percentage (%)
a) Vocabulary.	2	6.66
b) Grammar.	3	10
c) Pronunciation.	11	36.66
d) Fluency.	3	10
e) All of them.	11	36.66
Total:	30	100

5. In which area do you think the speaking activities help you more? (underline only one)

Analysis: in this graph is observed that students agreed with 2 of the options in the survey (pronunciation, and all of them: vocabulary, grammar, fluency, and pronunciation.) with the 36.66% of their opinion; whereas 10% considered that speaking activities help them in grammar and fluency, and the last 6,66% of them stated that speaking activities help them more in vocabulary.

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6. From the following speaking activities, which is THE MOST USED in your English class? (choose only one)

Options	Frequency:	Percentage (%)
a) Role-plays.	2	6.66%
b) Debates.	0	0%
c) Dialogues.	16	53.33%
d) Discussions.	7	23.33%
e) Games (puzzles, map-reading, etc.)	5	16.66%
f) Other.	0	0%
Total:	30	100%

6. From the following speaking activities, which is THE MOST USED in your English class? (choose only one)

Analysis: this graph showed that the speaking activity MOST USED in the Basic Intensive English I course (groups 05-06) was the dialogues with a 53.33%; whereas 23.33% of students stated that the most used in their class were the discussions with 23.33%. Other 16.66% agreed that the most used were the games (puzzles, map-reading, etc.) and the last 6.66% stated that the most used in their classes were the role-plays. A very important point in the investigation was that no one stated that in their classes debates were develop.

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7. **From the following list, which activity IS RARELY used in your English class? (choose one option)**

| Options	Frequency	Percentage (%)
a) Role-plays.	6	20
b) Debates.	18	60
c) Dialogues.	1	3.33
d) Discussions.	2	6.66
e) Games (puzzles, map-reading, etc.)	3	10
f) Other.	0	0
Total:	30	100

7. From the following list, which activity IS RARELY used in your English class? (choose one option)

Analysis: this graph showed that the speaking activity that IS RARELY USED in Basic English I classes (groups 05-06), were the debates with a 60% of the students' opinion, whereas, 20% stated that the role-plays were the speaking activities rarely used in their classes; other 10% agreed that the activities rarely used were the games (puzzles, map-reading, etc.). However other 6.66% stated that the ones rarely used by the teacher were the discussions and the last 3.33% considered that the ones rarely used in their classes were the dialogues. No one stated another option from all the above.

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8. **Which of the following speaking activities do you consider gives you more chance to improve your English? (Underline only one.)**

Options	Frequency	Percentage (%)
a) Role-plays.	5	16.66
b) Debates.	1	3.33
c) Dialogues.	14	46.66
d) Discussions.	7	23.33
e) Games (puzzles, map-reading, etc.)	2	6.66
f) Other.	1	3.33
Total:	30	100

8. Which of the following speaking activities do you consider gives you more chance to improve your English? (Underline only one.)
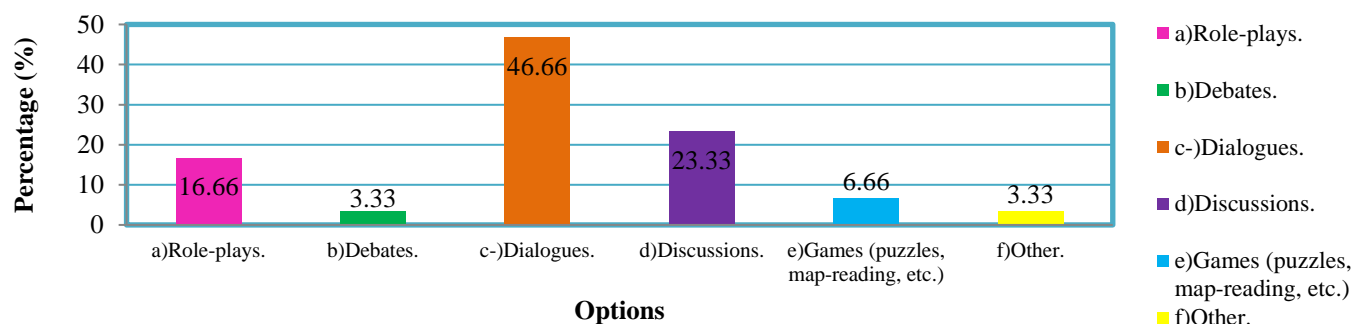
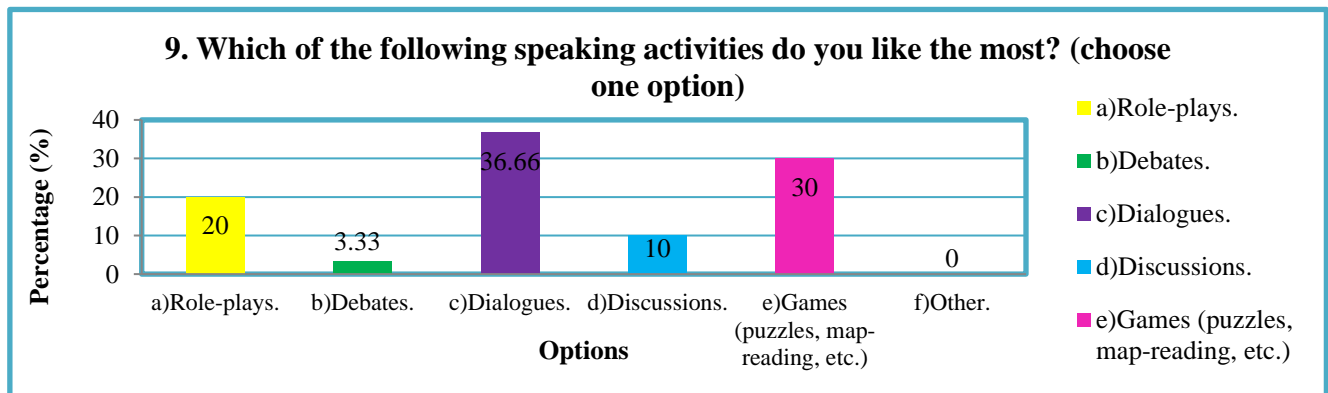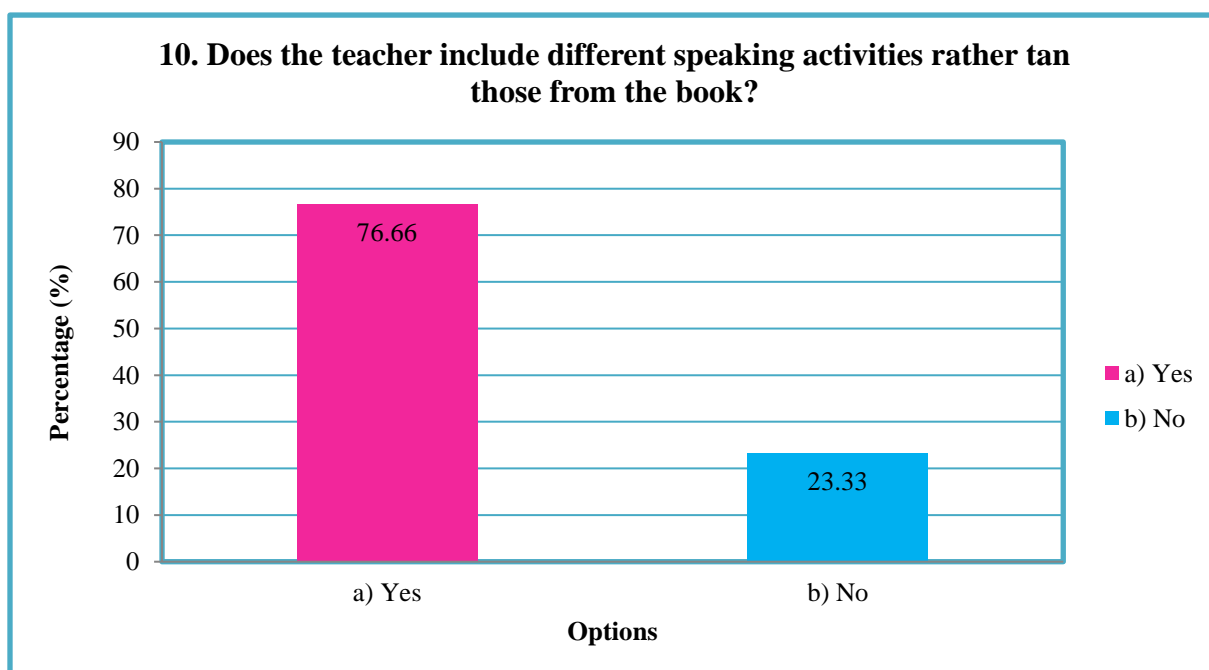**Analysis:** this graph showed that the majority of students (46.66%) considered that the speaking activities which give them more chance to improve their English were the dialogues, other 23.33% considered that discussions gives them more chance to improve their English; whereas, 16.66% of students agreed role-plays as the best option to improve their English. 6.66% considered games (such as puzzles, map-reading, etc.) were the activities that gives them more chance to improve their English. 3.33% of them stated that debates gives them more chance to improve their English and the last 3.33% of their opinion included another option which was public speaking.

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9. Which of the following speaking activities do you like the most? (choose one option)		
Options	Frequency	Percentage (%)
a) Role-plays.	6	20
b) Debates.	1	3.33
c) Dialogues.	11	36.66
d) Discussions.	3	10
e) Games (puzzles, map-reading, etc.)	9	30
f) Other.	0	0
Total:	30	100

9. Which of the following speaking activities do you like the most? (choose one option)

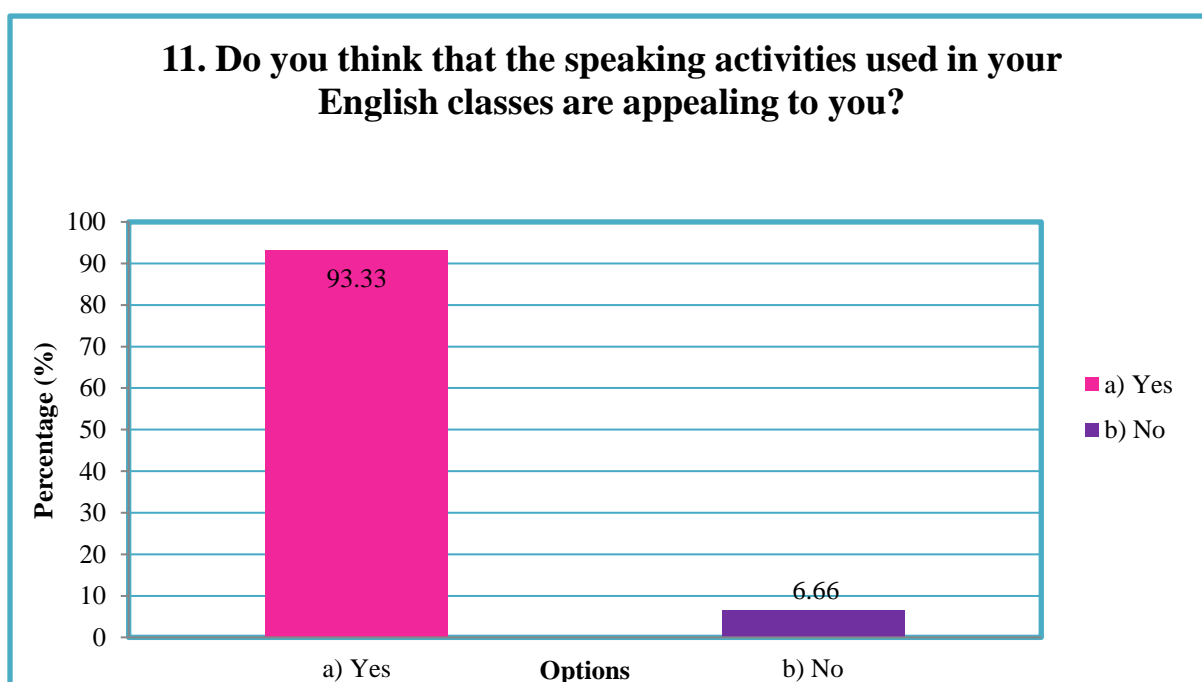**Analysis:** this graph showed that the speaking activities that students liked the most in their classes were the dialogues with a 36.66%. Other 30% of the students preferred games (such as puzzles, map-reading, etc.) whereas, 20% chose role-plays. 10% of student's opinion stated that discussions were their favorite speaking activities and the last 3.33% preferred debates. No one added another option from all the above.

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<table>
<tr><td colspan="3" align="center">10. Does the teacher include different speaking activities rather than those from the book?</td></tr>
<tr><td align="center">Options</td><td align="center">Frequency</td><td align="center">Percentage (%)</td></tr>
<tr><td align="center">a) Yes.</td><td align="center">23</td><td align="center">76.66</td></tr>
<tr><td align="center">b) No.</td><td align="center">7</td><td align="center">23.33</td></tr>
<tr><td align="center">Total:</td><td align="center">30</td><td align="center">100</td></tr>
</table>

10. Does the teacher include different speaking activities rather tan those from the book?
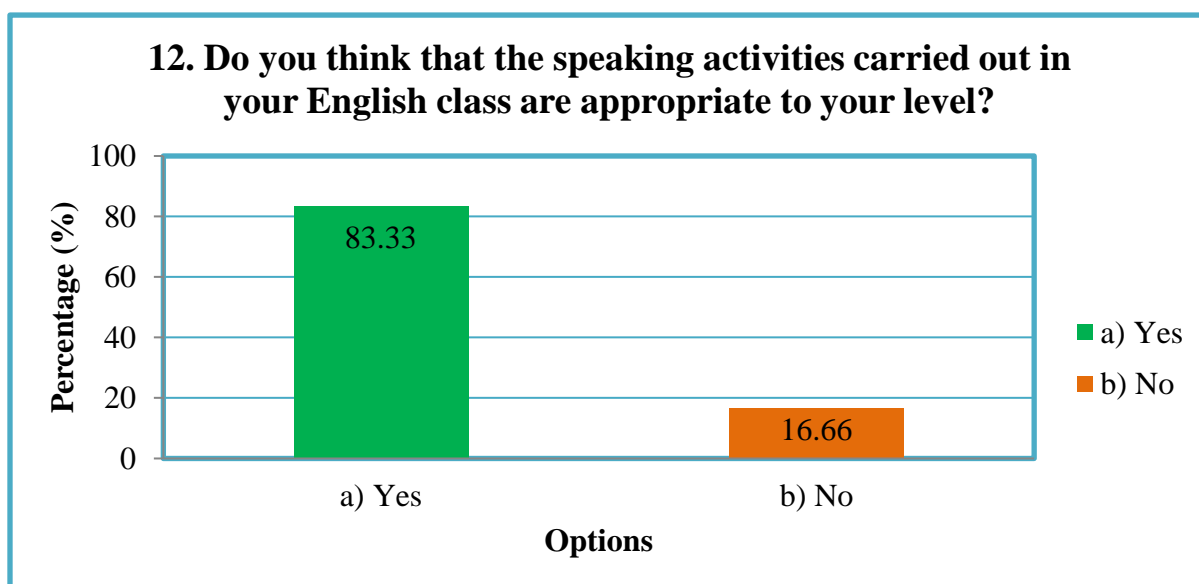

Analysis: this graph reflected that 76.66% of the student's opinion considered that the teacher included a variety of activities rather than only those from the book; however 23.33% of the students considered that the teacher did not apply a variety of activities in their classes.

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11. Do you think that the speaking activities used in your English classes are appealing to you?		
Options	Frequency	Percentage (%)
a) Yes.	28	93.33
b) No.	2	6.66
Total:	30	100

11. Do you think that the speaking activities used in your English classes are appealing to you?


Analysis: in this graph is observed that the majority of student (93.33%) considered that the speaking activities used in their classes were appealing to them. However 6.66% of students opinion stated that the speaking activities used in their classes were not appealing to them.

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| 12. Do you think that the speaking activities carried out in your English class are appropriate to your level?		
Options	Frequency:	Percentage:
a-) Yes.	25	83.33%
b-) No.	5	16.66%
Total:	30	100%

Analysis: this graph showed that the majority of student (83.33%) considered that the speaking activities that the teacher applies in their classes were appropriate for their level; however, 16.66% of the rest considered that those speaking activities that the teacher applies are not appropriate for their level.

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| 13. What benefits come from using a variety of speaking activities?		
Options	Frequency	Percentage (%)
a) Learn in a comfortable way.	5	16.66
b) Opportunities to practice the language.	21	70
c) Turn the English classroom into an active, safe, and enjoyable place.	4	13.33
Total:	30	100%

13. What benefits come from using a variety of speaking activities?
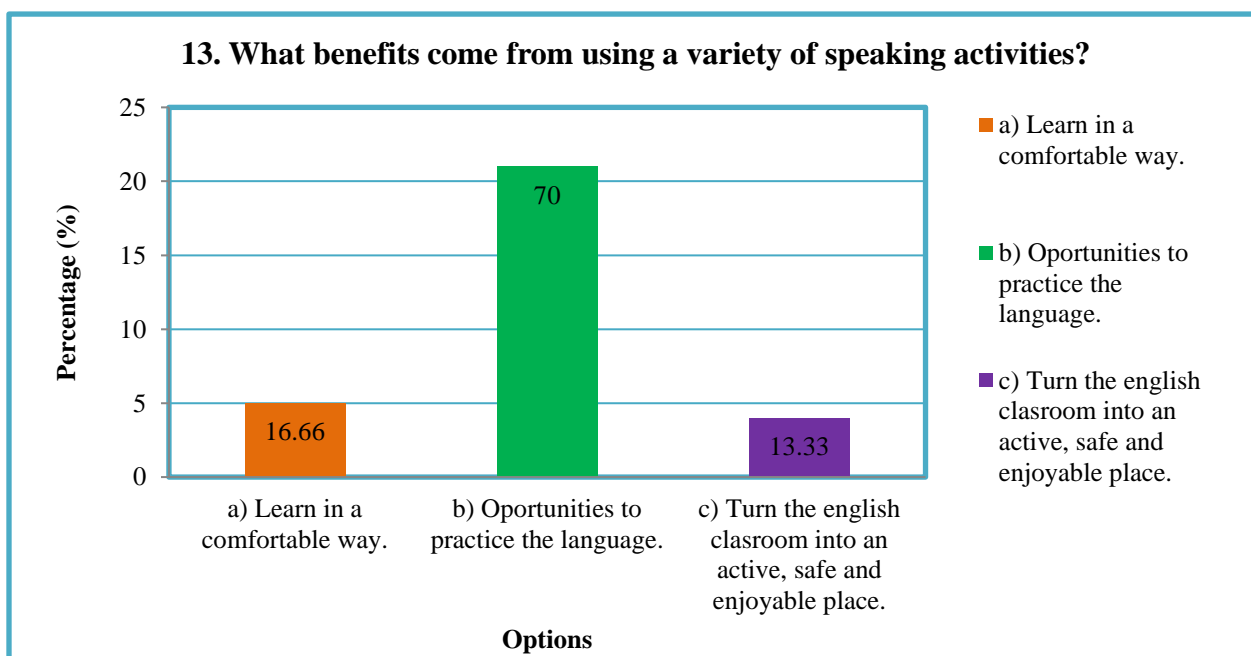
Analysis: this graph reflected that 70% from the total of students considered that the benefit of using a variety of speaking activities in their classes was that it gives them more opportunities to practice the language, whereas, 16.66% of them consider that the benefit was that they can learn in a confortable way and the last 13.33 of the students considered that the benefit was that using a variety of speaking activities turns the English classroom into an active, safe and enjoyable place.

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14. How do you feel when you participate in speaking activities?		
Options	Frequency	Percentage (%)
a) Satisfied with your participation.	16	53.33
b) As if you need to improve your English.	13	43.33
c) Ashamed, because you don´t know if you did it well.	1	3.33
Total:	30	100

14. How do you feel when you participate in speaking activities?
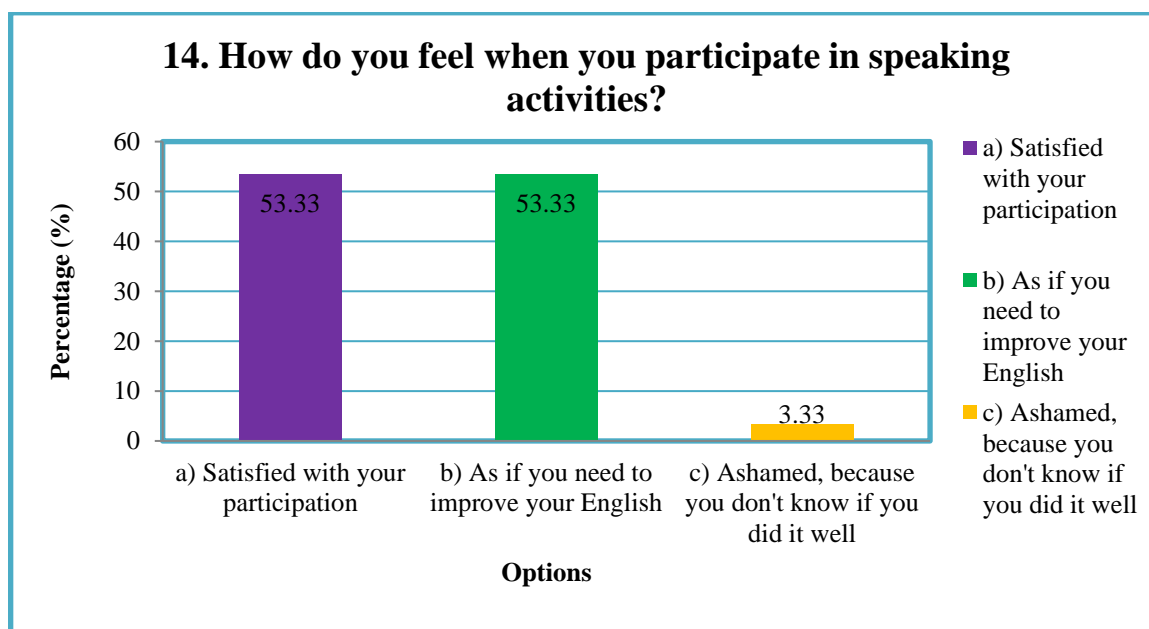
Analysis: in this graph is observed that the majority of students (53.33%) felt satisfied when they participate in the class; however, other 43.33% felt as if they need to improve their English. Whereas other 3.33% considered that when they participate in classes they felt ashamed because they do not know if they did it well.

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15. Which speaking activity can you suggest to teachers for improving students´ English level?		
Options	Frequency	Percentage (%)
Suggestions	7	23.33
No suggestions	23	76.66
Total:	30	100

15. Which speaking activity can you suggest to teachers for improving students´ English level?
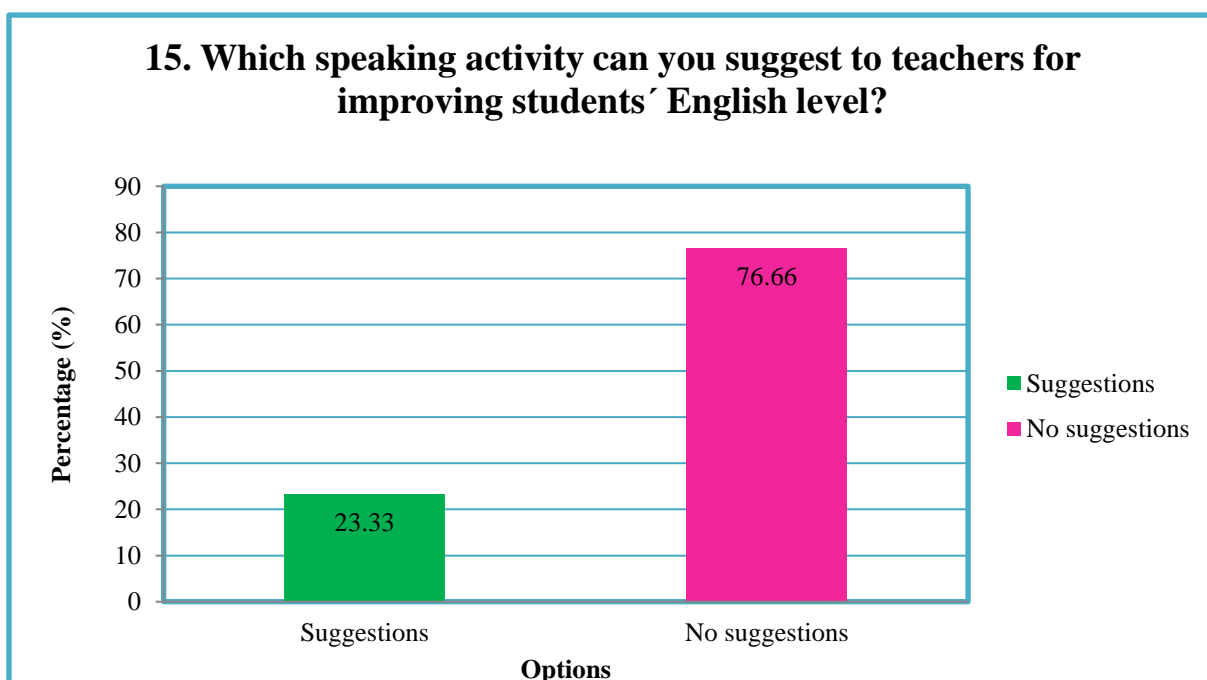
Analysis: this graph showed that the majority of students did not have suggestions for their teachers in order to help them to improve their English level. However, 23.33% of them added some opinions such as, role-plays, debates, songs, telling stories, games, reading discussions, vocabulary games, skype calls with native speakers during the class, manage better the class-time, and, opportunities to express their thoughts; are some of the suggestion they had to their teachers in order to help them to improve their language.

V. DISCUSSION OF RESULTS

A. ANSWERS TO RESEARCH QUESTIONS

- How often are speaking activities implemented in the Basic English courses?

  Base on the findings, speaking activities are always implemented in the English class, which confirms that the most demanded skill for teachers to develop is the speaking skill.

- What are the speaking activities most used in the Basic English courses that enhance students' participation?

  The speaking activities that are used the most in the English classes are dialogues and discussions.

- What is students' perception/opinion about the speaking activities that the teachers used in the Basic English courses?

  Students consider that the speaking activities implemented in the English classes are interesting. They also think that the speaking activities help them develop their speaking skill in a very effective way.

B. MOST OUSTANDING FINDINGS

Based on the data gathered, the study reveals that the most developed activities in the English classes are speaking activities. A great number of students confirm that speaking activities are always used in class. It is worthy to say that the majority of students consider that speaking activities carried out in the class are interesting, which leads to believe that teachers are doing a great job. A great number of students think that speaking activities carried out in class help them to improve fluency, pronunciation, vocabulary and grammar. Students also believe when teachers vary speaking activities they have opportunities to practice the language.

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Moreover, the use of variety of speaking activities trigger students to actively participate in speaking activities. The teacher's methodology is another important aspect that encourages students' participation. According to Cervantes (2009) students are interested in the methods, strategies and techniques that the teacher is going to use in order to carry out the class (*Living up College English Classes with Games.* ENGLISH TEACHING FORUM, 47(3) (2009), 20-25, 38). To make students participate, teachers can vary the speaking activities such as discussion, group activities, pair activities or games.

Definitely, through the administration of the questionnaire and the observation carried out in Basic Intensive English I courses, it was found that students participate if teachers engage them, if students are willing to participate and if the methodology that teachers use allows them to participate and to use the target language studied in class. All those aspects help students to improve their speaking skill.

Moreover, the methods or approaches teachers should focus on should be interesting and should capture students' attention, too, and the implementation of interesting activities in classroom have to challenge and motivate students to speak, as well. Surveyed students declared that the most developed English speaking activities and in which they participate the most are dialogues and discussions. Finally, both verbal humor and use of students' first names as well as nonverbal eye contact or positive gestures can be useful strategies to motivate students to participate in speaking activities in the classroom.

VI. Conclusions

1. Inductive Approach and Direct Method were the approaches and methodologies used the most during Basic Intensive English I Courses when developing speaking activities while giving instructions and explaining new topics. This made students felt more comfortable with the language. Brown (2007) states that discussions, role-plays, and dialogues are effective activities which motivate students to participate in speaking activities. The findings showed that teachers of Basic English level are on the right way carrying out these types of activities not only to motivate students but also to increase students' speaking skill.

2. Teachers focused their attention most on the time in the development of speaking activities. Even though, students talking time lasted between five minutes the least and twenty minutes the most.

3. Students talking time affected the management of the communication, sometimes students felt bored in their classes when the writing or reading activities took a lot of time and when even they were not discussed,

4. Besides, students used the target vocabulary learned during each session; so, they had confidence with speaking activities.

5. As a conclusion, students demonstrated that what they preferred was the variety of speaking activities and the interesting topics developed in the class.

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VII. RECOMMENDATIONS

RECOMMENDATIONS FOR TEACHERS

1. Those activities such as discussions, role-plays and dialogues which motivate students so far, and help them develop their speaking skill; must be still developed by teachers.

2. To make the speaking activities from the book more appealing to students, it is necessary to have included supplementary material such as audios, photocopies or visual aids by teachers.

3. As Cervantes (2009) states games provide a great opportunity to increase participation, change students attitude and the acquisition of the language is in an excellent environment; so that, they must be included in classes by teachers.

4. Students' talking time should be managed, so, the vocabulary could be practiced more by students and the language skills could be improved.

5. Different activities in each class should be included in the lesson plans by teachers, and exchange them in order to not have every day same activities

6. Shy students should be motivated by teachers to participate in order to have them engaging better in their classroom and lose fear.

7. Speaking activities are essential for enhance communication; so that, it is necessary not to forget applying those, teachers would manage better the time. It is suggested to include at least 3 or more speaking activities in each class.

RECOMMENDATIONS FOR STUDENTS

1. The vocabulary studied and developed in class during the different speaking activities must be included and studied inside and outside the classroom by students, so they will have a better management of the topics and get fluency in the language.

2. Students who do not participate in classes should be encouraged by those students who participate in classes in order to include them.

3. To take advantages of the moment of speaking trying to avoid Spanish or digressing and do not worry for making mistakes in order to get fluency since they are speaking practice activities.

4. The speaking skills will be improved by participating actively in each speaking activity during the class.

"A descriptive study of speaking activities implemented in Basic Intensive English I courses (groups 05 - 06) semester I at the Foreign Language Department at University of El Salvador in 2018"

2018

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Annexes

DATA COLLECTION INSTRUMENT

BEHAVIOR RATING SCALE
UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

DATE: _____ **TIME SCHEDULE:** _____
COURSE: _____ **GROUP:** _____
OBSERVER: _____

OBJECTIVE: To collect information related to the topic "A descriptive study of speaking activities implemented in Basic I courses (groups 05 - 06) semester I at the Foreign Language Department at University of El Salvador in 2018"

Direction: For each of the behaviors listed below, circle the appropriate number, using the following key: 5 = Excellent, 4 = Above-Average, 3 = Average, 2 = Below-Average, 1/0 = Poor.

PRONUNTIACTION -Struggle to pronounce words -mispronounce words -silence	5	4	3	2	1	0
LANGUAGE SKILLS -correct usage -appropriate vocabulary and grammar -understandable (rhythm, intonation, accent) -spoken loud enough to hear easily -use of Spanish	5	4	3	2	1	0
MASTERY OF THE SUBJECT -give examples -spoken, not read -able to answer questions -use of target language	5	4	3	2	1	0
OVERALL IMPRESSION -very interesting / very boring -very good / poor communication -high / low confidence	5	4	3	2	1	0

TOTAL SCORE _____ / 20

*Number of time speaking activities were implemented   5   4   3   2   1   0

*Amount of minutes given to each activity: Activity1 _____min   Activity2 _____min

Activity3 ____min   Activity4 ____min   Activity5 ____min   Activity6 ____min
Observation: _____
_____
_____

Adapted from: http://hplengr.engr.wisc.edu/Rubric_Presentation.doc

"A descriptive study of speaking activities implemented in Basic Intensive English I courses (groups 05 - 06) semester I at the Foreign Languáge Department at University of El Salvador in 2018"

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DATA COLLECTION INSTRUMENT

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

OBJECTIVE: To collect information related to the topic "A descriptive study of speaking activities implemented in Basic Intensive English I courses (groups 05 - 06) semester I at the Foreign Language Department at University of El Salvador in 2018"

GENDER   **F** ☐   **M** ☐

DIRECTION: Read each of the following questions presented below and underline one of the answers that you consider appropriate.

1. Which activity is developed the most in your English class?

   a) Reading activities
   b) Listening activities
   c) Writing activities
   d) Speaking activities

2. How often are speaking activities developed in your English classes?

   a) Almost always
   b) Sometimes
   c) Rarely
   d) Never

3. How do you consider the speaking activities in your English class?

   a) Interesting
   b) Boring
   c) Need to improve
   d) Other: _____

4. How do you consider that speaking activities help you develop your English?

   a) Effectively
   b) Average
   c) Poorly
   d) Not at all

5. In which area do you think the speaking activities help you more? (underline only one)

   a) Vocabulary
   b) Grammar
   c) Pronunciation
   d) Fluency
   e) All of them

6. From the following speaking activities, which is *THE MOST USED* in your English class? (choose only one)

    a) Role-plays
    b) Debates
    c) Dialogues
    d) Discussions
    e) Games (puzzles, map-reading, etc.)
    f) Other:_____

7. From the following list, which activity *IS RARELY* used in your English class? (choose one option)

    a) Role-plays
    b) Debates
    c) Dialogues
    d) Discussions
    e) Games (puzzles, map-reading, etc.)
    f) Other:_____

8. Which of the following speaking activities do you consider gives you more chance to improve your English? (underline only one)

    a) Role-plays
    b) Debates
    c) Dialogues
    d) Discussions
    e) Games (puzzles, map-reading, etc.)
    f) Other:_____

9. Which of the following speaking activities do you like the most? (choose one option)

    a) Role-plays
    b) Debates
    c) Dialogues
    d) Discussions
    e) Games (puzzles, map-reading, etc.)
    f) Other:_____

10. Does the teacher include different speaking activities rather than those from the book?

    a) Yes
    b) No

11. Do you think that the speaking activities used in your English classes are appealing to you?

    a) Yes
    b) No

12. Do you think that the speaking activities carried out in your English class are appropriate to your level?

    a) Yes
    b) No

13. What benefits come from using a variety of speaking activities?

    a) Learn in a comfortable way
    b) Opportunities to practice the language
    c) Turn the English classroom into an active, safe and enjoyable place

14. How do you feel when you participate in speaking activities?

    a) Satisfied with your participation
    b) As if you need to improve your English
    c) Ashamed, because you don't know if you did it well

15. Which speaking activity can you suggest to teachers for improving students' English level?

    _____
    _____
    _____

Research Time Table

Activities	January 1	January 2	January 3	January 4	February 1	February 2	February 3	February 4	March 1	March 2	March 3	March 4	April 1	April 2	April 3	April 4	May 1	May 2	May 3	May 4	June 1	June 2	June 3	June 4
Research group organization		yellow																						
Meeting with the advisor			green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green	green
Topic selection			orange	orange																				
Topic delimitation			blue	blue																				
Theoretical framework / literature review				gold	gold																			
Research question				yellow	yellow																			
Research objectives					brown	brown																		
Justification					purple	purple																		
Research design						red																		
Instrument design						cyan	cyan																	
Pilot test							brown																	
Collection of data								blue	blue	blue	blue	blue	blue	blue										
Analysis of the data															red	red	red							
Conclusion																		gold	gold					
Recommendation																			olive	olive				
Tutorial																					red	red	red	
First draft presentation with corrections																					gold	gold	gold	gold

Presented by: Katherine Orellana, Mónica Hernández and Victoria Marín