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DEPARTMENT OF FOREIGN LANGUAGES

"PERCEPTIONS OF STUDENTS OF INTENSIVE INTERMEDIATE ENGLISH I FROM THE ENGLISH TEACHING MAJOR, GROUPS 04 AND 09 OF THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR ABOUT THE ENGLISH TEACHING METHODOLOGIES APPLIED IN THE ENGLISH LEARNING PROCESS IN PUBLIC HIGH SCHOOLS, SEMESTER II-2017"

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FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

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ABSTRACT

The present research is about finding the perceptions of students about methodologies that teachers apply on the high school level of the public Salvadorian educational system as well as the perceptions of the learning acquired by these students. For this project, the research staff took two groups of Intensive Intermediate EnglishIstudents that were coming from the public educational system of El Salvador; these two groups were Intensive Intermediate English I, groups 04 and 09, students at the moment studying the B.A in English Teaching, Semester II-2017, at the Foreign Language Department of University of El Salvador.

The research pretended to set a data basis about the methodologies applied in the public high schools of the educational system in El Salvador, this can be helpful for future teachers, students and education managers interested in any English teaching or learning process. The main goal was to understand the English methodologies applied in those classrooms from the perceptions of students from public high schools.

This research finds and describes the use of English teaching methodologies and the perceptions of students by the non- experimental research design. It means the research was developed in a real context where that situation already existed. It means this research was made without manipulating deliberately the variables. The data was collected through two questionnaires that were given to the pupils, one questionnaire intended to measure students´ perceptions about their English learning process in the oral skill and the other intended to find out the English teaching methods mostly used during their high school study time.

The data in this research was collected once by using two questionnaires, for this reason the investigation was transversal and transactional. The process consisted in measuring in a group of people or things one or more variables, in this case the methodologies and the perceptions of students were the two variables measured.

Finally, it is important to mention that according to the results and based on the characteristics asked in the questionnaire about methodologies, there is not a dominant method used in the schools because every teacher uses different teaching methods during class and not all the students perceived their speaking learning process equally.

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CHAPTER 1

1. INTRODUCTION

As countries in Latin America seek to enhance their competitiveness and prospects for economic growth, skills gaps of various types emerge that represent potentially serious bottleneck (Fiszbein,Consentino&Cumsille, 2015). English teaching methodologies applied in public high schools is one important topic to discuss and the perceptions that students have of these methodologies are not less important. According to statistics English Language Learning (ELL) in Latin America is deficient and while many governments are making important efforts to solve this situation, the gaps are significant. Furthermore, the lack of information limits to the governments to adopt approaches to improve (ELL) in schools and other educational institutions.

The International Business Community (IBC) recognizes the growing importance of English learning for International collaboration and success in the global economy. In a 2013 study, 87% of senior human resource managers of multinational companies in thirteen countries including Brazil, Chile and Mexico, said English language is important for their employees (Educational Testing Service &Public Affairs 2015) It also found the need of English has increased over the past few years and that will continue to grow in the future. National studies from Latin America confirm these international perspectives. For example, in a study in El Salvador, human resource managers and assistants in 300 businesses identified foreign language as the second hardest skill to find among staff (Zepeda &Bolaños, 2010). In a similar study is Costa Rica (Gonzales& Rojas, 2011)

English learning is increasingly necessary nowadays for business and international communication and links the prospects for economic competitiveness and growth in the global economy. Latin America has made considerable efforts to improve English Language Learning (ELL) with policies and programs, as a result more people in Latin America is having access to the English Language Learning (ELL). (Thedialogue, Katherine C. and Ariel Fiszbein,2016).

However, the educational system is simply not having good English teaching methodologies. Schools are often unable to provide the necessary English classes. Learning English opportunities outside of the educational system are increasingly available but are unable to make up for deficiencies within formal education. (Ariel Fiszbein, 2016).

Unfortunately, the reality is more complex: actual access to English language learning in schools is far from universal. It must be said that the participation in English classes is not tracked in a systematic manner across countries in Latin America and the information available is often incomplete, inaccessible or outdated. Uruguay and Costa Rica have made important efforts to expand the coverage of English language learning in public schools. Uruguay`s English programs reach 95% of students in 4th through 6th grades in urban schools and are widespread in secondary schools (Centro Ceibal,; Comision de Politicas Linguisticas,2012).

In El Salvador there is no a study of how the country is growing its English teaching methodologies and learning in public schools, institutes or private English Academies and according to the global EPI (English Proficiency Index. www.ef.com) El Salvador is in the 69th of 80th countries positions with one of the lowest English spoken in all over the world. This research project seeks to discover the perceptions of students about the English teaching methodologies applied in public high schools. These students are from Intensive Intermediate English I, groups 04 and 09 studying the B.A in English Teaching, Semester II-2017, at the Foreign Language Department at the University of El Salvador who studied at public high schools and were exposed to the Ministry of Education's school programs.

1.1 DESCRIPTION OF THE PROBLEM

Through the years Latin America has changed and seeks to enhance their competitiveness and prospects for economic growth. Times have changed in El Salvador too and learning another language has been part of that change. The most common foreign language in El Salvador is English. There is a lot of information going through written publications and social networks, so it is a must to learn English in our country; that promises diverse job positions and better salaries to youth population (Plan COMPITE, 2009.).

COMPITE was a program established in 2009 by Mauricio Funes Government and its main purpose was to improve Salvadoran´s economy. This program was focused on giving all the necessary tools to students who wanted to learn a foreign language as English. The program benefited cities such as: San Marcos, San Miguel and Santa Tecla. The program consisted in training teachers and students in the English area. The teachers would be trained every certain time with the most competitive English teaching methodologies and students were motivated in every course to continue studying the language.

One of the main problems in our country is that teachers in public institutes are not being trained to teach English as a foreign language. There is no evidence or studies, these previous years that can mention teachers are having a good training focused on teaching English (El Salvador.com. artículo sobre la educación actual en El Salvador.2017). The researchers believe that El Salvador needs a better educational system from its roots and more competitive governments who can really think about the population needs and benefits.

One of the most helpful tools and benefits that English teachers in our country may have is: training. Teachers trained by different English Teaching methodologies will give El Salvador's teaching English area a more competitive youth population. According to (Ariel Fiszbein, 2016) Latin America does not have competitive English teaching methodologies in their public schools and institutes. Therefore, there is a need to incorporate better strategies for better results. In the English teaching field there are methodologies to teach English as a foreign language such as: Communicative language teaching, Total physical response, direct method, Silent way method, etc. All these methods can be applied in a class in order students may have a more outstanding and fluent English outcome.

1.2 BACKGROUND AND NEED

English proficiency is increasingly necessary nowadays for business and international communication. As it was mentioned before, El Salvador has the lowest English level of proficiency in all Latin America. (Fiszbein, 2016).

There is little information about El Salvador`s English learning and there is no information of its improving through the years. Although an effort has been made by the government and other private institutes to promote the language, a deeper study must be done. (ElSalvador.com. Enero3.2018)

El Salvador needs more English programs as COMPITE; this will make our country more competitive and ready to have better job opportunities for our new generations. There should be special instruments to measure competitive English teaching methodologies. This research project pretends to contribute with more findings about the topic and make conscious of this great issue.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to explore in the first place the English Teaching methodologies applied in the English learning process in public high schools from students from Intensive Intermediate English I, groups 4 and 9 studying the B.A in English Teaching, Semester II-2017, at the Foreign Language Department at the University of El Salvador and secondly it was to find out the students' perceptions of the English subject that is taught in public schools nowadays.

The researchers chose to gather information from students from the University of El Salvador who had recently finished their high school and studying English as a Foreign Language with a teaching option. In order to have better   results, the researchers asked students who studied in Public high schools to complete two questionnaires. There were a total of sixteen students from public high schools per group: Groups 04 and 09. The first day the pilot questionnaires were provided to them, this was in order to measure students´ answers. The researchers only needed to know if the main idea was understood by students. The second day the official questionnaires were provided to students and they answered it in twenty minutes.

1.4 SIGNIFICANCE OF THE STUDY

This research project contributed to know more about the English teaching methodologies applied in public high schools through students´ perceptions and to know from students' opinions how much they feel they learned. El Salvador has made efforts and is still doing more for the youth education. For researchers, important discoveries have been found. For instance, the importance of having better English level of proficiency and enhance competitiveness and prospects for economic growth. In the case of the participants, it was perceived that the topic was interesting for them and they looked for more information about it. Although their attitude toward the English teaching methodologies on public high schools was not totally pleased, they were positive toward their career and their future in this country.

1.5 DEFINITIONS

Here are the most important definitions in this research project.

- **English teaching Methodology**: is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about nature of language, and how it is learnt. Known as "approach". Example: Grammar Translation Method, The Audio Lingual method and the Direct Method are clear samples of methods, with associated practices and procedures among them, and each of them are based on different interpretations of the nature of language and language learning. In the classroom teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners.
- **Foreign Language:** is a language not widely spoken and used by the people of a community society or nation. (technical English dictionary,2018)
- **Learning:** it is the act or experience of one person that learns; It is knowledge or skill acquired by instruction or study; Modification of a behavioral tendency by experience such as exposure to conditioning. (Merriam Webster dictionary , 2018)
- **Public Institution:** the name that is applied to a school, college, courthouse, library, hospital and other place that is run for the public to use. The opposite of private institution. (The law dictionary Online dictionary second Edition , 2017)

- **Perceptions:** the process of receiving information about an making sense of the world around us. (physiologistdictionary.com,2018)

  According to Introduction to psychology perception refers to the way sensory information is organized, interpreted, and consciously experienced. (Lumenleanirng.com)

- The ability to see, hear or become aware of something through the sense. (OxfordDictionary.com,2018)

- **Survey:** to examine as to condition, situation, or value.

- To query (someone) in order to collect data for the analysis of some aspect of a group or area. (Merriam-WebsternDictionary.)

1.6 LIMITATIONS

During the process of this research project there were some limitations. One of them was a small sample size. At the beginning of the research project the population was the students from public high schools from San Salvador. And when the time came to ask to the principals and teachers for permission to do the research study in their public schools they showed a certain level of reluctance. The idea of visiting the institutions was to observe both teachers and students in their class behavior or attitudes toward the English subject as in the teaching and its absorption. But the conditions were not the best to carry out the study in real classrooms. Due to this inconvenient and because of the lack of time and lack of monetary resources from the researchers, the research advisor (Licda. Magaly del Carmen Abrego Saravia) recommended to the research staff to abandon the idea of select a group of students from the Foreign Language Department from the University of El Salvador and a mixed method and to use just the quantitative one. The research team took it into consideration and at the end they accepted the idea of the quantitative method only. Now with this idea in mind, the research group decided to do the investigations with students from FLD of the University of El Salvador.

According to the researchers' expectations it was a population of at least 90 students in total. Unfortunately, it was not possible to have that population, therefore, the sample on the research project was focused on students from B.A in English with emphasis in

teaching, Semester II 2017, from the subject English Intermediate I groups 04 and 09, which finished their high school studies from public high schools. Another limitation was the lack of resources and time. Also a lot of material was needed for instance: books, photocopies, the use of internet, the use of transportation, and food for the researchers. This stopped the research process and every step got slower but at the end every step was completed with constancy and effort.

1.7 GENERAL RESEARCH QUESTIONS

GENERAL QUESTION

What are the perceptions of students of Intensive intermediate English I groups 04 and 09 about the English teaching methodologies applied in their high school English learning process?

SUBSIDIARY QUESTIONS

1. What are the perceptions that students have regarding the English teaching methodologies applied in Salvadorian high schools of the public educational system?

2. What are perceptions that students have regarding their level of oral English proficiency during their high school?

3. What English teaching method students perceived that was mostly applied in class?

1.8 GENERAL AND SPECIFIC OBJECTIVES

1.8.1 GENERAL OBJECTIVE

To inquire into the perceptions of students of Intensive Intermediate English I from the English teaching major groups 04 and 09 of the Foreign Language Department at the University of El Salvador, about the English teaching methodologies applied in their English learning process during high school, semester II-2017.

1.8.2 SPECIFIC OBJECTIVES

1. To determine the perceptions that students have about the English teaching methodologies applied on the public high schools where students from Intensive Intermediate English I groups 04 and 09 studied.

2. To identify the most applied English Teaching methods in the public high school classrooms according to the students' perceptions.

3. To find out the students' perceptions about the oral English proficiency level they reached during their high school study time, carried out in students of Intensive Intermediate English I groups 04 and 09, semester II-2017.

1.9 Justification

It is a well-known fact that public Salvadorian educational system as many undeveloped countries has its failures. Thence, El Salvador has a lot to improve in the educational field. It needs to go beyond the ongoing methodologies or it needs to look for the strategies that can be helpful when applying the established methodologies so far. Of course, these weaknesses include all subjects and all levels from elementary school coming through high school to superior level. The English subject is one area that needs special attention especially when the education authorities are including the English teaching as a second language from first grade because they say English is a very important tool for youngsters to get better job opportunities.

However, if things are to continue in the same direction that leads to an end where the results are the same, it clearly means that it is time to aim into another direction to hit the desired target. For sure, that target is not to have (at least for the moment) the best education system in the world probably, but it is to have a system that might be very good or excellent. Based on this situation, this research project wants to know the perceptions of students about the English teaching methodologies applied in their high schools and the perceptions of the level of English they learned regarding the speaking skill.

Knowing the students' perceptions about the English teaching methodologies applied in their high schools, this will help to improve the pre-established English teaching methodologies or at least it will help to realize whether their perceptions affect their learning process.

CHAPTER 2

2. LITERATURE REVIEW

2.1 HISTORICAL AND THEORETICAL FRAMEWORK

This study is based on El Salvador´s public educational system about the English language subject on students' teaching process during high school. In addition, in this special occasion, teaching English in El Salvador has been a closed topic to investigate. Schools in El Salvador began to teach English in 1939, (**Salazar and Rodriguez 1988 memoria histórica Departamento de Idiomas)** but only from the seventh to eighth grade, because in high school, French was the language that was taught. These students did not learn how to communicate with others, the only thing they were taught were long vocabulary lists. In the beginning of the 1960s, English teachers began working with the audio-lingual method (ALM). They used the repetition technique , filling in the blanks , building sentences , transforming affirmative sentences into negative ones, and statements into questions, and vice versa.

There are some teaching techniques and methodologies used in the public schools in El Salvador. Many exponents of the language have made different studies about the English teaching methodologies teachers have used in public schools and the outcome this might have on students.

According to the plans of studies, the English language is taught from seventh grade to eleventh grade during three hours class per week.

In El Salvador English is taught, as a foreign language in public schools (EFL) but there is a difference when the student is in the classroom and out of the classroom, in this case there is a communicative distinction (Brown 2001) when students go outside the classroom which language predominates. (Brown 2001)

In English as a foreign language student (EFL), the student finds a social, cultural and linguistic context in which the English is barely present or not at all and therefore not. You need to interact and survive in that context. Teaching English inEl Salvador falls into

this category, as well as teaching English in any country where the English language is not the current language.

Language Proficiency

Nowadays, in our country El Salvador, it is very popular to study a foreign language such as English but in order to become a well-rounded communicator people need to be proficient in each of the four skills such as, listening, speaking, reading, and writing. Regarding this speaking skill it is important to mention that this research project is focused on how students perceived their speaking skill during their high school study time.

This means the way they perceived their performance during that period of time. According to the Oxford dictionary Language proficiency is the ability of an individual to speak or perform in a language. This ability provides the speaker with advantages and gives the learner the ability to communicate with people from other countries.

2.2 THEORETICAL FRAMEWORK

The English teaching and learning process has experimented many significant changes during the last two centuries. These changes are based on the need of people for communicating with people of other countries of regions (Cortazzi, 2011) However, not all these changes occurred from sunset to dawn. This fact has turned English in a lingua franca. However, for coming to this far, English language has undergone a lot of trends that in some way begun five hundred years ago.

During the Renaissance (1500) was a period of revolutionary movements almost in all human issues: art, science, religion, politics, and of course teaching. Talking about languages, during this period, only Latin and Greek were taught and Latin specifically was considered a Lingua Franca. It means that all the issues written about were taught and written in Latin. (Anthony E.M (1963) Nevertheless, it does not mean that all countries in Europe spoke the same language it only means that teachers use Latin only to instruct the students. It was done this way because people in those days can see their Latin as elegant and refine.

However, scholars discovered that the Latin taught in the classrooms was not the same that people used in the daily life. This meant that for common people the important thing relied on the message than the rules. Another thing was the people wanted to communicate with people of distant places especially for commercial reasons so that they began to think about how to learn other languages in order to deal with people of other countries. (Anthony E.M (1963)

During all this time, the ruling methodology used to teach was the classical method or grammar translation method. This method continued to rule over the following four centuries. Even though it is very orthodox, it is still used by many teachers because they like to feel the sensation of power over the students in a false idea of being erudite.(Anthony E.M (1963).

Before introducing the English teaching methods, it is important to know the concept of method and the concept of approach.

An approach

Approaches are theories that are derived from the areas of linguistics, sociolinguistics, and psycholinguistics and are the source of principles and practices of language teaching. (National and Kapodistrian University of Athens).

A method

According to the National and Kapodistrian University of Athens *all methods are a pre-packaged set of specifications of how the teacher should teach and how the learner should learn derived from a particular theory of language and a theory of language learning.*

For the teacher, methods prescribe what materials and activities should be used, how they should be used and what the role of the teacher should be when teaching a second language. For learners, methods prescribe what approach to learning the learner should take and what roles the learner should adopt in the classroom.

Here are some methods that were involved in this study:

GRAMMAR TRANSLATION METHOD

The grammar translation method was established in Germany and France around 1900 (Cortazzi, 2011) some of the main characteristics are:

- **Instructions are given in the native language of the students**

  This means that the teacher does not need to speak the language that he or she is teaching

- **The target language is little- used**

  Students are not demanded to use the language they are trying to learn in the classroom

- **Students are required to read difficult literature from the very beginning**

  This makes students to be reluctant to the learning process

- **Translating exercises into the mother tongue is a must**

  Students are obliged to complete many translation exercises into their native language without teacher´s assistance.

- **It is not required that the teacher speaks the language he/ she is teaching**

  This means that any teacher can teach a language as long as he or she masters the rules.

DIRECT APPROACH

According to Charles Berlitz (1970), this method differs of the classical method. In the idea that is focused on the communication more than in the rules.

- **Mother tongue is not allowed since the first class**

  Teachers speak the target language and encourage students to do the same.

- **The dialogues and anecdotes are modern especially according to the learners' environment.**

  Dialogues are according to real situations such as conversations in the bus, conversations with friends, short stories about students´ life or famous people.

- **The use of pictures and audios are used to make meaning clear**

  Audios and videos are presented in class to make a meaningful class.

- Emphasis on: – oral interaction, spontaneous use of language, no translation, and little if any analysis of grammatical rules and structure.
- New teaching points are introduced orally. Communication skills are organized around question-answer exchanges between teachers and students. Speech and listening comprehension are taught.

THE AUDIO LINGUAL METHOD

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement (1950). The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. Holliday A..(1994) appropriate methodologies and social context. 1994, de English methodologies Sitio web: http://blog.tjtaylor.net/method-audio-lingual/

However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.There are several characteristics in this method:

- New material is presented in dialogue form.
- There is dependency on mimicry, memorization of set phrases, and overlearning.
- By constant repetition, the learner develops habits.
- Language learning is seen as acquiring a set of appropriate mechanical habits; errors are not accepted because the lead to the development of bad habits.
- The role of the teacher is to develop good language habits
- There is little or no grammatical explanation. Grammar is taught inductively.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue by teachers is permitted and successful responses are reinforced.

THE SILENT WAY

Another important approach is The Silent way by Caleb Gattegno (1963). It is characterized by solving problem approach, develops independence and autonomy, and encourages students to cooperate with each other. According to Gattegno (1963), earning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned. In addition, Learning is facilitated by accompanying (mediating) physical objects and by problem solving the material to be learned.

For Gattegno(1963) there were important techniques in the silent way when learning another language such as:

- Teacher`s silent: Teachers are generally silent, only giving help when is needed.
- Peer correction: students are encouraged to help each other in order to help not to compete.
- Self-correction gestures:
  Teachers use hands to indicate something is incorrect or needs to be changed.

SUGGESTOPEDIA

One of the innovative methods during the 1970's (GeorgiLozanov). Lozanov suggests that the human brain could process great quantities of material if simply given the right conditions for learning, among which are a state of relaxation and giving over the control of the teacher. Music is central to this method. Lozanov (1982) indicates that this method transcends the language classroom and can be applied in other school subjects. He claims that about 200 to 240 new words may be introduced each lesson.

There are different aspects to take into consideration when applying this teaching method:

- Learning is facilitated in an environment that is as comfortable as possible, featuring soft cushioned seating and dim lighting.

- Learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and various grammatical information.

- The teacher assumes a role of complete authority and control in the classroom.

TOTAL PHYSICAL RESPONSE - TPR

TPR is an approach to teaching a second language, based on listening linked to physical activities, which are designed to reinforce comprehension.

TPR is a method developed by Dr. James J. Asher to aid learning second languages. The method relies on the assumption that when learning a second or additional language, that language is internalized through a process of code-breaking similar to first language development. (Cortazzi, 2011)

These are the most important aspects:

- Students respond to commands that require physical movement.
- Appropriate activities can produce stress-free learning.
- Learners are encouraged to speak when they feel ready to speak.

COMMUNICATIVE LANGUAGE TEACHING (1980s)

It was Noam Chomsky`s theories in the 1960s, focusing on competence and performance in language learning. That gave rise to communicative language teaching, but the conceptual.

An emphasis on learning to communicate through interaction in the target language. Authentic and meaningful communication should be the goal of classroom activities.
(Cortazzi, Traditional Approaches 2011)

- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

TASK-BASED LANGUAGE LEARNING

The Task-based language learning (TBLL) is a method of instruction, which focuses on the use of authentic language, and students doing meaningful tasks using the

target language; for example, visiting the doctor, conducting an interview, or calling customer services for help.

TBLT was popularized by N. Prabhu (1987) while working in Bangalore, India. Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions. The Task- Based Language Learning approach main aspects are:

- Assessment is primarily based on task outcome (ie: the appropriate completion of tasks) rather than simply accuracy of language forms. This makes TBLL especially popular for developing target language fluency and student confidence.

- In TBLL the role of the teacher changes from that of an instructor and prosecutor of errors to that of a supporter and inventor of tasks which her/his learners enjoy doing.

- It is useful to divide the learning process in TBLL in three phases: The pre-task phase, the doing of the task, and the post-task phase. Taken together they form a task cycle. The major role of the teacher changes from phase to phase.

CHAPTER 3

3. METHODOLOGY

This section of the research study shows the different phases that were used to conduct the project. The methodology chapter consists of the following sections: Type of research, type of study, research design, population and sample, sample procedure, data collection instruments, data collection procedure and data analysis. It has been determined that in the research field of the human behavior exists four types of study, which are classified as descriptive, explorative, explicative and correlational.

3.1 Type of research

For the present project the research team used a quantitative research. In natural and social sciences, quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. *(*The SAGE Encyclopedia of Qualitative Research Methods *(*Given, Lisa M. (2008).)

3.2 Type of study

The type of study used in this research is descriptive. Descriptive studies search to specify important properties of people, groups, communities or any phenomenon that is submitted to analysis (Danke, 1986). They measure or evaluate dispersed aspects, dimensions or components of the phenomenon or phenomena to be researched. Descriptive research, in comparison to the little structured nature of exploratory studies, requires considerable knowledge of the area being researched to formulate specific questions that tries to answer (Danke, 1986). Therefore, this research describes and finds out the use of

English teaching methodologies and high school students' perception from those methodologies.

The research design of the study is structured as non-experimental research design. Besides that, the data was collected through two questionnaires that the students under study answered according to the learning experiences they had when they were in high school.

3.1 Research design

In this study, the non-experimental design was used. It means the research was developed in a real context where the situation already existed. It means this research was made without manipulating deliberately the variables. The independent variable on this research is *"The English teaching methodologies applied in the English learning process in public institutes*. In contrast; the dependent variable is:*"the perceptions of students of Intensive Intermediate English I, groups 4 and 9 studying the B.A in English Teaching, Semester II-2017, at the Foreign Language Department at the University of El Salvador¨.*In addition to that, this investigation was transversal or transactional because the data was collected one time by using two questionnaires. To carry out this research, the transactional descriptive design was chosen because it gives an idea about the state of one or more variables in one or more groups of people or things. The process consisted in measuring a group of people or things, one or more variables and give their description.

3.2 Population and sample

The population involved in this study was students of intensive intermediate English I at the foreign languages department of The University of El Salvador. Among the different groups available the research team took groups 04 and 09 studying the B.A in English Teaching, semester II-2017. These groups of learners, who were chosen for the sample, were male and female, but the large majority considered was the female group, which represented the 60%; the male group represented the 40%. The range of their ages

was from 18 years to 30 years old, and their study schedule was in the afternoon. Instructions were provided in the respective classrooms in a regular class day.

3.3 Sample procedure

The method to choose the sample was stratified sampling, which is one of the ways that probability sampling occurs. Stratified sampling consists of dividing the population into subgroups (strata) and members are randomly selected from each group. It means that the whole population from the two groups of intensive intermediate English I was divided into two subgroups. Those subgroups were divided into students who graduated from a public educational institute and from those who graduated from a private institute. After that, students who graduated from a public institute were randomly selected. Finally, the population was narrowed down to 32 students who studied at a public high school.

1.4 Data collection technique

The survey

The type of measurement instruments used was researcher-made instruments. These instruments consisted of two questionnaires.These questionnaires were carried out in Spanish language in order that the students understood clearly. The first one consisted of a series of 27close-ended questions related to seven methodologies of the most popular throughout the teaching history and the questionnaire was divided in seven blocks one for each methodology.

The second questionnaire consisted of a series of 20 closed ended questions. To make this questionnaire the researchers used as a reference the Common European framework to create the three blocks of questions that were made with the idea of measuring the different perceptions the students had about their oral skill developed during their high school time. It is important to say in this point that the team did not use the Common European framework it only was a reference point to make the three blocks of questions that appear in the questionnaire. Both questionnaires were carried out the same day and in a regular class day.

In order to make these measurement instruments valid and reliable, a pilot proof was carried out first. After that, it was reviewed and some adjustments were needed in order to have the right measurement instruments.

3.5 Data collection procedure

The data collection procedure was done with students at the Department of Foreign Languages of the University of El Salvador. A pilot questionnaire was administered to students of the two groups of English Intermediate I two weeks before the real measurement instruments were officially carried out. The date the pilot questionnaire was administered was on Monday, November 13th 2017. After that, the main measurement instruments were administered two weeks later the pilot proof was carried out. The official questionnaires were conducted on Monday the 27th 2017.

The data was collected using two different questionnaires. The purpose of the first one was to know about the different English teaching methodologies applied in public high schools when the students of intensive intermediate English 1, groups 04 and 09 from the bachelor in English emphasis on teaching 2017 studied their high school. The purpose of the second questionnaire was to measure the different perceptions these same students had about the oral English proficiency reached by them during their high school.The questionnaires were carried out under natural, non-manipulative settings. These ones were conducted in the student's classrooms which was the natural setting.

3.6 Data analysis

The data analysis is the last part that is going to provide the final outcome in the investigation. All data collected was analyzed with the use of statistics formula, making use of Excel and its applications. In order to analyze the data on the research, researchers used graphics from the measurement instruments that were used to collect the data. After that, researchers analyzed every question from the two measurement questionnaires that were used in this research study.

2. ANALYZING AND PRESENTING THE RESULTS

4.1GRAPHS

Graph # 1

GRAMMAR TRANSLATION METHOD

GTM

70%		
60%		
50%		56%
40%		
30%	44%	
20%		
10%		
0%	yes	no

■yes
■-no
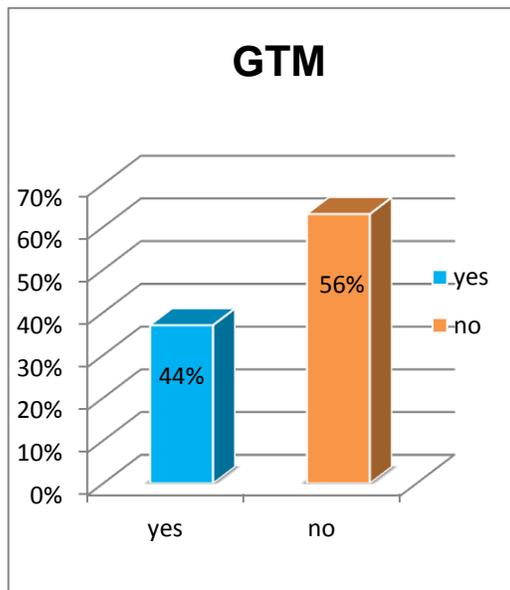
1- ¿En tu clase de inglés hablaba en inglés tu maestro?

2- ¿T e exigía tu maestro hablar en inglés en clases?

3- ¿Leías en tu clase de inglés textos muy avanzados en inglés?

4- ¿Traducías en tu clase de inglés textos del inglés al español?

The first graph represents the grammar translation method and the four questions that are related to it in the questionnaire. For this method out of the 32 students that were asked 44%answered YES and 56% answered NO.

Graph # 2

DIRECT METHOD

DM

52%	
51%	
50%	52% ■ yes
49%	■ no
48%	
47%	48%
46%	

yes   no
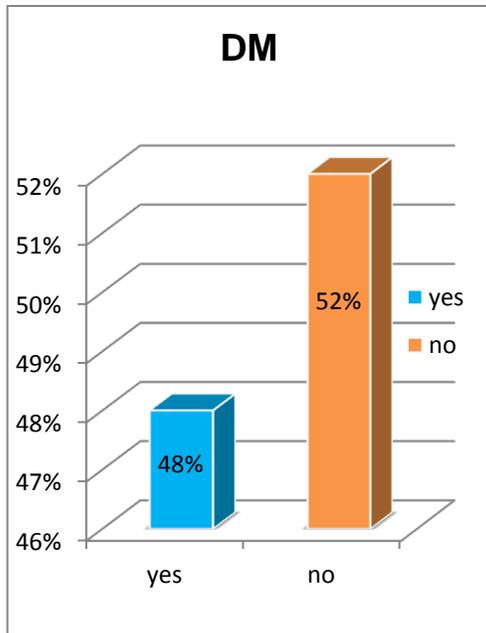
5- ¿Hablaba tu maestro en inglés todo el tiempo y te motivaba a hacer lo mismo?

6- ¿Eran las conversaciones en tu clase de inglés de temas acorde a la realidad, por ejemplo: conversaciones con amigos, conversaciones en el autobús, pequeñas historias de amigos etc.?

7- ¿Usaba tu maestro imágenes alusivas al tema para dar las clases?

8- ¿Usaba tu maestro videos alusivos al tema para dar las clases?

9- ¿Usaba tu maestro audios en inglés en tu clase?

In the case of the direct method the answers were almost by the half with 48% for YES and 52% for NO's. Practically half of learners were taught with this method and the half was not.

Graph # 3

AUDIO LINGUAL METHOD

ALM
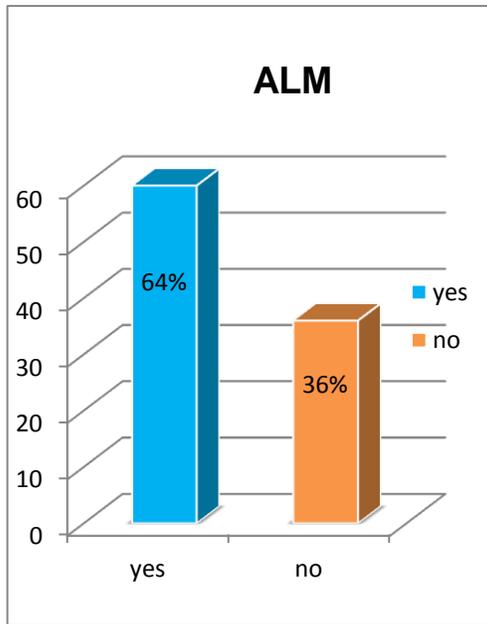
10- ¿Hacías juegos con mímica?

11- ¿Practicabas diálogos sencillos en inglés?

12- ¿Memorizabas frases en inglés, por ejemplo: buenos días, que tal etc.?

13- ¿Se le daba importancia a la pronunciación correcta de las palabras?

14- ¿Te exigía tu maestro cumplir con las tareas de inglés?

15- ¿Hacías muchas presentaciones orales como, exposiciones y conversaciones en inglés?

According to this graph, 64% of Students were under the influence of the audio lingual method. On the other hand, 36% of students did not have any relationship with this method.

Graph #4

SILENT WAY

SW

|	
60%	
50%	
40%	59%
30%	■ yes
20%	■ no
10%	41%
0%	
	yes no
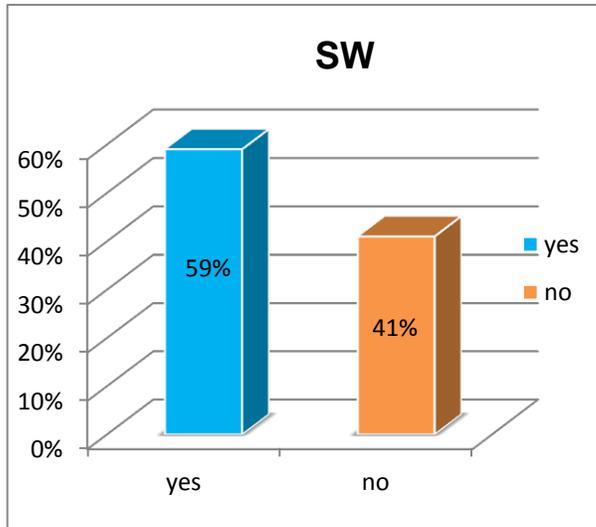
16- ¿Hablaba poco tu maestro la mayoría del tiempo?

17- ¿Hacías actividades grupales y ayudabas a tus compañeros en clase?

18- ¿Corregía el maestro tus errores?

19-¿Usaba tu maestro objetos para dar ejemplos en clase, por ejemplo: comida real, y material didáctico como tijeras y papel?

As shown in this graph, 59% of the students were involved in the usage of silent way method, and the rest of students represented in the graph for the 41% were probably under the application of a different methodology.

Graph #5

SUGGESTOPEDIA
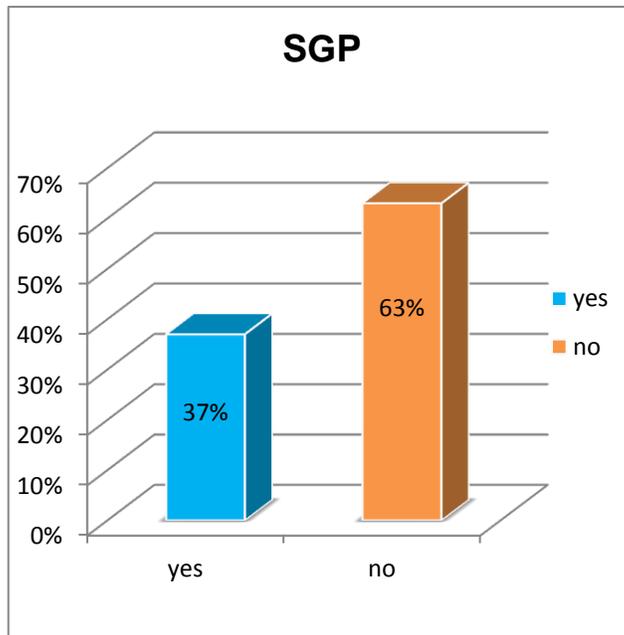
20- ¿Había en tu salón de clases decoración con vocabulario en inglés?

21- ¿Te permitía tu maestro hablar solo cuando él lo pedía?

As it can be observed only a 37% of Students were under the influence of Suggestopedia and 63% were not, which represents the majority of the students asked.

Graph # 6

TOTAL PHYSICAL RESPONSE
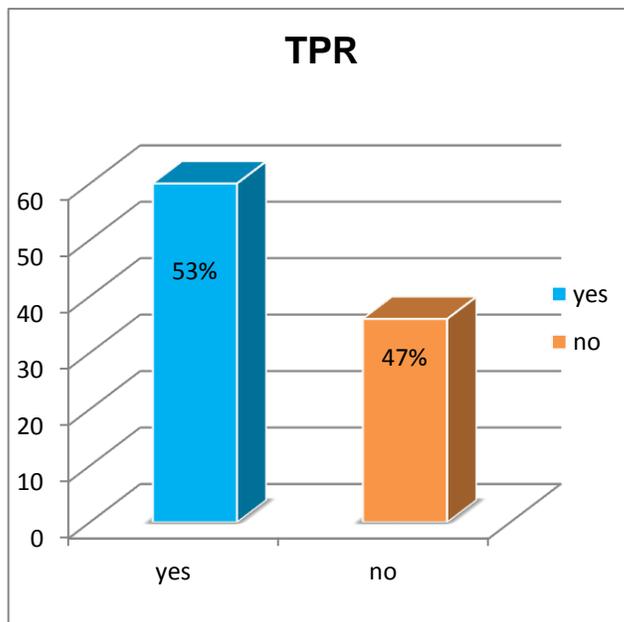
22-¿Hacías actividades físicas que tenían relación con el idioma por ejemplo: seguir instrucciones como levantarse, sentarse?

23-¿Hablabas Inglés porque te sentías cómodo/a y no porque te obligaba tu maestro?

24- ¿Hacia tu maestro muchas actividades de escuchar, por ejemplo: canciones, narraciones?

For the total physical response 53% of the learners answered with a YES and the NO´S were down only for seven points because the 47% were not under the influence of this method.

Graph # 7

COMMUNICATIVE LANGUAGE TEACHING METHOD
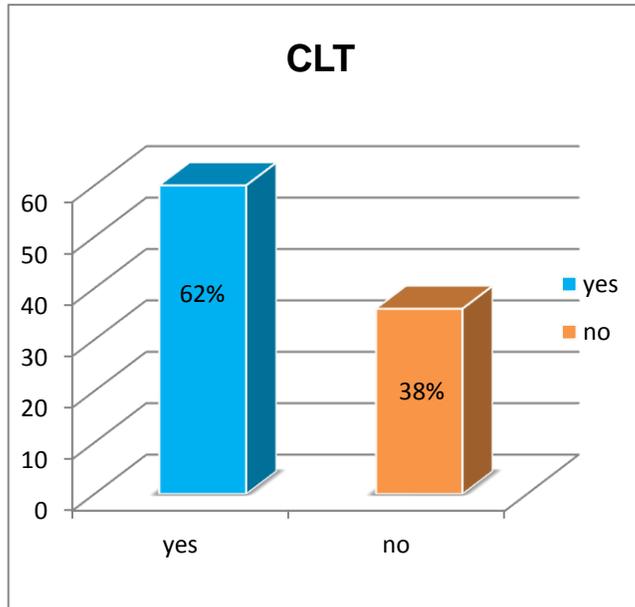
25- ¿Hacías actividades comunicativas en inglés enfocándose solo en el idioma?

26- ¿Leías textos en inglés que eran fáciles de comprender?

27- ¿Interactuabas con otros compañeros libremente, por ejemplo: conversaciones cortas en Ingles como; que tal, que hiciste ayer etc.?

The YES answers for the Communicative language teaching method were very high since these reached the 62% on the graphic leaving for the NO´S only the 38%. This means probably that teachers apply this method a lot in their classrooms.

Graph # 8

This is a comparative graphic about the level of salience of the different teaching methods seen in the present research study.
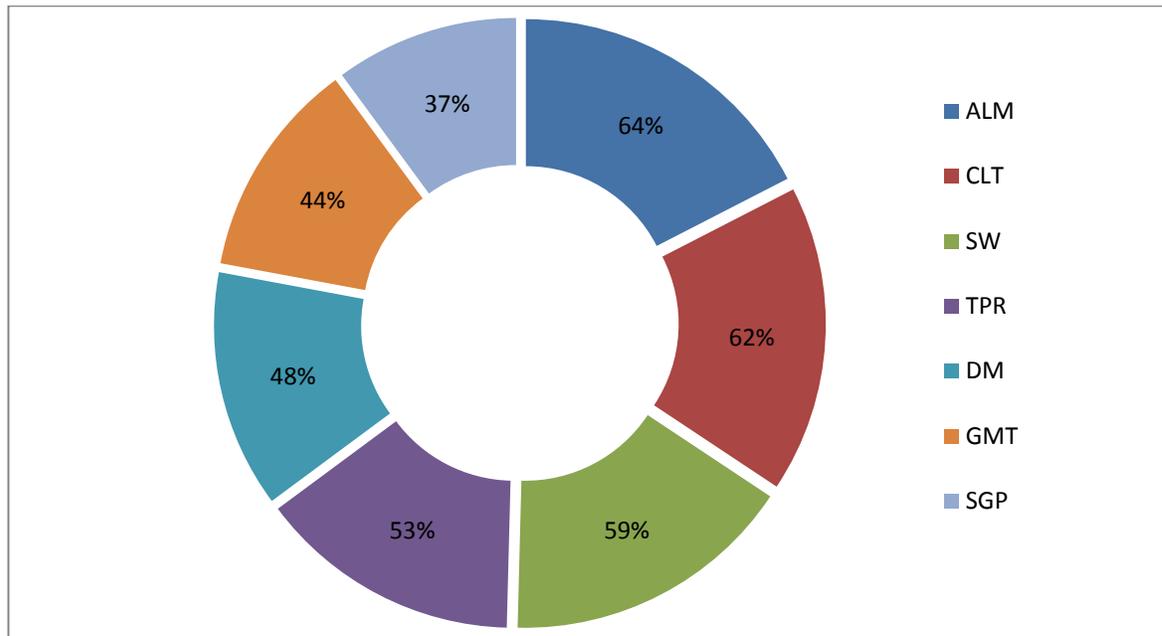
This graphic shows all the methods that were taken into account in order to develop the present research study and the level of salience these had according to the students that were asked during the data collection. The first place in salience was for ALM(Audio Lingual Method) with a 64%, second place for CLT(Communicative Language Teaching Method) with a 62%, third was for SW (Silent Way) with 59%, fourth place was for TPR (Total Physical Response) with 53%, DM (Direct Method) was fifth with 48%, sixth was for GTM (Grammar Teaching Method) with 44% and the last place was for SGP with 37% only.

RESULTS OF THE QUESTIONNAIRE RELATED TO THE STUDENTS PERCEPTIONS

Graph # 9

Graph representing the levels of oral or speaking skill, reached by the students under this research study.
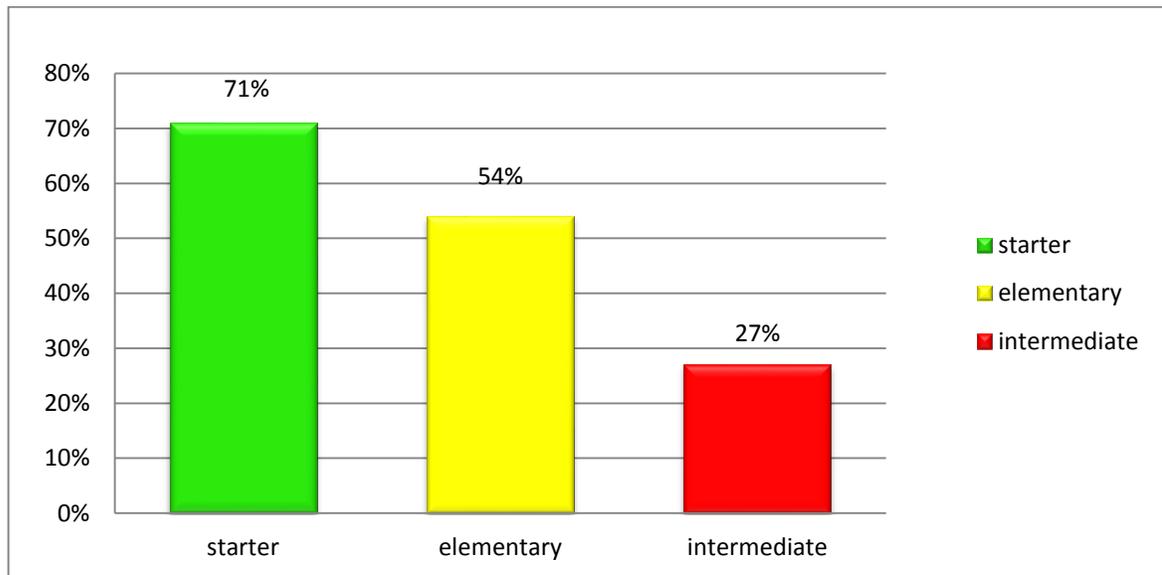
This graph shows the level of oral skill the students of groups 04 and 09 perceived they reached about the English subject when they were studying their high school.

- The questions related to the starter level show that the big majority reached this level since the 71% answered that they learnt to understand basic commands or basic vocabulary.
- The results decreased considerably in elementary level, since only the 54% answered positively when they were asked about things or situations that are a little more complex than in starter level. For example: how to hold a basic conversation or how to ask for basic information about common places like school or their homes.
- In intermediate level the percentage diminished dramatically, only the 27% of the students answered YES when they were asked about situations in which they need to give information about themselves, to give opinions on different issues or to talk about past present and future time. It means that in high school from the public system only basic things are taught in most of the cases and for most of teachers.

4.2 Data analysis

To collect all the data for this analysis the research team used two questionnaires. One to find out the methodologies applied in the classrooms and the other to measure the perceptions about the speaking English skill the students under study reached during their high school. The first questionnaire had 27 yes-no questions and the second had 20 yes-no questions. The questionnaires were run over 32 students of intensive intermediate English I groups 04 and 09 from FLD of the University of El Salvador in the second term of the year 2017.

The first questionnaire was divided in seven parts, each part representing a method from the seven described in this research process. The first four questions were related to the Grammar Translation Method (GTM). To take out the percentages from these four questions the research team decided to put together all the YES answers from the 32 students and then all the NO answers as well.

The same process was done with all the answers from the questions of each method in the questionnaire. There were seven methods described in the questionnaire so that, seven graphs were created, one for each method. At last an extra graph was needed to make a comparison in the level of perceptions about the oral English skill the students reached during high school. These perceptions of course are based on the answers from the students involved in this study.

According to the collected data the percentages of methodologies usage was as follows:

- For the Grammar Translation Method (GTM) questions; the graph shows that the 44% answered YES and the 56% answered NO. It can be inferred out of this that most of the students were not under the influence of GTM when they were in high school.
- Questions 5 to 9 were related to the Direct Method (DM). In this case 48% answered with a YES and 52% answered with a NO. It means that the DM was used with almost half of the students and the rest was taught with other methods.

- Questions 10 to 15 have to do with Audio Lingual Method (ALM). Its graph shows that 64% from the questioned students were under the teaching of ALM and 36% from the learners were taught with any other method.

- The next four questions, 16 to 19 were about the Silent Way Method (SWM). The graph in this case shows that 59% of the students were under the influence of SWM and 41% from these high school learners were not.

- Suggestopedia (SGP) is next in the questionnaire, questions 20 and 21. This time 37% answered YES and 63% answered NO. Most of the students answered no, because this method is more complicated for teachers to apply since the classrooms must be specifically designed for this sixties method.

- Questions 22 to 24 are focused on the Total Physical Response (TPR). The answers show that 53% were under the use of this method and 47% were not.

- The last three questions 25 to 27 refer to the Communicative Language Teaching (CLT) method. To these questions 62% answered YES and 38% answered NO.

When all this study began the research team made assumptions about the methods that teachers would probably apply the most in their classrooms. However, the results were fairly different. To have a better idea about all these methods and their level of salience an extra graph was created to show which method is the first and which is the last in usage. Once again all this is based on the answers from the students under this research study.

The first place in the graph is for ALM (Audio Lingual Method) with a level of salience of the 64% over the rest. The second place is for CLT (Communicative Language Teaching) with 62%. Third is for the SW (Silent Way) with 59%. Fourth is the TPR (Total Physical Response) with 53%. Fifth is the DM (Direct Method) with 48% followed by GTM (Grammar Teaching Method) with 44%. The last place is for SGP (Suggestopedia) with 37% in the level of salience.

4.3 Results of the second questionnaire.

The second questionnaire was conducted to measure the perceptions the students had about their oral English proficiency during high school. The process to analyze the data was the same for the methods. The questionnaire had 20 questions and it was composed of three parts, the first part was for the starter level, the second one was for the elementary level and the third part for the intermediate level.

In the starter level, the questions were referred to basic vocabulary and basic commands. The questions run from number 1 to number 8 and from all those 8 questions the research team took all the YES answers and added these in just one total. The total was 183. Then the NO answers and the total were 73. Then, these numbers were transformed into percentages using Excel. The result is: YES 71% NO 29%. For elementary level and intermediate level the process was equal.

It is clear that the higher the "YES" answers were the higher the level was on the students and the higher the "NO" answers were the lower the level was on them. In the starter level, the 71% answered YES which means that most of the students had a good level of oral English learning because they can express basic things such as introducing themselves, personal pronouns, their belongings and some nationalities, etc.

For the elementary level, questions 9 to 14 in the questionnaire, the results change a little bit because the YES were 54% and the NO´S were 46% coming almost to a match between the percentages. It is obvious the increasing of NO´S and the decreasing of YES. It means that not all the students reached this level because the teachers did not apply it in the classrooms where these learners studied high school. Practically half of them learnt to describe for instance their houses, neighborhoods, their classrooms or to hold a basic dialogue, but the 46% were not able to get by with these aspects.

Questions, 15 to 20, correspond to the intermediate level. In this case the NO´S augmented dramatically because the YES were the 27% and the NO´S the 73% showing with it that only some students reached it. The impact in this level is very poor on the students what leads to think that in high schools of the public Salvadoran educational

system the students learn a very basic level of English because teachers or the syllabus that MINED requires from them does not go beyond it.

For the result of the second questionnaire only one graph was made to compare the levels of oral English proficiency the students reached based on their own perceptions.

CHAPTER 5

5. DISCUSSION

5.1 Major findings

The present research study has shown different results from what was expected. The main purpose was to discover the different English teaching methodologies that are applied in high school classrooms of the Salvadoran educational system and the way these are perceived for students in their English learning process. The original idea was to use a mixed research and to visit different schools to intervene authentic high school classes from the public system to observe the behavior of students and teachers in a real English class. It would include students and teachers interviews to have a better idea of the English learning processes and the different methodologies they were using as well as the students' perceptions about their oral English skill development

The investigation focused on two students groups from Intensive Intermediate English I from the Bachelor in English emphasis on teaching. It leads to mention as a finding that not all the students in those groups came from public schools and of course they did not come from the same school. It provoked the reduction of the population.

Other important finding is that when this research team began to inquire into the different methodologies the staff thought about some methodologies that seemed to be the logical ones to be applied the most by high school English teachers in the public system. Nevertheless, the methodologies that were considered for the researchers to be the favorites used by teachers were not the ones that headed in the list of questions answered by the students. Of course and as mentioned previously is not possible to say that a method clearly dominate above the rest because all methods share different characteristics among them.

According to the results and based on the characteristics asked in the questionnaire about methodologies. The first dominant method is the Audio lingual method, which is the method that if helpful for short commands. The second place is for the Communicative method because students focus more on the language itself than on the rules. The third one is the Silent way, which is focused on the idea that students speak most of the time and

teacher speaks the less. The next one is the Total physical response which is the fourth place. This method consists of developing commands which students must respond by using physical movements.

The fifth place is the Direct method, which is based on the idea that students must learn the target language naturally in the same way they have learned their mother tongue. In the sixth place is the Grammar translation method. In this method, grammatical rules are very important and the translation of texts from the target langue into the mother tongue of learners. The last place is for Suggestopedia. This method has to do with the idea that classrooms have to be arranged using objects like cushion desks, suggestive colors, relaxing music, sounds etc. to create a tranquil environment in order students feel so comfortable to absorb the target language in an easy way.

Now it is the turn for talking about the students' perceptions. Since the population under study was so heterogeneous the perceptions were complicated to measure. However, it is possible to say that an important finding in this area is the fact that not everybody in the group under study had the same interest in learning the English language when they were in high school. It is possible to visualize this in the results of the questionnaire number two because the major percentage is in the questions that had to do with the starter level and the low percentage is in the elementary level.

CHAPTER 6

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

After all this research has been developed there are some things that need to be said regarding the English teaching process within high school level in the public educational system of El Salvador.

The first thing to say according to the results collected by the research team it is that methodologies are combined by teachers consciously or unconsciously what could be in the end a positive action because not all the students learn in the same way or equally under the same circumstances.(Richard m. Felder department of chemical engineering North Carolina State University Rebecca Brent education designs, 2010)Therefore, the improvements of all these methods impact the learners of English language in a better way.

Another conclusion has to do with the oral skill students master in public high schools. Based on questionnaire number 2 the majority of students dominate a very Basic English level not only because they want to do so, but because of teachers that probably do not have in their syllabus design activities or topics really helpful for students to reach a level that goes beyond the starter or the very basic level.

Next to mention is that during the data collection process some students manifested verbally things that are worthy to say. For instance: they said that as students they preferred women to teach a class than men because women teachers are more dynamic and creative at the moment of teaching a class. Students mentioned as well that many of them study English by their own using the internet, listening to music or watching videos or movies spoken in English. Contrary to this, other students said that they did not feel any interest in the English subject when they were studying their high school.

6.2 Recommendations

The first recommendation is aimed to MINED to take the issue of English language more enthusiastically promoting a constant modernizing for teachers at least twice a year to try to be in vogue with the new trends in the English teaching field.

Secondly, Salvadoran government must put more endeavors in the issue of English language to enhance its importance for high school students and impact them in a better way in order that they can see the benefits they will obtain if they get interested in the English as a subject that really worth as in high school as in the university.

Thirdly, the government authorities should try to create more alliances with international investors to come to El Salvador with companies where Salvadorans that speak the English language can use their English for a job position. The government should set as well agreements with English speaking countries to recruit Salvadorans that are fully bilinguals to travel abroad to work in those countries.

All this above would catch the attention of children and youngsters to study English with more interest since they would see the benefits in a clearer way.

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  English language levels (CEFR) English language levels descriptions (A1, A2, B1, B2, C1, C2)

ANEX 1

QUESTIONNAIRE Nº1

PROFICIENCY QUESTIONNAIRE BASED ON THE LEVEL OF PERCEPTION

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES

DEPARTAMEMENTO DE IDIOMAS EXTRANJEROS

Cuestionario a los estudiantes

El presente cuestionario está diseñado con el objetivo de obtener información relacionada a las percepciones de la habilidad oral o speaking, basado en el Marco Común Europeo del idioma ingles alcanzadapor jóvenes de Inglés Intermedio Intensivo I, grupo 04 y 09 de la carrera de Licenciatura en Idioma Inglés opción enseñanza, durante su bachillerato. Dicha información servirá para el desarrollo del trabajo de graduación de los estudiantes de la carrera de idioma inglés opción enseñanza que optan al título de licenciatura.

INDICACION:

Conteste las siguientes preguntas relacionadas a su aprendizaje del idioma inglés en bachillerato, marcando con una X.

A1

1. ¿Aprendiste a utilizar expresiones cotidianas en inglés, por ejemplo: Buenos días, que tal, adiós, etc. ¿
   Sí _____ No_____
2. ¿Aprendiste a presentarte, decir tu nombre por ejemplo?
   Sí _____ No _____
3. ¿Aprendiste a dar información de tu familia en inglés?
   Sí _____ No _____
4. ¿Aprendiste a hablar sobre las cosas que posees y cosas que no posees ¿
   Sí _____ No _____
5. ¿Aprendiste a decir información sobre la residencia dónde vives?
   Sí _____ No _____
6. ¿Aprendiste a diferenciar los pronombres personales como, el, ella, ellos, nosotros, ustedes?
   Sí _____ No _____
7. ¿Aprendiste a decir los nombres de otros países?

Sí _____ No _____

8. ¿Aprendiste a deletrear tu nombre y apellido en inglés?
   Sí _____ No _____

A2

9. ¿Aprendiste a decir las ubicaciones de los lugares que existen cerca de tu residencia por ejemplo?
   Sí _____ No _____

10. ¿Aprendiste a describir verbalmente las cosas de tu salón de clase, por ejemplo: pupitres, pizarra, etc.?
    Sí _____ No _____

11. ¿Aprendiste a decir vocabulario básico, por ejemplo: partes de la casa, partes del cuerpo?
    Sí _____ No _____

12. ¿Aprendiste a tener conversaciones sencillas en inglés como, por ejemplo: pedir información en un restaurante, en la escuela, conversaciones sencillas con amigos?
    Sí _____ No _____

13. ¿Aprendiste a decir oraciones simples en inglés con vocabulario básico, descripciones de personas, descripciones de cosas y de lugares?
    Sí _____ No _____

14. ¿Aprendiste a decir oraciones con información personal, por ejemplo, el lugar donde vives, el lugar donde trabajas?
    Sí _____ No _____

B1

15. ¿Aprendiste a decir tu rutina diaria?
    Sí _____ No _____

16. ¿Aprendiste a decir experiencias y eventos de tu vida?
    Sí _____ No _____

17. ¿Aprendiste a decir lo que deseas alcanzar de tus sueños en tu vida, así como también las ambiciones que tienes en tu vida?
    Sí _____ No _____

18. ¿Aprendiste a decir tu opinión sobre temas de la vida cotidiana como, por ejemplo: dar tu opinión sobre un partido de football?
    Sí _____ No _____

19. ¿Aprendiste a decir información sobre que comprar en un almacén de ropa por ejemplo?
    Sí _____ No _____

20. ¿Aprendiste a describir en ingles el tiempo presente, pasado y futuro?
    Sí _____ No _____

QUESTIONNAIRE Nº2

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES

DEPARTAMENTO DE IDIOMAS EXTRANGEROS

ENCUESTA A LOS ESTUDIANTES

El presente cuestionario está diseñado con el objetivo de obtener información relacionada a las metodologías de la enseñanza del idioma inglés en jóvenes de Inglés Intermedio Intensivo I, grupo 04 y 09 de la carrera de Licenciatura en Idioma Inglés opción enseñanza cuando ellos estudiaron su bachillerato. Dicha información servirá para el desarrollo del trabajo de graduación de los estudiantes de la carrera de idioma inglés opción enseñanza que optan al título de licenciatura.

INDICACION:

Las siguientes preguntas están basadas en tu aprendizaje del idioma inglés en Bachillerato. Por favor, contesta las preguntas marcando una x en el espacio.

(Grammar translation method)

1. ¿En tu clase de inglés, tu maestro hablaba inglés en clase?
   SI____ NO ____
2. ¿Te exigía tu maestro hablar en inglés?
   SI___ NO____
3. ¿En tu clase de inglés leías textos en inglés muy avanzados?
   SI___ NO_____
4. ¿En tu clase de inglés traducías textos del inglés al español?
   SI_____ NO____

(Direct method)

5. ¿Tu maestro hablaba inglés todo el tiempo y te motivaba a hacer lo mismo?
   SI_____ NO _____
6. ¿Las conversaciones eran de temas acorde a la realidad, por ejemplo: conversaciones con amigos, conversaciones en el bus, pequeñas historias de amigos, etc.?
   SI_____ NO_____
7. ¿Tu maestro usaba imágenes alusivas para dar las clases?
   SI_____ NO _____
8. ¿Tu maestro usaba videos alusivos para dar las clases?
   SI _____ NO____
9. ¿Tu maestro usaba audios en inglés?SI_____ NO_____

(Audio Lingual Method)

10. ¿Hacías juegos con mímica?
11. SI____   NO_____
12. ¿practicabas diálogos sencillos en inglés?
    SI____ NO____
13. ¿Memorizabas frases en inglés, por ejemplo; buenos días, que tal, etc?
    SI____   NO ____
14. ¿Se le daba importancia a la pronunciación correcta de las palabras?
    SI_____   NO_____
15. ¿Te exigía tu maestro cumplir con las tareas de inglés?
    SI___ NO _____
16. ¿Hacías muchas presentaciones orales como, exposiciones y conversaciones en inglés?
    SI_____ NO ____

(Silent way)

17. ¿La mayoría del tiempo el maestro hablaba poco?
    SI____ NO _____
18. ? Hacías actividades grupales y ayudabas a tus compañeros en clase?
    SI____ NO _____
19. ¿Corregía el maestro tus errores?
    SI____ NO _____
20. ¿Tu maestro usaba objetos para dar ejemplos en la clase. Por ejemplo, comida real, material didáctico como papel, tijera y pega?
    SI____ NO _____

(Suggestopedia)

21. ¿En tu salón de clase de inglés había decoración con vocabulario en inglés?
    SI____ NO _____
22. ¿Tu maestro te permitía hablar solo cuando él lo pedía? SI____ NO _____

(Total physical Response)

23. ¿Hacías actividades físicas que tenían relación con el idioma, por ejemplo: seguir instrucciones como levantarse, sentarse? SI____ NO _____
24. ¿Hablabas inglés porque te sentías cómodo y no porque te obligaba tu maestro? SI____ NO _____
25. ¿Tu maestro hacia muchas actividades de escuchar, por ejemplo: canciones, narraciones? SI____ NO _____

(communicative language teaching method)

26. ¿Hacías actividades comunicativas en inglés enfocándose solo en el idioma?
    SI____ NO _____
27. ¿Leías textos en inglés que eran fáciles de comprender?
    SI____ NO _____
28. ¿interactuabas con otros compañeros libremente por ejemplo: conversaciones cortas en inglés como: qué tal? Que hiciste ayer? Etc.? SI____ NO _____