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

GRADUATION WORK

STRATEGIES STUDENTS OF READINGS AND CONVERSATION II AT THE
DEPARTMENT OF FOREIGN LANGUAGES HAVE USED TO DEVELOP THEIR
ENGLISH SPEAKING SKILLS

PRESENTED BY

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TO OBTAIN THE DEGREE OF

LICENCIATURA IN ENGLISH TEACHING PROJECT

ADVISOR

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SAN SALVADOR EL SALVADOR CENTRAL AMERICA, MARCH 2009

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I. INTRODUCTION

Along the process of learning a second language, students need to find many ways on how to develop and improve easily their oral skills. This research was developed in order to provide information related to the use of most common strategies already implemented by some of the students at the Foreign Language Department. The information has been taken from students that took Readings and Conversation II at the Foreign Language Department of the University of El Salvador at the II/2007. The purpose of getting these strategies is to provide other students ways to improve their speaking skills by putting them in practice.

The improvement of English speaking requires a variety of tools that we are going to call strategies for the development of the oral communication as a second language in a non-native country. Students need to be in constant contact with the language, the environment in which students will develop is very important since it gives them the opportunity not only to practice but also to learn more vocabulary. In El Salvador the mother tongue is Spanish, students might look for an environment that allows them to practice the second language they are learning. In order to improve communication skills, students make use of some strategies to increase their vocabulary and linguistic skills to avoid facing problems at the time to produce the language.

The source to obtain data was focused in the students from Licenciatura in English Teaching project at the Foreign Language Department in the University of El Salvador. The information was collected, and presented along the research generating conclusions after getting findings. The data analysis of the strategies was presented in order to provide the reader a view of the results in a descriptive way. Such results will be also shown to the rest of students in the Foreign Language Department to provide an insight of the findings collected by the members of the group.

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II. RESEARCH OBJECTIVES

2.1 General Objective

To identify the different strategies that students coursing Readings and Conversation II

during the second term of the year 2007 have used to develop their speaking skills.

2.2 Specific Objectives

- To collect those strategies that allowed students to communicate in an effective or
  meaningful way.

- To present the diversity of strategies used by students in Readings and Conversation
  II at II/2007 in order to provide other students to find new ways to other tools to
  improve their Oral Proficiency.

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III. STATEMENT OF THE PROBLEM

The use of strategies has to do with the individual necessity of each student. Students from Licenciatura in English Teaching project at the Foreign Language Department in the University of El Salvador need to acquire certain level of English necessary to complete the number of subjects that the major has. One of the main purposes of the research is to identify the ways students have used to develop and increase their English level; this might help other students to realize about the existence of these strategies and apply them. The researching group has collected and analyzed the information gathered to deploy it among the students at the Foreign Language Department.

Students can make use of diversity strategies in order to improve their English level in terms of communication. To communicate in a meaningful way is important to express ideas in and outside the classrooms; it is part of the development and improvement of speaking.   An effective use of the strategies to develop students speaking can be demonstrated by the skills in the performance. Strategies, in this case are in a way a tool applied to reinforce and complete the skills related with learning of a second language that needs to be related to an important skill which is speaking.

The conscious process of learning English is associated with the use of grammatical structures, vocabulary, pronunciation, etc. These elements are involved on it due to the need to have an acceptable level of speaking. The level of spoken English is basic for the performance of students; it shows the abilities of each person to communicate in a meaningful way. Those elements form a whole, present in the performance taking into account the ways students use skills in their individual performance in and outside the classroom.

The ways in which students communicate their ideas, spelling, pronunciation, accent, etc. are essential to finish the final products which are professionals in the English teaching field. The main purpose of the research was to identify the strategies that students from Readings and Conversation II have used during the second term of the year 2007 to acquire their speaking level. The aim of writing a descriptive research is to conduct a

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survey investigation; often has the objective of description and researchers may continue with examinations of why the observations exist and what the implications of the findings are. This is a descriptive research with the purpose of discover, and identify a group of strategies students of Licenciatura In English Teaching Project at the Foreign Language Department have used to improve their English speaking skills.

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IV. THEORETICAL FRAMEWORK

Throughout the years many people have faced the necessity of learning a second language and its implications for several reasons; academic purposes, job requirements, personal achievements or live in a foreign country etc. There is a variety of hypotheses on how to learn English as a second language; some people have the ability to learn faster and it is important to take into account the environment. Very few people learn to use a foreign language as well as a native speaker does.

Second language proficiency means the ability to understand and effectively communicate in a non-native language. Some authors have mentioned that people have disposition to their first language since childhood; children have the ability to learn a second language more quickly than teenagers or adult people. As the physiologist Noam Chomsky quotes: originally theorized that children were born with a hard-wired language acquisition device in their brains. According to Chomsky, the presence of Universal Grammar in the brains of children allows them to deduce the structure of their native languages from exposure.

In second language learning students use a diversity of strategies to assist themselves in gaining control over new language skills. Learning strategies are operations or steps used by a learner to facilitate the acquisition, storage, or retrieval of information (Rigney 1978, Dansereau in press). The learning strategies of good language learners, once identified and successfully taught to less competent learners, could have considerable potential for enhancing the development of second language skills. Therefore, the application of specific strategies to acquire a second language facilitates the learners to accomplish their oral competences, and it is reflected on their performance.

There have been investigations about the learning process of a second language in a foreign country, nowadays numerous people from different ages decide to learn a second language for professional or personal reasons. English is considered the second language most spoken around the world, for that reason many people come upon the need of learning English no matter what challenges these individuals have to face through the process. The

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members of the researching group have focused the investigation on the learning process of English; the sample of students was taken from the University of El Salvador in the Foreign Language Department with the students of Licenciatura in English Teaching Project.

Along the research a group of students were taken into account, those students were part of Readings and conversations II subject. The purpose was to discover the ways in which they study and reinforce their speaking skills taking into account the fact that in countries like El Salvador the mother tongue is Spanish. As a result, it can be more difficult to learn a second language since the environment does not allow practicing it. The environment as one of the main factors affecting the learning process of a second language has had some impact because of the students needs to be in a regular interaction with the language.

V. METHOLOGICAL FRAMEWORK

The investigation was divided in three steps, the non-participant observation, the guided interview and the questionnaire. Non Participant observation has been applied with the objective of observe students in their usual settings as they stayed around the Foreign Language Department; during the use of this technique the research team observed behaviors from a distance without interacting with students being studied. The Guided interview was a very valuable tool to gather information, which was provided to students through completing the questions provided. A set of questions were applied with the aim of getting data from students by making use of directed questions related with the use and application of strategies.

Non participant Observation was a result of the oral performance of students inside and outside of the classroom; the research team used non-participant observation to monitor students making use of English inside and outside the classrooms. Readings and conversation II class was observed because it involved students showing their abilities when speaking English. Students were observed outside the classrooms in the surroundings of the Foreign Language Department to distinguish if they were speaking in English or using strategies to get involved with the language while they were not in class

The guided interview is a collecting data technique whose aim is to gather data from the participants under investigation. A Guided Interview is a data-collection technique that involves oral questioning of respondent, either individually or as a group. Answers to the questions posed during an interview were recorded by writing them down and by tape-recording the responses. A group of students coursing Readings and Conversations II were selected; the data was collected by an interview guide. After collecting data the results were contrasted to make a comparison of the answers, classifying and arranging them in order to set the results on paper.

The members of the researching group performed the guided interview to collect the ways students coursing the subject mentioned before have applied to improve their speaking skills.

The questionnaire is the most commonly used method of gathering information about use and users. Usually, a questionnaire consists of a number of questions that the respondent has to answer in a set format. A distinction is made between open-ended and closed-ended questions. An open-ended question asks the respondent to formulate his own answer, whereas a closed-ended question has the respondent pick an answer from a given number of options. The response options for a closed-ended question should be exhaustive and mutually exclusive.

The questionnaire was another technique used by the members of the group to identify the strategies that students have used. This instrument had a total of 14 Opened-Ended questions and in the last question there were a total of 14 strategies to choose from. The questionnaire had a code on the lower right hand side of the page, this code identified each student. The research took a total of 41 students from Licenciatura in English Teaching Project from the University of El Salvador which were taking Guided Interviews and questionnaires were passed to the 41 students in order to obtain the information needed for this investigation.

5.1 Sample

The researcher group had access to each classroom of the Readings and Conversation II subject in order to observe the students' strategies performed during the class and to place those in the pilot survey; this was done in agreement with the teachers in charge of the subject who also provided the attendance lists to set an appointment with some of the students for getting more information and to set the interviews day.

After the non participant observation, there were 15 students randomly assigned from the attendance lists in order to have an appointment for the questionnaires and interviews to be passed. There were three groups of Readings and Conversation II subject, each group had around 40 students; the sample for this investigation took 41 students from the three different groups. After watching some of the strategies used by those students in the classroom, it was necessary to get the information of some other strategies used by them outside the classroom. This selection was taken in order to have different samples from the three sections no matter gender and ages. The number of participants at the end of the selection was 41 currently studying Readings and Conversation II subject of the major Licenciatura in teaching project.

5.2 Sampling Method

In order to elaborate the questionnaire and write the appropriate questions, the researcher group placed some of the strategies observed and used other ones from the observation stage around the Foreign Language Department. After collecting and placing the different strategies used by some of the students, they passed the pilot survey to some students in the foreign Language Department whose only requirement was to be taking Readings and Conversation II subject of the major Licenciatura in English Teaching project.

Students around the Foreign Language Department were chosen to complete such survey which contained a number of strategies they have used in order to develop their oral communication in English. Since this was a pilot study, students had the opportunity to point out some questions to be reformulated and restructured in a different way. After that, feedback from students was taken into account and changes were made in the formal questionnaire. Also, some other learning strategies used by the students were suggested and placed on it.

After collecting and reformulating some questions with the ideas and suggestions of the students in the survey, the formal questionnaire and the interviews were organized in a specific time and day with the sample group taken from Readings and Conversation II subject. There was a contact information page which contained students' personal information; besides that, it was necessary to get their e-mail addresses, telephone numbers and availability for the interviews. The members of the group made the arrangements with the students by calling each of them and setting an appointment to pass the questionnaires and make the individual interviews based on the guided interview technique.

This collection data process took place in the Foreign Language Department with students previously scheduled. Students received the directions on how to fill out the questionnaire which was divided in two parts; the first one had a series of questions related to the frequency with students practiced the language inside and outside the classroom; and

the second part was mostly related to the strategies the students had used to improve their English oral communication. Right after the questionnaire was passed students were interviewed individually by one or two members of the group.

The interviews and questionnaires were organized in a specific time and day with duration of 20 minutes per student; 5 minutes for the questionnaire and 15 minutes for the interviews. The instructions in the questionnaire were clear and precise, and students were asked to mark the questionnaire according to what applied to them. The questionnaire lasted 5 minutes and once the students completed it, they were asked to answer a few questions using the guided interview technique which was recorded.

In the guided interview, the students were given the instruction to ask some questions like: See Appendix 2 .The questions were structured and asked trying to make them explain the different strategies they use, the way they use to use each one and the objective for using it.

5.3 Data-Collection Techniques

Data collection techniques are used to gather important information in research projects or any other type of studies. The researching group applied three different techniques: non- participant observation, the guided interview and the questionnaire. These three elements were very useful and supportive on this research; providing the information needed, the members of the group were able to get a deep analysis of the case being explored.

5.3.1 Non participant- Observation. Observational techniques, a form of naturalistic inquiry, allow investigation of phenomena in their naturally occurring settings. Observation consisted on observing students inside and out of the classroom and interactions between them making use of the language, as that occurs. A recurrent phenomenon is that most of students do not speak English while they are outside the classroom. In the Foreign Language Department at The University of El Salvador only a reduced number of students used English when they were talking about non-academic topics during the observation stage held outside and inside the buildings and classrooms.

5.3.2 The Guided Interview. It contains a series of open-ended questions which help the interviews to be more efficient and collect the data needed. Guided Interviews are created with the aim of pulling up information which in the end will help the researchers to achieve the objectives planned at the beginning of the investigation. This technique helps the interviewer to create their own questions in order to get the responses needed for the investigation; the guided interview provided the Qualitative information required for the analysis of Data. In this particular research, another technique: questionnaire allowed cross checked the information collected.

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5.3.3 Questionnaires are series of questions with the objective of gathering specific information required. The multiple choice questionnaire was the one used on this research; this instrument gave the researches the opportunity of placing a variety of inquiries to be decoded. In this case, a variety of questions with different strategies were placed to be chosen by the students. Besides that, this tool provided not only overall but also explicit information from the students' perspective. This instrument can measure and classify data as follows: Subjective vs. Objective and Quantitative vs. Qualitative**.**

5.4 Data Collection Procedure

The main goal on using the techniques mentioned above was to gain insight about the situation set in the research. To reach these goals, the guided interview took crucial evidence from data to support by details the objectives set by the members of the group. The three elements used provided motives on how the sample taken has done to improve their English speaking skill, the strategies or ways put in practice up to semester II/2007. The data was analyzed and the results will be shown in the following pages of this report.

First of all, the non participant observation took place, the members of the researching group observed the behaviour of the students around the building to identify if they practiced English and how they did it. After this, the sample was selected from the Readings and Conversation II subject which were three different groups with about 40 students each. Students were selected with the ones from Licenciatura in Teaching Project; students were told what the study was about and the ones selected were asked to collaborate depending on their schedules, there were a couple of students that refused but some others were willing to participate.

Then, the sample of students was asked to schedule themselves for the questionnaire fill in and the interview. Both were programmed on the same day so the students could continue with their regular activities. With 14 Questions, Questionnaire should last no more than 5 minutes and guided interview 15 minutes. Each questionnaire had a code on the lower left hand side of it which allowed identifying who this belong to and match with the interviews that were recorded for later reviewing purposes if necessary.

VI. Data Analysis

Reading and Conversation II is the subject in which students show that they are capable of producing language in a meaningful way in terms of communication. The research took into account students coursing this subject which is a requirement after the previous English classes according to the Curriculum. It is important to mention that this subject is the one that gives students the opportunity to show their speaking abilities through the reading stage. The performance of students that were coursing the subject mentioned before was evaluated through the three techniques mentioned above in order to identify their oral proficiency level and make a cross checked with what they responded on the questionnaire and the interview.

There were three different techniques took into account, Non participant Observation, Questionnaire and the Guided interview. After collecting the information through the steps mentioned before, the members of the group got together and organized the information by putting together the questionnaires with the guided interview forms. The first technique had two analysis stages; the first one was used when creating the questionnaire, there was a need of analyzing suggestion and ideas given by students in order to create a more accurate document. The second analysis will be illustrated in the following paragraph and extended throughout this study.

Once all information was collected, the members of the group listened to the recordings and match the information gathered in the Questionnaires with the Interviews. Questionnaires were coded, it allowed to read and analyze one by one and get the most common strategies used by the students, at the same time, interview forms were reviewed and put next to their questionnaires to check if the same strategies were used by the students. The analysis was input in electronic documents at the same time they were being examined.

VII. FINDINGS

The current analysis and findings were based on the results obtained from the data collected along the study. This study used three Data Techniques, Non participant Observation, Questionnaire and the Guided interview. The information gathered was revised and analyzed in order to show the results not only in this report but also to the community of students in the Foreign Language Department. After analyzing the data the members of the researching group have obtained the following findings.

At the end of this research the members of the group have found out that being in contact with the language, speaking skills with the use of the strategies discovered students have improved their oral proficiency level. This is a well known theory mentioned by many other researchers and writers not only in the past but also nowadays. On this research a list of strategies will be presented, those strategies were found on the analysis; they give an idea of which of them can be used in order to improve English speaking skill of students. The strategies collected might either help some students and others might not, it will vary according to each individual and their learning style, for example: someone with the habit of reading might find it very useful to read in English which will give more vocabulary but that does not certainly mean that in oral production will improve.

One of the biggest challenges most of the students of Licenciatura in English Teaching Project at the Foreign Language Department in the University Of El Salvador faced in learning English is their own fear. Students are worried about saying things incorrectly in front of their class, teacher or classmates. The more practice students have the better performance students will develop, using as many different sources, strategies and tools as possible it will allow students to learn faster and in an accurate way. Nowadays, there are more resources people can use to learn any subject, Internet has become one of the major resources to learn and find out about different topics.

Another challenge is the lack of motivation students have. Along the research and the interviews, the members of the group identified a group of students that seem to be

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studying just to finish a Major without any kind of aspiration or desire to. Besides this group, there is another group which seems not to be aware that the main point of this is teaching the language; they don't want to be teachers, so they just pass the subjects because it is a requirement. Unfortunately the main objective of the investigation was different and the data collected does not give a specific number or percentage about this findings.

The process of learning English as a second language is part of the major which needs to be carefully treated because the students are going to be responsible of delivering their knowledge and develop speaking skill of the future generations of Facilitators. The teacher as a facilitator has to guide students in an adequate manner that implies the good use of the oral proficiency in the class at the time of teaching the language. It is imperative that students begin to develop their oral proficiency from the basic levels of the major to keep a sequence of the learning process and gained more throughout the process of learning a second language. In order to improve communication skills in English, the sample of students have made use of some strategies to increase their vocabulary and linguistic skills to improve their oral communication in English.

There is a variety of strategies students have used to reach and improve their Oral Proficiency level during the process of the Major Licenciatura in English Teaching Project in the Foreign Language Department at the University Of El Salvador. There are certain strategies mentioned by some previous writers that might help students to increase their knowledge and get better when learning a second language. Each student is able to create his/her own strategies which help them either to practice or study English. In some cases determined strategies have served to the purpose of the developing speaking skills in some students but it depends on every individual.

To practice English, inside and outside the classrooms creates the environmental conditions and set the self confidence into the students. The uses of some resources such as, internet, TV Cable, radio, internet, etc. were some suggestions made by students at the foreign language department. They expressed their insight on how to help improve the students learning process in the foreign Language Department in the University of El

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Salvador. Strategies are useful to gain the oral proficiency students need to complete their learning process and they need to be familiar and comfortable with the ways in which they can improve as future professionals in the English teaching field.

Throughout the pilot survey, members of the researching group grabbed some suggestions and ideas made by some students and a total of 27 strategies were put in the questionnaire. From those 27 strategies the top 10 were taken as the most common used by the students at the Foreign Language Department which have helped the sample to get their oral English Speaking achieved by semester II/2007. The levels of proficiency of the students of the Department of Foreign Languages show that students are using language development strategies that lead to a very little development of the speaking skill whereas some other students are probably using more effective strategies that lead them to be more proficient. In the following pages the graphic will show the top ten strategies used by the sample.

APPENDIX

Appendix 1

University of El Salvador
Sciences and Arts School
Foreign Languages Department
Questionnaire

Directions: Please answer the following questions with options given below. In question 14 you can mark more than one.

How often do you practice English?

        Always _____ Sometimes_____ Never _____

2) Do you practice English outside the classroom?

Yes _____ No _____

3) How often do you practice English outside the class?

Always _____ Sometimes _____Never_____ Not applicable_____

4) Who do you practice English with?

Only with teachers _____ with classmates & teachers _____ with my close friends _____

Native Speakers of the Language _____ Nobody _____

5) How much time during the day do you practice English?

One hour _____Two hours ___ ___Three time _____I don't have time _____

6) Have you taken extra English courses?

No _____ Yes _____

7) How many levels of English courses have you taken?

One _____Two _____ Three or more _____ any _____

How do you increase your vocabulary in English?
Memorizing lists_____ Readings books, magazines, news, articles, etc _____

Memorizing expressions _____ looking up in the dictionary for new words _____

How many times have you taken reinforcement classes?
Once _____ More than once _____ Several times _____ Never _____

10) How often do you watch talk shows?

Always _____ sometimes_____ never _____

How often do you watch movies in English?
Always   _____ Sometimes   _____ Never   _____

Do you use Caption when watching a movie at home?
Yes _____   No _____

How often do you attend to conversation clubs?
   Once a week _____twice a week _____ 3 times a week _____ 4 or more _____ never _____

11) Check from the following list of strategies the ones you use to practice English.
   1. Looking up the dictionary for the words people say and I do not know _____
   2. Trying to memorize idiomatic expressions and its meanings _____
   3. Using caption in English when watching movies at home   _____
   4. Listening to songs _____
   5. Looking up in the dictionary words I do not know _____
   6. Memorizing songs _____
   7. Writing sentences on what I heard in the songs _____
   8. Memorizing verbs   _____
   9. Memorizing idioms   _____
   10. Phone chat   _____
   11. Talking with relatives or friends which speak English _____
   12. Trying to understand without repetitions _____
   13. Asking for repetition _____
   14. Just asking questions _____
   15. Looking for native speakers to practice English with _____
   16. Meetings with friends in order to practice _____
   17. Practice with coworkers _____
   18. Asking and answering questions to other people _____
   19. Readings books, articles, news, magazines, etc. _____
   20. Looking up for the words I do not know   _____
   21. Writing a summary of what I understood in any conversation or article I read _____
   22. Trying to understand without looking up for the words I do not know _____
   23. Repeating aloud _____
   24. Recording other's conversation _____
   25. Recording the class and listening to it several times _____
   26. Chat with friends ___
   27. Online free courses ___

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SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Code: _____

Guided Interview Form

Objective: To find out the frequency students practice English and the strategies used by a sample of students from Reading and Conversation II-Semester II/2007

|	Questions	Student's answers	Additional Comments
1	How often do you practice English?		
2	Do you practice English outside the classroom?		
3	How often do you practice English outside the class?		
4	Who do you practice English with?		
5	How much time during the day do you practice English?		
6	Have you taken extra English courses?		
7	How many levels of English courses have you taken?		
8	How do you increase your vocabulary in English?		
9	How many times have you taken reinforcement classes?		
10	How often do you watch talk shows?		
11	Do you use Caption when watching a movie at home?		
12	How often do you attend to conversation clubs?		
13	what are the most common strategies you use to practice English?		

Code: _____

GRAPHICS AND INTERPRETATIONS

Reading Books, Articles and Magazines: Materials in English like, books, articles and magazines was one of the most applied strategies that students at the Foreign Language Department use to increase their oral proficiency. The results show that 33 of the students used the reading strategy, while 8 students did not use it.
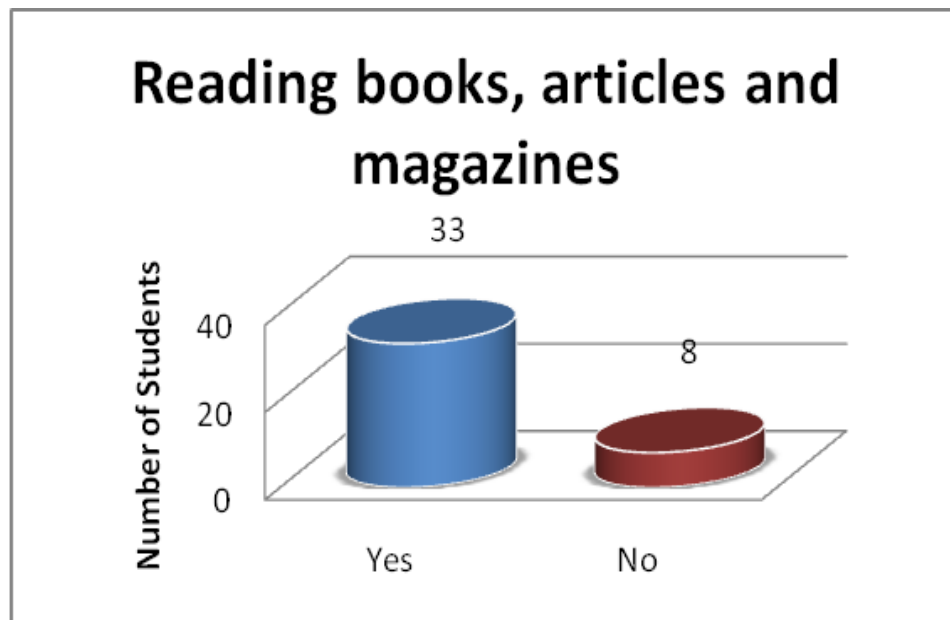

Listening to songs: This was another strategy used by the students and it was one of the top ten used. From 41 students 32 used this technique and 9 didn't use it. People like to listen to songs, it does not matter what type of music because it helps them increase their vocabulary and its pronunciation. Nowadays, it is very easy to download any type of music from Internet and record it on a CD; people make use of this to practice listening to songs.

Listening to songs
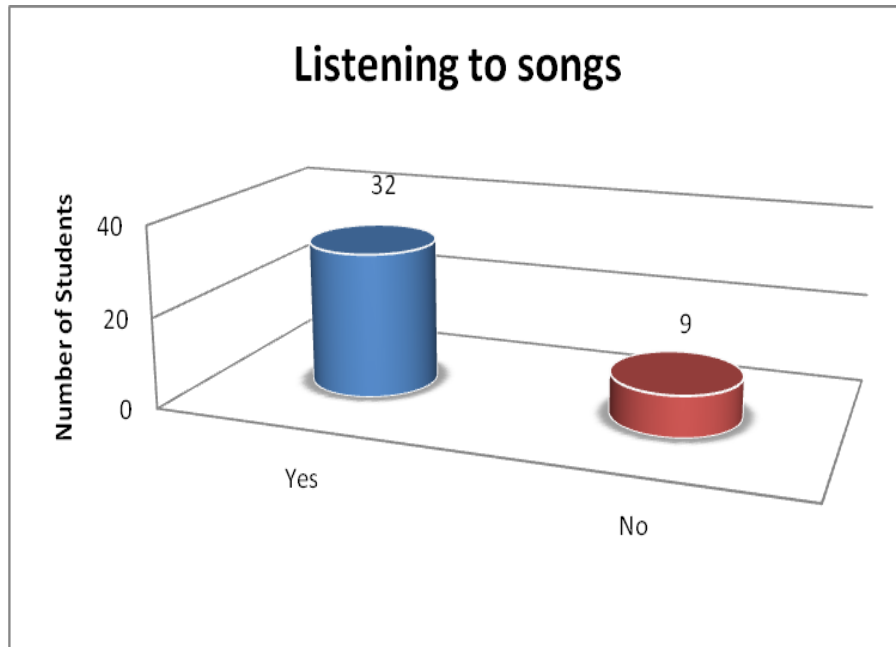
Using Captions Watching Movies: this strategy is used to practice reading and speaking at the same time. Being able to see the word as it is spoken might even help students with spelling. Movie captions tend to be accurate and it helps to have confidence in what is seeing on screen and listened from the speakers. Students applied strategies like using captions when watching movies at home on a DVD player or watching movies in the cable TV.

It is important to adapt ear and make a relation with the captions in order to be familiar with the sounds of the words, phrases and expressions. The use of captions when watching movies was one of the strategies that students applied. 30 students from the total amount of 41 confirmed the use captions when watching movies. 11 students did not apply this strategy. It obeys to the thinking that reading captions reinforce and create a relation between meaning and the sounds of written structure of simple and complex phrases.

Using Captions Watching Movies

30	
11	

Number of Students

Yes   No
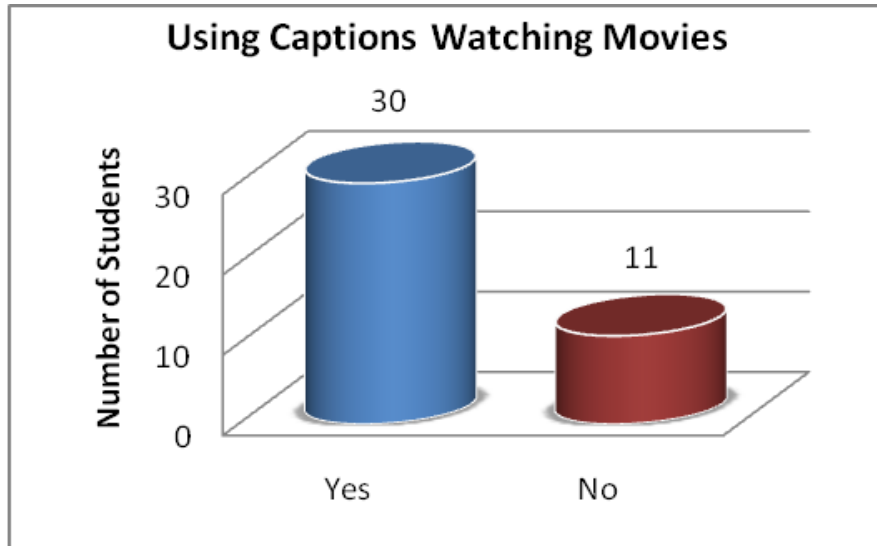
Talking with Relatives and Friends to practice: Talking to relatives and friends is another strategy applied by the students in order to practice and improve their oral proficiency. The use of this strategy showed that the majority of the students talk with those relatives and friends who can provide certain level of practice, or at least to maintain a conversation in English, which is helpful for students. In some cases, students that have relatives or friends living in countries which English is their first language, prefer to talk with them because of the use of elements like: accent, intonation, idioms etc. Students need to be in contact or exposed to the English environment and it is important to practice with people who can provide the necessary elements to make that practice worthy.

Talking with Relatives and friends in order to practice
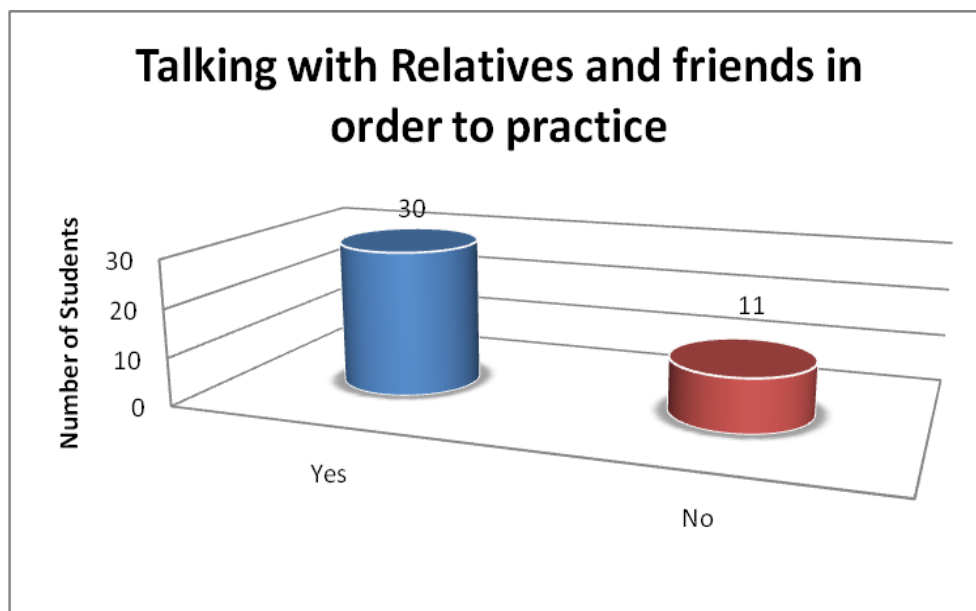
Memorizing Verbs: The amount of students interviewed that used to memorize verbs at this level shows that the majority have applied this strategy. To memorize is considered as one of the most powerful tool by students to adapt verbs and vocabulary and then to adapt the way in which verbs are written. Linguistic learners pay attention to grammar and complex written structures that make relation to a specific literature. To adapt the use and the written form of verbs was another strategy students applied. To memorize seems to be a mechanical way of adapting new structures but in a way can be functional to the purpose of gain basic elements about a language. From the group of students interviewed 26 assured that they had memorized verbs to acquire their Speaking level; 15 students said that they did not use to memorize verbs as a strategy.

Memorizing Verbs

26

15

Yes   No

Number of Students
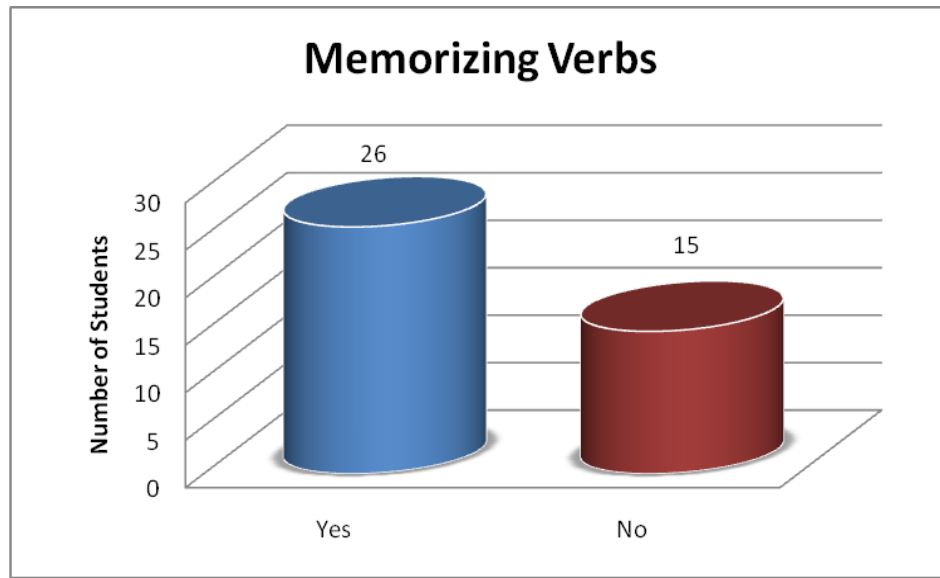
Memorizing Song: Linguists, psychologists, neurologists, musicians and many other scholars and scientists have been intrigued by the relationship between language and music, and more specifically between music and language learning. Literature indicates that there is a strong relationship not only between music and language, but between music, music training and language learning. However, scientists and scholars from various fields are continuing research on the question, and some have come very close to identifying exactly how these two phenomena are inter-related. To memorize and repeat songs was one of the most used strategies that the students applied. They used to memorize songs, in order to adapt new grammar structures and new vocabulary that complemented their proficiency level. people. During the research and according with the information obtained there were 21 students that used to memorize songs in contrast with 20 that did not apply this strategy.

Memorizing Songs
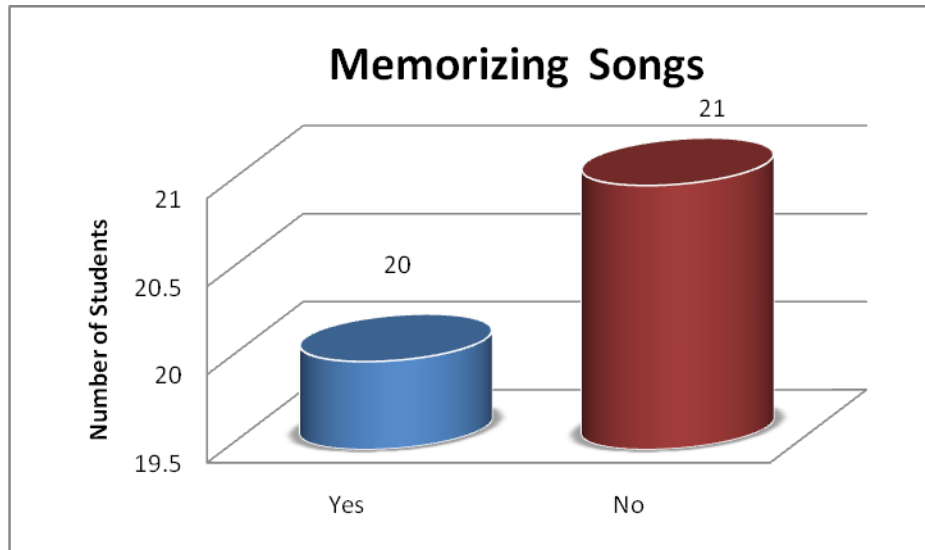
Trying to understand without looking up the words: There were 21 students from the total sample that have confirmed the use of this strategy. In the other, hand 20 did not apply it.

**Trying to understand without looking up words**
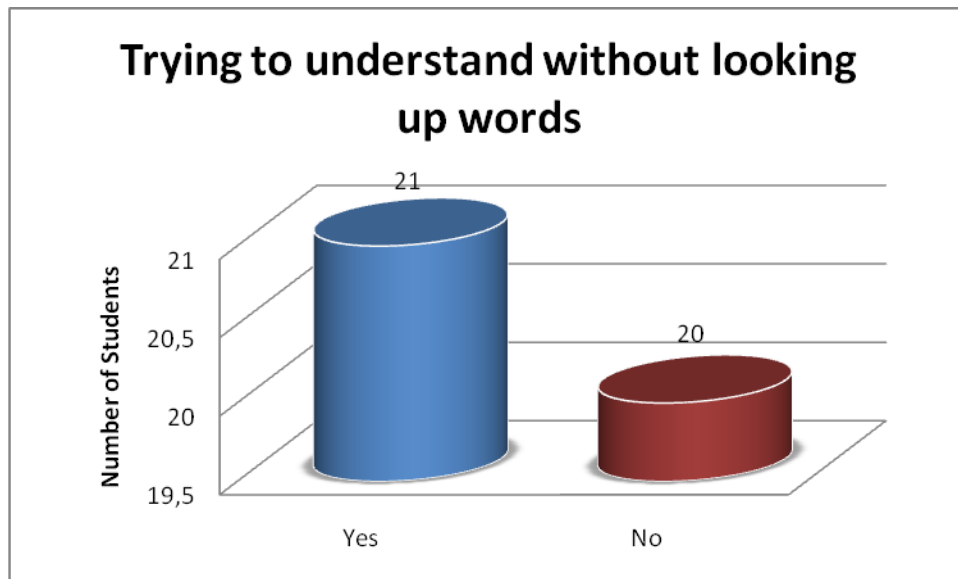
Meeting with friends in order to practice: In order to practice language some students agreed that talking with their classmates or people at a similar level of the major. 22 think that meeting with friends in order to practice English was a good way to keep in contact with language and improve their speaking. 19 of the students interviewed did not use this strategy to reach the speaking level they have.

Meeting with friends in order to practice

Number of Students

		22
Yes		22
No		19

22 | 21 | 20 | 19 | 18 | 17

Yes   No
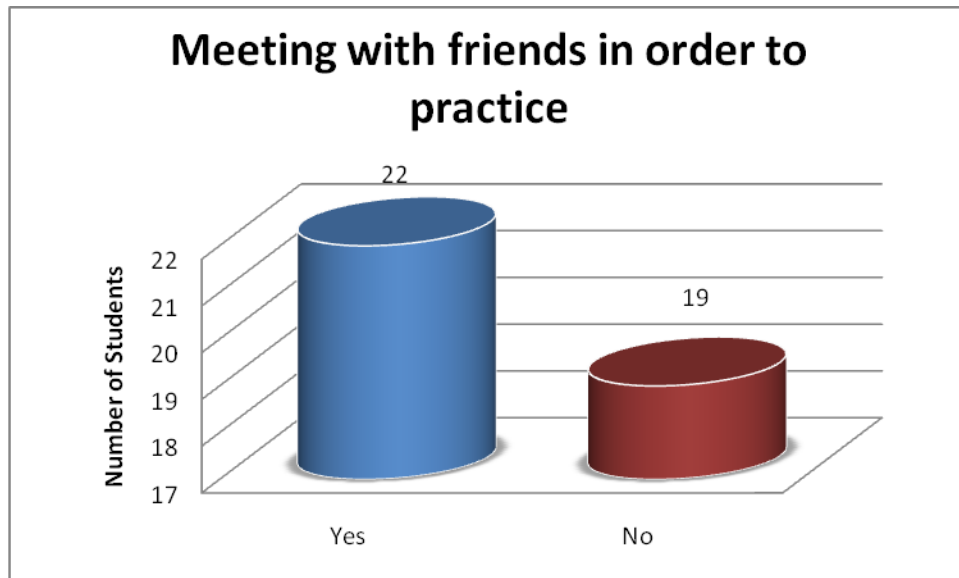
Memorizing Idioms: An idiom is generally a colloquial metaphor — a term which requires some foundational knowledge, information, or experience, to use only within a culture where parties must have common reference. Idioms are therefore not considered a part of the language, but rather a part of the culture. As cultures are typically localized, idioms are more often not useful for outside of that local context. According with the fact that an idiom is an accepted phrase or expression that doesn't follow the usual patterns of the language or that has a meaning other than the literal students have a limited access to some idioms. Students use to adapt new expressions or phrases to their lexical by listening or reading. The use of some established idioms were included in their strategies used. At least 18 of the students under study applied this strategy in comparison with the rest .23 did not use it.

Memorizing Idioms

Number of Students

Yes: 18

No: 23
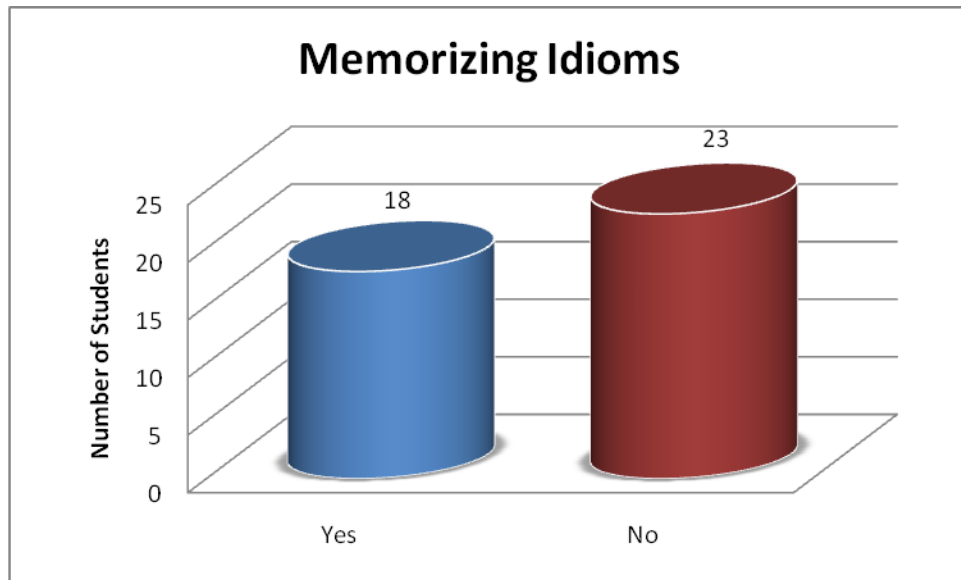
Repeating Aloud: To repeat aloud is a strategy used in class and outside the classroom by the students. It helps students to acquire the sounds of the words. 28 Students asked that they have used this strategy to reach their speaking level. In the other side there were 13 students that did not use this strategy.

Repeating aloud
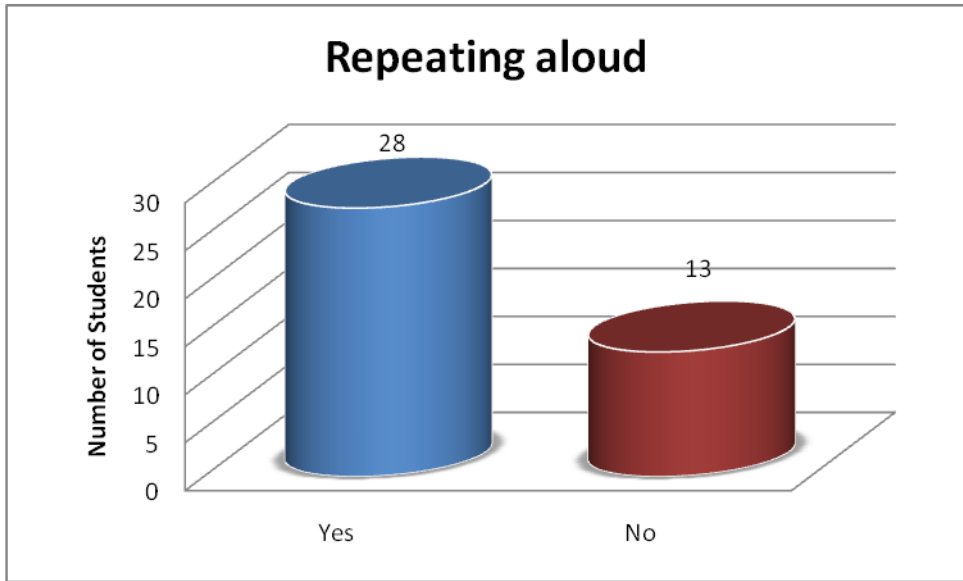
The following chart below shows the Top ten strategies used by the sample students taken for this investigation. These strategies are going to be shown to the rest of students at the foreign Language department in order to give them an idea on how they can improve their oral speaking in English. As it was previously mentioned, some strategies are not always useful for all individuals.
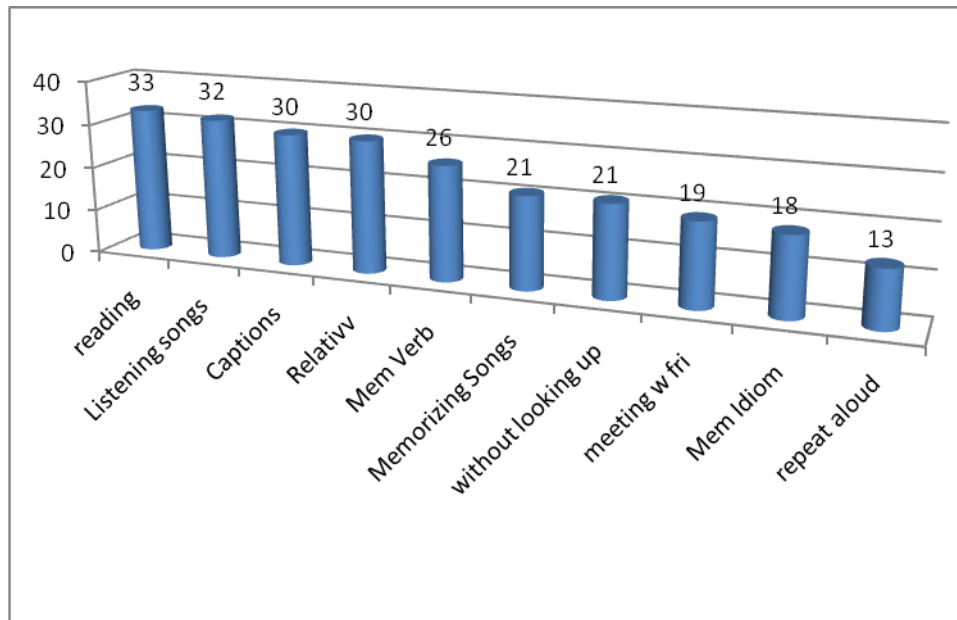
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