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

Universidad de El Salvador
Hacia la libertad por la cultura

PRODUCTIVE SKILLS DIFFICULTIES THAT STUDENTS IN THE CURRENT COURSES SERVED IN SEMESTER II, 2019 FACE WITHIN THE SKILL DEVELOPMENT AREA AT THE DEPARTMENT OF THE FOREIGN LANGUAGES OF THE UNIVERSITY OF EL SALVADOR.

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CHAPTER I

1. SUMMARY

This study will be based on the different courses of the development area such as Basic Intensive English which determines that at the end of this course students will have reached in A2 level, according to CEFR (Common European Framework of References for Languages) guidelines, besides they will be able to understand sentences and frequently used expressions related to areas of most immediately relevance, another development area subject which is intermediate intensive English I, aims students to continue developing the four linguistic micro-skills; listening; speaking; reading; and writing and students will be able to practice the sub-skills pronunciation and orthography by themselves.

According to the ACTFL 2012 (American Council On the teaching of foreign languages,) students will have reached intermediate intensive level. After students have finished taking the course of intermediate intensive I, they will continue with intermediate intensive English II and aims that students will have reached an intermediate-mid level of proficiency described in the B2a that students will have the capacity to achieve most goals and express oneself on a range of topics, e.g. can show visitors around and give a detailed description of a place according to CEFR (Common European Framework of references for languages: Learning, Techniques, Teaching and assessment.)

Another development area subject is Advanced English I, which aims students to reach B1+ level of proficiency described in the CEFR(Common European Framework of references for languages: Learning, Techniques, Teaching and assessment) Advanced Intensive English I program. Which stands that student will be able to understand the main points of clear standard input on familiar matters regularly encounter in work, school, leisure, etc. They will also be able to deal with most situations likely to arise when travelling in an area where the language is spoken.

Students at this level can produce simple connected text on topics which are familiar, or of personal interest and describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans, at this point, students are working on the speaking skill indirectly.

The next development area subject is advanced English II, this subject provides language development and practice through tasks and activities also will enable students to reach a solid advanced level in each of the four language skills: Listening, Speaking, Reading, and Writing.

Each of these skills are addressed discreetly (attending to their subcomponents and globally attending to their communicative intent) to provide both the analytic and experiential language learning balance required for effective development of the target level of proficiency. According to the Advanced Intensive English II Courses program semester I, 2018.

This subject aim is that students understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization.

They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Besides, another important development area subject is reading and conversation I. Reading and conversation I enables students to develop the reading skills by putting into practice some reading techniques to reach oral comprehension, and fluency at the moment of reading; on the other hand reading

and conversation II enable students to express themselves on many topics and also these courses enable students to increase theirs vocabulary regarding to many topics.

The next development area subjects are English Grammar I and II, English grammar I aims to study the grammatical structure applied in real conversations and it attends to improve the reading and listening comprehension and English Grammar II presents to the students more complex grammatical structures and also has practice on the four micro-skills to enable students to produce the language in its spoken and written form.

And other development area subjects are composition I and II, composition I aims to develop productive skills on the students, this subject will enable students to communicate by writing their ideas clearly in the English language, and Composition II reinforces what students have already learned in composition I, composition II aims that students use different writing styles; for example, description paragraph, cause and effect, comparison and contrast paragraph, opinion paragraph, and so on to express their ideas through a paragraph.

The last development area subjects are literature I and II, these subjects encourage students to read different literature throughout the time; however, literature II makes students express their ideas orally and in a written form, and students will learn about different cultures. Indeed, these courses carry out the ability of the students to produce the language orally and in written form.

1.1. DELIMITATION OF THE PROBLEM

1-THEORICAL

This study is based on the Productive skill level that the students who take the development area courses reach at the end of the courses. The following study will be held in the Foreign Language Department of the University of El Salvador, and it will be developed in the courses of the development area such as, Intermediate Intensive English I, advanced Intensive English I, Grammar I, Advanced grammar, Reading and conversation I, English composition I and literature I .Besides, it will be taken into account the different sources like web pages, bibliography, graduation works and all kind of material related to the research.

2- SPATIAL

The research study will be held in the Foreign Language Department of the University of El Salvador, which is located in the 25th North avenue, San Salvador Department.

3. TEMPORAL

The research will be developed in the term since the approbation of the research topic in Semester II, 2019; within this period, different types of instruments like Observation guides, interviews and focus group will be designed to develop the research until the presentation of the results of the instruments in the semester II, 2019.

1.2 STATEMENT OF THE PROBLEM

The students of English language in the Foreign Languages Department at the University of El Salvador find out a huge variety of circumstances and issues, mainly when they start from the first level until the last development area course in the English teaching major. The main factors that students face in the different served courses are emotional, psychological, physical, economical, academics and family matters in the process of the development of the productive skills. However, the difficulties that affect student engagement are not easy to solve and to find a solution for it. In fact, it is necessary to observe each individual and take into consideration the different situations students face now on the development area courses.

Development area courses such as the seven courses of English, beginning from Intermediate Intensive English I until Literature I. Students of Foreign Language Department of the University of El Salvador studying English as a (EFL) are supposed to be able to improve their abilities in the speaking area when they   have finished the different courses. On the other hand, they will have reached a high level at the productive skills.

1.3   RESEARCH QUESTION

What are the main difficulties that students face in speaking and writing skills in the current courses served in semester II, 2019?

1.4   SUBSIDIARY QUESTIONS

1)   What are the main difficulties affecting writing and speaking performance of students at the development area courses?

2)   What are the main factors influencing speaking?

3)   What are the main factors influencing writing?

1.5 OBJECTIVES:

GENERAL:

- To identify the main difficulties that students face in the speaking and writing skills in the current development area courses served in semester II, 2019.

SPECIFIC:

- To identify the difficulties that students face in the speaking and writing skills.
- To establish what teachers are doing to help the students improve their speaking and writing skills
- To elaborate a proposal in which the students have a better performance in the speaking and writing skill.
- To find some possible solutions so that teachers can help their students to improve their speaking and writing performance.

1.6 JUSTIFICATION

Speaking and writing skills are very important at the English development of the students; therefore, the development area courses focus on those productive skills to introduce the ability of the students to produce the language orally and in the written form. Even though, the development area courses aim to develop the four micro-skills, in this research just the productive skills will be investigated to determine the difficulties that students have for the development of the productive skills. Indeed, students are supposed to reach fluency in the production of the language.

Writing and speaking communication skills are important in all subject areas in the curriculum. Hence, literacy should have a central position in the curriculum. Even so, differences between students' levels of literacy means that some students fail to acquire the verbal foundations for learning by Trudy Wallace, Winifred E. Stariba, and Herbert J. Walberg Students are involved in the same study program, so they are supposed to get the same level of literacy for the students to be able to produce the language.

Even though, at the end of the development area courses students must become fluent now of the production of the language, they present some difficulties during the development area courses to reach the level of literacy. The benefits of the research are to let the students know what the difficulties that they present are and some possible solutions to overcome the difficulties. The objective of this research is to find out the main difficulties at the students speaking and writing performance of the development area courses served within semester II, 2019

CHAPTER II:

2-THEORETICAL FRAMEWORK

To find out the difficulties that are affecting the speaking and writing skills and it makes possible to help students to overcome their problems in the learning process of the speaking and writing skills, even though oral proficiency is not a strong predictor of word-level skills, it does correlate text-level skills. Rausch, Pamela, "The Relationship between English Speaking and Writing Proficiency and Its Implications for Instruction "Pamela Rausch (2015) therefore, it is necessary that teachers help students in those difficulties that affect speaking and writing performance of the students.

For instance, in the present day, it has seen the necessity of learning another language such as English to communicate with people from different countries. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney,1998,13)

To speak a foreign language gives the opportunity to obtain better job opportunities, in or out of the country, and apply to a scholarship abroad. Nowadays, learning English, it has become easy because with the use of technology as the main tool, computers, tablets, cellphones, and of course surf the web. And it facilitates the learner in the learning process of the language.

PRODUCTIVE SKILLS

2.1 WRITING:

Writing organizing them into statements and paragraphs that will be clear to a reader. (Nunan, 88.chapter 5.) It is the process in which someone can communicate ideas, thoughts and real-life situations; grammar, linguistic and its different areas make possible the written communication. Yau (214) reveals that in Malaysian context, the most common grammatical errors made by tertiary level students in written form are: singular/plural, articles, prepositions, adjective/noun, subject verb agreement (SVA), and tenses.

2.2 DIFFICULTIES PRESENTED BY STUDENTS IN THE WRITING SKILL AREA.

According to Hedge (1988:5) thinks that so as the writer to compensate the absence of the prosodic features in writing, he/she has to write with high degree of organization, careful choice of vocabulary and complex grammatical devices. In addition, they are:

- Gramatical problems
- Problems of sentence structure
- Problem of Word Choice
- Cognitive Problems
- Punctuation Problems
- Capitalization Problems
- Spelling Problem
- Content Problem
- Problem Organization

2.3 MECHANICS OF WRITING

According to the MLA Handbook for Writers of Research Papers, 63, chapter 3, seventh edition, there are several mechanics of writing such as: spelling. Punctuation, italics, names of persons, numbers, and titles of works in the research paper, quotations, capitalization and Personal Names in Languages other than English.

2.4 SPEAKING:

Speaking is the productive aural/ oral skill; it consists of producing systematic verbal utterances to convey meaning. Nunan, 47,2003. Speaking is more than form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interactions. Kurum, Eyüp. (2016). Teaching Speaking Skills.

Besides, speaking is a skill, which is mostly affected by causes such as lack of vocabulary, shyness, and fear of being humiliated. Urrutia and Vega(2010) Speaking is considered one of the most important skills to be produced because of the lack of development on its area, some students might need to do the practice in and out the classroom not only in the class because in this way they will produce and develop this skill with the use of technology and other instruments to be used in the development area.

According to Jeremy Harmer, 246,247, third edition, there are three rules to be considered in the speaking areas, which are:
- Sociocultural rules
- Turn-taking
- Rules for writing

These rules will help us to communicate with each other successfully. When speakers or writers on their own or of a foreign language do not know a word or just cannot remember it, they may employ some or all the following strategies to resolve the difficulty they are encountering: (Harmer,249 3rd edition 2005)

- Improvising
- Discarding
- Foreignizing
- Paraphrasing

By applying these strategies, speakers or writers will facilitate and solve his/her problems remembering the words they do not know or forgot.

The difference between speaking and writing are that speaking has to be developed by applying different activities such as drills, role-plays, dialogues, conversations. Beside writing skills there must be developed the grammar structure and lexical rules. Spoken language and written language differ in many significant ways.

According to: Samira Al Hosni the Factors that Cause Speaking difficulties to EFL Learners are

- Inhibition
- Nothing to say
- Low or uneven participation.
- Mother-tongue use.

In speaking skills, there are two main features which are accuracy and fluency, according to Jack C. Richards Fluency,14 2006 is a natural language, occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her

communicative competence, and it is very important to mention that this features accuracy and fluency are two main features in speaking that helps the student to have a better performance in the process of learning a foreign language.

According to David Nunan, (Chapter 3, 48) spoken and written language differ in many significant ways. Here are some key contrasts (Van Lier, 1995, 88) Speaking is auditory and temporary (immediate reception) while writing is visual and permanent (delayed reception), another feature is the feedback that for speaking there would be an immediate feedback and for writing there would be delayed or no feedback. Indeed, they differ in many ways; however, they both are productive skills.

The writing productive skills provide writers to think about ideas they want to express to readers in the process of writing. In the 'real world', this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things repeatedly, sometimes in a chaotic order. Thus, we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc. before we produce our final version.) Jeremy Harmer, 113, 2007.

Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all these things repeatedly; however, it is time consuming to reach a good statement or a paragraph.

The writing skill incorporates several sub skills. The sub skills are classified under seven categories.

According to Sobana, (2003:26) writing has the following types of subskills.

- Mechanics- handwriting, spelling and punctuation.
- Organization- Vocabulary, Idioms.
- Organization- paragraphs, topic and support cohesion and unit.
- Syntax- Sentence structure, sentence boundaries, Styling.
- Grammar- Rules of verbs, agreement, articles, pronouns.
- Contents- Relevance, clarify, originality, logic.
- The writing process- getting started writing drafts, revising, etc.

All these subs kills make a written representation of speech possible. According to James Hartley (2008; 11) Writing consists of four main recursive processes – planning, writing, editing and reviewing. According to Sampson, (1985:26) writing is a system for representing utterances of spoken language by means of permanent visible marks. Harmer (1998;3) noted that, writing is a basic skill, students should know how to write letters, how to put reports together.

2.5 THE IMPORTANCE OF WRITING AND SPEAKING SKILLS

As human beings, we are programmed to speak a language since we are children and during the growing time, and when we attend school and are exposed to some specific linguistic competences such as grammar, pronunciation, and vocabulary, the language is more developed.

Besides, when the time passes by we tend to memorize and create new words in our own and at the same time make some utterances that is why speaking it has a very good relevance in our daily life until we reach adulthood and also it starts from infancy to be developed during childhood to maturity level and the importance of writing is totally different, according to Krashen (1982) writing ability

is not learned but is acquired via extensive reading. In his opinion, the key factor is exposure to large amounts of L2 input material.

Therefore, writing is very important, and it is used for different purposes, and not forgets to mention that writing sets up a professional in very different academic areas and levels, that could be social, cultural, economics and laws. So, the necessity of writing in English for academic and occupational purposes has increased nowadays. According to the communicative approach or CLT methodologists consequently recommend that learners learn to see that failed communication is a joint responsibility and not the fault of the speaker or listener. Similarly, successful communication is an accomplishment jointly achieved and acknowledged. (Richards and Theodore S. Rodgers, 77, 1986)

2.6 DIFFERENCES BETWEEN L1 AND L2

The less exposure a person has the language the most difficult it would be for the person to learn. In L1 the person who is surrounded by the language does not find difficult the acquisition of the language and because it is essential for the person to communicate with others since they are newborn. Moreover, they are just getting as the first language that means that they do not get confused with another language. On the other hand, L2 makes the person too.

According to Scott thorn bury, (27,2005) in L1 speakers there, can be wide variation in the degree of fluency that individual demonstrate, in terms of stages of mental processing involved, there are probably no much differences at all. Like L1, L2 speakers also produce speech throughout a process of conceptualizing, formulating, and finally articulating, during which time they are also self-monitoring.

2.7   FACTORS CAUSING DIFFICULTIES IN THE PRODUCTIVE SKILLS IN THE DEVELOPMENT AREA.

Productive skills, speaking and writing, are defined by Jaramillo and Medina (2011) as an important form of expression used to persuade or convince other people as well as to share ideas and feelings. The CEFR defines factors as an aspect of full complexity by any individual or learners.

The factors are: Internal which are those that a language learner brings with him or her to the learning situation. These factors are composed by age, personality, motivation, experiences, cognition and native language. According to Frankfurt International School, these are related to a learning situation. These factors are composed by curriculum, culture, status and motivation. Harrison (2009)25 states that difficulties are related to learning disabilities students have, thus in this aspect they feel greater uncertainty than some of their classmates.

2.8 CEFR SCALES

The CEFR presents the six Common Reference Levels shown in Figure 3. This organization provides a roadmap that allows user/learners to engage with relevant aspects of the descriptive scheme in a progressive way. However, the six levels are not intended to be absolute. Firstly, they can be grouped into three broad categories: Basic user (A1 & A2), Independent user (B1 & B2) and Proficient user (C1 & C2). Secondly, the six reference levels, which represent very broad bands of language proficiency, are very often subdivided. (Common European framework of reference for languages: learning, teaching, assessment companion volume with new descriptors, 34.)
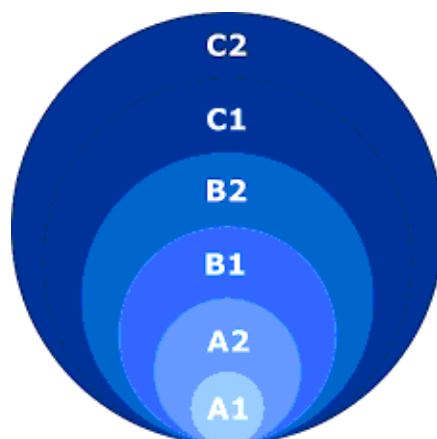
Figure 3 CEFR Common Reference Levels

The Common European Framework scale is divided into six levels that aim to standardize the level a language speaker is in; the levels goes from level A1 to level mastery C2. In A1 the person is able to communicate and exchange information in a simple way; example: can ask simple questions about a menu and understand simple answers, then in A2 the person is able to deal with simple, straightforward information and begin to express oneself in familiar contexts example: Can take part in a routine conversation on simple predictable topics.

And in B1 level the person has reached the ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information; example: Can ask to open an account at a bank, provided that the procedure is straightforward, in B2 level the person is able to achieve most goals and express oneself on a range of topics; example: Can show visitors around and give a detailed description of a place. These levels go from the basic's skill to master a skill where the speakers get the language as a native speaker.

So then, in the C1 level the person is able to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the

capacity to deal with unfamiliar topics; example: can deal with hostile questioning confidently. can get and hold onto his/her turn to speak, and in the top C2 level the non-native speaker is able to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker; example: can scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker. These levels that Council of Europe (CEFR) has created can be used with all European languages, not just English, however depends on what the person is able to do so the level in which would be set.

CHAPTER III

3-RESEARCH METHODOLOGY

This research consists of a diagnosis of the difficulties in speaking and writing skills face by the students from the development area courses in the semester II, 2019.

The activities that teachers do, in order to, help students to reach a better performance in the written and spoken area are: debates, conversations, oral presentations, one and one conversations, role plays and interviews (speaking skill), and in writing skill are: essays, paragraphs, written studies, and reports. These allow students to communicate among others producing the language

3.1 TYPE OF METHOD

The type of study which was used in this research project in order to find out the factors that students face in the development area courses is the qualitative method research. Also this type of research was chosen because it is the most appropriate study according to Alan Bryman, 384,17, 4th edition is a research strategy that usually emphasizes words rather than quantification in the collection

and analysis of data. On the other hand qualitative research is concerned with collecting and analyzing information in as many forms, chiefly non-numeric, as possible. Blaxter, L., Hughes, C. and Tight, M. (2006) How to Research (third edition).

3.2. TYPE OF STUDY

This type of research is descriptive; it was carried out in order to identify the factors that affect students in the development of productive skills in order to give recommendations to overcome the learner's difficulties in the learning process of English as a second language. According to Kumar, Ranjit, 30, 3rd edition, a descriptive study attempts to describe systematically a situation, problem, phenomenon, service or program, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue.

3.3 POPULATION

For the realization of this study, the universe are the students of the foreign language department of the University of El Salvador, registered in the semester II, 2019, in the development area courses, which are the following according to the schedules from 2019 Académica Humanidades.[1]

Grupo	Asignatura	Cupo	Horario	Dias
01		28	6:00 - 8:00 a.m.	L – J
02	Intermediate	28	6:00 - 8:00 a.m.	L – J
03	Intensive English I	28	10:00 - 12:00 m.	L – J
04		28	1:00 – 3:00 m.	L – J
05		28	1:00 – 3:00 m.	L – J
Grupo	Asignatura	Cupo	Horario	Dias

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[1] http://www.académica.humanidades.ues.edu.sv/content/lic-en-idioma-ingl%C3%A9s-opci%C3%B3n-ense%C3%B1anza-ciclo-22019

01		28	6:00 - 8:00 a.m.	Ma – V
02	Advanced Intensive English I	28	6:00 - 8:00 a.m.	Ma – V
03		28	10:00 - 12:00 m.	Ma – V
04		28	1:00 – 3:00 m.	Ma – V
05		28	1:00 – 3:00 m.	Ma – V

Grupo	Asignatura	Cupo	Horario	Dias
01		28	8:00 - 10:00 a.m.	Ma – J
02	English Composition I	28	8:00 - 10:00 a.m.	Ma – J
03		28	8:00- 10:00 am	Ma – J
04		28	3:00- 5:00 p.m	Ma – J
05		28	3:00- 5:00 p.m	Ma – J

Grupo	Asignatura	Cupo	Horario	Dias
01		35	8:00 - 10:00 a.m.	Mie
02	English Grammar II	35	8:00 - 10:00 a.m.	Ma – J
03		35	8:00- 10:00 am	Ma – J
04		35	3:00- 5:00 p.m	Ma – J

Grupo	Asignatura	Cupo	Horario	Dias
01		30	8:00 - 10:00 a.m.	L-J
02	Reading and Conversation I	30	8:00 - 10:00 a.m.	L-J
03		30	8:00- 10:00 am	Mi-V
04		30	1:00- 3:00 pm	L-J

Grupo	Asignatura	Cupo	Horario	Dias
01		40	10:00 – 12:00 m	L-J
02	Literature I	40	10:00 – 12:00.m	L-J
03		40	1:00 3:00 pm	Mi-V

Grupo	Asignatura	Cupo	Horario	Dias
01		35	8:00 – 10:00 am	Ma- V
02	Advanced Grammar	35	10:00 – 12:00.m	Ma – V
03		35	1:00 3:00 pm	Ma – V

3.4 SAMPLE

The teachers will be interviewed from the seven different courses and the sample size is determined according to (Bryman 425, 2012) sample size in qualitative research should not be so small as to make it difficult to achieve data saturation, theoretical saturation, or informational redundancy. At the same time, the sample should not be so large that it is difficult to undertake a deep, case-oriented analysis. Alan Bryman (Onwuegbuzie and Collins 2007: 289)

According to Sampieri (396, 2010) the focus group should be from 7 to 10 people and the interview and observation guide should be from 30 to 50 people. From each course, a group will be selected randomly. Then the number of participants for the focus group will be one student from the different courses who will be chosen randomly, having as total of seven members for the focus group, and teachers that will be interviewed from the different courses will make a total of seven teachers. However, for the observation guide the whole class will be observed having as total of 224 students. This sample will be taken from the development area courses and will be studied to determine the difficulties that students have in the development of speaking and writing skills.

3.5 SAMPLING FRAME

Random Sampling is the most basic form of probability sample. With random sampling, each unit of the population has an equal probability of inclusion of the sample (social research methods, 190.)

Random sampling is a probabilistic sampling method and it occurs when elements are selected for the samples are chosen by the judgment of the researcher.

3.6 INSTRUMENTS

DESCRIPTION OF INSTRUMENTS

As research team, it was decided that the type of research and how this could be approached. This research is descriptive and Herbert W Seliger and Elena Shohamy from Oxford University states that a descriptive research involves a collection of techniques used to specify delineate or describe naturally occurring phenomena without experimental manipulation. Since it was not focused on statistic results it was exclusive qualitative, having as instruments an observation guide, interview, and a focus group. The techniques and instruments were used in the study to gather important data from the participants, which in this case were the students of the development area courses whom were the sample for carrying out the investigation.

The observation guide of individuals is systematically recorded, valid and reliable behavioral or over behavior. It can be used as measuring instruments in different circumstances, in an exploratory way to get data that can be subsequently be verified by other techniques such as the first method of data collection descriptive.(Guerrero Maribel et al, 32,2013)

The Interview is a method to collect information from people is referred to as interview. Another precise definition is that any person-to-person interaction

between two or more individuals with a specific purpose in mind is called an interview (Ranjit Kumar 2011).

A focus group is a form of group interview in which: there are several participants (in addition to the moderator/ facilitator); there is an emphasis in the questioning on a particular tightly define a topic and the accent in an upon interaction within the group and the joint construction of meaning. As such, a focus group contains elements of two methods: the group interview, in which several people discuss several topics; and what is has been called a focused interview, in which interviewees are selected because they are known to have been involved in a particular situation (Merton et al. 1956; 3).

CHAPTER IV:

4- RESULTS

The research team decided to gather the data in order to fulfill the objectives of the research and find out the main productive skills difficulties that students face in the development area courses. The instruments applied in the research were Observation guide, interview and focus group.

The research team involved themselves on non-participant observation, which meant that they did not take part of the classes at that point. Different points that were observed in the class development:

4.1 SPEAKING

- Students participated in the speaking activities without nervousness. It was observed that just few students presented nervousness when performing an oral activity.
- Students showed willing to improve their speaking skill. It was observed that in the oral activities they were participating in development of the activities.
- Students asked questions about unknown words. It was observed that just a few students were curious about unknown words.
- Students participated in the classroom. It was observed that in the classes students were participating.
- Students did not laugh when any of their classmates made a mistake.
- Students admited when not understanding an explanation.
- Researchers observed that just in one class students did not understand the explanation of the teacher and they were asking themselves about it.
- The majority of the class did not show anxiety.
- Anxiety at the moment of the learning process.

4.2 WRITING

- Students studied content according to their level.
  In all the classes that were observed that the content studied is according to their level.

- Students made writing practices in the class.
  In the majority of the classes, students were making writing practices.

- Students were notified about their cognitive problems.
  In this point students were observed that they were notified about their cognitive problems.

- Students asked questions regarding to grammatical rules in the class. Researchers observed that just few students were asking questions regarding to grammatical rules in the class.

- Lesson was oriented to increased students' level at the writing skills. Researchers observed the lesson was oriented to increase students' level at the writing skill since teachers included some writing practices that made students developed the writing skill.

- Students´ doubts about the words spelling were clear after asking the teacher a question. Researchers observed that student who asked about the words spelling was told about the correct words spelling.

4.3 INTERVIEWS

The following analysis is about interviews made to 7 different teachers who taught the development area courses in semester II, so to start the interviewees are going to be mentioned one by one from the first course until the seventh course. Interviewed teachers, who taught the seven different development area courses in Semester II, 2019.

Interview 1

General Information

Name: Teacher A

Course name: Advanced grammar

Profession: English Teacher

For him, it is necessary to correct students who have grammatical problems when writing since advanced grammar course is based on prescriptive grammar.

He said "yes, it is necessary to correct students who have grammatical problems when writing since advanced grammar course is based on prescriptive grammar. And as long as the mistake take part of the process of the learning the language structure on the program that we have."

For him that it is important the use of the proper punctuation in a written paper; therefore students are getting accustom of formal language with different rules like; grammatical rules, punctuation rules.

He said that "it is important the use of the proper punctuation in a written paper, we need to follow rules; grammatical rules, punctuation rules, everything that is related to written language because we are trying to have students used to learn formal and informal language."

For him the main difficulties that students face in the mechanics of writing are the lack of skill of expressing them in a written form.

He said "the main problem is that they don't know how to write their ideas and their thoughts in English, they still have a lot of hesitations of how to order words to express their ideas."

For teacher "A" students, who are taking advanced grammar, they are supposed to be able to identify the structure of the different types of paragraphs since they have already taken other subjects in which the content is related with to the different types of paragraph.

He said "since they have already taken composition I and advanced grammar I they are more capable to identify the structure of the different types of paragraphs''

For him students forget or omit rules; therefore, they make mistakes in using capitalization.

He said "since capitalization is based on rules, so that they probably forget about the rules or omit the rules as they do in Spanish language; another reason can be that they try to use capitalization following the rules that are for Spanish capitalization, L1 interfering in L2."

For him the most outstanding problem is the students' competence and the lack of proficiency on the second language.

He said "the most probably outstanding problem is the students' language competence. If they are not proficient in the English language, they tend to make mistake especially in the different systems like when speaking or writing."

Interview 2
General Information
Name: Teacher B
Course name: English Grammar II
Profession: English Teacher

For her, students present some lack of knowledge when they are doing oral presentation due to the knowledge backgrounds.

She said "I think they do, most of the times they do not have the backgrounds knowledge, perhaps they are coming from public schools; or because they do not have previous experiences. And if you beginning speaking for example about global warming they do not like to talk and it might be not that they do not care, it is that they do not have the knowledge of each topics."

For her, anxiety affects students depending on the activity that is developed specially the evaluated and no evaluated activity.

She said "anxiety affects students depending on the activity that is developed; for example, in a class activity; if they have to discuss among them about a topic, they might feel confident and they try to speak among them. However, the problem comes when they have oral presentation and they know they are evaluated, and there is a rubric, so they try to focus on grammar rather than what they are just saying"

According to her, there are many factors that affect the students' speaking skill development; the background knowledge; lack of studying habits; students' passive way of the learning process.

She said "I think there are many factors that affect the students' speaking skill development: for example, the background knowledge, they are not familiar with the topic that is taught; second, the lack of studying habits, we are not the type of society that that reads. Through the years, I have recognized that society is

passive, in school we are not trained to speak but to listen, we need to push students to speak since they are not used to speak."

For her, it is necessary to include activities in the class to help students to improve their speaking skill even though it is difficult, she tries to do it, for grammar, for example, she has a book to follow to teach the students, grammar syllabus is a big book and that book includes few speaking activities. She includes speaking activities as many as she can in the class to help students improve their speaking skill.

She said "in grammar is quite complicated because we have really big syllabus and we need to complete them every day; however, I am teaching another subject, advanced English, and I take my own book, so I do not have to complete it and I take advantage of that to include more speaking activities in the class like; conversation including vocabulary that maybe they have never heard, we discuss about marriage, tradition and about some other topics, and they get familiar with the topic.

According to her, it is essential to encourage students to participate in the class to make students proficiency on the English language for students to speak better, more fluently and confidently.

She said "absolutely, I really want my students to improve their skills, I want them to speak better, fluently and confidently".

For her, it is necessary to correct grammatical problems on an essay practice of students.

She said "if it is written, yes I do because we need to check mechanic of writing like spelling".

According to her, it is necessary the use of correct punctuation in a written paper. She said "if it is written, of course".

For her, the main difficulties that students face in the mechanic of writing are associated to do not even know the Spanish rules so they will have the problem

on the second language, or they think they can do it the same way they do it in Spanish.

She said "first they are not even familiar with the rules of their mother tongue, so they do not know how to punctuate in Spanish, so the will not have any idea how to do it in English, or they think they can do it the same way they do it in Spanish."

According to her students are able to identify the structure of the different types of paragraph if they are trained.

She said "If students are trained, they are able. In advanced levels they take composition, so they are getting familiar of how to write properly, I think they are if they receive the appropriate training"

According to her, students make mistakes using since they are not familiar with the rules.

She said "I think that because they are not familiar with the rules."

For her the problem that affect more students in the development of the productive skills; student do not have much interest on the learning process since they do not know what a sentence is, so they are not able to make an appropriate sentence; or they do not even know how to use the tense correctly, and in speaking they do not develop fluency. She added the teachers did not teach correctly.

She said "I consider that the problem that affect more students in the development of the productive skills are: in writing, for example, students are not even able to identify what a sentence is, so they will not be able to write an appropriate sentence; they do not know how to use the different tenses, they do not respect grammar, in speaking they do not develop fluency, they tend to speak very flat. I do not know if we are not teaching them properly.

Interview 3.
General Information
Name: Teacher C
Course name: Intermediate English I
Profession: English Teacher

For her, anxiety affects students because they are afraid that their classmates can make fun of them when making a mistake, and they cannot control themselves. So for her, students present some lack of knowledge when they are doing oral presentation because they do not investigate.

She said "sometimes, some students have lack of knowledge regarding to vocabulary, grammatical structures and even the information they were supposed to investigate" so they do not want to express themselves.

She said, "Students are not able to control nervousness and anxiety being one of the main reasons why students do not want to express themselves, some students."

According to her, there are two factors that affect the students' speaking skill development; lack of preparation, and procrastination.

She said "there are two factors that affect the students' speaking skill development; lack of preparation that makes students feel insecure; procrastination is another factor since they do not devote time to improve their speaking skill, but they remain with the same doubts and errors."

For her, it is necessary to include activities in the class to help students to improve their speaking skill, for example, loud reading, correct students' pronunciation, and exposure students to native English.

She said "some activities that can implemented in class are: let students read aloud, try to get everyone participate in the class, correct the mistakes of some words and some phrases, try to play audios and videos in when they can listen a native English speaker."

According to her, it is necessary to encourage students to participate in the class even though they make mistakes.

She said "students must express themselves even if they make mistakes that will help them to improve, I include activities like: reading activities, dialogues, monologues and dynamics"

For her, it is necessary to correct grammatical problems on an essay practice since students need to know the correct grammatical structure.

She said "students need to know the correct grammatical structure in order to express themselves correctly"

According to her, it is important the use of proper punctuation in a written paper because a comma, question mark or an exclamation mark can change the meaning of a conversation."

She said that, the main difficulties that students face in the mechanic of writing is that they do not care about complete sentences, they do not use punctuation marks, they do not use connectors or linking words, they do not know the structure of a paragraph and they do not care about coherence and cohesion." She said, "They do not care about complete sentences, they do not use punctuation marks, they do not use connectors or linking words, they do not know the structure of a paragraph and they do not care about coherence and cohesion."

According to her, few students can identify the structure of the different types of paragraph.

She said, "Few of them can do it and most of them cannot do it."

According to her, students make mistakes using capitalization because they do not know when to use it and for careless as well.

For her one of the problems that affect the productive skill development is the lack of interest in the self-learning because if one the student wants to improve his or her skills, that student can do it through many available tools today.

She said, "The lack of interest in the self-learning because if one of the students wants to improve his or her skills, that student can do it through many available tools today."

Interview 4.

General Information

Name: Teacher D

Course name: English Composition I

Profession: English Teacher

In this interview teacher answered from question number 5 because the course he was teaching was related only to speaking most of the time.

Firstly he said, Yes, I do look for activities to encourage them to participate in the class, they are lucky through the internet we can find extra material, the topics are more activate and interesting for students that can make them feel more motivated and interested to participate and understand the topic better in the class, and we barely used the book, sometimes the book is very limited and what I do is to find extra material to have them involved.

Then he responded yes, and I think the grammatically variety in the grammatical domain plays a very important role in academic writing and its necessary to always keep an eye on some mistakes or some areas improvement regards grammar class even thought is not a grammar class and reminding time to time to remind them about some specific structure that could lack of use and how they can be used better outcome in the written area.

Also He said before academic writing is very technical and specific and there is in this part of the course when we pay attention or dedicate sometimes to develop the punctuation and development of the mechanics so it is very relevant or important for us have to good domain of that area.

And according to him mechanics is then fossilization of L1, the problem of students they have a lack of domain of that area in the first language and they carry those problems that are those fossilization due to second language production, what students do not do in Spanish they do not do in English either. Some of them are very similar to English punctuation of mechanics and some others are different to part fortunately, since not having background probably it is the most difficult part for students.

In addition he said that at this moment, he speaks on the name of his group that students are able to identify different type of paragraphs and at least three or four types they are able to identify them immediately.

Besides he answered that is because is lack of knowledge of the rules and also new generation have a strong influence from the web, where more people are writing without taking care of capitalization mechanics and grammatical structure and that influence also affects believe it or not, besides that I think some gaps that they bring from previous courses where they have not actually pictured this situation and carry whole problems from the previous courses and that is why they still have it.

At the end of the interview he mentioned that one the affects the most is the combination of different grammatical structure or in a certain way part of the structure of grammar and I think that most of students are having problems in that area probably one of the area are having problems in writing is when we talk about unity, many students are not related to a very specific topic but sometimes they are fade what they write and pretty much those things, handling different varieties of grammatical structure in a paragraph and unity tend to be probably the most strongest difficult area of improvement that student have.

Interview 5.

General Information

Name: Teacher E

Course name: Readings and Conversation II

Profession: English Teacher

He said yes, that in the process of learning, they present problems in the speaking skills and the pronunciation problems, grammar problems and he said that is natural.

In addition, he mentioned that not all the students show anxiety when they are secure when they know the level of anxiety is slow and nervous too.

According to him the lack of knowledge about the language, the age of the students and preparedness.

According to him, in a written essay definitely yes, but in an oral activity; it depends if the errors interfere with communication, he corrects them at the moment, if not; he does it at the end. Furthermore, he mentioned the variety of activities he develop in the class like debates, presentations, and one and one conversation, then he mentioned that he uses the same activities mentioned previously. Besides, he said yes that punctuation makes ideas clearer because you have to separate ideas and if you do not use punctuation, you read and analyze without any sense. At the same time he said that students present some lack of knowledge in grammar rules too, also they do not know how to use punctuations properly.

According to him it depends of the time for example if they have taken composition 1 and 2 probably, but if they have not probably, I would say not. To continue with the interview, he said that if students do not know the rules and they are not used to write.

To finish with the interview he mentioned that the entire problem affects the students because they do not write and do not speak even in the classroom and they still use the Spanish in the classroom.

Interview 6.

General Information

Name: Teacher F

Course name: Advanced English I

Profession: English Teacher

For teacher F, students present some sort of lack of vocabulary, because there might be some different factors as results of one, for some reason they have been promoted to that course of level without having developed both skill and the required vocabulary, another could be because they do not read and if you read you expand your vocabulary and in the other hand maybe another thing connects with lack of vocabulary which is fluency so when they lack vocabulary, fluency is affecting so you can perfectly see that they lack vocabulary given the fact that they make so many pauses, but we do not have to generalize, because there are always students that really have the level and some other who do not, but in my class I could tell you that may be a ruff calculation maybe 60 % of my student may not have vocabulary issues whereas the other 40% is really obvious because they do not participate as much.

Secondly he said that anxiety it does affects a lot because that is something related to affective filter, anxiety is affected once they are exposed to the public and having the pressure of both, the audience and the feature is kind of hard for them to manage, but as I said before some might know that students feel a lot of anxiety those who are very anxious are those whose vocabulary is poor and skills are poor as well.

Then he said, methodological factors probably because teachers do not do their best to teach them good classes which are part of the methodical and another factor could be that they have been promoted from course after course without developing n the skills and another could be that in the department there are two types of students, those students who are really made for the language and other are here trying if the career is for them.

Also he mentioned the activities that he include during the class to help students to improve their skills such as lot of discussions, role plays, debates, monologues and other types of activities that requires them to perform maybe reading a book, having a book report, interviewing reports, watching a movie and commenting on excerpts of the movies, what the movies were about, what vocabulary they learned.

In addition he said yes that he looks for activities to encourage them to participate in the class and one of them is especially those students who do not participate in the class I assign roles tell them to be a leader and monitor activities they do and do not do.

Also, he mentioned that he corrects grammatical problems because they are part of the feedback, otherwise if you do not correct students might get fossilized and they go to the grade with the mistakes.

To continue with the interview he said that it is important because is part of the coherence of the paper has , if there is bad punctuation there is lack of random sentences in the paragraphs and that is probably something against academic aspects.

Then he said that the main difficulties are punctuations, aspects of coherence in terms of using the appropriate sentence connectors to connect ideas and they have a lot of issues with conjunctions and if you think about a paragraph that is a set of sentences that needs to be connected properly with both conjunctions and sentence connectors. Also he said the students are able to identify the structure

of different type of paragraphs with the proper instructions they know the structure of the paragraph.

In addition he said students tend to make capitalization because they are not used to write as much as they should and they do not read and if they read they would see how the application of capitalization rules is applied.

To finish with the interview he said that both speaking and writing skills affects that the most important factors discussed in the interview students do not develop the skills that they should have developed as they get to another course and on top of that is another issue is that some of them are not made for English, they just see the Department as an academy and they do not care of becoming of good English users or English teachers.

Interview 7.

General Information

Name: Teacher G

Course name: Literature I

Profession: English Teacher

For teacher G, students don not show lack of knowledge when they are doing an oral presentation because they are good students, study, and read a lot of.

In addition, she said it tends to affect when they are in basic level and intermediate but not in advanced level anxiety cannot affect students' performance. Then she mentioned that the factors that affect students in advanced level cannot affect the lack of knowledge when it comes to history for example a topic that is not normal in a presentation and another factor that can affect students is self -stem also the fear of making mistakes. Also she said the activities she includes to improve in order to help the students speaking skills in basic, intermediate and advanced

levels are speaking in pairs, moving to a group around five people, doing more activities as whole class so they are going little by little having the self-stem really belt when they are going to speak about it.

Besides, she said that she really does it and looks for activities to encourage students to participate in the class and she tries to do in a single class to have questions to relate to their life so it is easier for them to speak about it because they are familiar with the topic. She said yes, that she corrects grammatical problems all the time no matter if it is an essay or work bigger, she always tries to give a feedback about grammar. Then she said yes, the punctuation can give you a different meaning.

To continue with the interview and related to mechanics of writing she said that the main difficult student have is that they are not reading so much and if they do not read they will not be able to write. Therefore, she does not have any activity about writing in literature but if they are able to comprehend everything in a book or novel, I can consider they know about it. Moreover, she thinks that students tend to make mistakes because they are not used to the use of punctuation related to capitalization.

To finish with the interview she said that writing is one the most difficult problem, because they are not used to write, they are used to read and speak but when it comes to writing is most difficult to them there is not something we do in a every sing class.

4.4 ANALYSIS OF THE INTERVIEW TO TEACHERS WHO TAUGHT THE DEVELOPMENT AREA COURSES AT   SEMESTER II, 2019.

Q1.

Teacher "B"

Students present some lack of knowledge and they are not used to read about different topics, and this is why they do not get new vocabulary.

Teacher "C":

Sometimes students present some lack of vocabulary and of course this is why they do not want to express by themselves.

Teacher "E".

They present some lack of knowledge because they are in the process of acquiring a second language and present some problems in speaking.

Teacher "F".

Students present some lack of knowledge because they have been promoted to another course without developed the speaking and writing skill, also they do not read and when they lack of vocabulary fluency is affected.

Teacher "G"

No, students in this level do not present lack of knowledge because they should be able to express themselves, and only you can see this deficiency only in basic and intermediate level**.**

Q2.

Teacher "B"

It depends what activities they are presenting they show anxiety but especially if they are being evaluated.

Teacher "C"

Students are not able to control nervousness, anxiety, and this why they do not want to express themselves.

Teacher "E"

Not all of them show anxiety, because they are secure what they are doing and the anxiety level is low.

Teacher "F"

Yes, they are anxious because vocabulary is poor and the skill too.

Griselda Navarro

Anxiety only affects basic and intermediate level but not in advanced level.

Q3.

Teacher "B"

Background knowledge, lack of studying, passive way of learning process.

Teacher "C"

Lack of knowledge and procrastination.

Teacher "E"

Lack of knowledge, age of students and preparation.

Teacher "F"

Classes are not well prepared, students are promoted to another course without developing the skills and there are two type of students; first the students who are made for the language and there another who believe or are trying if this major is for them.

Teacher "G"

Lack of knowledge in a different topic, Student self-stem and the fear of making mistakes.

Q4.

Teacher "B"

In English grammar II there are few activities to develop because is all about writing.

Teacher "C"

Loud reading, correction student's pronunciation and exposure them to native speakers.

Teacher "E"

No. answer

Teacher "F"

Discussions, presentations, debates, monologues and other activities.

Teacher "G"

Speaking in pairs and moving to a group around five people, doing more activities as a whole class.

Q5.

Teacher "B"

Yes, because she wants student to speak better fluently and confidently.

Teacher "C"

Reading activities, dialogues, monologues and dynamics.

Teacher "A"

Debates, presentation and conversations face to face**.**

Teacher "F"

Encourage students to participate and assign roles to those who do not participate.

Teacher "G"

Topics about their life.

Teacher "D"

The use of technology.

Q6.

Teacher "A"

Yes because it is necessary correcting the students in their grammatical problems, since advanced grammar is prescriptive.

Teacher "B"

Yes, because it is necessary to correct grammatical problems like spelling.

Teacher "C"

Yes, because students need to know the correct grammatical structure.

Teacher "D"

He said the grammatical domain plays a very important role in the academic writing.

Teacher "E"

He said yes, if is in a written essay of course but in a oral way it depends if the error interfere with communication at the moment if not I do it at the end**.**

Teacher "F"

Yes, Grammatical problems in order to give students feedback.

Teacher "G"

Yes, she always gives feedback about grammar.

Q7.

Teacher "A"

Yes, we have to follow grammatical rules and punctuation rules.

Teacher "B"

Yes if it is in a written paper.

Teacher "C"

It is important that students recognize grammatical rules very well.

Teacher "D"

Yes of course it is important for us to have the good domain of the grammatical area.

Teacher "E"

Yes, punctuation make ideas clearer, if you don't have punctuation you are reading a thing without sense.

Teacher "F"

Yes, it is part of the coherence, if there is a bad punctuation there is a lack of random sentences in the paragraphs.

Teacher "G"

Yes. Punctuation gives a different meaning**.**

Q8.

Teacher "A"

They do not know how to write their ideas and thoughts in English, still have a lot of hesitations and how to order words to express ideas, feelings and emotions.

Teacher "B"

They are not familiar with their mother tongue and don't know the mechanics of writing in English.

Teacher "C"

Students don't care about completing a sentence and don't know how to use the mechanics of writing.

Teacher "D"

Students with native language and they bring those problems to second language.

Teacher "E"

The lack of knowledge of grammatical rules.

Teacher "F"

Punctuation**,** aspects of coherence using the appropriate sentence connectors to connect ideas.

Teacher "G"

Students don't read and if they don't read they are not able to write.

Q9.

Teacher "A"

Students are supposed to be able to identify the structure of the different type of paragraphs.

Teacher "B"

Probably yes specially in advanced level.

Teacher "C"

Yes, they are able to identify the structure of different type of paragraph but few and the other does not.

Teacher "D"

In composition students are able to identify paragraphs and at least three of them.

Teacher "E"

If students have taken composition, I and II they should be able to recognize them.

Teacher "G"

In literature she barely uses any activity about writing and in the case, students like to read it's possible for them to identify them.

Q10.

Teacher "A"

Because they Forget about the rules or mix the rules of L1 with L2.

Teacher "B"

Because students are not familiar with rules.

Teacher "C"

Students make mistakes using capitalization because they do not know when to use it.

Teacher "D"

Lack of knowledge of the rules and the big influence students have from the web.

Teacher "E"

Students do not know the rules and are not used to write.

Teacher "F"

Because they are not use to read as much as they should write, if they read they would see how the application of capitalization rule is applied.

Teacher "G"

They are not used to the use of punctuation related to the capitalization.

Q11.

Teacher "A"

The problem affected the most to student's language competence is that they are not proficiency in the English language.

Teacher "B"

In writing, because students are not able to identify what a sentence is.

Teacher "C"

Lack of interest of self- learning.

Teacher "D"

The combination of grammatical rules.

Teacher "E"

They do not write and they do not speak in the classroom and also they use Spanish in the classroom.

Teacher "F"

Speaking and writing affects the most.

Teacher "G"

Writing is one the most difficult problem, because they are not used to write, they are not used to read and speak but when it comes to writing is the most difficult.

4.5 DESCRIPTIVE ANALYSIS OF THE INTERVIEW

To begin with the first question out of 7 teachers, only four answered positively, because the other 2 teachers who taught Composition and Advanced Grammar considered that was not necessary to answer from question number 1 through 5 because these 2 subjects were barely related to speaking skill. But in the majority of the teachers agreed that students presented some lack of knowledge, but in the case of "teacher G" who taught Literature 1 mentioned that students in this level did not present lack of knowledge and at the same time, she said students only presented problems in basic and intermediate level courses. To continue with the 2nd question related to anxiety out of 7 teachers, only four answered because the other 2 teachers who taught Composition and Advanced Grammar considered that was not necessary to answer from question number 1 through 5 because these 2 subjects were barely related to speaking; However, to "teacher E" said that not all of the students presented anxiety, because they were confident of what they were doing and the anxiety level was low.

In the 3rd question out of 7 teachers, only four teachers answered affirmative because the other 2 teachers who taught Composition and Advanced Grammar considered that was not necessary to answer from question number 1 through question number 5 because these 2 subjects were barely related to speaking, on the other hand "teacher F" responded that classes were not well prepared and students were promoted to another course without developing the skills, and then he said that there were two type of students; first the students who were made really for languages, they quickly understood and they performed very well, and the students who were trying to discover if this major is for them. Furthermore in question number 4 out of 7 teachers, only 5 teachers answered about the activities they applied in the classroom, because the other 2 teachers who taught Composition and Advanced Grammar considered that was not

necessary to answer from question number 1 through question number 5 because these 2 subjects were barely related to speaking.

In question number 5 out of the 7 teachers only 6 teachers answered about the activities that they looked for to encourage students to participate in class, however, "teacher A" did not answer this question because he taught Advanced Grammar but the other teachers mentioned the following activities they applied in class and they were: debates, discussions, speaking in pairs, conversations face to face, monologues.

In question number 6 out of 7 teachers, all of them answered yes, because they considered that was necessary to correct them in their grammatical problems for the students needed feedback about grammar.

In question number 7 all the 7 teachers said that it is very important to correct grammatical punctuation in a written paper because if students did not have a good domain of grammatical area they fail.

In question number 8 all of the seven teachers said that students had problems with the mechanics of writing and also "teacher B" and "teacher D" said if students had problems with their mother tongue that means they brought that problem to second language.

In question number 9, out of 7 teachers only 6 said that students should be able to identify the different structure of a paragraph but "teacher G" said that in Literature I , she barely used any activity in this course.

In question number 10 all of the teachers mentioned that students did not know or forget the grammatical rules.

Finally in question number 11 for the following teachers "F", B, E and G the problems that most affected students was the writing skill, but teacher A mentioned that the problem was that they were not proficient in the English language and also teacher "F" and "E" mentioned that speaking affected them too. Moreover teacher "C" mentioned the problem was lack of interest of self-learning; besides teacher "D" said the combination of grammatical rules.

4.6 FOCUS GROUP DESCRIPTION

Courses: English Grammar II   Date: October 31st, 2019

Introduction: This instrument aims to identify the difficulties that students from the different development area courses face in the Speaking and writing skills development.

Objective: to identify the difficulties that students from the different development area courses face in the Speaking and writing skills development.

General Questions:

Student "A"

•   **What is your name?** Student A

•   **How old are you?** 34

•   **Where do you live?** Soyapango, San Salvador

4-Can you tell us if you consider that lack of vocabulary affects your learning process when you are doing an oral presentation?

Yes, I think that do not have a decent vocabulary can affect in a bad way all your work when you are taking a class.

5-How Nervousness and anxiety makes you feel uncomfortable when you are performing a speaking activity.?

In my opinion, there is no reason to feel in that way, personally, I never feel any of this, but I was a witness of people suffering these problems.

6-Do you think that social factors can be consider as a negative circumstance in the development of your major to be specific in speaking skill?

Yes, they affect directly to the student, as a member of the society they are affected by any problem that society can have.

7-What should the student do to feel more confident?

Practice, do not solve the problem but give confidence enough to do a good work.

8-Which are the reasons why the students do not speak English in and out of the classroom?

The mayor reason why the students do not talk English is because the feel shy about their performance, and generally feel afraid of criticism.

9-Is the spelling problem a negative factor for the students in the development of the writing skills?

Generally, No, I personally know people that can write very well, but they can´t talk, people can learn the grammar and not learning a proper pronunciation.

10-Do you consider the grammatical problems affects the writing student process? Yes or No and Why?

Yes, because in the writing is more evident when the student don´t know the rules, I heard from someone, that speaking is good when somebody understand what

you are saying, but on the contrary the writing is more specific and have strict rules.

11-What should students do in order to have a better performance in punctuation, capitalization, spelling; content organization?

In general, they have to read more, student do not like to read, and this lack of interest affects negatively how we write, in second instance practice, grammar too is a good option.

12-Do you think that students have problems structuring and recognizing the different types of paragraphs?

Yes, not all students knows how to make or use the different types of paragraphs, but I think that is a minor group of students, but how I said before the solution is having a good reading habit.

13-Out of all the problems we have mentioned before which of them do you consider have affected you more in the development area courses, mention one, and why?

Personally, I have a problem learning grammar and structures, these areas give me a hard time, but I practiced until I was able to improve enough to understand. In the others areas I never have problems, but as student we need to do our best always.

Student "B"

General Questions:

1-**What is your name?** Student "B" (Readings and Conversation 1)

2-**Where do you live?** San Luis La Herradura, La Paz.

3-**How old are you?** 27.

4-Can you tell us if you consider that lack of vocabulary affects your learning process when you are doing an oral presentation?

Undoubtedly, the lack of vocabulary generates difficulties in students' knowledge of speaking. It does not allow students to develop fluency.

5-How Nervousness and anxiety makes you feel uncomfortable when you are performing a speaking activity.?

It makes me feel uncomfortable in the sense of not being secure while expressing my ideas.

6-Do you think that social factors can be consider as a negative circumstance in the development of your major to be specific in speaking skill?

This possibility can vary. People even having problems are able to communicate effectively in some cases. For that reason, I consider that the social factors affect rarely.

7-What should the student do to feel more confident?

By looking for something that motivates him/her to improve.

8- Which are the reasons why the students do not speak English in and out of the classroom?

Sometimes it happens because speaking English has not become a habit. In addition, in other cases, it is because people who are around us most of the time do not manage the language.

9-Is the spelling problem a negative factor for the students in the development of the writing skills? Did not answer.

10-Do you consider the grammatical problems affects the writing student process. Yes or No and Why?

Of course, it affects. If students do not manage Grammar will be difficult to have awareness about the right structure of the language.

11-What should students do in order to have a better performance in punctuation, capitalization, spelling; content organization?
They have to create the habit of reading a lot.

12-Do you think that students have problems structuring and recognizing the different types of paragraphs?
Probably it happens most of the time, even when students have taken courses of Composition.

13-Out of all the problems we have mentioned before which of them do you consider have affected you more in the development area courses, mention one, and why?
Did not answer

Student "C"
General Questions:
1-**What is your name?** Student "C"(Advanced Grammar)
2-**How old are you?** I am 23 years old
3-**Where do you live?** Quezaltepeque, La Libertad.

4-Can you tell us if you consider that lack of vocabulary affects your learning process when you are doing an oral presentation?
Of course, part of having a presentation requires using new vocabulary, and the lack of it affects the whole presentation.

5-How Nervousness and anxiety makes you feel uncomfortable when you are performing a speaking activity?

I feel really nervous, since what I want to say I cannot express it the way I would like to say.

6-Do you think that social factors can be consider as a negative circumstance in the development of your major to be specific in speaking skill?

Definitely it does. Not having enough motivation can affect in the development of speaking.

7-What should the student do to feel more confident?

They have to practice no matter what and being surrounded by friends or teachers who can help them to get over of any situations of English.

8-Which are the reasons why the students do not speak English in and out of the classroom?

They feel uncomfortable, there is no reason for them to speak in English or because they feel ashamed of it.

9-Is the spelling problem a negative factor for the students in the development of the writing skills? Yes it is.

Spelling has been a problem from the moment somebody goes to the composition class, either because we do not manage the vocabulary or because we do not read a lot.

10-Do you consider the grammatical problems affects the writing student process? Yes or No and Why?

Yes, it does. Because sometimes there is not a good explanation by teachers who teach grammar on how to construct a sentence.

11-What should students do in order to have a better performance in punctuation, capitalization, spelling; content organization?

They should read a lot and write a lot. I guess practice makes perfect and when teachers do not explain or express as the way they should do, I guess that is an alternative.

12-Do you think that students have problems structuring and recognizing the different types of paragraphs?

I do think so. Being able to write a good paragraph is one the biggest problems for the students of the language department.

13-Out of all the problems we have mentioned before which of them do you consider have affected you more in the development area courses, mention one, and why?

The lack of vocabulary has been something that has affected.

Student "D"

General Questions:

1-**What is your name?** Student "D" (Advanced English I)

2-**How old are you?**

3-**Where do you live?** Soyapango, San Salvador

4-Can you tell us if you consider that lack of vocabulary affects your learning process when you are doing an oral presentation?

Yes, I consider that the lack of vocabulary is a big problem in the learning process, they have different problematic, since the moment that people start with an oral evaluation, it is necessary to known a good vocabulary and sense in the oral presentation, if not, will be difficult to explain the topic.

5-How Nervousness and anxiety makes you feel uncomfortable when you are performing a speaking activity?

In the moment to keep the calm and start with pauses, with factors like bad words, bad pronunciation, hesitate, and others.

6-Do you think that social factors can be consider as a negative circumstance in the development of your major to be specific in speaking skill?

The most difficult is the economic situation, it is difficult to go to the class, if you do not have resources because you need the material that the teacher say that we need, and if you do not have resources, you would not work.

7-What should the student do to feel more confident?

To be a proactive and create more enthusiasm to follow the class.

8-Which are the reasons why the students do not speak English in and out of the classroom?

The first reason is when the student is shy, or another reason, the abilities to speak, is not complete.

9-Is the spelling problem a negative factor for the students in the development of the writing skills?

In my opinion I think that spelling is one of the most important things that the student's needs, it's possible that can be difficult for the other students.

10-Do you consider the grammatical problems affects the writing student process? Yes or No and Why?

Yes, the grammar is an important factor and a lot of rules are difficult to memorize.

11-What should students do in order to have a better performance in punctuation, capitalization, spelling; content organization?

To be more organized and participate in different things related with the language.

12-Do you think that students have problems structuring and recognizing the different types of paragraphs?

Yes, normally, the teachers only focus on teaching to speak and this is a big problem.

13-Out of all the problems we have mentioned before which of them do you consider have affected you more in the development area courses, mention one, and why?

Not well dedicated teacher was my problem when I start, and another were the resources

Student "E"

General Questions:

1-**What is your name?** Student "E" (Intermediate English 1)

2-**How old are you?** I'm 19 years old.

3- **Where do you live?**   I live in San Salvador.

4-Can you tell us if you consider that lack of vocabulary affects your learning process when you are doing an oral presentation?

Yes, it does. Because sometimes you are trying to say something but you might not know how and then you start to get nervous and doubt, and that can mess up your presentation.

5-How Nervousness and anxiety makes you feel uncomfortable when you are performing a speaking activity?

Sometimes when I am too nervous, I can forget what I have already studied or I usually mix up all my ideas in my head.

6-Do you think that social factors can be consider as a negative circumstance in the development of your major to be specific in speaking skill?

It might be that a student can find it hard to find ways or tools to practice her/his speaking skill or do not have the time they would like to have to practice that can cause a problem in the development of the skill for sure.

7-What should the student do to feel more confident?

I would say that the person should lose the fear of speaking in front of people on English and to try to find someone who can practice with him or her. Once you lose that, you even might get better in your speaking skill.

8-Which are the reasons why the students do not speak English in and out of the classroom?

I think some people might feel embarrassed of their pronunciation or afraid of not understanding something.

9-Is the spelling problem a negative factor for the students in the development of the writing skills?

I think it is, for example if you do not know how a letter is pronounced or the similarities of the letters you can write a word wrong.

10-Do you consider the grammatical problems affects the writing student process? Yes or No and Why?

Yes, I do. Because Grammar it is so important and difficult at the same time. Grammar helps you to give your paragraph sense and to be easier for the person to understand it, so if you do not have a good grammar, your writing is not going to be right.

11-What should students do in order to have a better performance in punctuation, capitalization, spelling; content organization?

Personally, everything about grammar seems difficult to me. Therefore, what I do and what I consider someone should do to improve that is to ask a teacher about the problems they have realized they have in grammar and to practice, there are some books that have exercises of grammar or you can find them on the internet and try to complete them.

12-Do you think that students have problems structuring and recognizing the different types of paragraphs?

Yes, I do. It might also have to do with the reading skill and how good or bad that is.

13-Out of all the problems we have mentioned before which of them do you consider have affected you more in the development area courses, mention one, and why?

I would say Grammar (writing) that I am not very good at punctuation. There are some things that are more difficult for me than others are, because it is the first time I have seen them and they are to understand, but I am trying to improve that skill by practicing.

Student "F"
General Questions:
1-**What is your name?** Student "F" (LITERATURE)
2-**How old are you?**   I am 33 years old.
3-**Where do you live?** Ciudad Delgado, km 11.

4-Can you tell us if you consider that lack of vocabulary affects your learning process when you are doing an oral presentation?

The lack of vocabulary affects in a big way when students are in an oral presentation because provoke hesitate and difficulties to express ideas. Therefore, that affects provoke nervous and anxiety in students.

5-How Nervousness and anxiety makes you feel uncomfortable when you are performing a speaking activity?

Sometimes I feel nervous for many factors which are lack of vocabulary or lack of knowledge can influence nervous or anxiety because do not be prepared cause lack of confidence.

6-Do you think that social factors can be consider as a negative circumstance in the development of your major to be specific in speaking skill?

There are socials factors that influence the lack of practice of the language.

7-What should the student do to feel more confident?

Practice every day the language, to be motivate in order to learn the language, do not be shy whenever the opportunity to practice, study vocabulary has.

8-Which are the reasons why the students do not speak English in and out of the classroom?

Some students are shy; time is also another reason, the lack of motivation.

9-Is the spelling problem a negative factor for the students in the development of the writing skills?

This is a problem because the way students write is so important in order to learn a second language. Also provoke bad habit when they are speaking. Therefore, writing skills is another reason to improve the language.

10-Do you consider the grammatical problems affects the writing student process? Yes or No and Why?

Yes, because the grammar mistake provoke firstly, bad habits and students get use to write in that way.

11-What should students do in order to have a better performance in punctuation, capitalization, spelling; content organization?

Write articles or essay is a good way to improve our writing skills.

12-Do you think that students have problems structuring and recognizing the different types of paragraphs?

Yes, sometimes students feel confuse the different types of paragraph that bring a big problem because students get either grammar mistakes or lack of writing skills.

13-Out of all the problems we have mentioned before which of them do you consider have affected you more in the development area courses, mention one, and why?

Speaking skill is a big problem in my learning process because provoke me nervous and anxiety also provoke lack of confidence in speaking skill.

4.7 CLASSIFICATION

Q4. 4- Can you tell us if you consider that lack of vocabulary affects your learning process when you are doing an oral presentation?

Student "A"

Yes, I think, I do not have a decent vocabulary can affect in a bad way all your work when you are taking a class.

Student "B"

Undoubtedly, the lack of vocabulary generates difficulties in students now of speaking. It does not allow students to develop fluency.

Student "C"

Of course, part of having a presentation requires using new vocabulary, and the lack of it affects the whole presentation.

Student "D"

Yes, I consider that the lack of vocabulary is a big problem in the process of learning, they are different problematic, since the moment that people start with an oral evaluation, it is necessary to known a good vocabulary.

Student "E"

Yes, it does. Because sometimes you are trying to say something but you might not know how and then you start to get nervous and doubt, and that can mess up your presentation.

Q-5 -How Nervousness and anxiety makes you feel uncomfortable when you are performing a speaking activity?

Student "A"

Yes, I think, I do not have a decent vocabulary can affect in a bad way all your work when you are taking a class.

Student "B"

It makes me feel uncomfortable in the sense of not being secure while expressing my ideas.

Student "C"

I feel nervous, since what I want to say I cannot express it the way I would like to say.

Student "D"

In the moment to keep the calm and start with pauses, with factors like bad words, bad pronunciation, hesitate, and others.

Student "E"

Sometimes when I am too nervous I can forget what I have already studied or I usually mix up all my ideas in my head.

Student "F"

Sometimes I feel nervous for many factors which are lack of vocabulary or lack of knowledge can influence nervous or anxiety because do not be prepared cause lack of confidence.

Q-6 Do you think that social factors can be considered as a negative circumstance in the development of your major to be specific in speaking skill?

Student "A"

Yes, they affect directly to the student, as a member of the society they are affected by any problem that society can have.

Student "B"

This possibility can vary. People even having problems are able to communicate effectively in some cases. For that reason I consider that the social factors affect rarely.

Student "C"

Definitely it does. Not having enough motivation can affect in the development of speaking.

Student "D"

The most difficult is the economic situation, it is difficult to go to the class, if you do not have resources because you need the material that the teacher say that we need, and if you do not have resources, you wouldn't work.

Student "E"

It might be that a student can find it hard to find ways or tools to practice her/his speaking skill or do not have the time they would like to have to practice that can cause a problem in the development of the skill for sure.

Student "F"

There are socials factors that influence the lack of practice of the language.

Q-7 what should students do to feel more confident?

Student "A"

Practice, do not solve the problem but give confidence enough to do a good work.

Student "B"

By looking for something that motivates him/her to improve.

Student "C"

They have to practice no matter what and being surrounded by friends or teachers who can help them to get over of any situations of English.

Student "D"

To be a proactive and create more enthusiasm to follow the class.

Student "E"

I would say that the person should lose the fear of speaking in front of people in English and to try to find someone who can practice with him or her. Once you lose that you even might get better in your speaking skill.

Student "F"

Practice every day the language, to be motivate in order to learn the language, do not be shy whenever you have the opportunity to practice, study vocabulary.

Q-8 which are the reasons why students do not speak English in and out the classroom?

Student "A"

The mayor reason why the students do not talk English is because the feel shy about their performance, and generally feel afraid of criticism.

Student "B"

Sometimes it happens because speaking English has not become a habit. And in other cases, it is because people who are around us most of the time do not manage the language.

Student "C"

They feel uncomfortable, there is no reason for them to speak in English or because they feel ashamed of it.

Student "D"

The first reason is when the student is shay, or another reason, the abilities to speak, are not complete.

Student "E"

I think some people might feel embarrassed of their pronunciation or afraid of not understanding something.

Student "F"

Some students are nervous; time is also another reason, and lack of motivation.

Q-9- Is the spelling problem a negative factor in the development of the writing skill?

Student "A"

Generally, no, I personally know people that can write very well.

Student "B"

He did not answer.

Student "C"

Yes it is, spelling has been a problem from the moment somebody goes to the composition class, either because we do not manage the vocabulary or because we do not read a lot of.

Student "D"

In my opinion I think that the spelling is one of the most important things that students need, it is possible that can be difficult for the other students.

Student "E"

I think it is, for example if you do not know how a letter is pronounced or the similarities of the letters you can write a wrong word.

Student "F"

This is a problem because the way students write is so important in order to learn a second language. Also provoke bad habit when they are speaking. Therefore, writing skill is another reason to improve the language.

Q-10- Do you consider the grammatical problems affects the writing student's process.

Student "A"

Yes, because in the writing is more evident when student do not know the rules. I heard from someone that speaking is good when somebody understand what you are saying, but on the contrary, the writing is more specific and have strict rules.

Student "B"

Of course, it affects. If student do not know manage grammar will be difficult to have awareness about the right structure of the language.

Student "C"

Yes, it does, because sometimes there is not a good explanation by the teacher who teaches grammar on how to construct a sentence.

Student "D"

Yes, the grammar is an important factor and many rules are difficult to memorize.

Student "E"

Yes, I do, because grammar is so important and difficult at the same time. Grammar helps you to give your paragraph sentence and to be easier for the person to understand it, so if you do not have a good grammar, your writing is not going to be right.

Student "F"

No answer

Q-11 what should students do in order to have a better performance in punctuation, capitalization, spelling content organization?

Student "A"

In general they have to read more, student do not like to read and this lack interest affects negatively how we write, in second instance practice grammar too is a good option.

Student "B"

They have to create the reading habit a lot of.

Student "C"

They should read a lot and write a lot of. I guess practice makes perfect and when teachers do not explain or express as the way they should do, I guess that is an alternative.

Student "D"

To be organized and participate and different thing relation with the language

Student "E"

Personally, everything about grammar seems difficult to me. So what I do and what I consider someone should do to improve that is to ask a teacher about the problems they have realized they have in grammar and to practice, there are some books that have exercises of grammar or you can find them on the internet and try to complete them.

Student "F"

Write articles or essay is a good way to improve our writing skills.

Q-12 Do you think that students have problems structuring and recognizing the different types of paragraphs?

Student "A"

Yes, not all students knows how to make or use the different types of paragraphs, but I think that is a minor group of student, but how I said before the solution is having a good reading habit.

Student "B"

Probably it happens most of the time, even when students have taken courses of Composition.

Student "C"

I do think so. Being able to write a good paragraph is one the biggest problems for the students of the language department.

Student "D"

Yes, normally, teachers only focus on teaching to speak and is a big problem.

Student "E"

Yes, I do. It might also have to do with the reading skill and how good or bad that is.

Student "F"

Yes, sometimes students feel confuse the different types of paragraph that bring a big problem because students get either grammar mistakes or lack of writing skills.

Q-13 Out of all the problems we have mentioned before which of them do you consider have affected you more in the development area courses, mention one, and why?

Student "A"

Personally, I have a problem learning grammar and structures, this areas give me a hard time, but I practice until I was able to improve enough to understand. In the others areas I never had problems, but as student we need to do our best always.

Student "B"

Did not answer

Student "C"

The lack of vocabulary has been something that has affected.

Student "D"

Not well dedicated teacher was my problem when I started, and another were the resources

Student "E"

I would say Grammar (writing) I am not very good at punctuation. There are some things that are more difficult to me than others are because it is the first time I have seen them and they are to understand, but I am trying to improve that skill by practicing.

Student "F"

Speaking skills is one of the big problem in my learning process because provoke me nervous and anxiety that provoke lack of confidence in speaking skills

4.8 FOCUS GROUP ANALYSIS

The focus group as an instrument of the research which aims was to identify the difficulties that students from the different development area courses faced in the speaking and writing skills development.

First, in this instrument we are going to start the analysis from question number 4 through number 13. From question number 1 through number 3 gathered general information from the students which will be mentioned in the development of the instrument.

In question number 4, all the students agreed that the lack of vocabulary affected their learning process when they were doing an oral presentation. With lack of vocabulary students could not speak fluently since they will need to use many words as possible to perform the presentation, because as many words they included in the presentation, a better presentation they would perform. Moreover, when students did not have a huge vocabulary, they started to get nervous and could mess up the presentation as a result of the lack of vocabulary. Secondly, in question number 5, out of 6 students, student "A" said that he did not feel uncomfortable when performing an speaking activity, but the rest of the students presented different reasons to feel uncomfortable when performing any speaking activity, for example: student "B" mentioned that he felt uncomfortable since he was not confident at the moment of expressing his ideas and then student "C" said that he felt uncomfortable since what he wanted to say that he could not express it in the way he would like to say it. In addition, student "D" said that he

felt uncomfortable when he was doing an speaking activity because when he started making pauses, he hesitated or pronounced words incorrectly, then student "E" said that what she has studied she forgot at the moment when she was performing a speaking activity, to finish student "F" said that he was nervous because was not prepared for the speaking activity so the lack of vocabulary or lack of knowledge made him feel nervous.

In question number 6, according to the social factors all the students had different opinions for example student "A" responded that students should find ways as tool to practice the speaking skill, then student "B" said this that the social factors can vary because students having problems could not communicate effectively, so the social factors rarely, In addition student "D" answered that the most difficult factor is the economic situation that affected in the learning process, moreover student "E" stated that the lack of motivation affected the student process and to conclude student "F" said that he felt nervous because of many factors which are lack of vocabulary and lack of knowledge and did not feel confident. In question number 7 according to the students what they should do to feel more confident was basically to practice and find something that motivated them, to continue with question number 8 basically the students said that they were shy at the moment of speaking English in and out the classroom, for example student "A" stated that shyness was the main reason as well the fear of criticism, then student "B" said that fear of other people laughed at them since they did not speak English as they did. Furthermore, student "C" mentioned that they felt uncomfortable, moreover student "D" expressed because of shyness, and then student "E" thought that some people felt embarrassed of their pronunciation or afraid of not understanding something and student "F" stated as well that was because of shyness and lack of motivation. In question number 9 related to the spelling problem all of them had different point of view, Firstly, student "A" said here are people who can write very well but they did not speak, people learn grammar but do not learn a proper punctuation, secondly student "B" did not answer, but

student "C" said that spelling problem was the problem of the moment because student assisted to composition class and did not manage the vocabulary according to the subject , also student "D" said spelling was one the big issue for students, then student "E" stated if a letter was not well pronounced or similarly or the letter you might write a wrong word , moreover student "F" said is a problem because the way students write is so important. In question number 10 two students mentioned that students did not know the rules but for

Student "C" he said that he did not get good explanation from Grammar teacher and student "E" said it affected her, because grammar was important and difficult. Also student "D" said yes because Grammar was a very important factor, to finish student "F" also said yes, because he considered grammar mistakes create a bad habit and student get used to write in that way.

In question number 11 which was asked to them, what students should do in order to have a better performance in punctuation, capitalization, spelling content organization? For the first three students they said that students should had read more and create habit of reading, but student "E" said you should asked to teachers and practiced with exercises in grammar context. Also student "D" said that a student should be more organized and participate in different things related to the topic studying, finally student "F" responded almost the same like the first three students like writing articles and essays will be good to have a better performance.

In question number 12 which mentioned that students had problems structuring and recognizing the different type of paragraphs, in this case the majority of students presented problems when structuring and organizing the different type of paragraphs because some of them did not read, others have problem with grammar rules and one of them said that teachers only went with the speaking skill.

To finish with question number 13 which asked them to mention which problem affected them the most in the development area courses (speaking and writing

skills. Firstly student "A" said that he present problems in learning grammar and structures, In the case of student "B" he did not answer, for student "C" his problem was lack of vocabulary, student "E" said is Grammar structure, but in the case of student "D" there were not well dedicated teachers, and to finish student "F" said the speaking skill was his problem which provoke him nervousness and anxiety.

4.9 GENERAL SUMMARY

This is the analysis and interpretation of the data gathered from the observation guide, interview, and focus group instruments to determine the productive skill difficulties that students in the current courses served in semester II, 2019 face within the skill development area at the department of the foreign languages of the University of El Salvador.

To determine the reasons of the productive skills difficulties that affected students of the development area courses. The research team observed seven different classes; however, it was observed that the content that was developed in the class was according to the students´ level to improve their performance at the productive skills. It was observed also that they were notified about the cognitive problems when they were doing writing practices in the class, and they asked question about grammatical rules, but for one class was observed that they did not ask question the teacher regarding to grammatical rules and they were asking each other; However, students were participating in the speaking activities what shows that they are willing to improve that particular skill, asking for unknown words and it was observed that students are respectful at each other.

According to the different teachers of the development area courses that were interviewed, they mentioned the different difficulties they saw during the development of their class , to start we can mentioned that all teachers agreed that all the students presented some lack of knowledge and also said that majority of students presented some problems at the time they were performing any type of different activities, specially oral presentations and they showed nervousness, anxiety because of lack of vocabulary and few knowledge of grammatical rules, but in the case of writing skill they also showed weakness in the performing of any written skill for the reason that some of them did not manage the grammatical rules properly, besides they did not practice any type of writing most of the time in the classroom and less at their homes.

In the focus group, all of the students presented different opinions about the social factors for example : lack of knowledge, anxiety, nervousness, lack of money and another student said the lack of practice made the student fail in the development of an oral presentation, also spelling problem is a big issue that affected the majority of students because in some cases like they said they could read but they could not speak the language perfectly, moreover most of the students did not know the grammar rules very well in some cases because they did not practice or learnt the different rules and in some cases they complaint about teachers that they did not give good explanation in the class related to Grammar. As a result, students need to create good habit about reading and writing skill.

CHAPTER V:

5-CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After analyzing the gathered data during the action research project, the research team came up to the following conclusion:

In general, the research team concludes that the application of different activities in the productive skill courses will be more effective in order for students to have a better performance in the speaking and writing skills since students have all the different materials to have a better development. Moreover, it was observed students are encouraged to improve their productive skills, and the majority of them show the willing to improve their skills.

As well, for teacher's opinion some students present some difficulties when performing the different types of oral activities, and in the written area also they present weakness when they are doing any writing activity. Even though, in the development of the observation guide, it was seen the majority of students participated in the development of the class; however, few students from the observed courses from 5th year present lack of knowledge.

In the development of the focus group, the majority of the students state that the big issue is the social factors that affect them really hard in the learning process of the language, but other students mentioned that the lack of grammar knowledge also affects the learning process.

5.2- RECOMMENDATIONS

The search team provides some recommendation to the students and teachers.

TO STUDENTS,

- First, Students should practice the English language in and out the classroom in order to have a better performance in the development area courses.

- Second, students should be prepared before any type of oral presentation to avoid nervousness and anxiety when performing it.

- Third, students should be more involved in the different activities related to the practice of the language.

- Fourth, students should be conscious if the major they are studying it is the appropriate or indicated to have them to develop as a professional in their life.

- Fifth, students should ask any type of questions or doubts without hesitating.

TO TEACHERS,

- First, teachers should expose students to the productive skills to make them able to produce the language.

- Second, teachers should work on the students that present some difficulties with the production of the language.

- Third, teachers should encourage students to produce the language with written material in test and journal entries and oral presentations.

- Fourth, teachers should incorporate in their lessons the teaching of punctuation patterns and words pronunciation so that students can improve their productive skills.

- Fifth, teachers should be aware that some students find difficult to develop the productive skills than other students, and teacher should focus on the students who present difficulties in the learning process.

TO THE FOREIGN LANGUAGE DEPARTMENT,

- It is necessary to implement English conversation clubs in order that student can practice their English language with students that are in a higher level.

- It is necessary to create an academic tutoring unit for students who consider that have problems in the different subjects.

- It is necessary to implement English grammar clubs in order for students to learn about the different grammatical rules.

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TIMETABLE

SCHEDULE OF ACTIVITIES 2019

TOPIC :

PRODUCTIVE SKILL DIFFICULTIES THAT STUDENTS IN THE CURRENT COURSES SERVED IN SEMESTER II, 2019 FACE WITHIN THE SKILL DEVELOPMENT AREA AT THE DEPARTMENT OF FOREIGN LANGUAGE OF THE UNIVERSITY OF EL SALVADOR.

No.	ACTIVITIES	JULY W1	2	3	4	AUG 1	2	3	4	SEP 1	2	3	4	OCT 1	2	3	4	NOV 1	2	3	4	DEC 1	2	3	4	ENE 1	2	3	4	FEB 1	2	3	4
1	Meeting with the advisor	■	■	■	*																												
2	Group meeting			■	■																												
3	Vacations				■																												
4	Registration					■	■																										
5	Classes start						■	■																									
6	Meeting wiht Advisor and to get the students list								■																								
7	Collecting the data									■	■	■	■	■	■	■	■																
8	Analysis of data																	■	■	■													
9	Results Presentation																				■	■	■	■	■								
10	Meeting with the advisor																									■							
11	Previous meeting with the advisor																									■	■						
12	Handing the document for revision																										■						
13	Edition ad revision																										■						
14	Handing the document for final revision																										■						
15	Document approved																											■					
16	Power point presentation elaboration																												■				
17	Previous meeting with the advisor before the final presentation																														■		
18	Final presentation																															■	■

2019 (July–December) — 2020 (Enero–Febrero)

ANNEXES

Annex 1: OBSERVATION GUIDE

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES

OBSERVATION GUIDE

Classroom Observation Guide

Teacher'sName _____ Date_____

Course_____ Number of students_____

Evaluator'Name_____

Directions:

Choose the number from the right side that best represents your response.

If necessary, write on the blanks below to provide more feedback or suggestions.

Objective: To observe the students and teachers performance in the way for the students to reach a good English productive proficiency.

A) Not observed

B) More emphasis recommended

C) Accomplished very well

Student´s characteristics	A	B	C
Students study content according to the their level			
Students make writing practice in the class.			
Students are notified about their cognitive problems.			

Students ask questions regarding to grammatical rules in the class.			
Lesson oriented to increase the students level at the writing skills			
Students´ doubts about the word spelling are clear after making a question to the teacher.			
Students participate in the speaking activities without nervousness.			
Students show willing to improve their speaking skill			
Students ask question about unknown words			
The students participate in the class			
Students do not laugh when one of their classmates makes a mistake.			
Students admit when not understanding an explanation.			
Student show anxiety at the moment of the learning process.			

Comments:

_____

_____

_____

Annex 2: INTERVIEW FOR TEACHERS

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

Interview for teachers of the English teaching major who teach the development area courses.

Objective: To know the teachers' opinions of the different difficulties' students have at the moment of the productive skill development.

1- Do you consider that students present some lack of knowledge when they are doing an oral presentation?

Yes _____ or No _____ and why?

2- Do you think anxiety affects student's production in the speaking activities?

Yes ___ or no ___ and why?

3- According to you, which are the main factors that affect the student's speaking skill development?

4- What activities do you include during the class to help your students to improve their speaking skill?

5- Do you look for activities that encourage students to participate in the class?

Yes, ___ or   No___ and which are they.

6- Do you correct grammatical problems in an essay practice of students?

Yes ___   or   No___ and Why?

7– Is it important for you the use of proper punctuation in a written paper?

Yes____ or No_____ and Why?

8- What are for you the main difficulties students face in the Mechanics of writing?

9- Do you consider that students are able to identify the structure of the different types of paragraphs?

10-Why do you think students tend to make mistakes using capitalization?

11- Out of all the problems we have mentioned before have affected the students more in the development area courses (Speaking and writing), mention one and

Annex 3: **FOCUS GROUP**

UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
FOCUS GROUP

Introduction: This instrument aims to identify the difficulties that students from the different development area courses face in the Speaking and writing skills development.

OBJECTIVE: to identify the difficulties that students from the different development area courses face in the Speaking and writing skills development.

General Questions:

1. What is your name?
2. How old are you?
3. Where do you live?
4. Can you tell us if you consider that lack of vocabulary affects your learning process when you are doing an oral presentation?
5. How Nervousness and anxiety make you feel uncomfortable when you are performing a speaking activity?
6. Do you think that social factors can be considered as a negative circumstance in the development of your major to be specific in speaking skill?
7. What should the student do to feel more confident?
8. Which are the reasons why the students do not speak English in and out of the classroom?
9. Is the spelling problem a negative factor for the students in the development of the writing skills?
10. Do you consider the grammatical problems affect the writing student process? Yes or No and Why?
11. What should students do in order to have a better performance in (punctuation, capitalization, spelling; content organization)?

12. Do you think that students have problems structuring and recognizing the different types of paragraphs?

13. Out of all the problems we have mentioned before which of them do you consider have affected you more in the development area courses, mention one, and why?