# INTRODUCTION

Learning English has become a mandatory skill that many people should have. There are many reasons why people decide to study English as a second language, for example: to improve their financial situation, travel around the world, work abroad, communicate with people from different countries, etc. It is very common to see people from different ages enrolling in academies and universities which offer an enticing academic program designed to fulfill the students' necessities.

Day by day, our society is moving into a globalized stage that is opening doors and offering opportunities to people who master a second language. Mastering a second language involves a process that requires dedication, practice, and motivation; this process plays an important role that helps us to be in touch with new cultures, technologies, societies, etc.

Mastering the knowledge of English is classified by the level of the students; this mastering has three basic levels: beginner, intermediate, and advanced. Generally speaking beginners are those who do not know much English and advanced are those students whose level of English is competent. Between these two levels, intermediate implies that the speaker is ready to initiate, sustain, and close a conversation with a variety but limited vocabulary.

As an answer to the society's demand of having English skilled professionals, the Foreign Language Department of the University of El Salvador offers an ambitious study plan for those who are interested in learning the second language; this plan is composed of a number of subjects designed to develop English oral proficiency. Thus, the main purpose of this project is to identify how motivation, time devoted to speaking practice, and the teaching speaking methodology interfere in the oral performance of intermediate English students at the Foreign Language Department of the University of El Salvador in the semester I-2011.

The first part of this project presents the topic of the research that describes what is going to be investigated, the statement of the problem that provides the context for the research and the questions that the research team intends to answer, the justification that

tells us the importance of the research as well as  the general and specific objectives. A second part presents the theoretical framework which describes the three factors that are going to be studied supported by some literature and definitions. The third part explains the methodology, research population, and research sample. Finally, the fourth part shows the results, data analysis, some conclusions based on the analysis and some recommendations that the research team considers important that the Foreign Language Department should follow.

## 1.1 TOPIC

How motivation, time devoted to speaking practice, and teaching speaking methodology interfere in the oral performance in Intermediate English students at the Foreign Language Department in the University of El Salvador in the term I-2011.

## 1.2 STATEMENT OF THE PROBLEM

When students finish Basic English, they are supposed to be able to introduce themselves, order a meal, ask and give directions, make a purchase and talk about the things they like; they are ready to move to the next level which is Intermediate. In this level, the subject demands that students exchange basic information about work, school, recreation, and particular interests in conversations requiring narration and description, though with some language limitation; besides, students should be able to initiate, sustain and close a conversation with a number of strategies appropriate to a range of circumstances and topics, and be able to use connected discourse, particularly for simple narration and description.

Nevertheless, after completing the first year of studying English, Intermediate students of the Foreign Language Department, face several problems at the time to use their oral skill. Some of the problems are related to the lack of vocabulary, incoherent ideas, and pronunciation mistakes and even they sometimes prefer not to speak or participate in activities such as: role-plays, debates, or oral presentations in front of the class. Also, it is very common to see students speaking in Spanish in the hallways of the Foreign Language Department before entering to an English class or even inside the classroom when the class is in progress.

According to Geoffrey Broughton (1980 Teaching English as a Foreign Language), some people are better at communicating than others, but every normal human being learns to communicate through language. It may be a matter of intelligence as well as motivation and experiences to communicate well, but it is not necessary to have any more than normal

intelligence to communicate sufficiently for everyday life. For a foreign learner, it might be more important to achieve the ability to convey his / her ideas than to achieve a formal linguistic correctness.

Theoretically, all the English programs are elaborated by professors of the Foreign Language Department at the University of El Salvador; these programs are based on a communicative approach that gives the opportunity to students to improve their oral performance. However, many intermediate English students do not reach the level of oral proficiency required by the Foreign Language Department.

This project will look forward to answering the following questions:

1- Do students feel comfortable speaking English?

2- Are students motivated enough to study English?

3- Are students aware of the process that implies learning and practicing another language?

4- Does the teaching speaking methodology fulfill the necessities of the student's oral performance?

5- Do students have enough time to practice the spoken language inside and outside the classroom?

6- Is the teaching method adequate to improve the speaking ability?

# 1.3 OBJECTIVES

**GENERAL**

- To identify to what extent motivation, time devoted to speaking practice, and teaching speaking methodology have any kind of interference in the oral performance of intermediate English students in the term I-2011 at the foreign language department.

**SPECIFIC**

- To detect which of the three factors (motivation, time devoted to speaking practice, and teaching speaking methodology) has a higher interference with the students´ oral performance.

- To recommend some solutions to be applied in the Foreign Language Department and the classroom in order to improve the oral proficiency of Intermediate English students at the Foreign Language Department.

# 1.4 JUSTIFICATION

Oral communication is an interactive process that involves the transmission of facts, ideas, thoughts, feelings and values. The effect of the message that a person wants to transmit will depend on a number of elements such as: pronunciation, intonation, vocabulary, grammar and expressions applied to a conversation. In order to be successful academically and professionally, a person needs to learn effective oral communication skills. Some people are effective communicators because they feel confident conducting themselves in a variety of personal, professional, and academic environments.

Students who have finished Intermediate Intensive English II at the Foreign Language Department are supposed to acquire the appropriate oral skills to communicate using the target language. However, they show some deficiencies by the time they have to interact with people, express ideas, and thoughts. Due to these deficiencies, it is very common to criticize these students as people who are studying a language only because knowing English has become a trend but not because they are interested in learning the language.

The present research, intends to identify how motivation, time devoted to speaking practice, and teaching peaking methodology interfere in the oral performance of intermediate English students. The purpose is to discover which of the three factors has more inference in the students' oral performance; with the results, the researchers will provide some recommendations to the Foreign Language Department in order to improve the area in which the students need more assistance.

It is considered that this research will benefit Intermediate English students and also Advanced English students because the teachers from the Foreign Language Department

will have valuable elements to be considered by the time they plan their lessons and activities oriented to the oral communication. Besides, it will provide teachers important information related to the students' background prior to enter the university in order to implement strategies to fulfill their necessities.

## II THEORETICAL FRAMEWORK

Nowadays, learning a second language has become part of many people's goals. The main reasons why they decide to learn a language is because they want to have better job opportunities, it can help them to travel abroad etc, but being able to know a second language requires a process of constant practice, instructions, and dedication; it also requires that people manage the four macro skills which are: reading, writing, listening and speaking. The last skill is the one that gives more problems to some people because at the time to express their ideas they can be misunderstood; this misunderstanding can be related to the lack of vocabulary, incorrect pronunciation, intonation, etc. Due to these problems there are many students who prefer to be anonymous in class and decide not to participate in communicative activities that are carried out by the teacher. Even though these students have the chance to practice the language in a controlled and save environment, they sometimes lose this valuable chance.

**Second language learning** is the process by which people learn a second language in addition to their native language (s), it refers to what the learner does in order to learn a new language; in addition is a process in which the psychology and sociology form a part of it. Sometimes the terms "acquisition" and "learning" are not treated as synonyms and instead they are used to refer to the subconscious and conscious aspects of this process respectively.

Some researchers suggest that most learners begin their acquisition process with a "silent period", in which they speak very little if at all. It is also said that this is a period of language shock in which the learner actively rejects the incomprehensible input of the new

language. However, it has been shown that many "silent" learners are engaging in private speech, sometimes called "self-talk". While appearing silent, they are rehearsing important survival phrases and lexical chunks. These memorized phrases are then employed in the subsequent period of formulaic speech. On the other hand, there are some other learners that by choice or compulsion do not experience the silent period and pass directly to formulaic speech. This speech, in which a handful of routines are used to accomplish basic purposes, it eventually gives way to a more experimental phase of acquisition, in which the semantics and grammar of the target language are simplified and the learners begin to construct a true inter-language (Sneider, 1982).

## 2.1 Motivation

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action (P.A. Richard-Amato, 1988). A variety of factors move a person to be interested in something that catches their attention. In the case of English students, it is stated that there are some individuals who have decided to study the language just because they are curious about it.

What is meant by the term motivation? The term motivation in a second language learning context is seen according to Gardner (1985) as 'referring' to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.

According to the Pocket Oxford English Dictionary (2004), motivation is:

1. The reason or reasons behind one's actions or behavior.

2. Hence, the abstract term "motivation" on its own is rather difficult to define. It is

easier and more useful to think in terms of the 'motivated' learner: one is willing or even eager to invest effort in learning activities and to progress.

Motivation is a concept that helps explain why people think and behave as they do. Though we may be familiar with the term, truly understanding how it affects each of us is more difficult. Moreover, how it applies to education is less well-known. . On the other hand there are other students who are really interested in learning a second language because they might need it or because they need it.

Motivation is a main part of education for the following reasons:

- A motivated person will surpass an unmotivated person in performance and outcomes.

- Basically, when there is no motivation to learn, there isn´t any learning.

- Instruction with motivated learners can be joyful and exciting.

- Learners who leave the educational environment feeling motivated are more likely to have a future interest in what they learned and are more likely to use what they have learned.

- Outstanding effort can be limited by the learner's ability or by the quality of instruction.

- One of the most commonly measured indicators of motivation is persistence, and when this exists, people work longer and with more intensity.

According to some researchers who have done pioneering work to explore the nature of motivation in second language acquisition, there are different types. One of them is the **Instrumental Motivation:** it characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). The purpose of language acquisition is more utilitarian because the main goal is to get a job, to pass an examination, etc. There is little or no social integration of the learner into a community using the target language. **Integrative Motivation**: the desire to learn a language in order to communicate with people from another culture that speak that language; the desire is also there to identify closely with the target language group (R. Narayana, 2006) **Intrinsic motivation:** is an internal energy called forth by circumstances that connect with what is culturally significant to the person. In other words, intrinsic motivation relates to those things that are near and dear to us because of values, beliefs, or circumstances (Dale H. Schunk (2008). Tracing the word "intrinsic" down to its roots, it means "innate" or "within", thus intrinsic motivation originates in the individual itself. Concerning learning, it can be said that the drive or stimulation to learn comes from within the student; hence the teacher or instructor does not have to 'manipulate' the student in any way in order to make him learn. It is an inner desire of the student to fulfill a positive learning outcome. Intrinsic motivation itself is goal related; therefore it is independent from any kind of external value. The goal can be defined as the desire to accomplish an understanding for any circumstances, which originates from one's own curiosity. It follows from this assumption that intrinsic motivators have a long-term effect and constancy, because oneself is directly involved in the process of motivating. Whatever derives from one's own motivation is more likely to be remembered than anything else. This makes intrinsic motivation a very effective means for learning

processes. "Once an individual identifies the activity necessary to achieve the goal, it remains constant". Intrinsic motivation is a key issue when it comes to learning processes. When teachers talk about motivated students, they mostly talk about students who act out of an intrinsic motivation. But if every student would be intrinsically motivated the teachers would not have the problem of motivation. The most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation    (Naiman et al., 1978) here are some of them:

- Positive task orientation

- Ego involvement

- Need for achievement

- High aspirations

- Goal orientation

- Perseverance

- Tolerance of ambiguity

**Extrinsic Motivation**: motivated students "are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged". The encouragement derives from an outside force and thus stands in sharp contrast to the idea of intrinsic motivation, where the student himself is the driving force. Whatever is performed is based on the expectance of an outside

reward. If we talk about the manipulation to motivate somebody, this manipulation would equal an extrinsic motivation, because "extrinsic rewards can be abused to bribe or coerce someone into doing something that they would not do on their own". (Dale H. Schunk (2008)

Extrinsic motivation can be regarded as the opposite of intrinsic motivation. Whereas intrinsic motivation is closely goal related, extrinsic motivation has little relationship to a goal or better the goal is a different one than with the intrinsic motivation. As explained above, the goal connected with intrinsic motivation is a positive learning effect that lasts a long time, but the goal of an extrinsic motivated student is completely different. "When individuals are extrinsically motivated, they hold some desired outcome as a goal (e.g., getting a good grade or avoiding punishment), they recognize that a certain way of behaving is an expedient means to that goal, and they make plans to modify their behavior in such a manner that they are likely to experience the desired outcome".

In the second language classroom environment, what undoubtedly influences learners' learning outcomes is their interpretation of interpersonal teacher behavior. So, in language learning, the teacher plays the main role. That is why teachers must address to how to motivate his students as much as possible using different strategies for better learning styles and for the students to be motivated to learn a second language.

## 2.2 Strategies for Enhancing Motivation

- Challenge Them

- Build on Strengths First

- Teach Them How to Make Their Tasks More Manageable

- Offer Choices

- Provide a Secure Environment

- Use Rewards & Punishment with caution

- Help Students Develop An Internal Locus Of Control

- Avoid Power Struggles

- Use Ambiguity Occasionally

- Offer Open-ended Activities to Develop Creativity

- Teach Students to Evaluate Themselves

- Attention Seeking Behaviors

- Competition

- Students Need To Understand The Relevance Of All Their School Activities

- Perfectionism - Is It Good or Bad?

- Reinforce Required Strategies

- Teach A Variety Of Organizational Strategies

- Role Models

- Use Computers.

## 2.3 Oral communication

Every time that a human being wants to communicate something, it is done mainly orally through voice and speech. The reaction produced by the message that someone wants to convey will depend on how effective the communication is. D. Vivier and H. Van Schalkwyk ,(1992) suggest that in order to be successful in a conversation, the speakers have to improve their oral skills; to learn how to use words precisely, speak audible, clearly, pleasantly, with enough volume, and at the right tempo in a well-modulated voice. The effective use of the voice is a factor that affects the message that someone tries to transmit. The voice is part of the personality of the speaker and reflects the moods, excitement, enthusiasm, sincerity, anger, fear, frustration, surprise, apathy or anguish. Another element that affects effective communication is the vocal sounds. Vocal sounds are emitted by passing air over the vocal cords through the mouth and nose to the outside. The tongue, teeth, palate, gum ridge, chest and lips are used to make sounds. Other elements that affect a person to speak properly include:

- **Pronunciation:** the way of saying words correctly

- **Enunciation:** saying words distinctly

- **Stress:** the strength of voice placed on a particular syllable

- **Intonation:** the variation from high to low pitch

- **Articulation:** expressing separate sounds clearly.

Gill James (The Complete Guide to Learning a Language, 2003) says that talking is a blend of listening and speaking and the effective communication happens when speaker

and listener create the same picture in their heads. He also mentions that body language and finding the key words communicate better than the highly structured, polished, rehearsed phrase.

According to Sari Luoma (Assessing speaking, 2010 p. 22) when a person talks, the talking can have two purposes: to talk about any topic or to talk about something specific. The first one can be called chatting or listener-related talk and the second one information-related talk.

Chat is the exchange of amicable conversational with  another speaker; the main purpose is to make and maintain social contact and information-related refers to speech aimed to transferring information on a particular topic.

## 2.4  Oral practice

According to The Oxford Dictionary, practice means the repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency on it. It also means to carry out or perform (a particular activity, method, or custom) habitually or regularly. Susan M. Glass and Larry Selinker (Language Acquisition An Introductory Course, 2008) states that Second Language Learning is like other forms of learning. Learning progresses from knowledge to some skill behavior and finally to automation of procedural knowledge. The knowledge is obtained through observation and analysis or through verbal instructions. Then, the next step is to move from the stage of conceptualization to using that knowledge which needs to become fast and without deliberation.

Some researchers suggest that a control practice of the language (in the classroom) may result in spontaneous productive use but only those linguistics forms that the leaner is ready to manage. Controlled practice seems to have little long-term effect with the accuracy

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and fluency with which new structures are performed.  Rod Ellis (Instructed Second Language Acquisition, 1999) states that in order for a learner to develop competence, this individual has to get involved in activities where he or she can achieve control of the language. He also says that meaning –focused instructions provide the opportunity for a learner to automate knowledge and it is best to practice in real operating conditions where the learner can put in practice strategic abilities to improve accuracy and fluency.

## 2.5 Teaching speaking

According to Jeremy Harmer (2006) there are some important reasons for a teacher to teach speaking to his students. The first reason is that speaking activities provide rehearsal opportunities. These opportunities give a chance to students to practice real-life speaking in the safety of the classroom.  Another reason is that speaking tasks in which students practice all the language they have learned during a lesson provide students and teachers a feedback. And finally he states that the more students have opportunities to activate the different elements of language they have stored in their brains, the more automatic their use of these elements become. As a result of this practice, students become more autonomous in the usage of the language and they are able to use words and phrases fluently without very much conscious thought.

It's important to know that the methodology for teaching English is necessary in a communicative class. Without methodology teachers can get errors when they teach, this can cause problems in students learning. Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are unafraid of making mistakes will generally

be more talkative, but with many errors. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. It's essential to break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- **Mechanics** (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

- **Functions** (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

- **Social and cultural rules and norms** (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students

develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

**Language input** comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of

language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

## 2.6 The responsibility of the teacher

A teacher that already has experience in teaching English as a Second Language (ESL), can exploit her background in language teaching. This teacher should recognize the ways in which her teaching skills can be adapted for the teaching of English for Specific Purposes. Moreover, the teacher will need to look for content specialists for help in designing appropriate lessons in the subject matter field she is teaching.

- **Organizing Courses**

The teacher has to set learning goals and then transform them into an instructional program with the timing of activities. One of the main tasks will be selecting, designing and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

- **Setting Goals and Objectives**

Arrange the conditions for learning in the classroom and set long-term goals and short-term objectives for students achievement. Your knowledge of students' potential is central in designing a syllabus with realistic goals that takes into account the students' concern in the learning situation.

- **Creating a Learning Environment**

The teacher's skills for communication and mediation create the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. Being the teacher, he may be the only English speaking person available to students, and although his time with any of them is limited, he can structure effective communication skills in the classroom. In order to do so, in his interactions with students he tries to listen carefully to what they are saying and gives his understanding or misunderstanding back at them through his replies. Good language learners are also great risk-takers, since they must make many errors in order to succeed: however, in classes, they are handicapped because they are unable to use their native language competence to present themselves as well-informed adults. That is why the teacher should create an atmosphere in the language classroom which supports the students.

Learners must be self-confident in order to communicate, and the teacher responsible to help build the learner's confidence.

- **Evaluating Students**

The teacher is a resource that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. He will serve as a source of information to the students about how they are progressing in their language learning.

# III METHODOLOGY

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## 3.1  Description of the methodology

The main objective of this research was to identify to what extent  motivation, time devoted to speaking practice, and teaching speaking methodology have any kind of interference in the oral performance of intermediate English students term I-2011 at the foreign language department. Therefore, the research teamed decided to use a descriptive research. A descriptive research answers the questions what, where, who, when, and how; it determines the presence or absence of something. Besides, it is designed to describe the characteristics or behaviors of a particular population, and can be used with qualitative and quantitative information

In order to carry out the research,  the team used some techniques based on a descriptive research: the first instrument that was used to collect information from the students was the observation (appendix 1). The research team observed the way students interacted and behaved in different activities that were developed in class by the teacher. In order to collect the data, the team wrote down everything that happened throughout the process of the different tasks in which the students were involved. The observation was carried out in a period of two weeks. Four groups of intermediate English were observed at different schedules. One group was observed from 10:00-12:00 pm, two groups were observed from 1:00 – 3:00 pm and the last group was observed from 5:00-7:00 pm. To avoid interference with the students and the development of the class, the research team took the role of complete observers. The information from the observation sessions were collected through written entries.

The second instrument was a questionnaire (appendix 2) that contained twenty

questions that were related to motivation, time devoted to speaking practice, and teaching speaking methodology. The questions were divided into seventeen closed questions and three open questions. This questionnaire was applied to one hundred and twenty one students. The data collected from it was analyzed using graphs for proper interpretation.

The third instrument was a structured interview (appendix3). The interview was composed by nine questions related to the following factors: motivation, time devoted to the speaking practice, and teaching speaking methodology. Due to the fact that most of the students had a busy schedule, the interviews were passed only to seven students. In order to collect reliable information, the questions for the interview were given in advanced; allowing students to analyze each question before providing the required information.

## 3.2 Research Population

The research population consisted of Intermediate English students at the Foreign Language Department at the University of El Salvador in the semester I-2011. In this case the population selected was two hundred and twenty students of the intermediate English courses.

## 3.3 Research Sample

The sample has to be representative to generalize the requested information for the whole population. It consisted of one hundred and twenty one intermediate English students that were attending classes not only in different groups but also at different schedules. (See appendix 4)

# IV. RESULTS AND DATA ANALYSIS

## 4.1 Analysis of the observations

The research team spent eight sessions of classes in each group of intermediate English II in which: all the classes started from 10 to 15 minutes late, as a result some students were late and sometimes they arrived later than the teacher; the classes always started with warm up activities such as: songs, speaking activities, or with a summary of the previous class. During the class, it was observed that most of the teachers encouraged the students to participate in all the activities developed in class. From the side of the students, it was noticed that some of them did not like to participate because of different reasons: their lack of vocabulary, confidence and also because they were afraid to make mistakes. On the other hand, from all the groups observed, it was found a good quantity of students who could express their ideas without difficulties.

The most common activities that the teachers developed in class were: pair work, oral presentations, and in some cases debates. Due to the fact that the book demanded to practice activities related to the four macro skills (reading, listening, writing, and speaking) the time invested to the oral practice was not enough. In relation to resources, it was observed that the CD player, multimedia projector, laptop computer and extra materials like posters and copies were the most used.

Regarding the students' behavior in class, it was observed that only a minimum group of students spoke English before the class started. When the teachers assigned activities in which students had to express their opinions, only the same people liked to participate. It was also observed that when the students were assigned to work in pairs or in groups, the interaction among them was in Spanish and only when the teachers walked around to monitor the progress of the students; these ones switched the language to English.

**4.2 Graphics and analysis from the student's questionnaires.**

The following tables and graphs show the results and main findings that were discovered in the data analysis and interpretation about how motivation, speaking practice, and teaching speaking methodology interfere in the oral performance of an intermediate English student semester I-2011. The students that provided the information were from four groups. The number of students from the first group was 47 attending classes from 10:00 to 12: pm. The number of students from the second group was 43 attending classes from 1:00 to 3:00 pm. The number of students from the third group was 28 attending classes from 1:00 to 3:00, and the number of students from the fourth group was 17 attending classes from 5:00 to 7:00 pm. The results and findings helped the researchers to arrive to the conclusions and provide recommendations for the professors at the Foreign Language Department at the University of El Salvador.

**Graphics and analysis from the Students Questionnaires.**
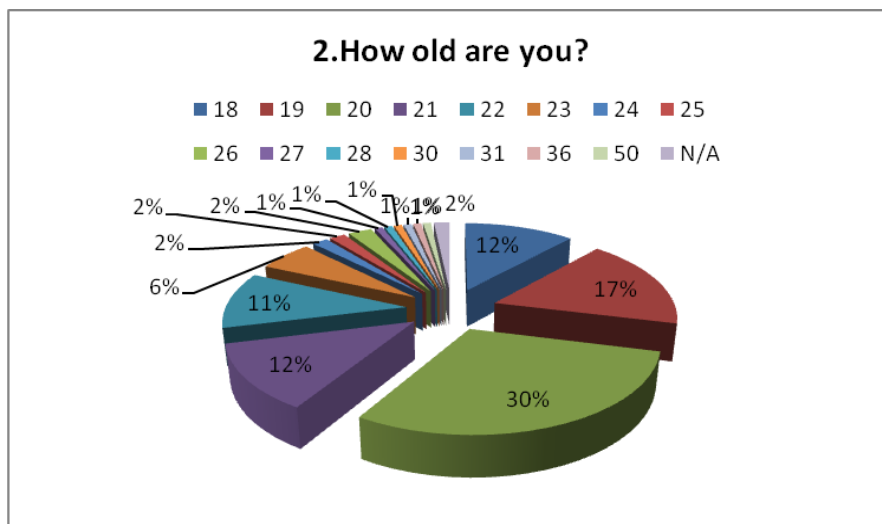
**4.2.1 Graphic 1**.     **Gender:**

| Male | Female | Total |
|------|--------|-------|
| 40   | 81     | 121   |
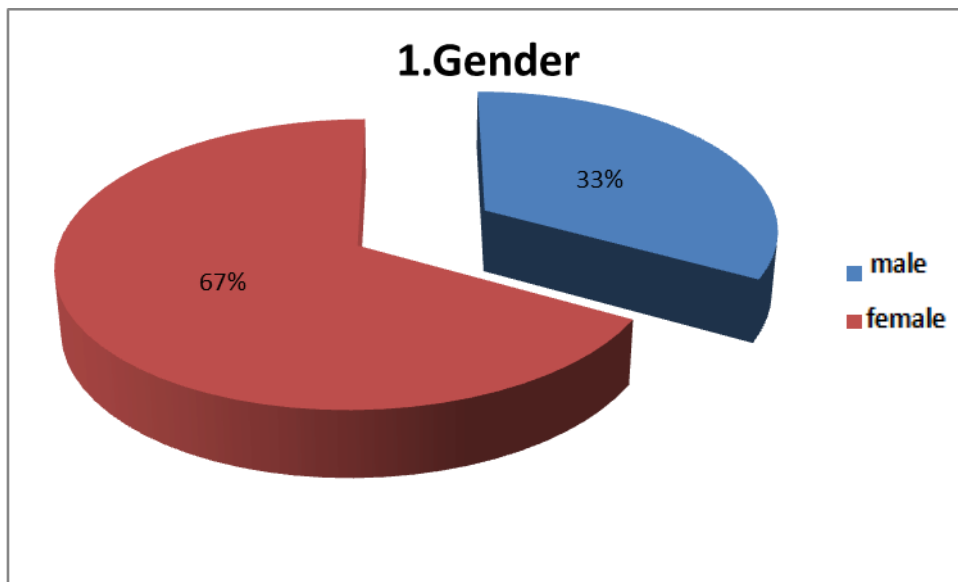


An important group of students (67%) that took the questionnaire that are studying Intermediate English II semester I-2011 are women.

**4.2.2 Graphic 2.  Second question.**

| Age | Students |
|-----|----------|
| 18 | 14 |
| 19 | 21 |
| 20 | 36 |
| 21 | 15 |
| 22 | 13 |
| 23 | 7 |
| 24 | 2 |
| 25 | 2 |
| 26 | 3 |
| 27 | 1 |
| 28 | 1 |
| 30 | 1 |
| 31 | 1 |
| 36 | 1 |
| 50 | 1 |
| N/A | 2 |
| Total | 121 |



This graph shows that the 47% of the sample population that took the questionnarie are 19 and 20 years old. This result tells us that this percentage are the students that after graduating from high school decided to study  English at this University. We also found one student who is 50 years old and is studying Licenciatura en Idioma Inglés.

**4.2.3 Graphic 3**. **Third question.**

| Year | Students |
|------|----------|
| 1988 | 1 |
| 1996 | 1 |
| 1998 | 1 |
| 1999 | 2 |
| 2000 | 1 |
| 2003 | 2 |
| 2004 | 2 |
| 2005 | 2 |
| 2006 | 8 |
| 2007 | 6 |
| 2008 | 14 |
| 2009 | 15 |
| 2010 | 59 |
| 2011 | 1 |
| N/A | 6 |
| Total | 121 |



3. When did you start to study English?
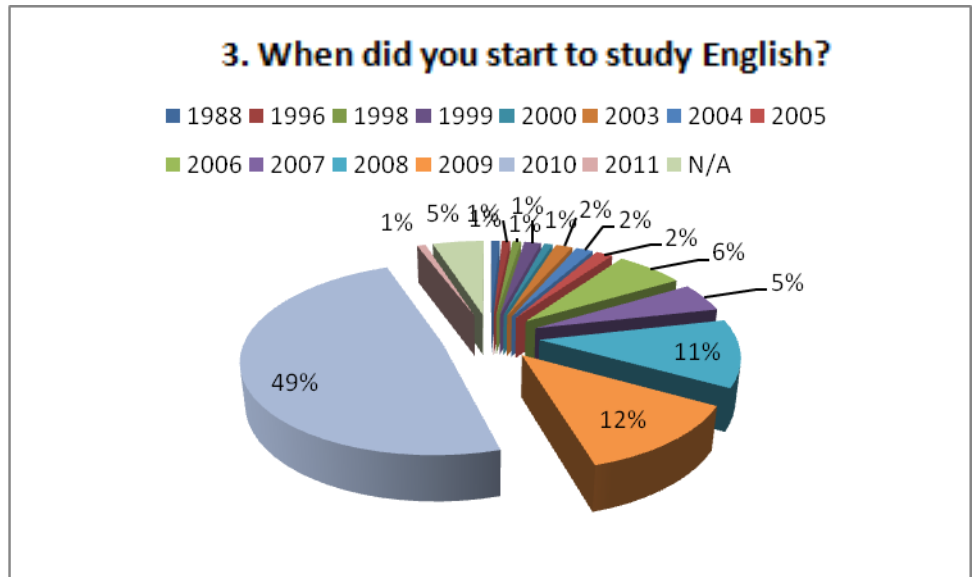
This graph shows that 49% of students started to study English as a foreign language in 2010. The result means that the English classes they took in high school were not enough to learn the basic information about the language that is neccesary to introduce themselves, order food in a restaurant, talk about likes and dislikes.
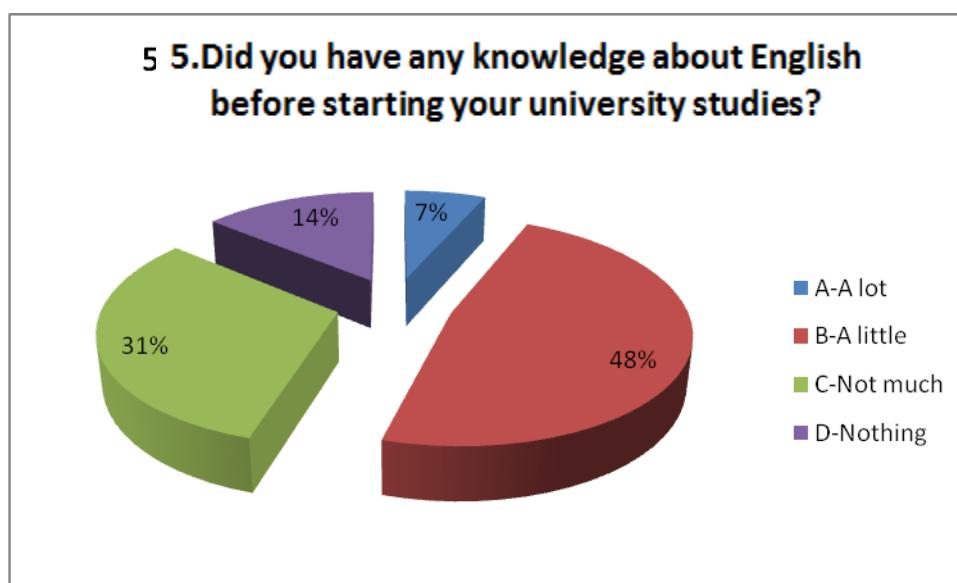
**4.2.4 Graphic 4. Fourth question**

| Options | Students |
|---------|----------|
| a | 5 |
| b | 46 |
| c | 3 |
| ab | 2 |
| ad | 1 |
| abd | 1 |
| bc | 2 |
| bd | 3 |
| ac | 2 |
| d | 22 |
| bf | 1 |
| f | 22 |
| e | 5 |
| cd | 2 |
| N/A | 4 |
| Total | 121 |
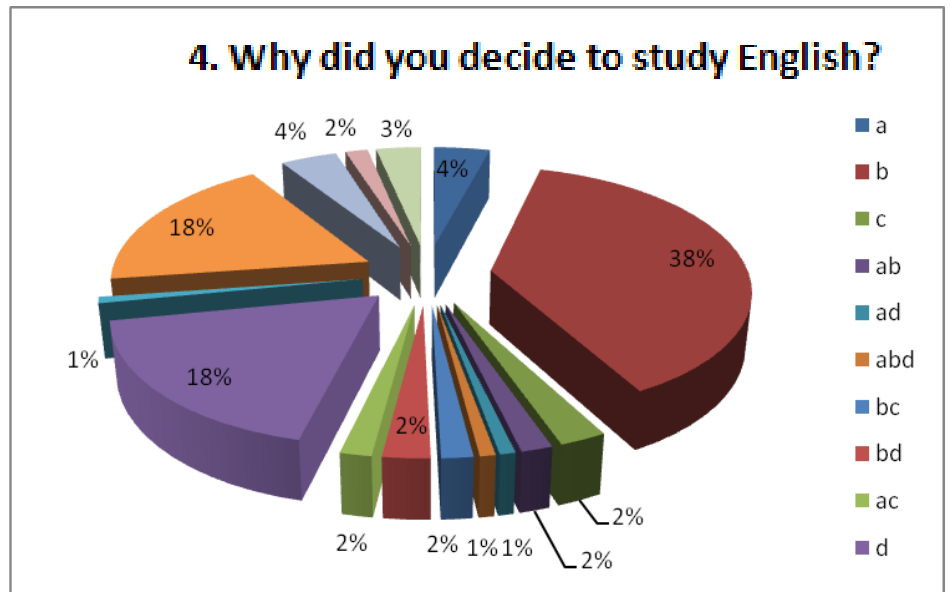


Options:    A) To work in a call center          D) To work as an interpreter

           B) To work as a teacher               E) Everybody is studying English

           C) To travel                          F) Other reasons

Less than the half of the students (38%) expressed that they where motivated to study English because they wanted to work as English teachers; an 18% shows that they decided to study English because they were interested in working as interpreters; and the rest of the students selected different options such as: work in a call center, have better job opportunities, travel around abroad, and  work in another country.

### 4.2.5 Graphic 5. Fifth question.



**5. Did you have any knowledge about English before starting your university studies?**

- A-A lot — 7%
- B-A little — 48%
- C-Not much — 31%
- D-Nothing — 14%

| A lot | A little | Not much | Nothing | Total |
|-------|----------|----------|---------|-------|
| 8 | 58 | 38 | 17 | 121 |

This result shows that almost half of the students surveyed (48%) knew a little English before entering the university; only 7% of the students knew a lot which means that they were able to sustain a basic conversation in which they could introduce themselves, talked about their likes and dislikes or even about different topics. On the other hand it was discovered that 14% of the students were true beginners.

### 4.2.6 Graphic 6. Sixth question

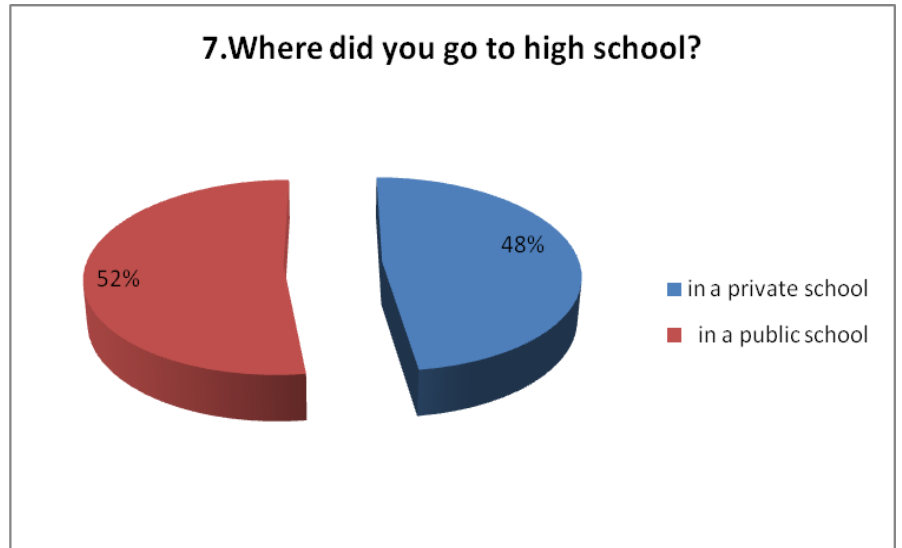| Choices | Students |
|---|---|
| in a private school | 35 |
| in a public school | 85 |
| N/A | 1 |
| Total | 121 |
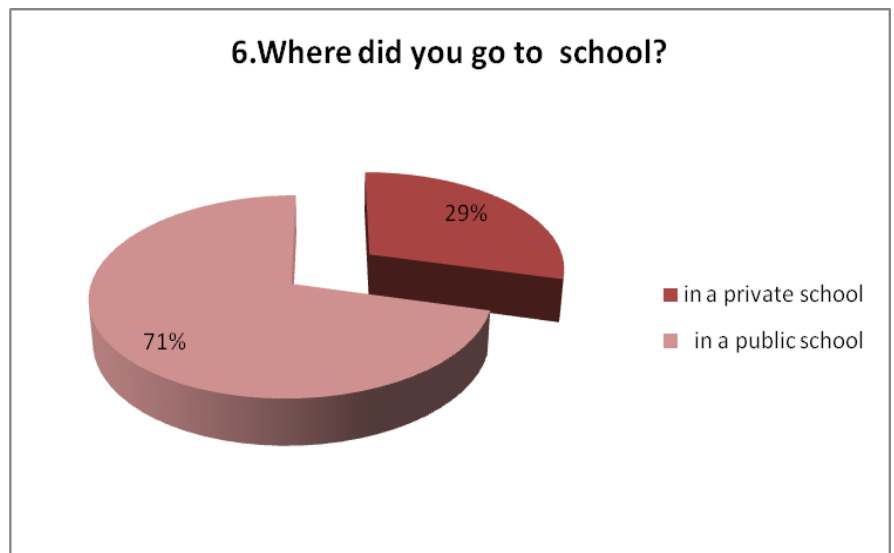


Almost all the students that were surveyed (71%) studied in a public school where the English subject is taught from 7$^{th}$ grade to 9$^{th}$ grade. The contact with the language is minimun due to the fact that they receive two hours of English a week. In some schools the resources and conditions are extremely limited.

**4.2.7 Graphic 7.      Seventh question**

| Choices | Students |
|---|---|
| a private school | 57 |
| a public school | 64 |
| Total | 121 |

### 7.Where did you go to high school?

- in a private school
- in a public school

48%

52%

This graph shows a small difference in percentage between the students that studied in private and public high schools.
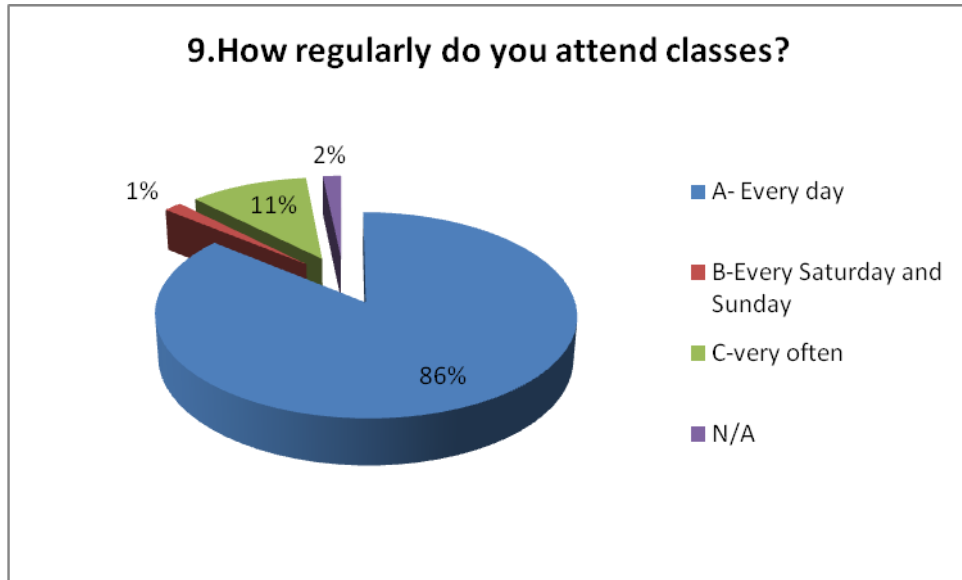
**4.2.8 Graphic 8.        Eighth question.**



8.What influenced you to take the decision to study English in this university?
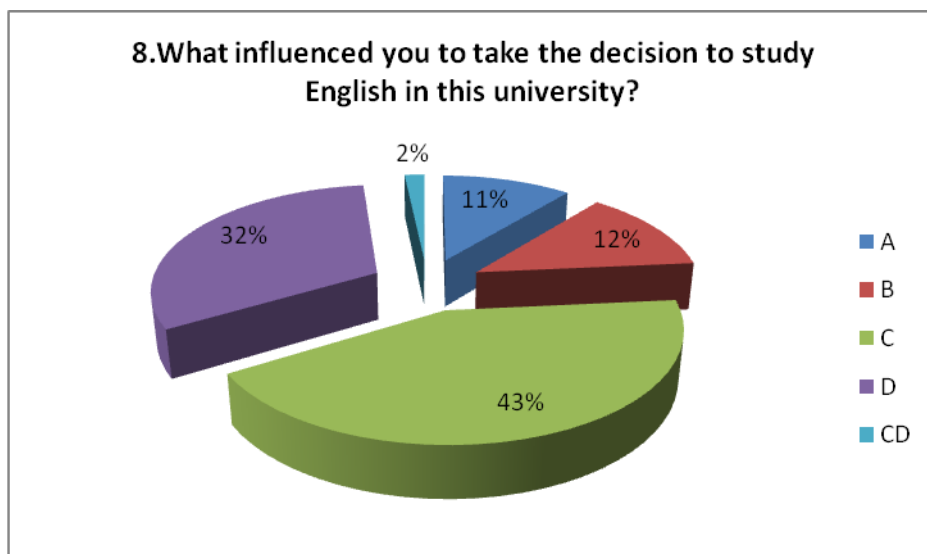
| A | My parents |
|---|---|
| B | My friends are studying here |
| C | A job opportunity |
| D | Nobody |

| Choices | Students |
|---|---|
| A | 13 |
| B | 15 |
| C | 51 |
| D | 38 |
| CD | 2 |
| N/A | 2 |
| Total | 121 |

The graph shows that 43% of the students that were studying intermediate English II in this university did it because they expected to find a good job opportunity in which their life conditions could change. On the other hand, 32% of students mentioned that it was a personal decision and that nobody influenced in such decision.

**4.2.9  Graphic 9.      Ninth question.**



## 9.How regularly do you attend classes?

2%
1%  11%

86%

■ A- Every day

■ B-Every Saturday and Sunday

■ C-very often

■ N/A

| Frequency | No of Students |
|---|---|
| A- Every day | 104 |
| B-Every    Saturday    and Sunday | 2 |
| C-very often | 13 |
| N/A | 2 |
| Total | 121 |

This graphic shows that almost all the students (86%) that answered the questionnaire attended classes from Monday to Thursday. This means that they had the chance to practice the second language eight hours a week.

**4.2.10  Graphic 10.          Tenth question.**

## 10. Do you speak English out of the classroom?
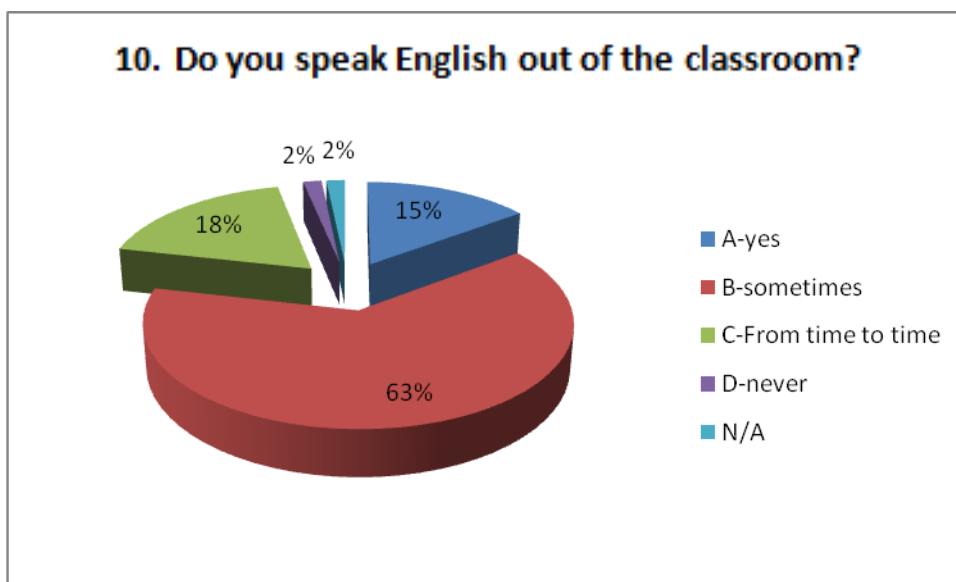


| Frequency | No of Student |
|---|---|
| A-yes | 18 |
| B-sometimes | 77 |
| C-From time to time | 22 |
| D-never | 2 |
| N/A | 2 |
| Total | 121 |

The results show that 63% of the students who took the questionnaire sometimes practice the language out of the classroom; some of the most common factors that affect this result are the lack of a partner to practice it, shyness, afraid to make mistakes. 18% of the students claimed that they practiced the language from time to time for the same reasons that were mentioned before. On the other hand, only 15% of the students claimed that they practiced the language out of the classroom because they feel confident when expressing their ideas, and they have friends who like to practice it

**4.2.11  Graphic 11          Eleventh question.**

## 11. How much time do you spend practicing English to develop your oral proficiency?
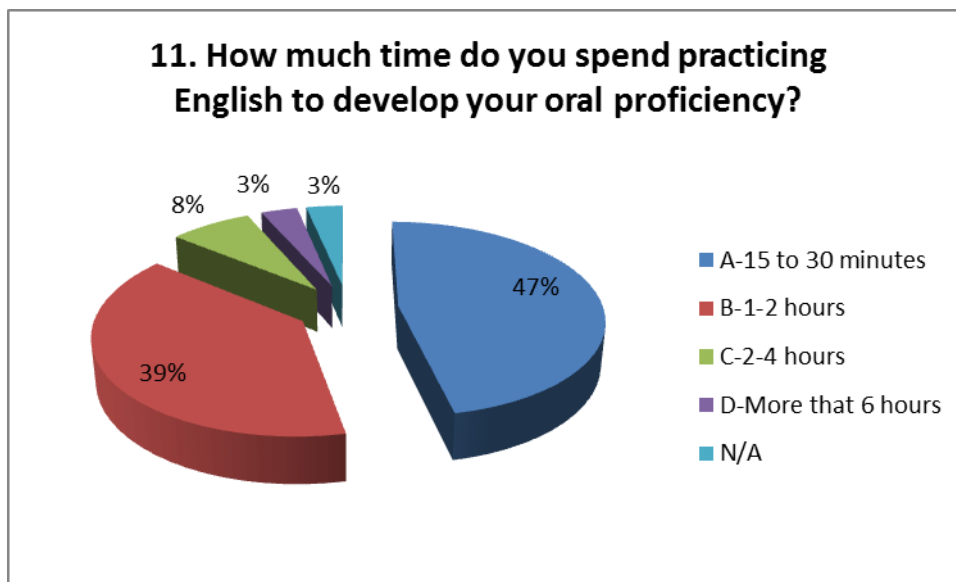


| Choices | Students |
|---|---|
| A-15 to 30 minutes | 56 |
| B-1-2 hours | 47 |
| C-2-4 hours | 9 |
| D-More than 6 hours | 4 |
| N/A | 4 |
| Total | 121 |

Less than half   (47%) of the students that took the questionnaire spent from 15 to 30 minutes a day practicing English in order to improve their oral proficiency which means that it is the time they spent working in activities developed by the teacher.  39% of the students devoted 1-2 hours a day.
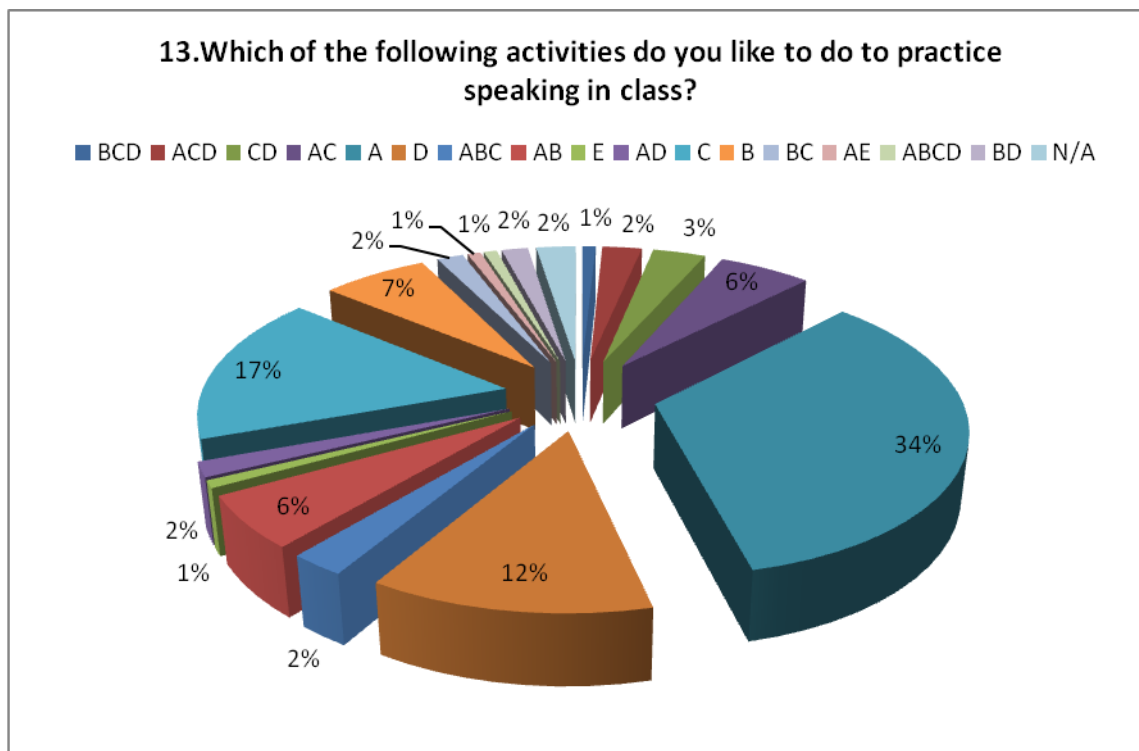
**4.2.12 Graphic 12 Twelfth question.**

## 12. Which of the following do you use to improve your knowledge in English?
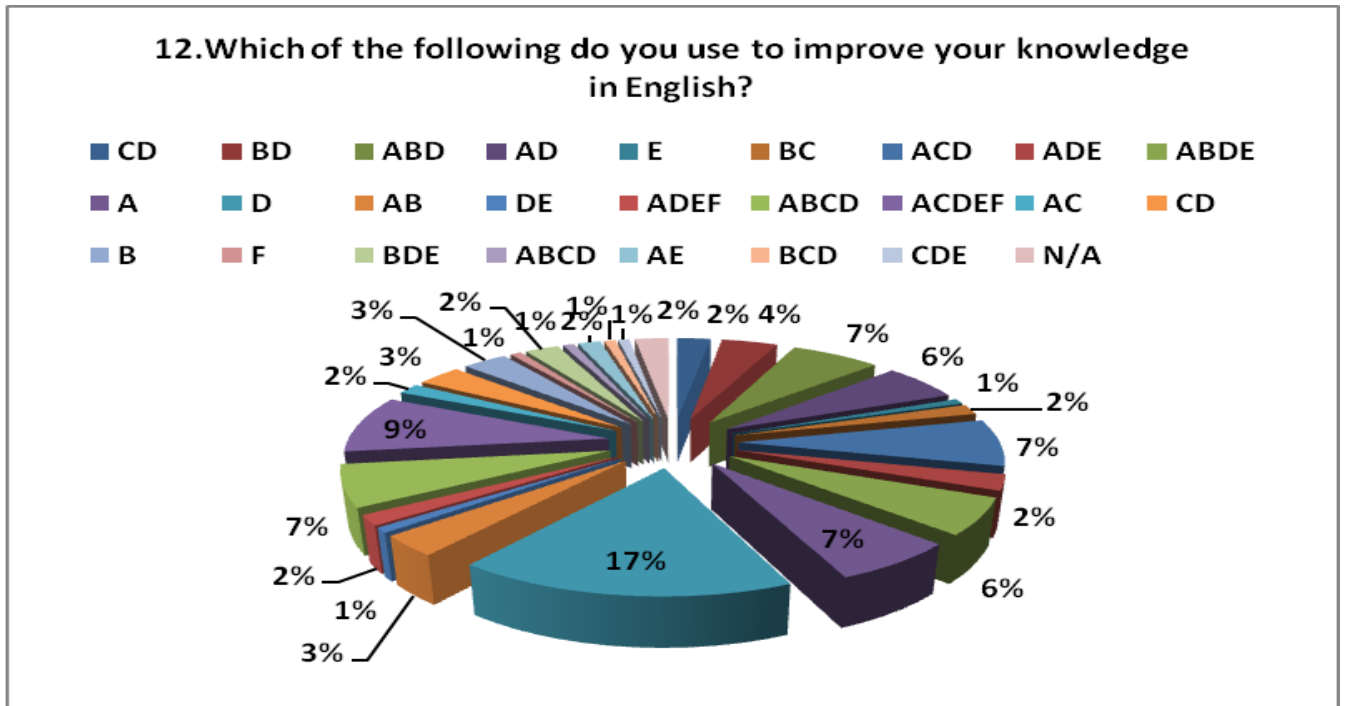
| A- | Watch movies and TV in English |
|---|---|
| B- | Read books |
| C- | Web pages in English |
| D- | Listen to music |
| E- | Speak it out the class |
| F- | Others |

Less than a fifth (17%) of the students who were studying English expressed that the activity that they used to improve their knowledge in English was listening to music. The graph shows that students have different preferences to choose an activity to practice the language. It was discovered that the activities that are mostly used by them were reading books, watch movies, and watch TV.
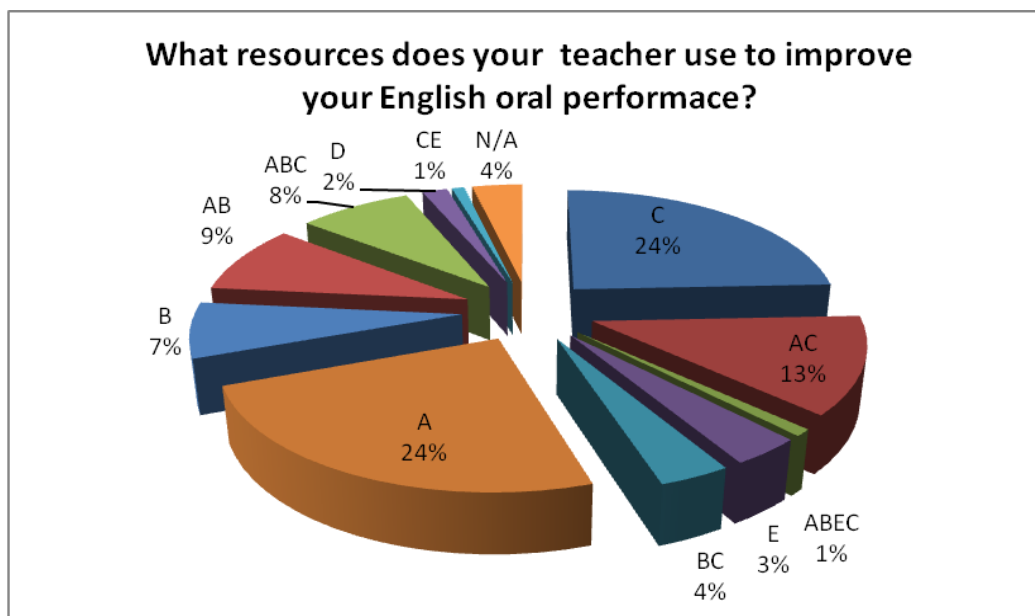
**4.2.13 Graphic 13   Thirteenth question.**



13.Which of the following activities do you like to do to practice speaking in class?

■ BCD ■ ACD ■ CD ■ AC ■ A ■ D ■ ABC ■ AB ■ E ■ AD ■ C ■ B ■ BC ■ AE ■ ABCD ■ BD ■ N/A

| A- | Pair work |
|---|---|
| B- | Role - play |
| C- | Present a topic |
| D- | Debates |
| C- | Others |

This graph shows that 34% of the students coincided that the activity that they liked the most to practice speaking in class was pair work; the interaction with someone else and being able to be in a safe environment out of the sight of whole class could have been one of the factors. On the other hand, 17% of the students expressed that they liked to present a topic in front of the class; some of the factors that influenced this choice was that they felt confident with their English knowledge. Besides, 12%  said that they preferred the debates.
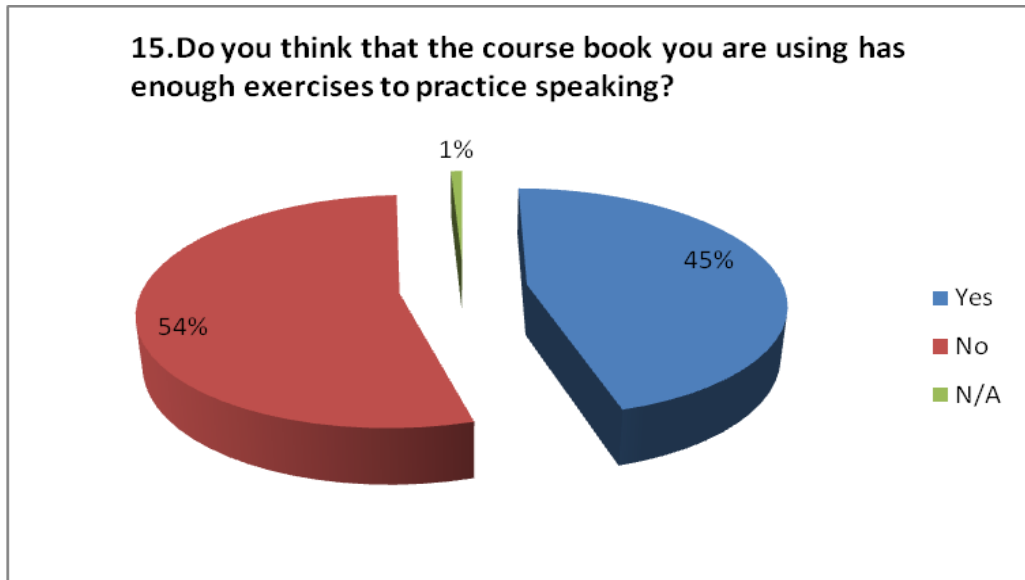
**4.2.14 Graphic  14. Fourteenth question.**

**What resources does your teacher use to improve your English oral performace?**

- N/A 4%
- CE 1%
- D 2%
- ABC 8%
- AB 9%
- B 7%
- A 24%
- BC 4%
- E 3%
- ABEC 1%
- AC 13%
- C 24%

| A-Videos |
| --- |
| B-Computer lab |
| C- CD player |
| E-None |
| F-Others |

This graph shows the variety of resources that the teachers used to improve the students'
oral performance in class; being videos (24%) and CD players (24%) the most used. It can
be concluded that the preference of the teachers to use these resources was because they
provide the opportunity to design different oral activities in which students can be exposed
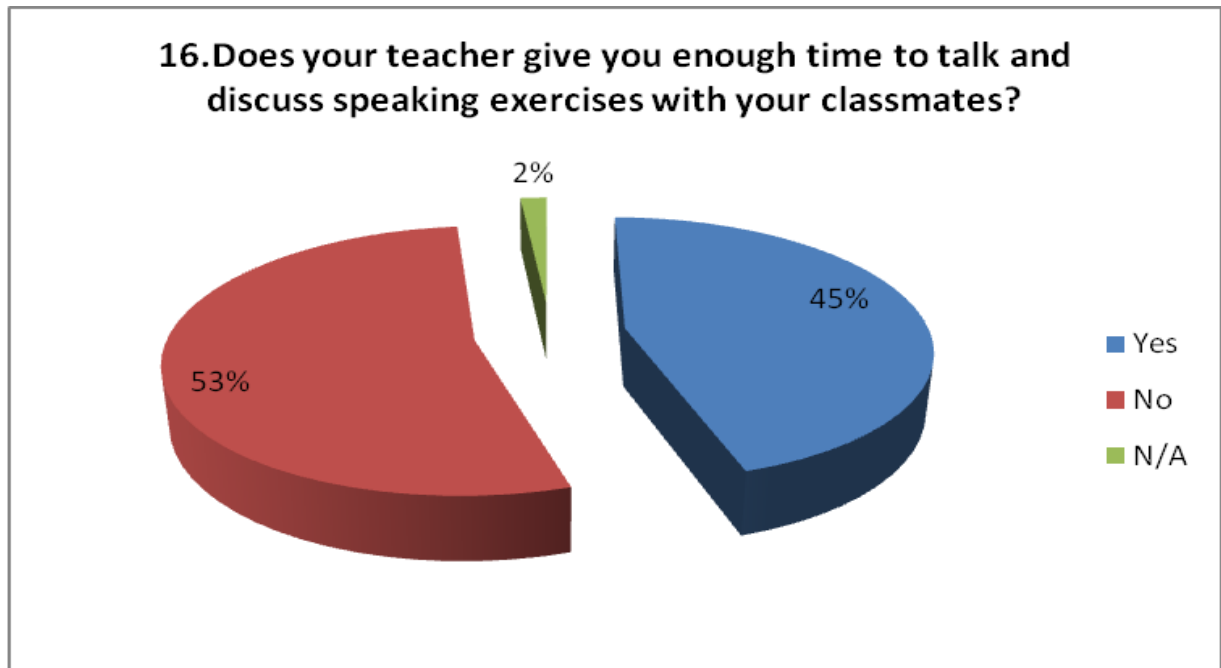to the pronunciation of native speakers.

**4.2.15  Graphic  15.**          **Fifteenth question**



15.Do you think that the course book you are using has enough exercises to practice speaking?

| Yes | No | N/A | Total |
|------|------|------|-------|
| 55 | 65 | 1 | 121 |

More than the half (54%) of the students expressed that the book they used did not have enough exercises to practice speaking because it was divided into different sections  related to reading, writing, and listening activities. On the other hand, 45% claimed that the book has enough exercises to practice speaking activities.
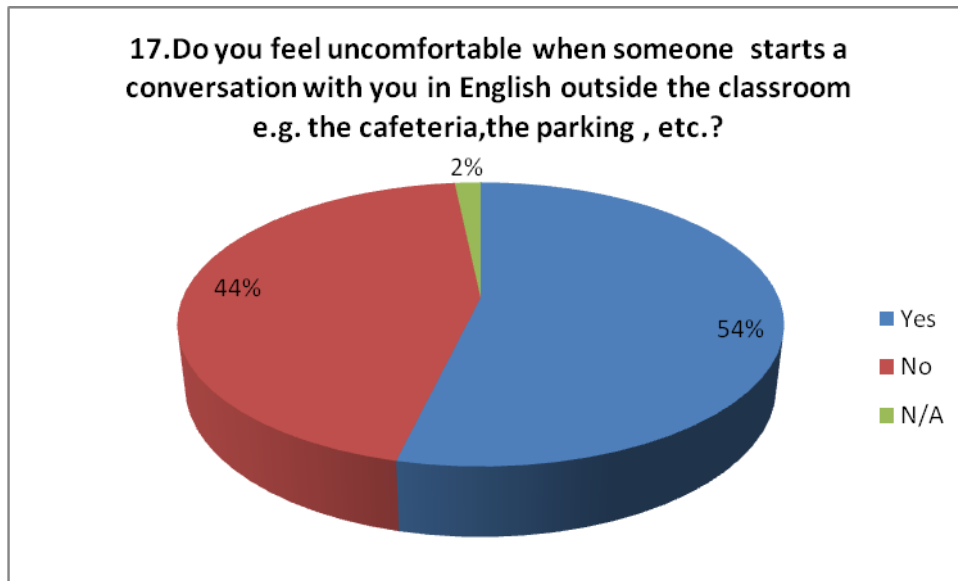
**4.2.16  Graphic  16. Sixteenth question**



16.Does your teacher give you enough time to talk and discuss speaking exercises with your classmates?

2%

53%

45%

- Yes
- No
- N/A

| Yes | No | N/A | Total |
|------|------|------|-------|
| 55 | 64 | 2 | 121 |

A little more of the half (53%) of the students feel that they did not have enough time to talk and discuss speaking exercises with their classmate; the time assigned to speaking exercises was too short for the complexity of the exercises. It is important to notice that 45% of the students said that the time was enough because they did not have any problems expressing their ideas.

**4.2.17   Graphic 17                       Seventeenth question**

17.Do you feel uncomfortable when someone  starts a
conversation with you in English outside the classroom
e.g. the cafeteria,the parking , etc.?

| Yes | No | N/A | Total |
|:---:|:---:|:---:|:---:|
| **65** | 54 | 2 | 121 |

A little more than the half (54%) commented that they felt uncomfortable when someone

started a conversation with them outside the classroom. Whereas the 44% of them said that

this situation was not an issue.

**4.2.18   Graphic 18.    Seventeenth question.**
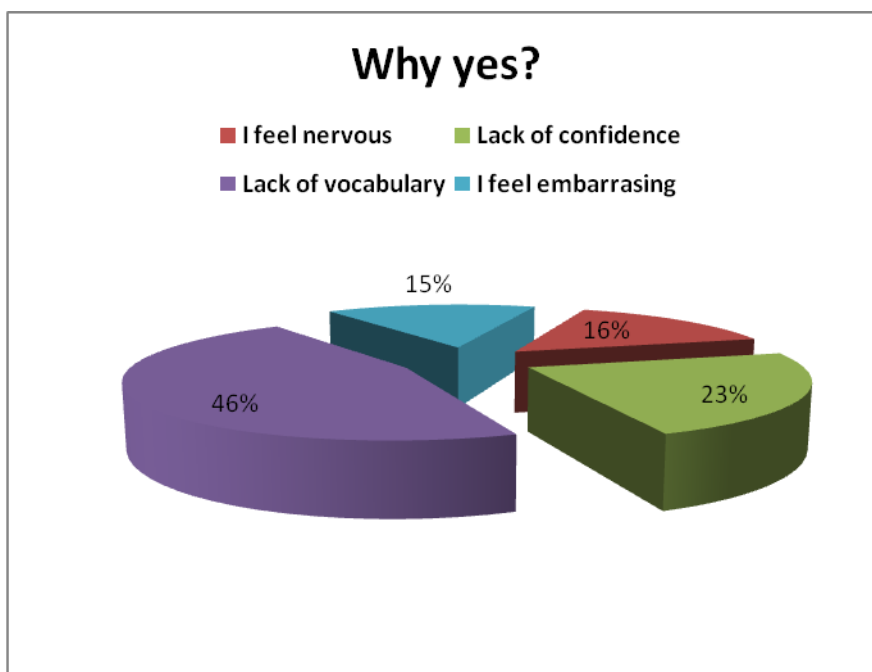


The reasons why the 54% of the students felt uncomfortable when someone started a conversation with them were: lack of vocabulary (46%), lack of confidence (23%), feel embarrassed (16%), and feel nervous (15%). It can be concluded that the main reason why students did not feel comfortable in a conversation out of the classroom was because their English knowledge was very poor.

**4.2.19 Graphic 19.    Seventeenth question.**
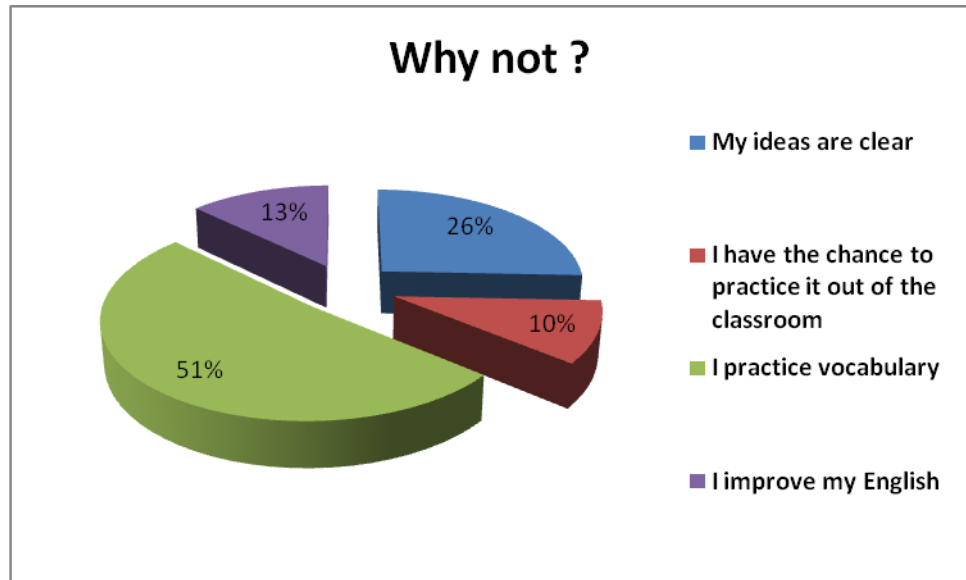


The 44% of the students that answered the questionnaire expressed they felt comfortable speaking English outside the classroom for the following reasons: It was an opportunity to practice vocabulary (51%), they did not have problems expressing their ideas (26%), It was a good opportunity to improve their English (13%), and they had the chance to practice it outside the classroom (10%).

**4.2.20   Graphic  20. Eighteenth question.**



18.Do you think is difficult for you to express your ideas in english?
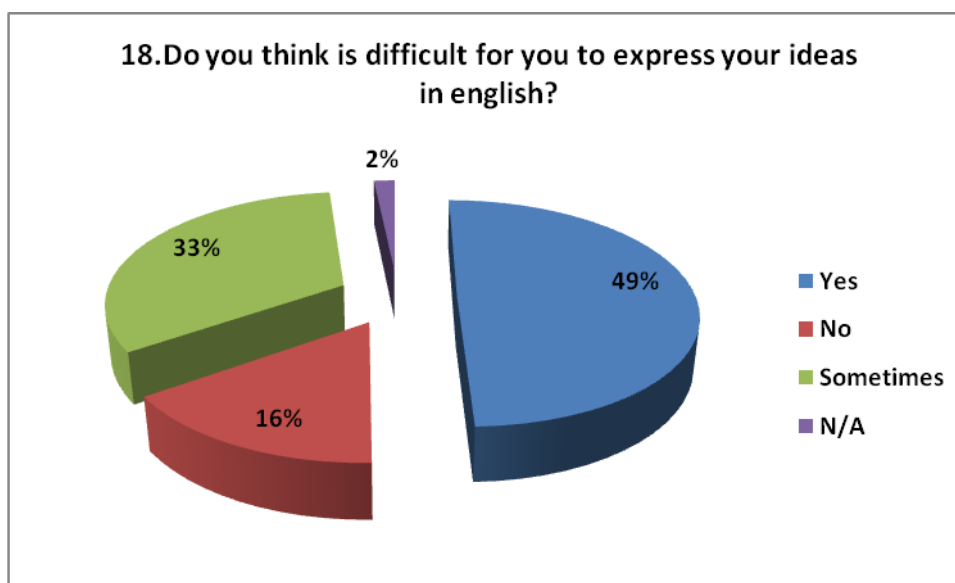
| Choices | No of Students |
|---------|----------------|
| Yes | 60 |
| No | 19 |
| Sometimes | 40 |
| N/A | 2 |
| Total | 121 |

Almost half of the students (49%) said that they had difficulties expressing their ideas in English; it can be concluded that the main factors that interfere in their oral performance is the lack of vocabulary, the lack of confidence and that they felt nervous while they were trying to express their ideas. On the other hand 33 % of them said that they sometimes have problems. This means that sometimes the topics had some complexity and they did not feel confident.   16% of the student did not have problems expressing their ideas because they managed a good level of English.

**4.2.21 Graphic  21.   Nineteenth question.**

## 19.Do you work?
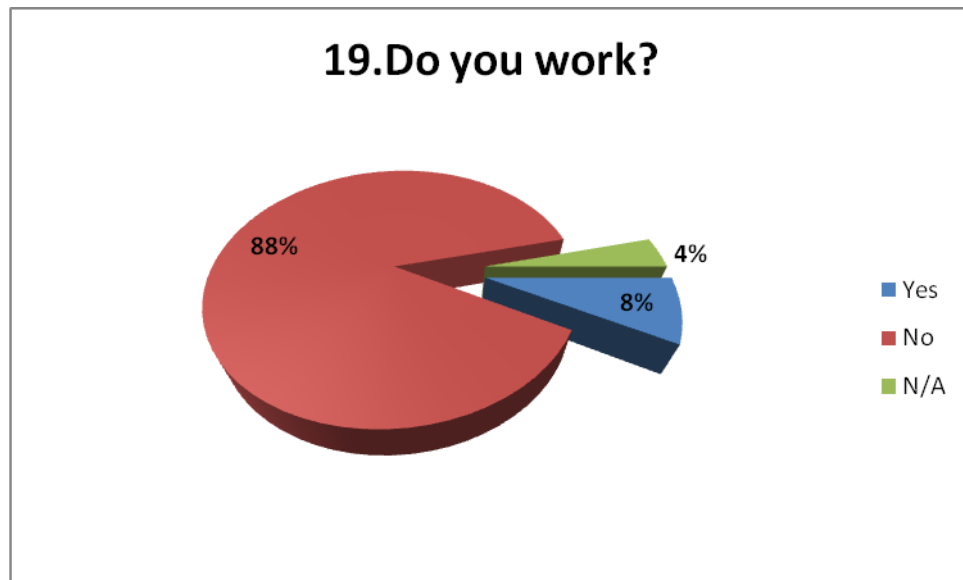
| Choices | No of Students |
|---------|----------------|
| Yes | 8 |
| No | 98 |
| N/A | 15 |
| Total | 121 |

Almost all the students (88%) did not work, this means that they only dedicated their time to study. On the other hand 8% of the students that took the questionnaire work. From this 8% only five students worked in places where they could practice the language, the rest of them had different jobs.

**4.2.22    Graphic 22.**

**Twentieth question : What are some factors that motivate you to study English?**

| Common factors that motivate students to study english |
|---|
| 1- To learn another language |
| 2- To improve my life |
| 3- To become a proffesional |
| 4- To be successful |
| 5- To help my family |
| 6- To get a job |
| 7- To travel |
| 8- To get opportunities in other countries |
| 9- The language is interesting |
| 10- To have a conversation with foreign people |
| 11- To work in a call center |

Almost all the students who took the questionnaire agreed that they were studying English because they want to improve their life conditions due to the fact that English is an important tool that opens doors to new opportunities not only in the country but also abroad.

**4.3 Analysis of the interviews with students**

The students who were interviewed were seven, 3 females and 4 males. When they were asked if they felt comfortable speaking English in class, 1 student said that he felt comfortable because he could develop the grammar in real situations. 6 of them said that they felt comfortable speaking English in class because of the following reasons: 2 students said that they had friends in the classroom and the teacher encouraged them to talk. 1 said that he knew English and he liked to share his knowledge with his friends. 1 said that it is easy for him to express his ideas. 1 said that she understood all the vocabulary, 1 said that she couldn't express all her ideas but making mistakes was important to learn. 1 student said that he did not understand all the vocabulary.

When they were asked about how the teaching speaking methodology fulfilled the necessities of their oral performance, their answers were the following: 4 students said that the methodology used by the teacher had helped them to improve their speaking skill. They felt more confident speaking in front of the class, and it was easier to express their ideas. On the other hand, there was 1 student who said that he did not practice too much English because he felt that the teacher did not prepare well the activities. 1 student said that she needed to look for extra material, 1 student said when the teacher helped him to understand something he felt that the methodology was helping him.

Concerning about practicing English inside and outside the classroom, when we asked them how often they did this practice, they gave the following answers: 2 students said that they sometimes practiced English inside the classroom because they felt that the teacher did not motivate them. They preferred to speak Spanish while working in groups. 4 students said that they practiced English only in the afternoon when they attended classes because it was important. 1 student did not provide information.

In relation to the practice of the language outside the classroom, 1 student said that she sometimes practiced it with her brother, 2 students said they practiced it sometimes with some friends, 1 student said that he practiced it every day with his friends and co-workers, 1 student said that she practiced it two hours every day with co-workers or with friends, and 1 student said that she tried to practice it all the time singing songs or chatting with her sister. On the other hand 1 student did not provide information.

In relation to how the teaching methodology had improved their speaking ability, 1 student said that every time that he expressed his ideas, the teacher corrected his mistakes making him feel more confident the next time he spoke, 1 student said that he improved his speaking ability when the teacher prepared classroom dynamics, 1 student said that he improved his speaking ability in oral exams, 1 student said that he didn't like the methodology because he felt that he had not improved his speaking ability, he also said that he was allowed to speak Spanish in class; 3 students said that due to the methodology applied in class and the tasks assigned by their teacher, their speaking ability had improved; they felt more confident when expressing their ideas in front of the class because the teacher motivated them to participate.

Regarding the different resources used by the teacher to teach speaking English, 1 student said the teacher used only the CD player, and posters; 1 student said that the teacher only used the CD player and his computer, 4 students agreed on movies, books, and websites, 1 student said that the resources used by the teacher were listening to music and oral presentations.

Concerning the way the teacher motivated the students to participate in speaking activities, 1 student said that he liked the activity of choosing songs to present and discuss the stories among the classmates, while doing this activity he could feel that the teacher was always there to correct his mistakes and to help him with new vocabulary, 1 student said that the teacher used to talk about the importance of the language but he did not do any interesting or exciting activity, 1 student said that he felt motivated when he knew that the teacher looked for new resources in order to assign them to improve the students' speaking ability, 2 students said that the teacher always encouraged them to express their ideas in front of the class, he created a safe environment for shy people in which he used to say motivational words, and that he designed group activities and oral quizzes to help them to improve their English, 1 student said that the teacher used to ask questions to the class and give extra points for the correct answers, 1 said that he felt motivated when he participated in expositions and in group activities.

Regarding the internal and external factors that interfere in the oral performance, 1 student said that he did not attend classes every day and that when he had personal problems

he did not like to participate, 2 students said that they knew they needed to improve her pronunciation, 2 students said that they felt shy to participate in speaking activities, 1 students said that he did not feel motivated because he felt tired, and another one said that she sometimes felt sad

In relation to the external factors 2 students expressed that the teacher did not do interesting activities to motivate students, among this two students, one also said that another external factor was the interaction with their friends because they always liked to speak in Spanish while the other student said that the schedule of the class was too late (from 5:00 pm to 7:00 pm); two students said that they felt affected when they knew there were students in the class that spoke better English than them, one student said that she did not have enough time to practice because she lived far from the university and she had to commute every day for two hours, on the other hand  2 students did not provide information.

Regarding whether students considered their oral performance was appropriate for the level they were studying, 2 student said that they considered they were in the appropriate level because they knew enough vocabulary and they could express their ideas easily, 1 student said that she is in the appropriate level because she has improved her grades in other subjects such as: English Grammar, 2 students said that they did not feel they were in the appropriate level because they had problems with pronunciation, difficulties expressing their ideas and they knew there were people who spoke better than them, 1 student said that he knew more English than the rest of the class and that he should be in a higher level because he felt that all the activities and the topics presented in the semester had been easy. 1 said he needs to practice more and he felt his oral performance was not appropriate for the level.

## V. CONCLUSIONS

Formulaic speech is considered the process in which students pass from the silent mode to express a handful of routines that are used to accomplish basic purposes, the semantics and grammar are simplified and the learner begins to construct a true inter-language. In this way, we can conclude that sometimes students felt comfortable speaking English in the classroom for the following reasons: most of the students had classmates from previous subjects. Besides, when they had to express their ideas or give a comment, the teacher was there to help them or to correct their mistakes. Also, almost all the classes were related to the material they had and that information was used in speaking activities. On the other hand, when students had to talk about a topic that they did not know or when they had to talk with someone outside the classroom, they expressed that they felt uncomfortable because they lacked vocabulary, lacked confidence, and felt nervous expressing ideas.

Regarding to the process that implies to learn and practice another language, most students were not conscious about the purpose of all the actions taken by the teacher to help them improve their oral performance and enrich their vocabulary. Students had the tendency to participate in activities because they knew that they were evaluated. Also, they spoke Spanish when they worked in pairs or in groups though; these were their favorite activities in class they practice the language only when the teacher was near them. In some cases the teacher had to encourage them to participate in speaking activities.

The speaking activities had the main goal to make students practice the language in a safe environment where the teacher had the chance to monitor the students' progress and help them when it was necessary. It was observed that the students were exposed to activities in which they had to provide authentic practice based on real-life communication

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situations. Even though, the textbook was divided into different sections related to reading, writing, and listening exercises the teacher adapted communicative activities to those sections that in many cases were difficult for the students with low proficiency level and good opportunity for those who were not afraid of making mistakes to practice the language.

Even though almost all the students did not have a job, the only time they had to practice the language was when they attended classes. Almost half of the students said that they sometimes practiced the language with another person outside the classroom. Also, the most common activities they followed to practice the language was to read books, watch TV and movies.

As a conclusion, the research team has identified that the factors that have higher interference with the students' oral performance are the motivation and the time devoted to the speaking practice. In the case of the motivation, it was observed that a great quantity of students were studying English because of the desire to obtain something practical or concrete; Hudson (2000) points out that the purpose of language acquisition is more utilitarian because the main goal is to get a job, to pass an examination, etc. There is little or no social integration on the learner into a community using the target language.

Moreover, there are certain elements related to the extrinsic motivation, the motivation that students bring into the classroom from outside, that are affecting the development of a good oral performance on intermediate English students. Those elements are: the students' exposure to the language before entering to the university, the atmosphere created by the students and the teacher inside and outside the classroom, the English class schedule, and their economic situation.

In the case of the oral practice, the findings show some of the most common reasons that affect the practice of the target language; those reasons are the following: it is less complicated for them to express their ideas in Spanish because they lose control of the target language, they do not feel confident with the usage of the language and they are not able to use words, expressions and phrases fluently provoking a fear to be criticized when they make mistakes. Other reasons are related to the lack of a partner to practice it which prevents the progress of learning from the stage of conceptualization to using that knowledge accurately and fluently.

# VI. RECOMMENDATIONS

**a)** The Foreign Language Department should plan activities like fairs, encounter with students of different levels, or any other communicative activity outside the classroom where students can feel an English environment in order to practice the language.

**b)** There should be a strong campaign to promote the conversation clubs in which students can have access to them at any time during the day.

**c)** The professors should encourage students to practice the language inside and outside the classroom.

**d)** The Language Department should demand their professor to speak only in English in order to motivate students to practice the language. Also, the Language Department should use more visual aids, posters, etc., in all the building and inside the classrooms.

**e)** The Foreign Language Department should ask the professors to start a campaign to make students conscious about what involves learning a new language and all the process that they have to follow in order to achieve a good level of English.

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# APPENDIX

**APPENDIX 1: Classroom Observation Instrument**

Instructor: _____     Course: _____

Observer: _____     Observation date: _____

Length of visit: _____

| Class observation notes (write down what you observe) |
| --- |
|  |

Note: The instrument attempts to capture what actually occurs in the class during the observation without presupposing any particular instructional approach. The narrative allows for a more holistic and contextual description.

**APPENDIX 2: QUESTIONNARIE**
UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

**Objective:** *To find out if motivation, speaking practice, and teaching speaking methodology interfere in the oral performance of Intermediate English students term I-2011 at the Foreign Language Department of the University of El Salvador.*

General Instructions: Please mark the answer of your choice with an X.

1) Sex:

Male_____          Female_____

2) How old are you?

_____

3) When did you start to study English?

_____

4) Why did you decide to study English?

A) _____To work in a call center          D) _____To work as an interpreter

B) _____ To work in as a teacher          E) _____ everybody is studying English

C) _____To travel                          F) Others (specify) _____

_____

5) Did you have any knowledge about English before starting your university studies?

A) _____A lot                          C) _____Not much

B) _____ A little                      D) _____Nothing

6) Where did you study school?

A) _____in a private school                B) _____ in a public school

7) Where did you study high school?

A) _____ in a private school          B) _____ in a public school

8) What influenced you to take the decision to study English in this university?

A)  _____ my parents                     C) _____ a job opportunity

B)  _____ my friends are studying here   D)_____Nobody

9) How regularly do you attend classes?

A)  _____ every day (M-T)                C) _____ very often

B)  _____ every Saturday or Sunday       D) _____ sometimes

10) Do you speak English out of the classroom?

A) _____ Yes                            C) _____ From time to time

B) _____ Sometimes                      D) _____ Never

11) How much time do you spend practicing English to develop your oral proficiency?

A)_____ 15 to 30 minutes                  C)_____ 2-4 hours

B)_____ 1-2 hours                         D)_____ More than that(Specify)

                                           _____

12) Which of the following do you use to improve your knowledge in English?

A)  _____ Watch movies and TV in English   D)  _____ Listen to music

B)  _____Read books                        E)  _____ Speak it out of the class

C)  _____ Web pages in English             F)  _____ Others _____

13) Which of the following activities do you like to do to practice speaking in class?

A) _____ pair work                      D) _____ debates

B) _____ role-plays                     E)_____others: _____

C) _____ present a topic

14) What resources does your teacher use  to improve your English oral performance?

     A)   \_\_\_\_ Videos

     B)   \_\_\_\_ Computer lab

     C)   \_\_\_\_ CD player

     D)   \_\_\_\_ None

     E)   \_\_\_\_ Others( Specify)

     _____

15) Do you think that the course book you are using has enough exercises to practice speaking?

Yes _____        No _____

16) Does your teacher give you enough time to talk and discuss speaking exercises with your classmates?

Yes _____        No _____

17) Do you feel uncomfortable when someone starts a conversation with you in English outside the classroom e.g. the cafeteria, the parking, etc ?

Yes _____        No \_\_\_\_\_

Why? _____

18) Do you think is difficult for you to express your ideas in English?   Explain

_____

19) Do you work? If so, what kind of job do you do?

_____

20) What are some factors that motivate you to study English?

_____

_____

_____

THANKS  A LOT!!!

**APPENDIX 3: INTERVIEW (Students)**

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

**INTERVIEW FOR THE ENGLISH STUDENTS OF THE FOREIGN LANGUAGE DEPARTMENT**

Objective: To find out the opinion of the students on their  oral performance.

1-      Do you feel comfortable speaking English in class?

Yes _____        No _____
2-      Why?_____

3-      How does the teaching speaking methodology fulfill the necessities of your oral performance?
---------------------------------------------------------------------------------------------------------------------

4-      How often do you practice English inside and outside the classroom?
_____

5-      How does the teaching methodology improve your speaking ability?
_____
6-       Does your teacher use different kinds of resources to teach speaking English?
          Yes_____  No _____
          Which are they?
          _____

7-       In what way does your teacher motivate you to participate in speaking activities?
  _____

8-      In your opinion, which are the internal and external factors that interfere in your  oral performance?

Internal factors
_____
_____
_____

External factors
_____
_____
_____

9-      Do you consider that your oral performance is appropriate for the level you are studying now?
Yes _____        No _____

Why?_____
_____

**Appendix 4: Table to determine sample size**

### TABLE FOR DETERMINING NEEDED SIZE S OF A RANDOMLY CHOSE N SAMPLE FROM A GIVEN FINITE POPULATION OF N CASES SUCH THAT THE SAMPLE PROPORTION p WILL BE WITHIN ± .05 OF THE POPULATION PROPORTION P WITH A 95 PERCENT LEVEL OF CONFIDENCE[1]

| N | S | N | S | N | S |
|---|---|---|---|---|---|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note: N is population size; S is sample size.

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1. Krejcie, R. V. and Morgan, D.W. Determining sample size for research activities, *Educational and Psychological Measurement*, 1970, 30, 607-610.