

UNIVERSITY OF ELSALVADOR

SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Universidad de El Salvador

Hacia la libertad por la cultura

UNDERGRADUATE RESEARCH:

“HOW NON-PARTICIPATION INFLUENCES IN THE ORAL PROFICIENCY DEVELOPMENT OF THE STUDENTS FROM INTERMEDIATE INTENSIVE ENGLISH I COURSES IN THE FOREIGN LANGUAGE DEPARTMENT, AT THE UNIVERSITY OF ELSALVADOR, DURING THE SEMESTER II-2011”

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

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Ileana Patricia Hernández Hernández.

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final research report ended up being better than expected and hopefully it will be useful for future researches and decision making at the Foreign Language Department.

Sincerely,

Rosa Arminda Marcía Herrera.

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I. STATEMENT OF THE PROBLEM

A. OBJECTIVES

1. General objective

- a. To investigate about main aspects that influence in the non-oral English class participation in the Intermediate level courses, at the Foreign Language Department of the University of El Salvador, by doing research and finally orient students on how to orally practice more in classes.

2. Specific objectives

- a. To establish the proficiency level of the students through an Oral Proficiency Interview and recommend the application of effective teaching techniques for students to achieve the set proficiency standards.
- b. To detect if the students are motivated to participate by means of administering a questionnaire and an observation guide and suggest some tips to teachers on how to improve extrinsic motivation.
- c. To suggest different strategies to both extroverted and introverted students to improve oral class participation in order to develop better proficiency level.

B. RESEARCH QUESTION

How does non-oral class participation influences in the oral proficiency development of the students from Intermediate Intensive English courses, in the Foreign Language Department, at the University of El Salvador, during the semester II-2011?

C. RATIONALE

In the last years some researchers have been developed to characterize behaviors according to participation in oral classes, as well as to find out some possible solutions for the benefit of future generations, specifically the Intermediate Intensive English I students of the

Foreign Language Department at the University of El Salvador. This effort responded to the oral proficiency development in the students in order to know if they actually fit in the level already taken. It was expected that the current development of better teachers' methodology and the applications of innovative class activities would produce great results on class participation. This study made a great contribution to students and teachers of the Foreign Language Department at The University of El Salvador as well as the baseline data gathered from the result of this study and it shall serve as guide to other researchers in their quest for additional knowledge. It can also be for those interested in the field of English teaching. The study was relevant because with this knowledge the students and teachers knew if they reached their goals, could act as real speakers of the second language and accomplished the adequate level of proficiency.

D. DELIMITATION OF THE STUDY

This study took place at the Foreign Language Department at the University of El Salvador. Only the Intermediate Intensive English I courses were included in the research because at this level the learners begin to create conversations and handle social situations that requires more participation in oral activities. All the related activities to the research process were completed within one year period (May 2011 to February 2012).

II. THEORETICAL FRAMEWORK

There is a great importance in the learning of English as a second language, although it has embraced difficulties such as the lack of participation in the classroom. So that, this study rose from the need to address a problem in participating actively in class and the influence that it has in the oral proficiency. The study took the discourse theory as a base to formulate the hypothesis because the theory states that communication is treated as the matrix of linguistic knowledge. This theory says that learners discover the meaning potential of language by participating in communication¹. The study amplified the concept of the variables “participation and oral proficiency”.

1 (Richard- Amato. Patricia, 1988)

According to Dafne Green², participation is understood “as the act of being involved in the class. This involvement was construed by the students in two ways: an active intervention by providing either spontaneous or unsolicited contributions, such as giving opinions, answering questions, making comments, talking about a topic, participating in group discussions, reading, and asking questions; and a second type of involvement consisting in showing interest, following classes with attention, and listening to others”. Also participation is defined “as the aspect of student involvement in class activities by interacting freely with classmates and with the teacher, expressing themselves without inhibitions, completing teachers’ thoughts, answering or asking questions, and responding to comments or instructions”. The participation is categorized in three types, the direct, indirect and group. There is a great relationship between participation and oral proficiency which is the ability to function adequately in speaking that maximizes opportunities for the development of the English language.³ At the Intermediate level of oral proficiency, the learners should be able to create with the language, ask and answer questions and develop basic conversations. This level is divided in three categories: Intermediate low, in which the learner is able to initiate and respond to simple statements and maintain face- to- face, although in a highly restricted manner and with much linguistic inaccuracy; at this level the vocabulary is adequate to express only the most elementary needs. Intermediate mid the student can talk simply about self and family members, can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs, personnel history and leisure time activities; but speech main continue to be characterized by frequent long pauses and pronunciation may continue to be strongly influence by first language. Intermediate high, learner can initiate, sustain and close a general conversation with some strategies appropriate to a range of circumstances and topic, but errors are evident; limited vocabulary still necessitates hesitation and may bring about the use of unnecessary words and indirect language.

2 (2008)

3 (Omaggio, Alice C., 1986)

The participation was focused on two areas. First, the personality that is from the Greek word *persona*, which means “mask” The unique pattern of psychological or psychical processes which control your behavior and thought and make you distinctly you.⁴ . The participation in the personality area can be extroverted and introverted. According to Carl Jung, “Extroversion is normally characterized by an outgoing, candid and accommodating nature that adapts easily to a given situation, quickly forms attachments, and will often venture forth with careless confidence into unknown situations”. The extroverted students often think well when they are talking; they are easy-going, energized being around other people and can be changeable, creative, guided by hunches, also extroverted learners are objective, harmonious, and respectful with social norms and easily bored without other people around them.

On the other hand, the introverted ones are those who enjoy thinking, exploring their thoughts and feelings, they are energized by being alone and whose energy is drained by being around other people.⁵ . Furthermore “Introversion is normally characterized by a hesitant, reflective, retiring nature that keeps itself to itself, shrinks from objects, is slightly on the defensive and prefers to hide behind mistrustful scrutiny”. The introverted learners are inhibited, impractical and intellectual, they are quiet, appear unfeeling to others. Besides that they are passive, detached, artistic, and eccentric and guided within. Second, the motivation that comes from the Latin term meaning “to move”. It is commonly thought as an inner drive, impulse, emotion or desire that moves one to a particular action. In this area there are four categories which are intrinsic, extrinsic, instrumental and integrative. Intrinsic motivation goes on student’s own abilities and knowledge, everything that they do by themselves acquiring positive or negative results. Extrinsic motivation comes from external factors (teacher’s methodology, environment, classmates, etc) those can be either helpful or not. Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language. (Hudson 2000). It is often a characteristic of a second language acquisition. The last kind is the integrative motivation when the learners admire the culture having the desire to get involved in that, it is the key component in assisting them to

4 (Philipchalk, Ronald P. and McConnell, James B., 1994)

5 (Richard- Amato, Patricia A., 1988)

develop some level of proficiency in the language.

All the above concepts helped this research to have a wide awareness and to contrast the two variables, how participation influences on oral proficiency. They were important because supported the research question.

III. TYPE OF RESEARCH

This research was correlational since it measures the relation between the two variables which were *participation and oral proficiency*; how the dependent variable influenced on the independent one, and associated the causal connection that existed between them. It supported the hypothesis which brought new ideas and knowledge to the learning of English. Also, the study involved an observational research which was a type of correlational study. The observational research meant specifically a wide ranging set of research techniques aimed at observing people interacting naturally with their surroundings.

IV. STATEMENT OF HIPOTHESES

A. RESEARCH HYPOTHESIS

Non-participation in class activities influences negatively in the oral proficiency of the students of Intermediate Intensive English I courses, from the Foreign Language Department at the University of El Salvador, during the semester II-2011.

B. NULL HYPOTHESIS

Non-participation in class activities does not influence negatively in the oral proficiency of the students of Intermediate Intensive English I courses, from the Foreign Language Department at the University of El Salvador, during the semester II-2011.

V. RESEARCH DESIGN

A research design refers to the plan or strategy that helps the research to answer the research question. This design determined what the researchers did to achieve the research objectives, to answer the research question and to analyze the certainty of the hypothesis. This study was focused on Non-experimental design “which typically relies on qualitative data

sources such as interviews, observations, and focus on groups”⁶ . However, it has a lot to do with quantitative research due to the gathering data was placed on numerical terms at the SPSS Program used for statistical analysis.

VI. SAMPLE

For each research, it is necessary to establish the universe and the sample that will be the main key to get and support the information for the development of the research. Universe is the totality or units in any field, and Sample is a good representative part of the universe.

In this study, the universe was the two hundred forty five legally registered students from the Intermediate Intensive English I from the Foreign Languages Department at the University of El Salvador during the semester II-2011.

On the other hand, it was used the Stratified Random Sampling in order to get the results and the sample was specifically the twenty percent which was the same as fifty students of the whole universe before mentioned. In order to get the sample, there was used the following formula:

$245=100\%$ $x = 20\%$

In other words:

$$245/100=2.45*20=49$$

To get the fraction for each stratum, there was used the following statistical formula:

$Fh = \frac{50}{245} = 0.204081632$	$fh = \frac{n}{N}$
-------------------------------------	--------------------

fh= Constant Fraction

n= Sample

N= Total of the population (Universe)

6 (Priscilla M. D. Little, 2002)

Therefore, the total of the subpopulation (The number of students for each group of classes) is multiplied by the constant fraction to obtain the sample size for stratum. Substituting:

<i>Stratum</i>	<i>Subpopulation</i>	<i>Constant fraction</i>	<i>Sample</i>
01	30	0.204081632	6
02	29	0.204081632	6
03	21	0.204081632	4
04	26	0.204081632	5
05	30	0.204081632	6
06	32	0.204081632	6
07	31	0.204081632	6
08	23	0.204081632	5
09	14	0.204081632	3
10	9	0.204081632	2
	245		49

VII. GATHERING DATA

In the current study, there were collected both existing and program-generated data; the last one meant the kind of data which was collected by the researcher using some statistics sources and types. This data was gotten from the Foreign Language Department at the University of El Salvador, and there were four different instruments that were used to get the data. The first one was a personality test which was administered to all the students who took the Intermediate Intensive English I course. After that, the researchers asked for the students legally registered to the Academic Administration Office of the University in order to make use of the stratified probabilistic sample which was used to break the sample into groups (strata) on the assumption that the characteristic of interest varies more widely between groups determined according to their personality type; extroverted and introverted students. There was taken only the twenty percent of the whole universe, this percentage gave to the study a general sample in order to get a specific number of students for each of the ten groups of classes. The second instrument to use was a questionnaire that the already selected students answered honestly; then, the researchers went to the Intermediate Intensive English I

classrooms and made use of observational guides with the purpose of supporting the data already gotten. Finally, there was an oral proficiency interview to the selected students taken from the observational guide as a way to complete the research and prove the hypotheses or not.

A. ELABORATION OF THE INSTRUMENTS

QUESTIONNAIRE

<i>Variables</i>	<i>Indicators</i>	<i>Questions</i>
Participation	<ul style="list-style-type: none"> * Quality * For whom it is influenced 	<ul style="list-style-type: none"> *How do you rate your participation in English oral activities? *How is the quality of your participation during oral activities? *How is your confidence when you participate in the class? *How do you consider your participation influenced by yourself? *How do you consider your participation influenced by the teacher? *How do you consider your participation influenced by your classmates? *How is your participation when you work individually? *How is your participation when you work in pairs? *How is your participation when you work in groups? *How is your participation in the grammar skill? *How is your participation in vocabulary? *How is your participation in the pronunciation skill?
Personality	<ul style="list-style-type: none"> * Type of personality * Behaviors 	<ul style="list-style-type: none"> *How often do you like to perform a hard and long task? *How often do you prefer verbal activities in class? *How often do you prefer written activities in class? *How often do you respond quickly when the teacher asks you for opinions? *In a dynamic activity, how often are you energized by being around other people? *While you are working in the book and there are interruptions, how often do you stop working?
Motivation	<ul style="list-style-type: none"> * Intrinsic * Extrinsic * Instrumental * Integrative 	<ul style="list-style-type: none"> *Are you learning English to apply for a job? *Are you learning English to get involved in other language? *Are you motivated when the teacher uses visual aids in the class? *Are you motivated when the teacher supports your opinions? *Are you motivated to participate when the teacher develops a variety of activities in the class? *Are you interested in getting involved in the Foreign culture?

OBSERVATION GUIDE

<i>Variables</i>	<i>Indicator</i>	<i>Items</i>
Participation	* Frequency * Quality	*The student participates in class... *The student participates in oral activities... *The student reflects security when participating in class... *The student participates individually... *The most evident errors are based on grammar... *The student expresses his/her opinion by whole sentences...
Personality	* Introverted * Extroverted	*The student likes to work in groups... *The student gets motivated during a long and hard task... *The student prefers verbal communication in a daily class... *The student responds quickly in ask and answer task... *The student is energized being around other people in a dynamic activity... *During interruptions, the student continues working in the book...
Motivation	*Teachers' methodology	*The teacher makes use of visual aids... *The teacher promotes a variety of activities... *The teacher support students' opinions... *The teacher is fair within the class... *The teacher promotes the Foreign culture in the class... *The student reflects any kind of motivation when speaking... *The teacher has the right skills to teach... *The teacher promotes an interactive class... *The teacher makes use of extra material in the class..

B.PILOT TEST

A pilot test of the questionnaire was carried out with twenty students in order to validate it on the fourth week of July; the second instrument was a personality test, already validated, and questions were in Spanish.

The students did not have difficulties to answer the test; it took no more than five minutes. The instrument was administered with the purpose of avoiding mistakes and to make sure that the instrument was easy to answer for the students of the course.

VIII. DATA ANALYSIS

The Data Coding was necessary in order to analyze the data in the quantitative research. Since data was collected on second semester 2011, it was coded in this way: according to the item, variable and categories, a number was assigned to the categories that corresponded to each variable in order to represent it and a data base was created. The counting process was carried out by all the members of the team in order to check the answers one by one and introduce the results in the data base that was created with SPSS program. First, a file with codes (working file) elaborated. Then, a physic coding was made, and finally the data was saved in a permanent file.

In the first instrument (personality test), there were twenty-two questions and two options for each (yes and not) and the data was collected by using a scale which was already validated. Each question in the test had a different score that represented each personality type (introverted and extroverted), then each question answered by the student matched with the established score to get one point in order to place the student according to the personality type that they belong to. The scale to measure the results was: Between 0 and 10 points, the student was considered Very Introverted, Between 11 and 13 points, the student was considered Introverted, Between 14 and 16 points, the student was considered Extroverted; and between 17 and 24 points, the student was considered Very Extroverted.

In the second instrument (questionnaire), the data was collected according to the students thinking and how they graded their oral participation in English classes. The questionnaire had twenty-four questions divided into three parts; the first one was related to the students' participation and the options were: Excellent, Very good and Good. The second part was related to students' personality and the options were: Always, Frequently and Never. Finally, the last part was related to motivation and the options were: Yes, I am, maybe and No, I am not.

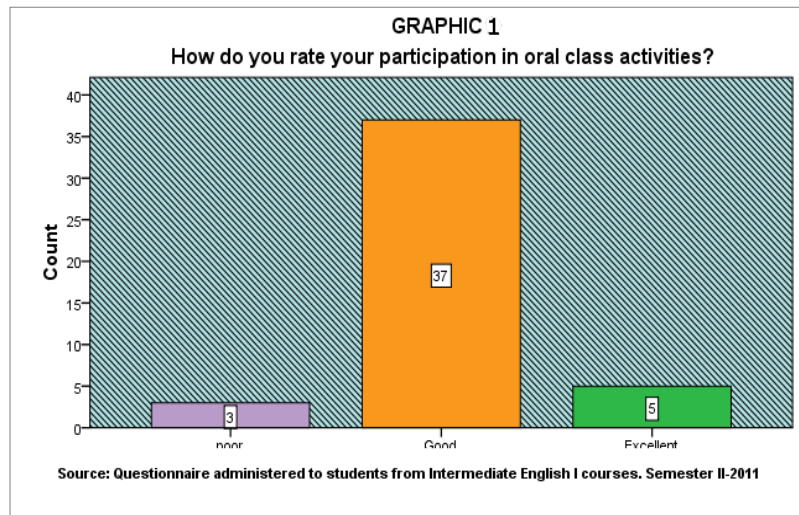
In the third instrument (observation guides), the data about students' personality and oral class participation was collected. This instrument had twenty-two statements divided into three parts (participation, personality and types of motivation). All of them presented the options: Always, Frequently and Never.

The last instrument used to collect the data was the Oral Proficiency Interview (OPI) that had its own scale to classify the students according to their oral proficiency level (Novice, Intermediate, High and Superior) by using some role play cards which were taken from the Oral Proficiency Interview (OPI). The interviews were administered Lic.Francisco Antonio Rodríguez, Lic.Miguel Angel Carranza, Lic.Fidel Navidad Morales, Licda. Ivette Henríquez and Lic. René Hernández, all of them from the Foreign Language Department at the University of El Salvador.

SPSS was used to do statistical analysis. Two databases were created, the first one according to the students' data and the other one based on teachers' data. Then, questions that answered the research question were chosen in order to do graphics to show the results and compare them at the same time. Chi-square was also used and its application will be explained in the Analysis and interpretation of the data, it is a statistical technique used to determine if there is a relationship between the two variables; in this case the participation and the oral proficiency of the students.

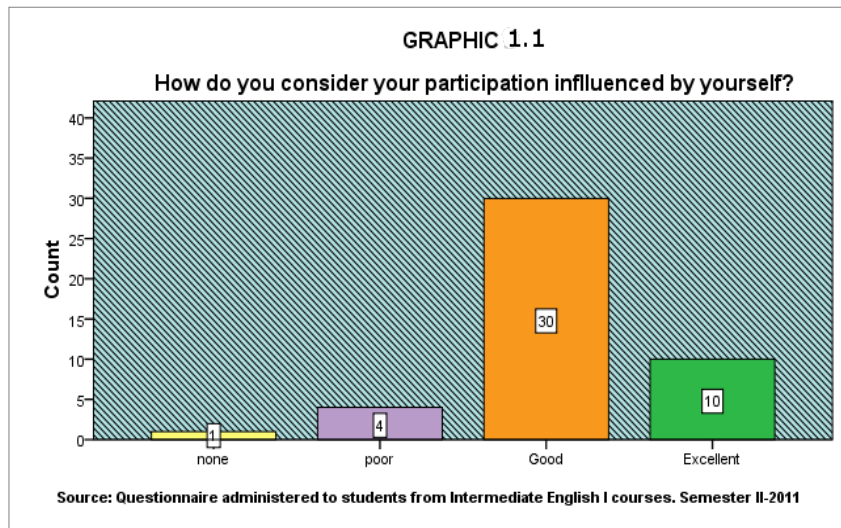
A. UNIVARIATE ANALYSIS

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Poor	3	6.7
Good	37	82.2
Excellent	5	11.1
Total	45	100.0



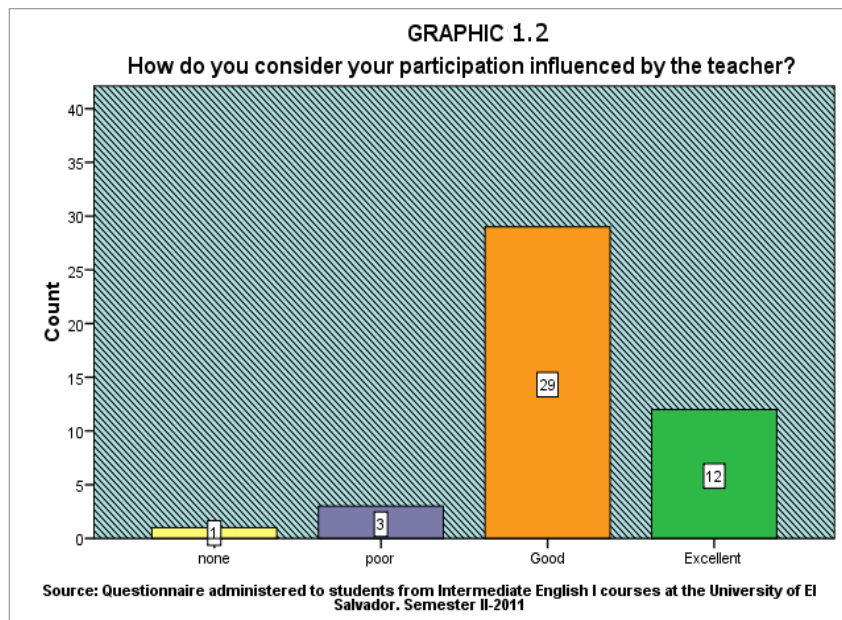
It is clearly observed that most of the students were good at participating in oral class activities, three students answered that their participation was poor in oral class activities, thirty- seven answered that their participation was good and five students answered that it was excellent.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
None	1	2.2
Poor	4	8.9
Good	30	66.7
Excellent	10	22.2
Total	45	100.0



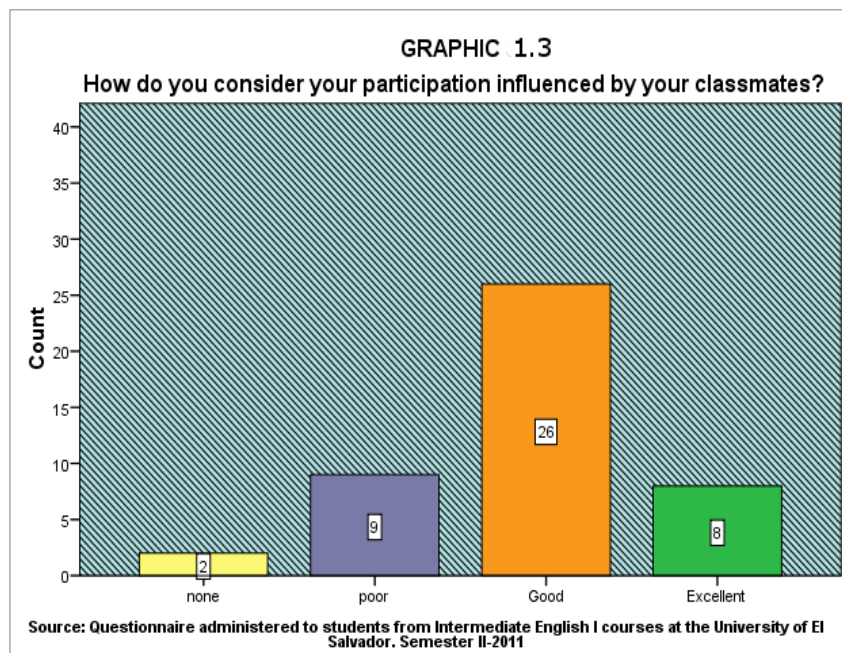
In the case of the graphic 1.1, only one student did not answer the question, four students considered a poor participation when it was influenced by themselves, thirty students considered their participation as good and ten students considered it is excellent. Most of the students considered their participation as good when there was an intrinsic motivation.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
None	1	2.2
Poor	3	6.7
Good	29	64.4
Excellent	12	26.7
Total	45	100.0



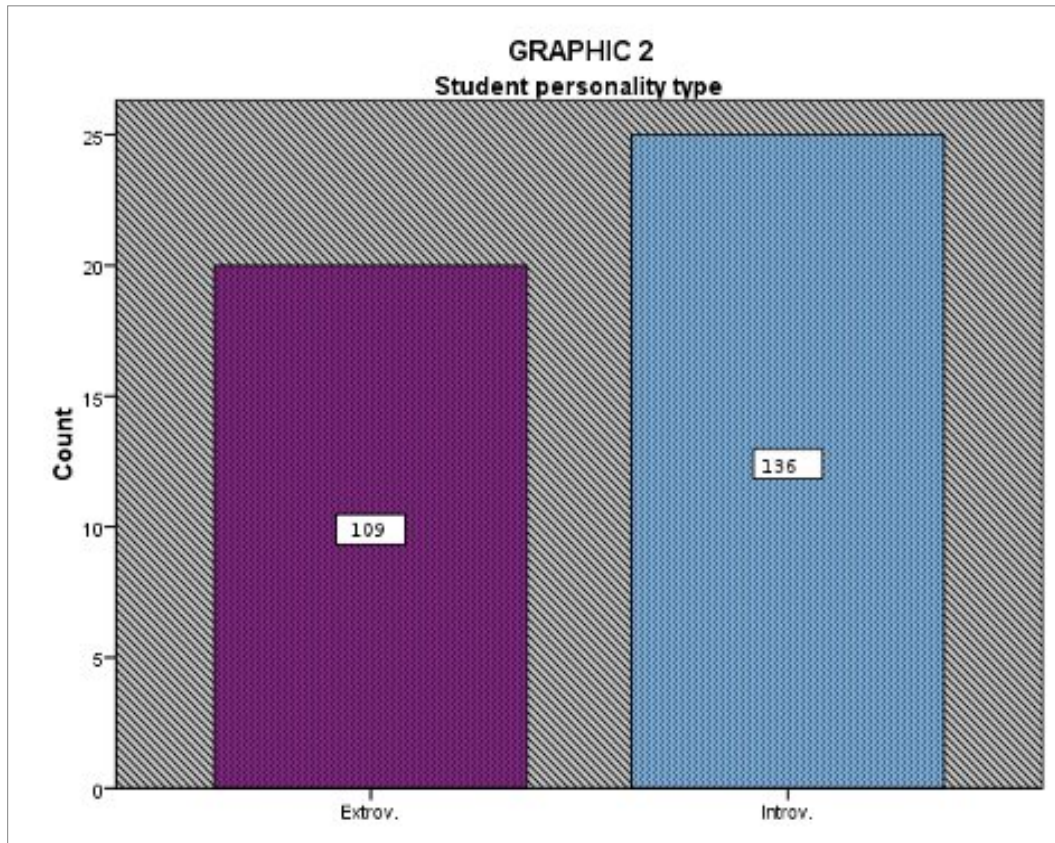
According to the results of this question, only one student did not answer the question, three students considered their participation as poor when it was influenced by the teacher, twenty- nine students answered that they had a good participation, and twelve students considered an excellent participation when the teacher asked. Most of the students considered their participation as good when it was influenced by the teacher.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
None	2	4.4
Poor	9	20.0
Good	26	57.8
Excellent	8	17.8
Total	45	100.0



In the case of the graphic number 1.3, only two students did not answer the question, nine students answered that their participation is poor when it was influenced by their classmates, twenty-six students considered a good participation when their classmates influenced to do it, and eight students answered that their participation was excellent.

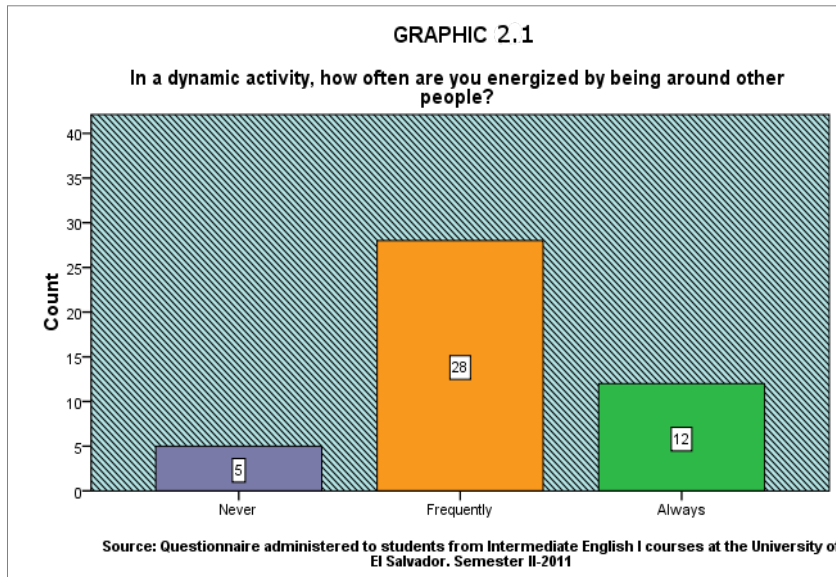
<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Extroverted	20	44.44
Introverted	25	55.56
Total	45	100.00



Source: Personality test administered to students from Intermediate English I

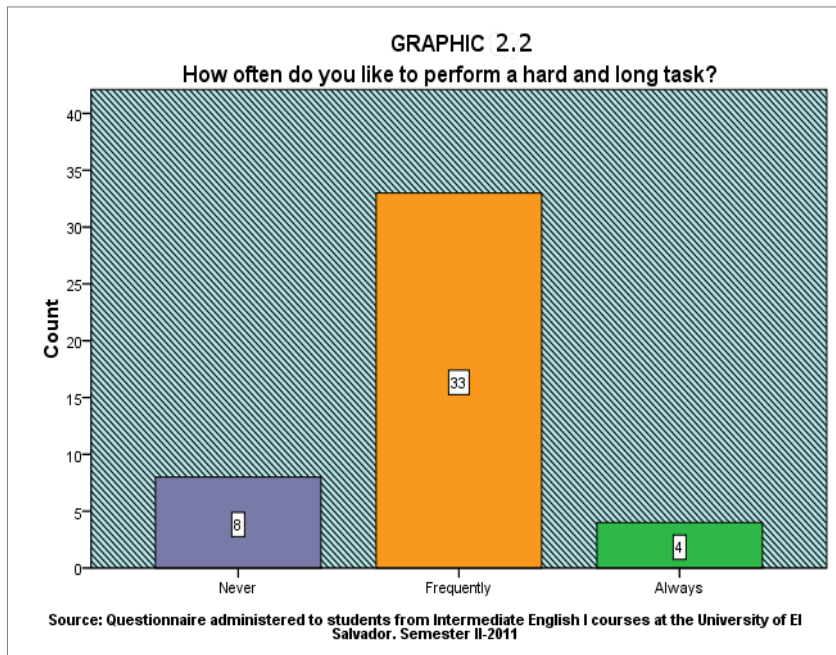
Data from personality test reveals that 55.56% (136) of the students were introverted and only the 44.44% (109) were extroverted. Therefore, in the whole population there were more introverted students than extroverted ones. Introverted students were supposed to be quiet but intellectual, and keep low profile in class. On the other hand, extroverted students were supposed are talkative, energetic and get bored easily without people around them. Consequently, most students did not participate and classes were quiet and boring; and only the same students used to participate.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Never	5	11.1
Frequently	28	62.2
Always	12	26.7
Total	45	100.0



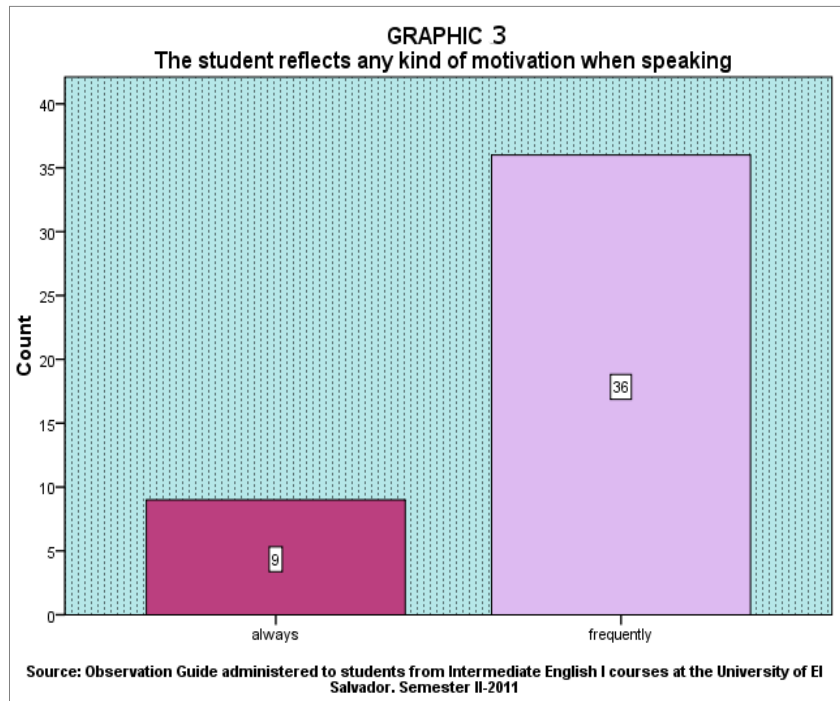
Five students answered that they were never energized by being around other people in a dynamic activity, twenty- eight answered that they were frequently energized and twelve students said that they were always energized. It is noticeable that most students only were energized by being around their classmates only once in a while.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Never	8	17.8
Frequently	33	73.3
Always	4	8.9
Total	45	100.0



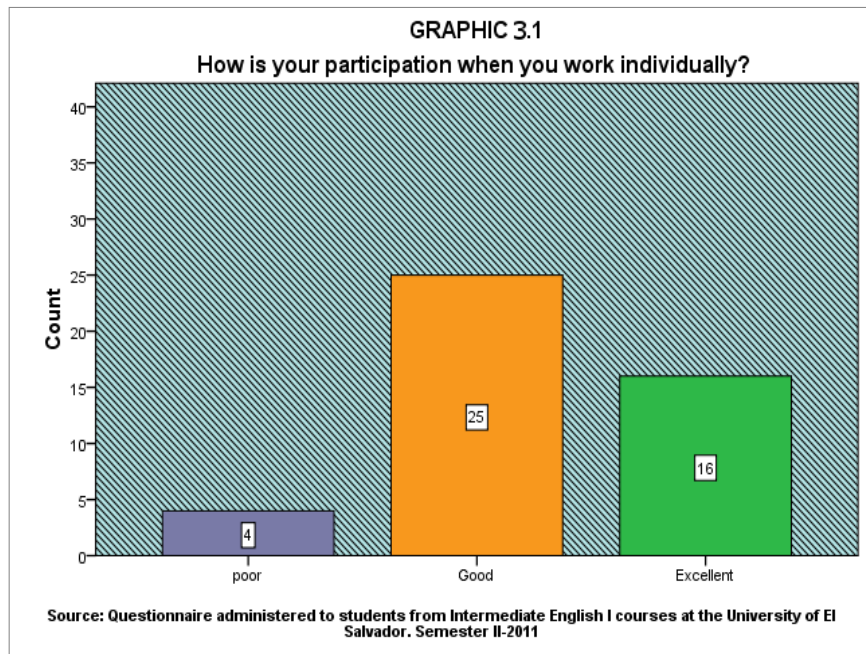
Eight students answered that they never liked performing a hard and long task, thirty-three students frequently liked to do it, and only four students always liked to do it. These results show that most students liked performing a hard and long task once in a while taking into account that this characteristic is related to introverted students.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Always	9	20
Frequently	36	80
Total	45	100.0



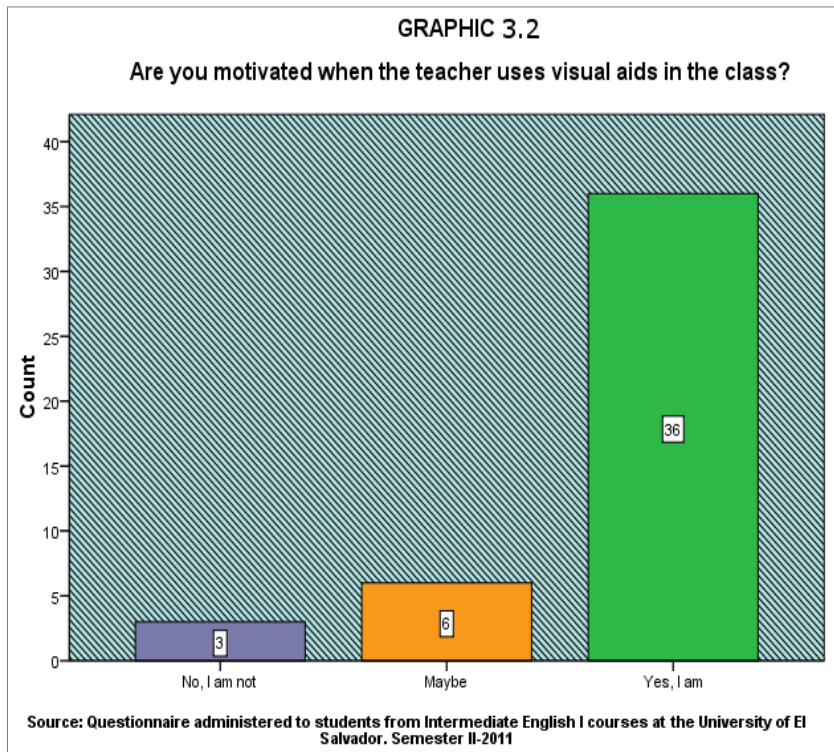
Nine students always reflected motivation when they spoke and it is noticeable that most students, in this case thirty-six, frequently reflected motivation when they spoke. This demonstrates that students did not have motivation when they spoke and it can negatively affect oral proficiency.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Poor	4	8.9
Good	25	55.6
Excellent	16	35.6
Total	45	100.0



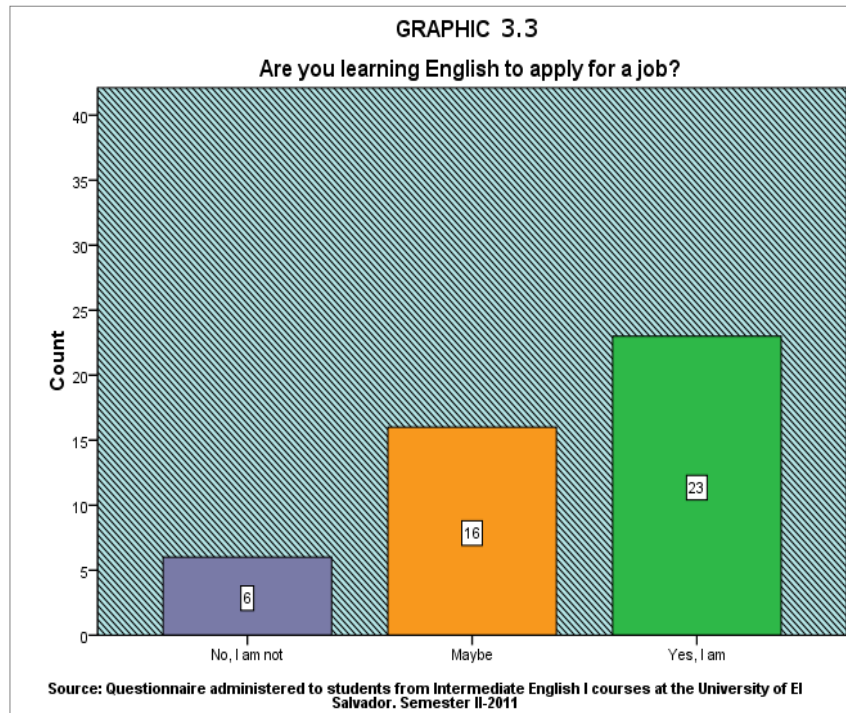
Four students answered that their participation was poor when they worked individually, twenty-five considered their participation as good, and sixteen students considered it is excellent. Most students considered their participation as good when they worked by themselves.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
No, I am not	3	6.7
Maybe	6	13.3
Yes, I am	36	80.0
Total	45	100.0



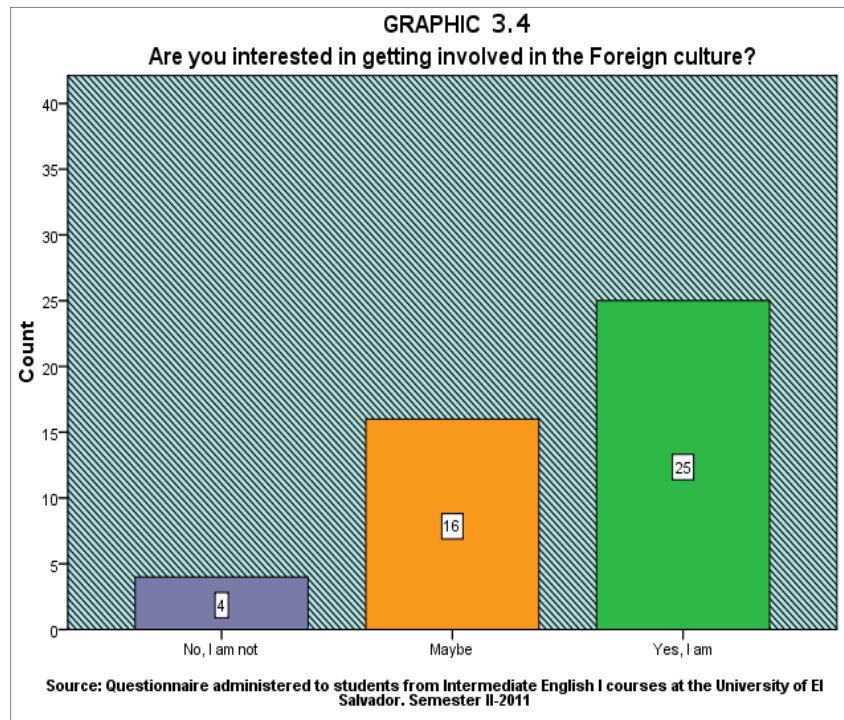
The results of this chart show that a great part of the students, in this case thirty-six students were motivated when the teacher used visual aids in class; six students were somehow motivated with the use of visual aids in the class. On the contrary, three students said that they were not motivated when the teacher uses visual aids. This result shows that visual aids were a good resource to motivate students to participate in the class.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
No, I am not	6	13.3
Maybe	16	35.6
Yes, I am	23	51.1
Total	45	100.0



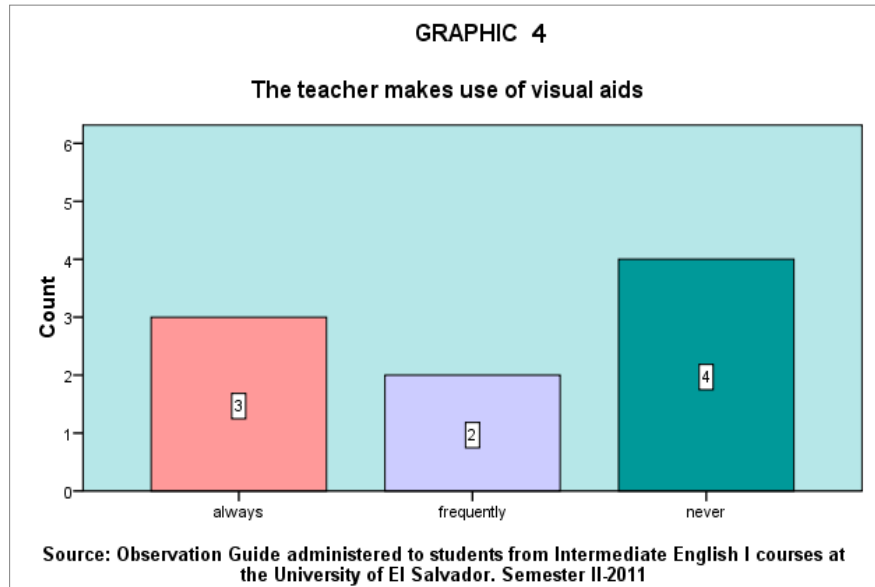
According to the results of this question, six students were not studying English to apply for a job, sixteen students said that they were maybe studying English to apply for a job and twenty-three said that they were studying English to apply for a job. This demonstrates that the students have an instrumental motivation for learning English language.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
No, I am not	4	8.9
Maybe	16	35.6
Yes, I am	25	55.6
Total	45	100.0



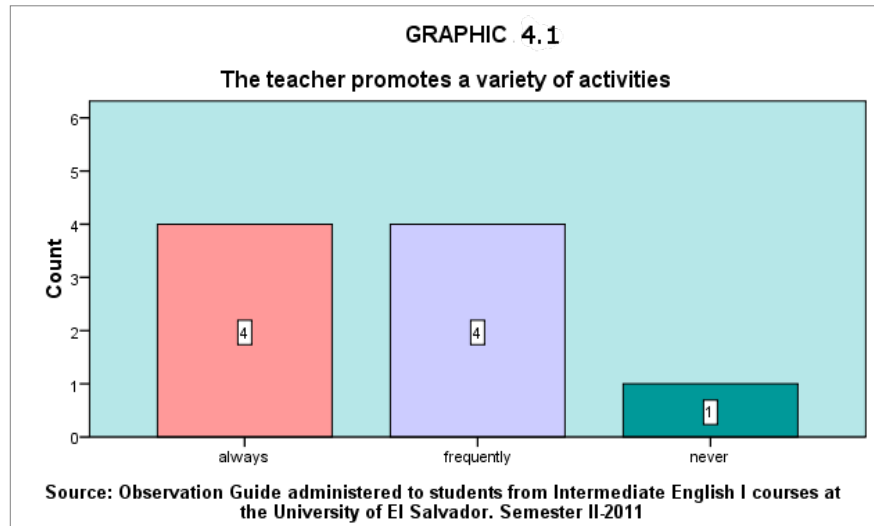
The results of this chart show that four students are not interested in getting involved with the foreign culture, sixteen are maybe interested in getting involved with the foreign culture and most of the students, and in this case twenty-five students are interested in getting involved with the foreign culture, they have an integrative motivation and that means the learners admire the target culture, have the desire to get involved with it because it is the key component in assisting them to develop some level of proficiency in the language.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Always	3	33.3
Frequently	2	22.2
Never	4	44.4
Total	9	100.0



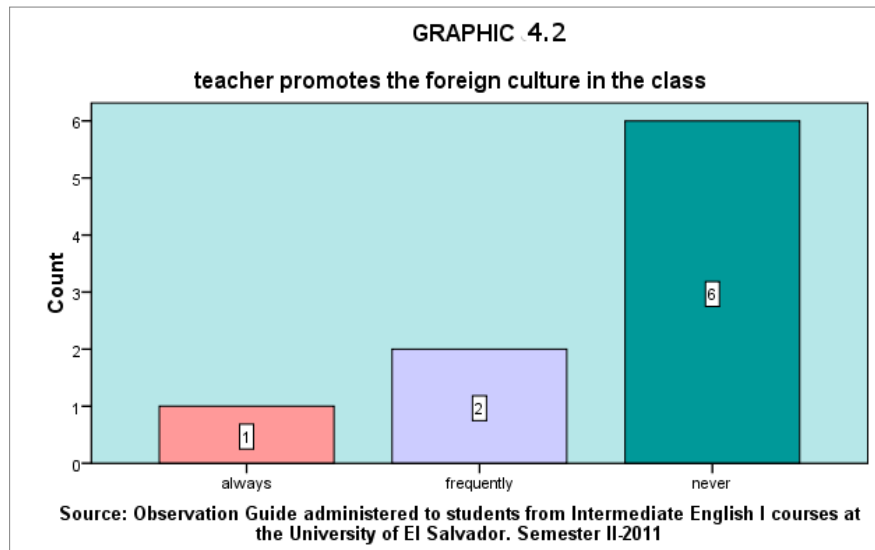
Three teachers make use of visual aids, two teachers frequently use visual aids and it is possible to appreciate that most teachers, in this case four, never make use of visual aids. Therefore, it makes the class a little boring and not motivating for students.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Always	4	44.4
Frequently	4	44.4
Never	1	11.1
Total	9	100.0



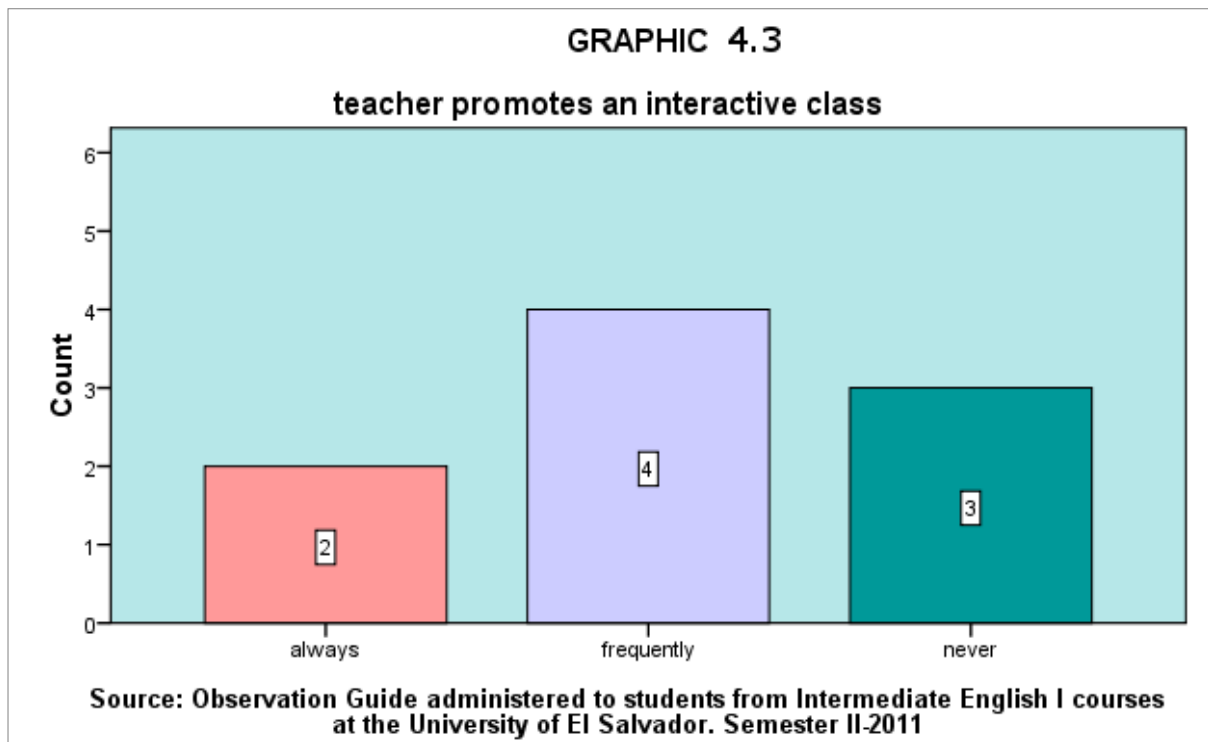
This graphics shows that the majority of the teachers promoted a variety of activities; four teachers always promoted a variety of activities and four teachers did it frequently. On the contrary, one teacher never promoted a variety of activities. Promoting a variety of activities is good because it makes classes dynamic, with good timing and pacing.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Always	1	11.1
Frequently	2	22.2
Never	6	66.7
Total	9	100.0



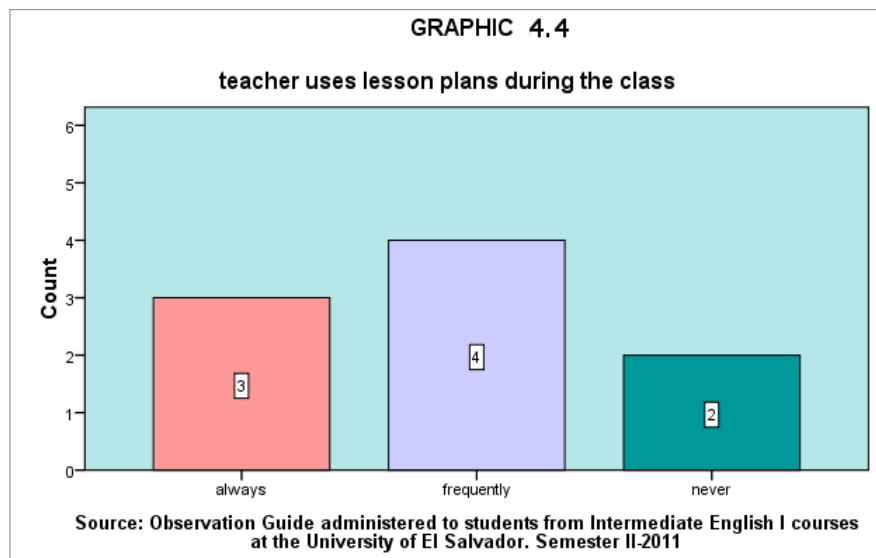
This chart shows that one teacher promoted the foreign culture. Two teachers frequently promoted the foreign culture. On the other hand, six teachers never promoted it. Therefore, the students did not have an integrative motivation; it means that learners neither had have opportunity to appreciate target culture nor the desire to get involved with it.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Always	2	22.2
Frequently	4	44.4
Never	3	33.3
Total	9	100.0



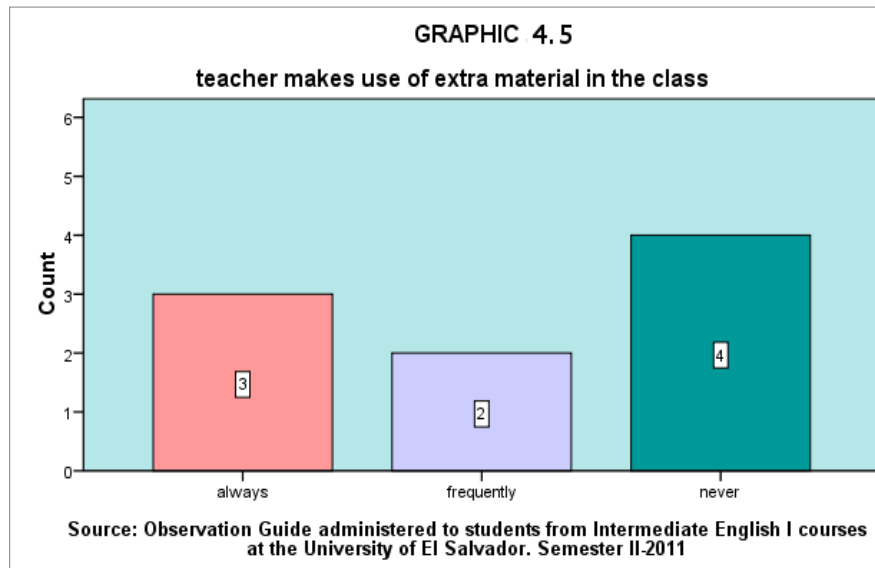
Two of nine teachers always promoted an interactive class. Four teachers frequently develop an interactive class and three teachers never promoted an interactive class; it means that students did not have motivation to participate. For example, several studies have shown that students prefer strategies promoting active learning instead of traditional lecturing.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Always	3	33.3
Frequently	4	44.4
Never	2	22.2
Total	9	100.0



This graphic shows that three teacher always used a lesson plan. Four teachers frequently prepared a lesson plan and only two teachers never used lesson plans during class. This result demonstrates that some teachers did lesson planning to deliver teaching in class, others did not. The teachers who do lesson plans increase their productivity, make important considerations and thus enhance the probability of successful teaching.

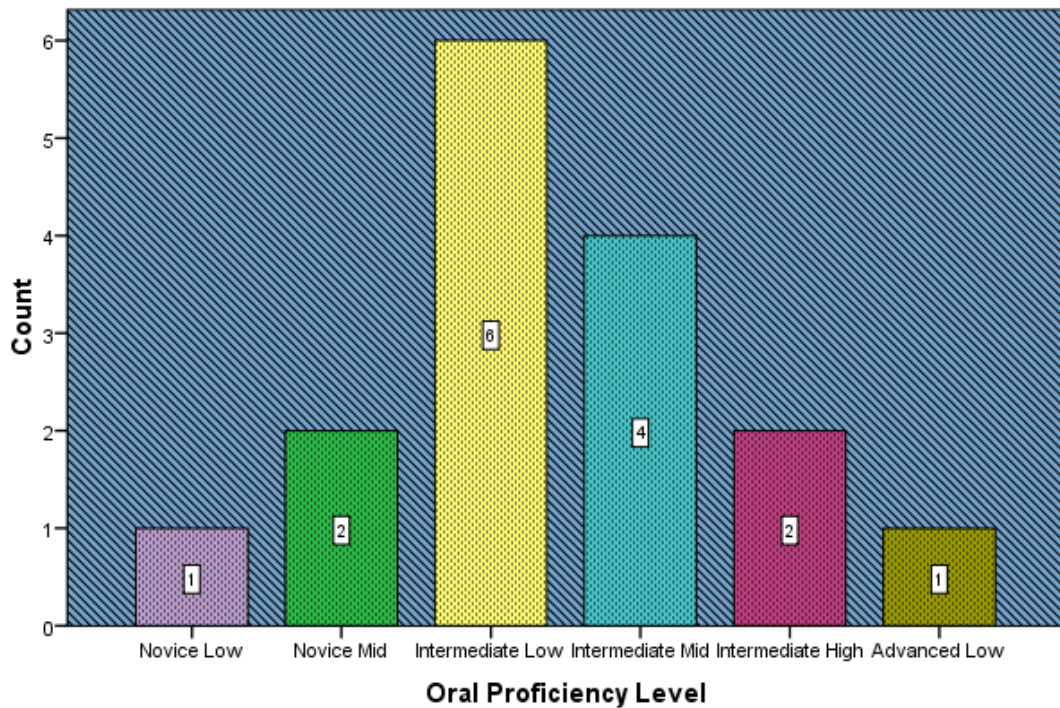
<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Always	3	33.3
Frequently	2	22.2
Never	4	44.4
Total	9	100.0



The graphic shows that three teachers made use of extra material in class, two teachers did it frequently and four teachers never used extra material in the class. This result demonstrates that the teachers did not motivate the learners with new material to prompt class participation.

<i>Answer</i>	<i>Frequency</i>	<i>Percent</i>
Novice Low	1	6.25
Novice Mid	2	12.50
Intermediate Low	6	37.50
Intermediate Mid	4	25.00
Intermediate High	2	12.50
Advanced Low	1	6.25
Total	16	100.00

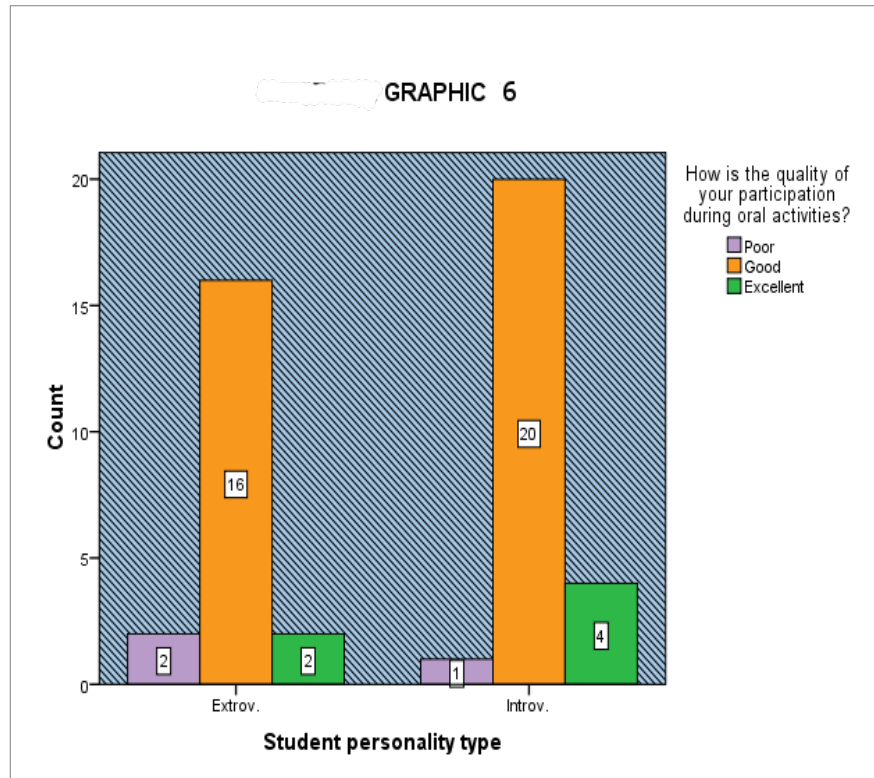
GRAPHIC 5



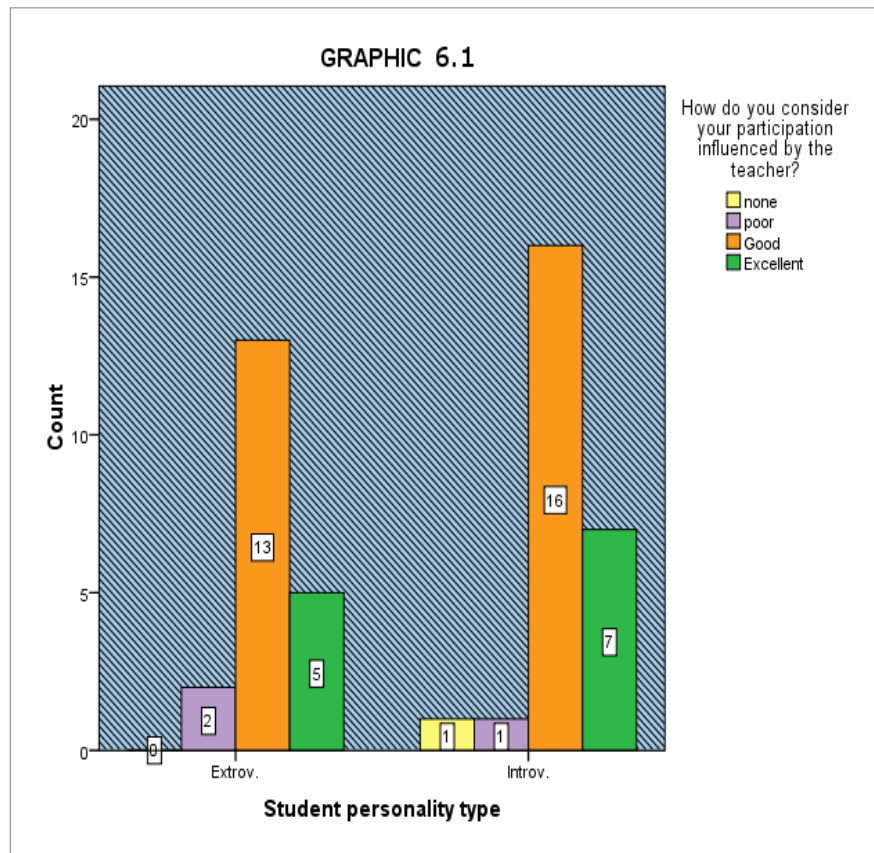
Source: Oral Proficiency interview (OPI) administered to students from English Intermediate I.

This graphic shows the oral proficiency level. 6.25% of the sample is novice low as well as advance low. 12.50% of the students are novice as well as intermediate high. Besides that 25.00% students are at intermediate mid and the most students, 37.50%, are at intermediate low.

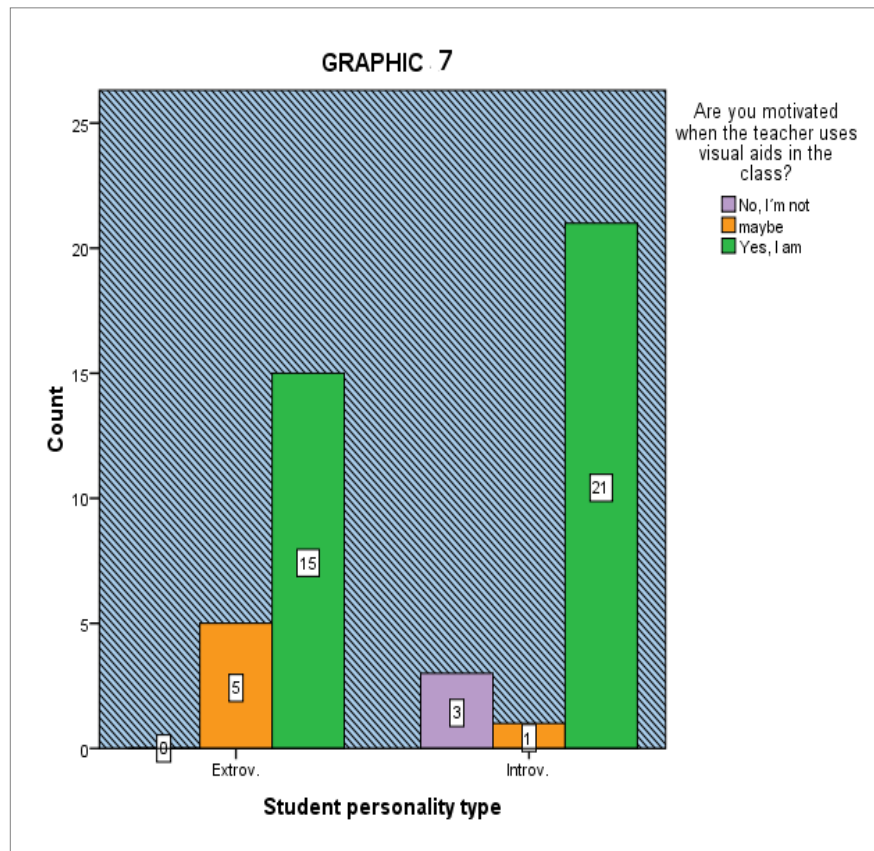
B. BIVARIATE ANALYSIS



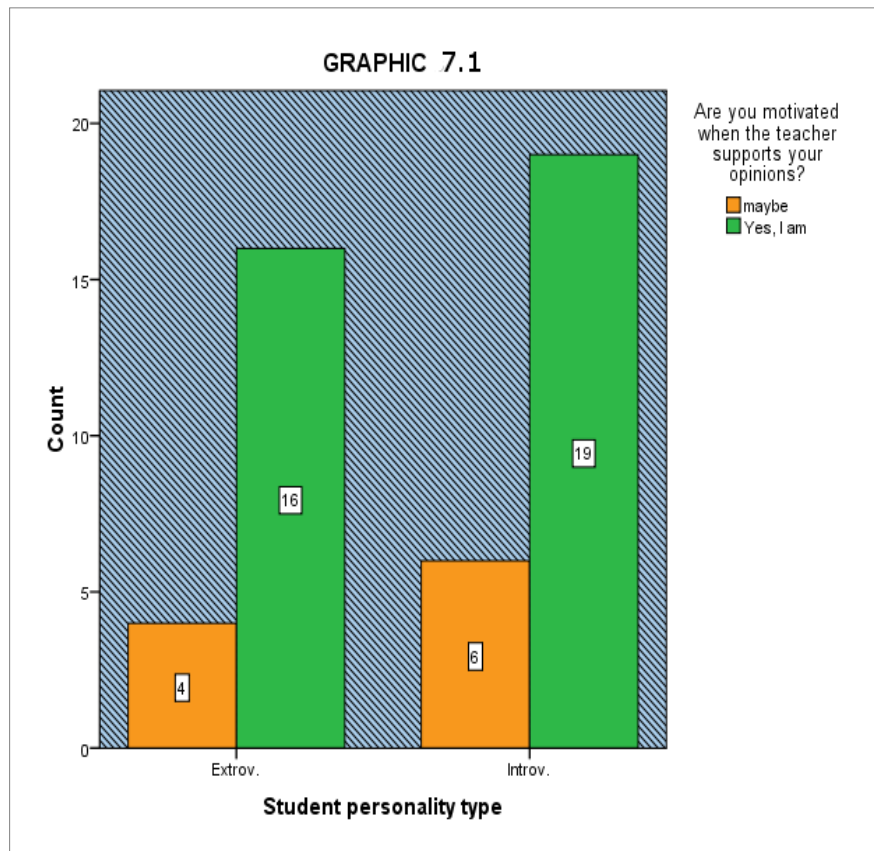
According to the instruments given to students from English Intermediate I courses, there could be a relationship between their personality type and the manner they perceived their participation. Based on the responses given by the students the quality of participation during oral activities was considered good for both personality types; however, the most predominant value was presented for introverted students. The graphic shows that more introverted students than extroverted ones answered that they considered the quality of their participation excellent; at the same time the minimum value presented is related to the poor quality of participation, which is also more relevant for introverted students. As a conclusion, according to the graphic students who are introverted have the highest level and best quality of participation in oral activities, the opposite expected behavior form students with that personality type.



The graphic shows that both introverted and extroverted students considered their participation good when it is influenced by the teacher, it means that the teacher played an important role in the participation of the students in the classroom oral activities but not most relevant driving force; however, the second relevant value presented in the graphic shows that introverted students also believed that their participation was excellent during oral activities when they participated in class, especially in oral activities, the teacher was an influence; it was not the case of extroverted ones.

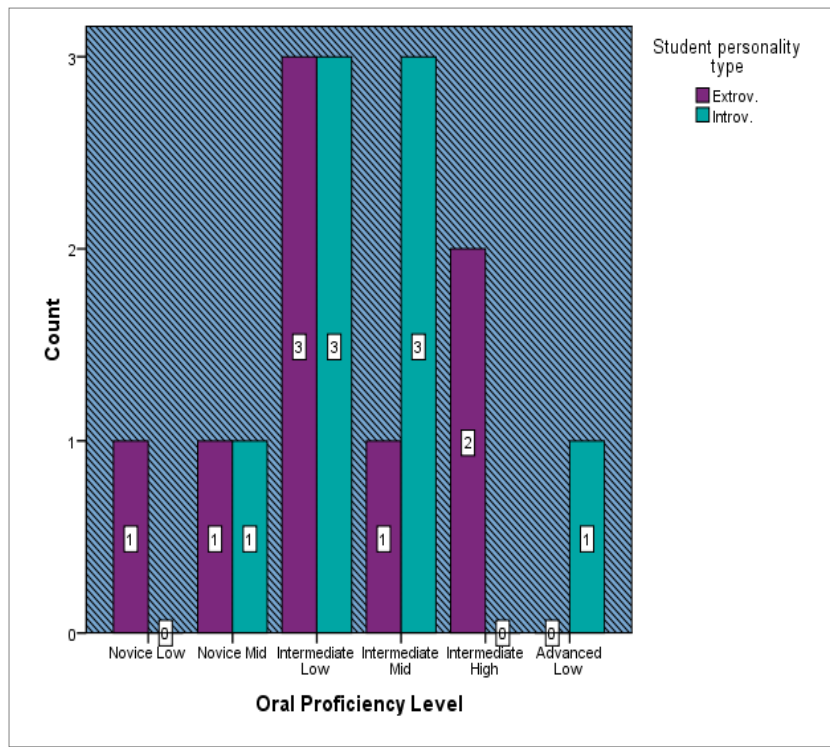


It is evident that the introverted and extroverted students, expressed that they felt motivated when the teacher used visual aids during the class activities, the use of different materials to teach students is a helpful tool for teacher and students to teach and learn language better, because they kept the students attention and also helped to have a better comprehension rather than a boring class without any visual motivation. Comparing responses from extroverted students with introverted ones, there was a minimum difference because for extroverted students visual aids motivated them sometimes but few introverted students agree with it, introverted people did not get often motivated by audio visual aids.



According to the responses given by students, it was very important that teachers supported students’ opinions, regardless of their personality type, because teachers gave students confidence to participate in class, especially in oral activities. Students felt motivated and did not feel disappointed if they made mistakes.

GRAPHIC 8



This is a comparison between students’ personality and oral proficiency levels by using a personality test and the Oral Proficiency After administering interviews students were placed in one out seven levels, ranging from Novice Low to Advance Low. In the Novice low level there were more extroverted students; in Novice Mid extroverted and introverted students were even; in the intermediate low they were also even; in the Intermediate Mid there were more introverted students than extroverted ones; and in the Intermediate High there were only extroverted students; however, one introverted student was placed in Advance Low. As conclusion, most students were placed in Intermediate Low, extroverted students did better in Intermediate High and a introverted student did better and was placed in Advance Low.

C. ANALYSIS AND INTERPRETATION OF DATA

Expected frequencies and the observed ones were calculated at the same time that the degrees of freedom. For doing this, it was used the formula: $\chi^2 = \frac{(F_o - F_e)^2}{F_e}$

F_e

Then, if the calculated value is higher than the value in the table, the research hypothesis is accepted and the null hypothesis is rejected. On the contrary, if the calculated value is less than the one in the table, the null hypothesis is accepted and the research one is rejected.

<i>Question</i>	<i>Chi-Square</i>	<i>Degrees of Freedom</i>	<i>Chi-Alpha</i>	<i>Decision</i>
Types of personality/How do you rate your participation in oral class activities?	4,325	2	,115	The hypothesis is accepted
Types of personality/How is your participation when you work individually?	,450	2	,799	The hypothesis is accepted
How do you consider your participation influenced by the teacher?/Are you motivated when the teacher uses visual aids?	8,182	6	,225	The hypothesis is accepted
How do you consider your participation influenced by your classmates?/In a dynamic activity ,how often are you energized by being around other people?	6,449	6	,325	The hypothesis is accepted
The student reflects any kind of motivation when speaking?/The teacher promotes an interactive class.	7,200	2	,027	The hypothesis is rejected

D. RESEARCH QUESTIONS' ANSWERS AND VALIDATION OF THE HYPOTHESIS

1. RESEARCH QUESTION

How does non-participation influence in the oral proficiency development of the students from Intermediate Intensive English courses in the Foreign Language Department, at the University of El Salvador during the semester II-2011?

The non-participation variable has nothing to do with the oral proficiency variable; since according to the results of the observation guide the introverted students almost never participated in oral class activities, however, compared with the results of the oral proficiency interview they got the highest level in the assessment criteria rather than extroverted students who frequently participated in oral class activities. Additionally, based on the results of the chi-square, most of the variables accepted the null hypothesis and it means that both variables did not have any correlation.

2. HYPOTHESES

a. NULL HYPOTHESIS

Non-participation in class activities does not influence negatively in the oral proficiency to the students of Intermediate Intensive English I courses from the Foreign Language Department at the University of El Salvador during the semester II-2011.

After carrying out the research and analyzing data, it is possible to conclude that the null hypothesis already proposed is accepted; so that, the two variables are not related which means that participation does not influence in oral proficiency. The non-participation in class activities has nothing to do with the oral proficiency to the students of Intermediate Intensive English I courses from the Foreign Language Department at the University of El Salvador during the semester II-2011. It is clear that the independent variable which is “non-participation” does not affect directly with much negative effect on the dependent variable which is “the oral proficiency of the students”, and it has to be said that the hypothesis has been accepted.

IX. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSION

Findings show that participation is essential for oral proficiency development. Specifically participation in oral activities enhanced by teacher's attitude, teachers' methodology and teachers' encouragement as well as student's personality and intrinsic motivation; nevertheless, more needs to be done by teachers to create an appealing atmosphere for students to participate in classes. It can be concluded that:

1. Students are not too much motivated to participate in the oral class activities due to the lack of visual aids, which greatly motivate them, but only few teachers used them in their classes. Also, the lack of the lesson planning also influenced negatively on students' participation.
2. A lot of the students were interested in getting involved in the foreign culture, however, most of the teacher never promoted it in the class. This had negative effects because the students did not have the opportunity to get familiar with the language.
3. Non-participation in classes was proven through the class observation Guide did not mean that the students had a low oral proficiency level that was proven in the Oral Proficiency Interview.

B. RECOMMENDATIONS

1. To University

- a. Invest in new technological resources such as: a multimedia room or space that has enough room availability for the students of the Foreign Language Department where they could make use of search sites, on-line learning activities, modern videos, worksheets, visual dictionaries. All of them can be done with a high speed internet connection.
- b. Make proper use of loudspeakers and headsets because their use has the advantage of enhancing the quality of the sounds and a beneficial effect on concentration during English activities in the LAB.
- c. University Authorities should negotiate a better budget to build a larger and suitable English Laboratory for teachers directed and self-directed practice.
- d. Allow a manageable number of students per class- no more than 30- for students to have more opportunities to participate in classes .

2. To teachers

- a. Improve classroom setting: Arrange the classroom to keep in mind the number of students' chairs that the teacher will need, consider to place the chairs in a way students can be motivated to participate, can see and speak to one another.
- b. Make clear what you expect from students at the beginning of the class; if you will grade class participation, give them preliminary grades as early as two to three weeks into the semester and at mid-term, so that they will know their weaknesses and strengths. It will be beneficial to encourage the quiet students to talk more

often and the talkative ones to hold their comments to give others the chance to participate.

- c. Use a variety of teaching strategies such as discussions, small groups works, ask and answer activities, dramas.
- d. Use of visual aids that motivate students to participate in oral activities in the class.
- e. Listen and respond: Use verbal and non-verbal signals to encourage participation, give students time to think before they respond to a question, listen to students' questions and answers and avoid interruptions, provide specific and encouraging responses and clarify ideas.

3. To students

1. Get involved in oral activities without fear to make mistakes or the negative comments of the classmates.
2. Consider participation as a means to both expand and develop the oral proficiency, not as a class requirement.
3. Read a wide variety of material to get new vocabulary to practice in daily conversations.
4. Use all technological resources available to practice language on your own, out of class.
5. Ask for feedback to your teacher any time you need it.

X. LIMITATIONS

1. The first semester ended when researchers were scheduled to administer personality test; consequently, it was put off and done at the beginning of the second semester.
2. Some students dropped out the course and it affected the total of the students already registered; therefore, the Stratified Random Sampling had to be calculated once again.
3. Some teachers did not cooperate in the administration of OPI interview because they were overworked.
4. The absence of some observed students in the class caused a delay in the timetable.
5. Out of the whole sample four students left the course at the time the questionnaire was administrated, this caused a evident reduction of the sample.
6. In the Oral Proficiency Interview, there were twenty-nine students who missed it and only sixteen students of the sample completed the whole process, affecting data analysis and results.

XII. REFERENCES

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XIII. ANNEXES

ANEXE A: TEST DE PERSONALIDAD (Extroversión- Introversión)**Nombre:** _____ **Grupo:** _____**Docente Responsable:** _____**Objetivo:** Conocer el tipo de personalidad que poseen los estudiantes de Inglés Intermedio Intensivo II del Departamento de Idiomas Extranjeros de la Universidad de El Salvador.**Indicaciones:** De acuerdo al cuestionario caracterológico del psicólogo inglés EYSENK, para saber si eres introvertido o extrovertido, es necesario que respondas con la máxima rapidez y sinceridad posible a las preguntas del cuestionario. Lee primero con atención cada uno de los ítem y en caso afirmativo encierra en un círculo la opción **SI**, en caso contrario la opción **NO** de acuerdo a tu modo habitual de ser.

Preguntas	Opciones	
	Si	No
1. ¿Te agrada mucho bullicio y agitación a tu alrededor?	Si	No
2. ¿Tienes casi siempre una respuesta a punto cuando la gente te habla?	Si	No
3. ¿Te quedas apartado o aislado de los demás en las fiestas o reuniones?	Si	No
4. ¿Te gusta mezclarte con la gente?	Si	No
5. ¿Eres activo y emprendedor?	Si	No
6. ¿Te agrada trabajar solo?	Si	No
7. ¿Puedes expresar rápidamente, con palabras, tus pensamientos?	Si	No
8. ¿Te sientes a disgusto cuando no llevas tus ropas habituales?	Si	No
9. ¿Te gustan las bromas entre amigos?	Si	No
10. ¿Te gusta mucho comer bien?	Si	No
11. ¿Estarías dispuesto a vender objetos o pedir dinero a la gente buena causa?	Si	No
12. ¿Prefieres quedarte en casa a asistir a una fiesta o reunión aburrida?	Si	No
13. ¿Te gusta planear las cosas cuidadosamente y con mucho tiempo por delante?	Si	No
14. ¿Haces las cosas solo, mejor que consultándolas con los demás?	Si	No
15. ¿Prefieres planear las cosas mejor que hacerlas?	Si	No
16. Cuando haces nuevas amistades, ¿eres normalmente tú quien da el primer paso o el primero que invita?	Si	No
17. ¿Piensas que, en general, las cosas se arreglan solas o que de algún modo se solucionarán?	Si	No
18. ¿Acostumbras a decir la primera cosa que te se ocurre?	Si	No
19. ¿Sueles ser muy reservado con aquellos que no son tus amigos íntimos?	Si	No
20. ¿Te gusta gastar bromas y contar chistes a los amigos?	Si	No
21. ¿Te paras a menudo a analizar y a meditar sobre tus pensamientos y sentimientos?	Si	No
22. Aunque las circunstancias te sean adversas, ¿crees, sin embargo, que todavía vale la pena probar suerte?	Si	No

GRACIAS POR TU COLABORACION!!!

ANNEXE B: QUESTIONNAIRE BASED ON THE PARTICIPATION, PERSONALITY AND MOTIVATION IN CLASSROOM ACTIVITIES

The objective of this questionnaire is to get your own perspective about your participation, personality and motivation during classroom activities.

Name: _____ Group: _____

Instruction: Read carefully the items and then circle the answer that best describes you.

PART I	3	2	1
1. How do you rate your participation in English oral activities?	Excellent	Good	Poor
2. How is the quality of your participation during oral activities?	Excellent	Good	Poor
3. How is your confidence when you participate in class?	Excellent	Good	Poor
4. How do you consider your participation influenced by yourself?	Excellent	Good	Poor
5. How do you consider your participation influenced by the teacher?	Excellent	Good	Poor
6. How do you consider your participation influenced by your classmates?	Excellent	Good	Poor
7. How is your participation when you work individually?	Excellent	Good	Poor
8. How is your participation when you work in pairs?	Excellent	Good	Poor
9. How is your participation when you work in groups?	Excellent	Good	Poor
10. How is your participation in the grammar skill?	Excellent	Good	Poor
11. How is your participation in the grammar skill?	Excellent	Good	Poor
12. How is your participation in the grammar skill?	Excellent	Good	Poor
PART II			
13. How often do you like to perform a hard and long task?	Always	Frequently	Never
14. How often do you prefer verbal activities in the class?	Always	Frequently	Never
15. How often do you prefer written activities in the class?	Always	Frequently	Never
16. How often do you respond quickly when the teacher asks you for opinions?	Always	Frequently	Never
17. In a dynamic activity, how often are you energized by being around other people?	Always	Frequently	Never
18. While you are working in the book and there are interruptions, how often do you stop working?	Always	Frequently	Never
PART III			
19. Are you learning for applying for a job?	Yes, I am	Maybe	No, I am not
20. Are you learning English to get involved in the Foreign culture?	Yes, I am	Maybe	No, I am not
21. Are you motivated when the teacher uses visual aids in the class?	Yes, I am	Maybe	No, I am not
22. Are you motivated when the teacher supports your opinions?	Yes, I am	Maybe	No, I am not
23. Are you motivated to participate when the teacher develops a variety of activities in the class?	Yes, I am	Maybe	No, I am not
24. Are you interested in getting involved in the Foreign culture?	Yes, I am	Maybe	No, I am not

THANK YOU FOR YOUR HELP!

ANNEX C: OBSERVATION GUIDE

C1

COURSE: Intermediate English I		Date:	Date:	
GROUP:	RESPONSIBLE:	Week:		
OBJECTIVE: To measure both teacher and students' behaviors during the class.				
I. Participation				
Statement		Rubric		
1. The student participates in class...		Always	Frequently	Never
Comments:				
2. The student participates in oral activities...		Always	Frequently	Never
Comments:				
3. The student reflects security when participating in class...		Always	Frequently	Never
Comments:				
4. The student participates individually...		Always	Frequently	Never
Comments:				
5. The most evident student's errors are based on grammar...		Always	Frequently	Never
Comments:				
6. The student expresses his/her opinion by whole sentences...		Always	Frequently	Never
Comments:				
II. Personality				
Statement		Rubric		
7. The student likes to work in groups.....		Always	Frequently	Never
Comments:				
8. The student gets motivated during a long and hard task.....		Always	Frequently	Never
Comments:				
9. The student prefers verbal communication in a daily class...		Always	Frequently	Never
Comments:				
10. The student responds quickly in ask and answer task...		Always	Frequently	Never
Comments:				
11. Student is energized being around other people in a dynamic activity...		Always	Frequently	Never
Comments:				
12. During interruptions, the student continues working in the book...		Always	Frequently	Never
Comments:				

III. Types of Motivation			
Statement	Rubric		
13. The teacher makes use of visual aids...	Always	Frequently	Never
Comments:			
14. The teacher promotes a variety of activities...	Always	Frequently	Never
Comments:			
15. The teacher supports student's opinions...	Always	Frequently	Never
Comments:			
16. The teacher is fair within the class...	Always	Frequently	Never
Comments:			
17. The teacher promotes the Foreign culture in the class...	Always	Frequently	Never
Comments:			
18. The student reflects any kind of motivation when speaking...	Always	Frequently	Never
Comments:			
19. The teacher has the right skills to teach...	Always	Frequently	Never
Comments:			
20. The teacher promotes an interactive class...	Always	Frequently	Never
Comments:			
21. The teacher uses lesson plans during the class...	Always	Frequently	Never
Comments:			
22. The teacher makes use of extra material in the class...	Always	Frequently	Never
Comments:			

ANNEX D: ASSESSMENT CRITERIA: SPEAKING PROFICIENCY

Global Tasks/Functions	Context	Content	Accuracy	Text Type
<p>SUPERIOR</p> <p>Can discuss extensively by supporting opinions ,abstracting and hypothesizing</p>	Most formal and informal settings.	Wide range of general interest topics and some special fields of interest and expertise; concrete, abstract and unfamiliar topics.	Errors virtually never interfere with communication or disturb the native speaker.	Extended discourse.
<p>ADVANCED</p> <p>Can describe and narrate in major time/aspect frames</p>	Most informal and some formal settings.	Concrete and factual topics of personal and public interest.	Can be understood without difficulty by speakers unaccustomed to non-native speakers.	Paragraph discourse.
<p>INTERMEDIATE</p> <p>Can maintain simple face-to-face conversation by asking and responding to simple questions</p>	Some informal settings and a limited number of transactional situations.	Topics related primarily to self and immediate environment.	Can be understood, with some repetition, by speakers accustomed to non-native speakers.	Discrete sentences and strings of sentences.
<p>NOVICE</p> <p>Can produce only formulaic utterances ,lists and enumerations.</p>	Highly predictable common daily settings.	Common discrete elements of daily life.	May be difficult to understand, even for those accustomed to non-native speakers.	Discrete words and phrases.

ANNEX E: ROLE PLAY CARDS TAKEN FROM ORAL PROFICIENCY INTERVIEW
(OPI)

SUPERIOR

Support Opinions

Hypothesize

Discuss Abstract Topics

Handle Linguistically Unfamiliar Situations

_____ asks you about the accusations that the great museums of the world have plundered Works of art from far and wide. Some argue that these treasures should be returned. Others argue that museums have, in fact, preserved treasures and that if they are returned they might be damaged or lost. Discuss the issue and take a stand supporting your opinion.

You are a student representative of your college. Make a brief presentation at an orientation meeting for students and parents to convince the students of the merits of higher education and of your college in particular.

You have just received an award from the _____ American Cultural Society for your work in promoting multicultural awareness. Make a brief speech accepting the award.

You are leading a discussion at your club on a book/movie you read/saw recently. Describe a major theme of the book/movie, and discuss the significance of that theme to society.

_____ asks you about the current emphasis in many countries on diet and exercise. Some have been critical saying such an emphasis is an obsession of fanatic and diversion for the affluent and overeducated. Discuss the issue and take a stand supporting your opinion.

_____ asks you about the merits of a highly structured education system with an emphasis on required subjects as opposed to the merits of a more flexible education system with emphasis on creativity. Discuss each and take a stand supporting your opinion

_____ asks you about differences in family structure from country to country. In some societies families are large, extended networks, and in other societies, small nuclear families are the norm. Discuss the burdens and pleasures of families and take a stand supporting your preferences for a large, extended family or a smaller, nuclear family.

ADVANCED

Narrate

Describe

Handle a Complicated Situation or Transaction.

You had a minor car accident. No one was hurt seriously. Call the police describe how the accident happened, describe the scene, and find out what to do.

Your house was robbed. Call the police, explain what happened, describe the scene, and find out what to do.

You missed an important exam and have made an appointment with the teacher/ professor. Explain what happened and try to arrange for a make-up exam.

You bought a pair of shoes. When you try them on again at home, they don't seem to fit well, and you describe you don't like the style. Return to the store and try to get your money back.

You stayed late at work and are the only one in the office. You leave to get a drink of water and lock yourself out. You don't have identification with you. Explain the situation to get guard and ask him/her to open the door to your office.

A window in your apartment is broken. Call the building manager, describe the problem, explain how it happened, and try to get the window repaired as quickly as possible.

You return with a coat to the dry cleaner. Explain to the owner why you are returning the coat to be reclined at his/her expense and why it is in his/her interest to do a good job.

INTERMEDIATE

Create with language

Ask and answer simple questions

Handle a Simple Situation or Transaction

ROLE PLAY CARDS

These cards are intended to facilitate the evaluation of linguistic tasks sometimes not easily elicited in a conversation format. Testers should tailor the contexts and the identities of the interlocutors to evaluate language-specific requirements and forms of address, honorifics, and kinship terms, as necessary.

Call and invite a friend to a party. Tell your friend three or four things he/she needs to know about the party.

You are at a post office in_____. You want to mail a package to_____. Ask the clerk three or four questions to find out what you need to know to mail the package.

You want to rent an apartment. Talk to the building manager and describe what you want. Ask four or five questions to find out everything you need to know.

You are a reporter for a (school) newspaper interviewing a visiting celebrity, _____. Find out everything you can for an article you are writing.

You are left alone in a room with a friend's grandparent. Make polite conversation with him/her while you wait for your friend.

Call and ask a friend to go to the movies with you. Make arrangements regarding time, place, and getting something to eat afterwards.

You have broken your glasses. Go to an optical shop, explain the problem, and ask to have the glasses repaired. Try to get them repaired quickly.

You are in _____. You missed your plane to New York. Ask the person behind the counter three or four questions to find out what you need to know to get to New York quickly.

You go to the reception desk of a hotel in _____.
Describe the type of room you want. You have a price
limit. Ask three or four questions to get more
information about the area.