

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



**TÍTULO:**

A PRESENTATION OF LANGUAGE LEARNING IMPROVEMENT AND COMMUNICATION STRATEGIES USED BY THE INTENSIVE INTERMEDIATE ENGLISH II STUDENTS OF BACHELOR OF ARTS IN ENGLISH OF THE FOREIGN LANGUAGE DEPARTMENT WITH EMPHASIS IN TEACHING AT UNIVERSITY OF EL SALVADOR DURING THE SEMESTER I OF THE YEAR 2021.

UNA PRESENTACIÓN DEL MEJORAMIENTO DEL APRENDIZAJE DEL IDIOMA Y LAS ESTRATEGIAS DE LA COMUNICACIÓN USADAS POR LOS ALUMNOS DEL INGLÉS INTERMEDIO INTESIVO II DE LA LICENCIATURA DE IDIOMAS INGLÉS OPCIÓN ENSEÑANZA EN EL DEPARTAMENTO DE IDIOMAS DE LA FACULTAD DE CIENCIAS Y HUMANIDADES DE LA UNIVERSIDAD DE EL SALVADOR DURANTE EL SEMESTRE I DEL AÑO 2021.

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## Table of content.

### Contenido

<b>Resumen.....</b>	<b>3</b>
<b>Abstract.....</b>	<b>4</b>
<b>Introduction.....</b>	<b>6</b>
<b>1-Statement of the problem.....</b>	<b>7</b>
1.1-Development of the problem .....	7
1.2-Research questions.....	9
1.2.1-Main question .....	9
1.2.2-Subsidiary questions .....	9
1.3-Objectives.....	10
1.3.1 General Objective .....	10
1.3.2 Specific Objectives .....	10
<b>2-Justification .....</b>	<b>11</b>
<b>3-Literature review .....</b>	<b>14</b>
3.1-Research antecedents .....	21
3.2-Theoretical bases for the research .....	23
<b>4-Research design.....</b>	<b>27</b>
4.1-Type and class of research .....	27
4.2-Study design.....	28
4.3-Study population.....	30
4.4-Sampling selection process.....	30
4.5-Techniques and research instruments .....	30
<b>Online Survey for students.....</b>	<b>31</b>
<b>Instrument online Questionnaire for students .....</b>	<b>31</b>
<b>Questionnaire for Intensive English II Students.....</b>	<b>31</b>
<b>Survey for Teachers.....</b>	<b>39</b>
<b>5-Information analysis plan .....</b>	<b>41</b>
<b>6-The analysis process steps.....</b>	<b>42</b>
<b>6-Presentation of the results.....</b>	<b>43</b>
6.1-Presentation of the survey for students .....	43
<b>7-Expected Results .....</b>	<b>81</b>

<b>8-Conclusions.....</b>	<b>82</b>
<b>9-Recommendations.....</b>	<b>86</b>
9.1-Recommendation for Students .....	86
9.2-Recommendation for Teachers .....	87
9.3-Recommendation for Staff Authorities .....	87
<b>10-Ethical considerations .....</b>	<b>89</b>
<b>References .....</b>	<b>91</b>
<b>Anexes .....</b>	<b>92</b>

## **Resumen**

Este trabajo aborda el aprendizaje del inglés en un ambiente donde se habla español resulta difícil para los estudiantes de lengua extranjera en la FLD de la Universidad de El Salvador, específicamente aquellos estudiantes que están tomando Inglés Intensivo Intermedio II. A través de la literatura que se encontrará en este trabajo, se puede averiguar que, para mejorar el inglés, es importante tener diferentes aprendizajes de idiomas y estrategias de comunicación durante este proceso. Sin embargo, muchos estudiantes no saben sobre esas estrategias. Por lo tanto, este trabajo tiene como objetivo averiguar qué es el aprendizaje de idiomas estrategias de mejora y comunicación que esos estudiantes aplican ya sea consciente o inconscientemente, dentro y fuera del aula para mejorar su nivel de inglés y dar una descripción de cómo esas estrategias se relacionan con los estilos de aprendizaje de los estudiantes.

**Palabras claves:** Estrategias de aprendizaje de idiomas, Estrategias de comunicación, Estilos de aprendizaje, Memoria, Cognitivo, Sociales, Afectivo, Comprensión y Metacognitivo.

## **Abstract**

This work is approached on the learning English in a Spanish-speaking environment results difficult for foreign language students in the FLD of the University of El Salvador, specifically those students who are taking Intermediate Intensive English II. Through the literature that will be found in this work, it is able to find out that for improving English, it is important to have different language learning and communication strategies during this process. However, many learners do not know about those strategies. So, this work has an objective to find out what language learning improvement and communication strategies those students apply whether consciously or unconsciously, inside and outside the classroom to improve their English level and give a description how those strategies are related to the students' learning styles.

**Key words:** Language learning strategies, Communication strategies, Learning styles, Memory, Cognitive, Social, Affective, Comprehension and Metacognitive.

## **Introduction**

In this research study, the language learning improvement and communication strategies play the main role, focusing on the Intensive intermediate English II students in the FLD at University of El Salvador. One of the main purposes of this study is to discover what the most language learning improvement and communication strategies are used by those students and to provide a presentation about how these strategies influence the students' improvement in their English learning process. Also, through this work, a presentation about students' learning styles will be obtained explaining the relationship between the language learning improvement and communication strategies with such styles. Moreover, in this research work, some aspects that are taken into account are the factors that can affect the students' improvement negatively even though language learning and communication strategies are used. Eventually, this study will contribute with valuable information for the students who do not know about the language learning and communication strategies and in case they might use such strategies unconsciously also it will help students who already know about those strategies to understand better how it influences in their English learning improvement.

## **1-Statement of the problem**

### **1.1-Development of the problem**

Improve the English (EFL) in a non-English speaking environment implies a hard and large path to follow, but the use of the learning language strategies can be very important for the improvement of the four macro skills, accuracy, fluency and proficiency. Unfortunately, problems when trying to improve are always present in many learners either because of the lack of practice, lack of interest or lack of the material and tools that are needed to become proficient in the target language.

Furthermore, based on our experience as students of English in the foreign language department (FLD) we have observed and experimented that some learners are not satisfied with their learning style they show in the English learning improvement environment, since some are not able to have a conversation and others are not able to understand what the others say. This may be because they have not noticed that the strategies they are using are not leading them to develop the language skills they expect to display in an English learning environment. For example, people who learn English by talking with friends are more extroverted in an English environment than people who learn by reading books, even though most of them do not know that there is a relationship between learning strategies and their learning style.

Patrycja Marta Kaminska (2014) in her book titled *Second Language Learning and Teaching: Learning Styles and Strategies* refers to some examples of learning strategies that students use to learn a second language which are; memory, cognitive, comprehension,



metacognitive, affective and social strategies. These strategies lead the learners to develop different types of styles that she mentions in her study: extraversion, introversion, sensing, intuitive, thinking, feeling and judging. Of course the learning style depends on what type of strategies the individuals use since there is not strategy that fits everyone or one that is superior to another; different strategies suit different styles. But so far, what does it refer to when describing learning strategies and styles? It refers to the types of styles that are compatible with the strategies of language learning to have better results in the target language; it is also important to highlight the difference between learning strategy and learning style since they are very close words when referring to second language learning. In accordance to Oxford University (2015), learning strategies make reference to the action and behaviors a student applies to learn a second language to improve the language proficiency; on the other hand, learning style is a learner's cognitive, affective and behavioral characteristics. As it can be seen, they are different but they are also two concepts that always have a relationship with the process of learning a second language.

Since language learning and communication strategies are always used by learners of a second language either consciously or unconsciously and problems are always present in many students when improving a second language, this research proposal was focused on finding out the learning strategies that the Intensive intermediate English II students of the Bachelor of arts in English with emphasis in teaching of the FLD at UES use inside and outside the classroom to develop their English proficiency, and based on this to determine their learning styles. Based on the above mentioned, the following questions lead this research work.

## **1.2-Research questions**

### **1.2.1-Main question**

Which language learning improvement and communication strategies do the Intensive intermediate English II students at the FLD put into practice inside and outside the classroom to improve their English level?

### **1.2.2-Subsidiary questions**

1. Which language learning improvement strategies do the Intensive intermediate English II students use inside and outside the classroom when using the English language?
2. Which communication learning strategies do the Intensive intermediate English II students use inside and outside the classroom when using the English language?
3. What is the relationship that language learning improvement and communication strategies used by the Intensive intermediate English II students have with their performance inside and outside the classroom when using the English language?
4. What learning styles do the English intermediate II students show during the English learning process?

## **1.3-Objectives**

### **1.3.1 General Objective**

1. To present the language learning improvement and communication strategies that the Intensive intermediate English II students of the Bachelor of arts in English with emphasis in teaching of the FLD use inside and outside the classroom.

### **1.3.2 Specific Objectives**

- 1) To identify the language learning improvement strategies that Intensive intermediate English II students use inside and outside the classroom when using the English language.
- 2) To identify the communication strategies that the Intensive intermediate English II students use inside and outside the classroom when using the English language.
- 3) To discover the relation that the language learning improvement and communication strategies have with the Intensive intermediate English II students' performance inside and outside the classroom when using the English language.
- 4) To describe the learning styles that the Intensive intermediate English II students show during the English learning process.

## **2-Justification**

This research has as objective to present the Intensive intermediate English II students' language learning improvement and communication strategies they use to enhance their English level and to describe the importance of having these strategies in a second language learning improvement process. According to the University of Oxford (Oxford, 2015), language learning improvement and communication strategies have become an important factor that helps students to improve a second or foreign language successfully. Usually, it is believed the students have a set of strategies that allow them to improve better English by using such strategies of learning.

However, as some learners may have language learning improvement and communication strategies to enhance their level; there may be others who do not have such strategies or perhaps they use some improvement strategies, but they do not know that listening to music in the target language or reading a book in the target language are strategies to improve their English level. The Intensive intermediate English II students of the Bachelor of arts in English with emphasis in teaching of the FLD, present difficulties in this area, too, because they do not know that there are learning improvement strategies that can support them in the language improvement process; because of the lack of learning tools, lack of didactic materials or because they do not understand the content they receive in class or they do not have the required level to be in class, actually there a lot of factors that can affect them in their improvement process.

With the information stated above it is assumed that some students of the mentioned degree have language learning improvement and communication strategies to improve their English level. Although the use these students give to the learning language and communication strategies, the class is expected to have students who are able to understand what the teacher says or tries to teach; they should be able to comprehend the contents and to communicate in English according to the English level they have studied, but unfortunately, the reality is different. According to our own experience as ex-students of the mentioned course could noticed that there were a lot of students in this level who were not able to communicate in English: even some were not able to understand what the teacher said or they did not understand the contents presented in class. In spite of that, some of these students who had obtained a lower level to be in the Intensive intermediate English II course approved the course with good scores; how did this happen? It may have happened for some students were focused only on obtaining good grades but they were not focused on improving their macro skills to achieve a better comprehension of the language. On the other hand, some of the current Intensive intermediate English II students may be going through the same situation and many times; also, their learning strategies probably do not match with the learning strategies required to enhance their English level. Furthermore, there may be students whose learning strategies match with the learning styles they have, adopted to boost their learning process and accomplish their desired English level in order to have a satisfactory English proficiency, to develop and to communicate with other classmates in a fluent, confident and accurate way, as well as to strengthen their foreign language growth.

The importance of this study is given by the interest on discovering the following aspects related to the communication and learning improvement strategies associated with the learning of a foreign language. First, it was discovered that Intensive intermediate English II students use different types of language learning improvement and communication strategies. Second, the work provided information about how the learning improvement and communication strategies influence in the students' language process to enhance their English level. Third, researchers determined the relationship between language learning improvement and communication strategies and the students' performance in the foreign language. Fourth, the reasons why language learning improvement and communication strategies play a determining role in the students' English fluency, and finally, if their language learning improvement and communication strategies lead them to select the most adequate learning styles to improve their communication skills, fluency, and proficiency.

After having collected the information, this study to provided information about the importance and role that language learning improvement and communication strategies have when improving English as a foreign language and will be able to show the strategies that are used more by these students.

### **3-Literature review**

The research will use the bibliography focused on the language learning improvement and communication strategies applied by students. The research was based on the development on the contents of the books written by the professors from different colleges and universities in United States, Canada, United Kingdom and Poland who have dedicated to observe and to analyze the different types of improvement strategies the students have adopted and developed during their academic courses. The methodology design applied in the research work is the mixed methodological design now that the inquiry was approached on describing the different language learning improvement and communication strategies that the English Teaching Option career students use to improve their accuracy, fluency and level in English, The qualitative and quantitative methodological design was applied to obtain reliable information and to find answers that reflected why the students who are coursing Intensive intermediate English II develop their own language learning improvement and communication strategies and learning styles to improve their English level.

There are many aspects to take into account when the students are using learning strategies to enhance their English level by improving their macro skills through the constant practice. In the study called *Learning Styles and Second Language Education* by Patrycja Kaminska (Kaminska, 2012 & 2013), she mentions there are six different language learning and communication strategies which are memory, cognitive, comprehension, metacognitive, affective and social. To be brief, she affirms the memory strategy is when the learner finds creative ways to remember better to help himself/herself in

getting knowledge into long-lasting memory, to make conceptual maps in his/her mind, and then to be able to collect that information to use it as didactic supporting material to enhance his/her level proficiency. According to the book titled *Principles of Language Learning and Teaching* (Brown, Douglas, 1970), language learning improvement and communication strategies have specific methods of approaching for accomplishing and achieving to learn English as a foreign language, and then applying the information obtained to enhance the level proficiency students want to get. The language learning improvement and communication strategies are based on organizing the information that the students have gained during the class, finding their own ways of enhancing a second language, using the creativity as a mean to correct their grammar mistakes, learning from their own mistakes, following speaking in English even though they do not pronounce correctly the first time they are participating and gain trust on themselves, using contextual cues that help them to comprehend different topics, etc. Brown, Douglas, 1982). In the book titled by Irma S. Jones and Diana Blankenship in their book *Learning Styles Of Hispanic Students* (Jones, 2017) determined that the organization, the motivation, the strategies that students use to learn a new language are fundamental in the life of Hispanic students in the United States of America. In such study, the researchers mention that Hispanic students have their own ways to learn English as a second language which depends on the practice of the macro skills to increase their level in English proficiency and accuracy (Teach.com, 2016).

Additionally, when Latin American students made the decision of learning English as a second language independently and self-taught, their English level grew more in comparison with other students who have only limited to learn the contents of the materials provided by teachers and professors. The students who showed more independence in learning English as



their new language was because they found online English academic materials and other didactic sources besides the materials given by teachers to practice their macro skills constantly. The students who learned English from teachers' materials and online materials from other reliable websites enhanced their English fluency not only on speaking, but also in listening, reading and writing, including their grammar and spelling had improved the last three years of their courses (Blankenship, 2017)

Also, in the book *Language Learning Strategies in Independent Settings* (Stella Hurd, Cynthia White and Linda Murphy, 1998), the authors express improvement a second language often requires a strategy in which the students feel confident and secure to learn English; additionally, the language learning improvement strategy depends chiefly on the learners' perspective about the input they are receiving to process the information they have stored within their minds; and this works always well when the students are more independent from the teachers for learning a foreign language to construct their own language learning improvement and communication strategies. Blending them with learning styles which are in agreement with the learning strategies they have adopted to learn and process information received at English language classes. Many students use these strategies to respond efficiently in their particular learning contexts, in this case where they are attending classes and using these learning strategies to train themselves with supporting materials provided by teachers and English language materials as books of famous writers like Gabriel Garcia Marquez, Ernest Hemingway and Louis L'Amour to gain vocabulary, fluency, ideas, concepts, definitions, terms, etc., to become self-taught.

White emphasizes the students not only find few strategies and are limited to learn with them but they also prefer to have a diversified arrange of learning strategies with the correct learning styles to involve and engage themselves in enhancing their accuracy in their language learning process, their macro skills and their English level to communicate easily and fluently with other classmates. White also holds the self-teaching in students helps them to develop strategies better, and they adopt them to make with flair and creativity environments which are suitable for their own individual needs in learning a foreign language but apply them with learning styles which are compatible with such strategies. Then, she argues the students use specific learning strategies for those tasks which require a particular attention to focus on them relevantly and meaningfully to learn a second language in an autonomous and independent way; however, she advises the learning strategies should be instructive and reflexive for teaching the students to be more self-taught, more autonomous on practicing the four macro skills, to allow them to access to online didactic materials and at libraries in order they learn efficiently the English language (White, 1998). Linda Murphy argues the students use their own language learning and communication strategies to have self-assessment and metacognitive strategies that allow them to develop reflexively their learning process. Of course, Murphy is in agreement with her colleagues on fostering the practice of the macro skills to accomplish an optimum performance in their learning process; and the help provided by the teachers is very important in the students' learning. She mentions the students can learn easily when they use learning strategies to plan, monitor and assess themselves to learn a foreign language effectively, and the teachers should pay attention to the progress the students have gotten by using learning strategies and learning styles that help them to obtain a better English level (Murphy, 1998). The Intensive intermediate English II students often have

communicative and affective strategies to learn better a second language and also help from each other to accomplish team learning and personal learning achievements. Consequently, the students organize their own language learning improvement and communication strategies to learn English accurately through didactic and academic sources as online encyclopedias, academic websites with contents focused on learning English as a foreign language. The students who do not have a limited set of language learning improvement and communication strategies read carefully literary written works, comprehend complex topics taken from them and gain new vocabulary, and to adapt themselves to new environments and contexts to establish a strong sense of communication and to increase their English level. (Murphy, 1996).

Murphy takes into account the opportunities of learning English should be given to those students who are interested in growing up academically in their English level and performance for the students are able to choose the language learning and communication strategies to improve potentially their knowledge and level in English as foreign language (Oxford, 1992). It should be known the language learning and communication strategies is a matter not only of practice but also of engagement and independence. This means the learners develop their language learning and communication strategies are based on individual learning progress to adapt towards a new context where they shall make choices, select learning opportunities by themselves, and the available resources and find other academic resources to learn according to their needs and goals in relation to the learning of English as a target language (Anderson & Garrison, 1998). Dickinson argues the best way of developing a favorable language learning strategy is promoting among students attitudes which help the students to be more independent to learn a second language and the professors have to prepare their students in thinking about

their needs and objectives to construct their learning process (Dickinson, 1993); surely, the students are who should be aware that their learning process will not depend on what their teachers provide in class but yes in what the students need to improve to achieve their goals and aspirations to have a high English level to communicate fluently and coherently with other mates (Dickinson, 1994).

Eventually, the literature review gives arguments about the importance of language learning improvement and communication strategies and their impact in the learning process of the students. Applying this to the reality of the students of Bachelor of arts in English with emphasis in teaching of the FLD at the University of El Salvador that are coursing Intensive intermediate English II course, it was observed what kind of language learning improvement and communication strategies are used by the students and how they blend them with their favorite learning styles to improve their English level, their fluency, their communication with other classmates and their comprehension of the contents they study. Some students have a limited arrange of improvement strategies while others have a rich set of strategies to enhance their second language level

Another detail to mention is that improving a new language, in this case English, is not responsibility of teachers now that the learning starts when the student has interest in learning and improving a foreign language to accomplish a high English level which will depend so much on the autonomy and self-teaching of the students, as it has been seen, the language learning improvement and communication strategies do not depend on what the teachers give to their students, but in what the students want to learn and why the students are responsible of their learning improvement. Socialization and communication are vital for students to support mutually in the improvement; it facilitates them to enhance better English and accomplish their objectives in the academic, collective and personal aspects of their level growth, as well as the organization of their didactic supporting materials allow them to improve a second language efficiently. Coming back to the University of El Salvador, the students who are coursing Intensive intermediate English II course should not only have a set of language learning improvement and communication strategies but also make decisions that help them to improve their English level.

Furthermore, the language improvement strategies help them to obtain a better accuracy and fluency in their communication, help them to adapt themselves to new contexts and environments in the learning of a new language. It is important to recognize that improvement is a personal work and what type of strategies they will use to enhance their English level, and how the language learning and communication strategies will influence in their English improvement.

### 3.1-Research antecedents

Improving English as a foreign language can be complex if learners do not have any language improvement strategy to apply in their learning process. However, we as English learners know that in some cases learners use simple strategies like watching movies in English, listening to music in English and reading books in English to improve the English level without having the idea about those are strategies. On the other hand, there are other learners who might apply those strategies consciously about them. Seeing such problem, investigations related to the problem were found to start this research and findings that language learning and communication strategies are related to learning styles.

One of the investigations that are much related to the research topic that was found is developed by Patrycja Kaminska (Kaminska, 2012 & 2013), in the study called *Learning Styles and Second Language Education*. She mentions that different language learning strategies are related to different learning styles that learners might adopt. Also, she affirms there is not a strategy better than another one since language learning strategies works different than another one in each learner. That study has similarities with this research because both of them are approached on finding what type of language learning and communication strategies the study population uses.

Another study developed by Douglas Brown (1970) whose title is *Principles of Language Learning and Teaching*, the author emphasizes that learners constantly search creative ways to enhance their English level using their own language improvement and communication strategies, as well as they develop specific language improvement strategies in order to accomplish and improve their English level. Also, he mentions “students use their creativity as a reliable mean to correct their grammar mistakes, learning from their own mistakes, following speaking in English even though they do not pronounce correctly the first time they are

participating and gain trust on themselves, using contextual cues that help them to comprehend different topics.” (Brown, Douglas, 1982). A third study related with the research topic which is named *Language Learning Strategies in Independent Settings* and elaborated by Stella Hurd, Cynthia White and Linda Murphy (1998). White mentions that the students look for their own language learning and communication strategies, and through self-assessments, they decide which learning strategy is more reliable and suitable for their learning styles. Additionally, she regards that students start to find and develop metacognitive strategies which help them to improve their English level and their learning process in a reflexive way.

The research works previously described have general similarities with this study because they are based on the academic context of language learning and communication strategies that students use to enhance and improve their English level. The closest research work with this study is the one developed by Marta Patrycja Kaminska since in both studies learning strategies are investigated, analyzed, taken into account and interpreted. On the other hand, this research study is different in some areas such as study population because it is more specific with the study population, and also, it is focused on specific English course (Intermediate Intensive English II from University of El Salvador). Moreover, this study has gotten all the information online through surveys and interviews.

### 3.2-Theoretical bases for the research

Throughout the years, simple activities such as reading books, listening to music, playing video games, writing and speaking in a foreign language like English have influenced a lot in the academic life. These activities play an important role in the improvement process of a foreign language since they are not only ordinary activities but also they work as language learning strategies that many learners decide to apply as a way to improve their English level.

It is well-known that language learning improvement and communication strategies are useful tools to enhance the English level in a non-English environment to accomplish the outstanding fluency and comprehension (Brown, Douglas, 1982). For this reason, this study has stated objectives which are intimately related with the inquiry topic which are developed during a determined lapse of time to prove that students know something about those strategies applied by them whether consciously or unconsciously inside and outside the classroom.

There are many aspects to take into account when the students are using language and communication learning strategies to enhance their English level such as: the students search other ways of learning English, besides what they learn inside the classroom, whether they might feel the content they learn in class is not enough to increase their possibilities to obtain a satisfactory level to improve their four macro skills through the constant practice. One of the studies which is the most related with this one is by Marta Patrycja Kaminska in her book *Learning Styles and Second Language Education* (2012, 2013). She mentions there are six different language learning and communication strategies which are memory, cognitive,



comprehension, metacognitive, affective and social that will be deeper explained in the following paragraph.

In the case of memory strategies, she mentions that students who adopt the memorization strategies are able to find ways to remember better what they are learning in a foreign language and to aid the entering information into long-term memory, by drawing conceptual maps in their brain and eventually to transmit the process information through output practice; using the combination of words, images and sounds to improve some areas of their language learning like the pronunciation, listening and speaking. The cognitive strategies have relationship with those students who analyze the information of their English input; in this case, those students tend to analyze every piece of information gotten and they try to take note of everything to have a better understanding; also, they tend to repeat the sounds they heard and the pronunciation in the best way possible. The next strategy is comprehension; in this kind of strategy, it is found that students who adopt such strategy are able to find information by themselves and guess unknown words when listening and reading. They also try to replace words they do not know with longer phrases, or other words that they know when speaking and writing to overcome gaps in knowledge. The social and affective strategies refer to those students who have the facility of expressing themselves in a social situation, taking advantage of the situation to put into practice what they have learned without any fear of committing mistakes.

Metacognitive strategies refer to students who develop their own study plan and self-evaluation to assess their English level and improvement, through this way, those students improve a foreign language by themselves becoming into self-taught students (Kaminska, 2012-2013). All the information above is related to this study and helps it because through that information, it is possible to know that when talking about language learning

improvement and communication strategies, not only it refers to simple activities like watching movies in English, reading books in English, listening to music in English and playing video games in English that can be daily activities too; but also those strategies mentioned in the previous paragraph, which might not be familiar to some students being important in their learning process. So, this research work will give a description about the all the strategies that students use to improve their English level and also it is expected to give a description about how those strategies can help many students and explain the relationship between students' language learning improvement and communication strategies and students' learning styles.

Another research which has relationship with this study is the book *Learning Styles of Hispanic Students* written by Irma S. Jones and Diana Blankenship (2017). Since that work gives a description about learning styles as this research work expects to do. According to that work, it is found out there is relevant information for the development of this work: For example, they mention that learning styles vary depending on what language learning improvement and communication strategies students use to enhance their English level. It means that if a student applies a strategy that is related to speaking as the social strategy, this student's language improvement strategy might be interaction in an English environment participation in classroom spoken activities. On the other hand, if a student applies a language and communication strategy related to reading, this student might have a learning style very different from the other one already mentioned since this student can show a shy attitude in a social English learning environment but he/she can show a very good learning style when reading books, articles and other types of texts.

To button down, one of the most important details that were found comes from the University of Oxford (1992) and Marta Kaminska's book (2012-2013), it is that there are not better language learning and communication strategies than other ones since it also depends on the learners' autonomy and self-teaching. It means, that if the learner does not have the motivation to improve his/her English level, there are a lot of possibilities of not obtaining any progress in his/her learning process. Additionally, it is highly important to mention the learning of a foreign language is a matter of responsibility from the learner, it means that if the learner does not show any interest of being responsible with the academic activities involved with the target language. It does not mean that the learner's strategies are not workable but it refers the lack of responsibility affects greatly his/her performance in the foreign language.

## **4-Research design**

### **4.1-Type and class of research**

This type of research is mixed qualitative and quantitative, because it allows the inquirers to collect data from the interviews and the questionnaires about the language learning and communication strategies that, Intensive Intermediate English II Students of the Bachelor of Arts of English with emphasis in Teaching have used during the Semester I 202; in order to improve their English accuracy, fluency and their English proficiency level. According to Paige O'Hara (professor of the Scientific Research School from the Jacksonville University, Jacksonville, Florida, USA), The quantitative research design is a structured and systematic inquiry of social and scientific phenomena when the inquirer gathers quantitative or numerical data from people and bibliographical references will be the main data source using sampling methods, surveys, pilot tests and questionnaires whose results will be reflected in numerical terms such as graphics, percentages, and others (O'Hara, 2005). For this inquiry, the qualitative research design was employed. Ernest LaBeau (professor of Sociology in the Social Sciences Department from Sherbrook College, Québec, Canada) describes the qualitative research design as "the research design which approaches on collecting data through open-ended, closed and conversational questions using the interview as the main method to collect data from participants, to analyze the information already gotten during the interviews. The study was focused on the qualitative and quantitative inquiry designs of the language and communication strategies along with the students' learning styles and how they have helped them to obtain their grades and to accomplish their language performance to communicate meaningfully using the English language in their everyday classes.

## 4.2-Study design

To develop this investigation, the multiple-case study was applied and carried out by this research. According to McMaster University (West Hamilton, Ontario, Canada), the multiple-case study allowed the investigation to analyze each case and each data collected. Also, the multiple-case study helped the research to examine several cases to understand the similarities and the differences between the learning styles, language learning and communication strategies used by the Intensive Intermediate English II students to describe how their learning styles, language learning improvement and communication strategies work within a second language environment to enhance their English level and proficiency. Also, the multiple-case study was approached on contrasting the results obtained during the inquiry; now that such aftermaths contrasted with the hypothesis developed by the research, because of each student who was surveyed gave a different answer about the language learning improvement and communication strategies they use to enhance their English level and develop a learning style which allowed them, not only to obtain good grades, but also to increase their proficiency of a second language, in this case English. As any study design, the multiple-case study design has advantages and disadvantages. The advantages are the following: the first advantage is that the research can provide the literature with an important influence from the contrasts and similarities (Vannoni, 2014; 2015). A very important detail is that the evidence created from a multiple-case is measured strong and reliable (Baxter & Jack, 2008) to analyze the collection of the data from the results of the instruments. Other advantages are that the multiple-case studies make more convincing theory when the suggestions are more deeply grounded in strong empirical evidence to show a real description of the topic engaged in this research. On the otherwise, they allow the research to explore widely investigative questions and theoretical evolution (Eisenhardt & Graebner, 2007).

However, the multiple-case study has difficulties. One of the most representative difficulties the multiple-case study design is that it consumes a lot of time to implement the instruments to do a survey, as well as it can be expensive because of the resources the research topic needs to follow working on the inquiring development (Baxter & Jack, 2008). In agreement with Siggelkow (2007), the existence of phenomenon can be described mistakenly by single-case studies; hence, it is as if the multiple-cases were one case only and not different. For creating a convincing, Dyer & Wilkins (1991) regard single case studies are more suitable to produce a new and solid theory rather than multiple case studies. Including, the more case study a scientific article contains, the less observation time the writer has studied the case studies even though it is likely to analyze all the cases to have a better comprehension about the core of the topic. Using this study design helped this research to describe how the language learning improvement and communication strategies used by the students of the mentioned bachelor could give the desired results in their accomplishment of their English level in their learning process.

### **4.3-Study population**

The study population for this research was the students who are enrolled in the Intensive intermediate English II course of the Bachelor of arts in English with emphasis in teaching of the FLD at the University of El Salvador.

### **4.4-Sampling selection process**

The Foreign Language Department offers different groups of class of Intensive Intermediate English II course, and basing on the number of groups that there are in the 2021 year.

In order to carry out the sampling selection process, the type of sampling applied for such purpose was the volunteer sampling because the study population will be asked to answer the questionnaire in a voluntary way taking into account the whole study population will be asked.

### **4.5-Techniques and research instruments**

The research team made the decision in the data collection the quantitative research design was applied in this research work, and the two following techniques were used to collect quantitative data:

### **Online Survey for students**

Online survey has distinctive technological, demographic and response characteristics that affect how they should be designed, when they can be used and how they can be implemented. Survey design, subject privacy and confidentiality, sampling and subject solicitation, distribution methods and response rates and survey piloting are critical methodological components that must be addressed in order to conduct sound online source. The main objective of using online survey is to elaborate a series of questions related to the core topic following the ethics and respect towards confidentiality of the students to avoid misunderstandings and also to send the questionnaire to the students to fill the online. This survey will be sent to 120 students from Intermediate English II and through the online survey, quantitative data will be collected to be sent to the students.

### **Instrument online Questionnaire for students**

The online questionnaire consists of a set of structured and unstructured questions to obtain data from the respondents, keeping ethics towards the students. A questionnaire design must be valid, reliable and most not be bogus. So, that data collected can validate the research.

The online questionnaire was distributed online through a link which was shared to the professors who teach the Intensive Intermediate English II course to their respective class groups on social networks. Thus, the students were able to click on the link and answer the questions. By following the instructions presented on the questionnaire, students will be able to have a clear idea to reply appropriately.

### **Questionnaire for Intensive English II Students**



Presentation of the language learning improvement and communication strategies used by the Intensive Intermediate English II students of Bachelor of arts of the foreign language department in English with emphasis in teaching at University of El Salvador.

**Objective:** To collect information about the language learning improvement and communication strategies Intermediate Intensive English II students use inside and outside the classroom.

**Students' linguistic performance**

**Instructions:** Check the box that best fits your answers in each of the following statements.

**Instruments**

**Students' linguistic performance**

**Instructions:** Check the box that best fits your answers in each of the following statements.

A. LANGUAGE LEARNING STRATEGIES USED INSIDE THE CLASSROOM		Alw ays	Very Frequent ly	Occasion ally	Very rarely	N e v e r
1	I speak only in English during my English classes.					

2	I listen to my English teacher and classmates.					
3	I participate actively in class.					
4	I do all the book exercises that the teacher assigns during the class.					
5	I prefer to take notes about all the details of the contents developed in class.					
6	I prefer to observe and listen to the class carefully to understand the contents better.					

7	I like to ask the teacher about my doubts I have about the topics developed in class.					
8	I prefer to ask my classmates rather than the teacher when I have doubts.					
9	I watch the videos that are played in the classroom.					
10	I pay attention carefully to the course book soundtracks when they is used during class					

**Instructions: Check the box that best fits your answers in each of the following statements.**

		Always	Very Frequently	Occasionally	Very rarely	Never
<b>B. LANGUAGE LEARNING STRATEGIES USED OUTSIDE THE CLASSROOM</b>						
1	I listen to music in English when I am					

		not in class.					
	2	I do all my homework assignments.					
	3	I watch movies, cartoons, series and documentaries with subtitles or without them in English through online platforms.					
	4	I play videogames in English.					
	5	I read the book I use in my English course to study outside the classroom.					
	6	I practice English by speaking with my classmates about relevant topics from the course outside the classroom.					
	7	I practice English by watching videos at home.					
	8	I use my computer to practice English outside the classroom.					
	9	I listen to FM radio stations in English.					
	10	I search for audio books in English at YouTube to practice my listening skills.					

11	How many hours a week do you practice to learn English outside the classroom?					
<b>C. STRENGTHS AND DIFFICULTIES WHEN USING THE ENGLISH LANGUAGE</b>		Always	Very Frequ ently	Occa sional ly	Very rarely	N e v er
1	I am good at reading in English because I learn better through books, newspapers, blogs and magazines to increase my vocabulary.					
2	I have more advantage at listening because I learn by listening to music, conversations, lectures and audio recordings.					
3	I am good at speaking in English because I like to interchange words and their meanings with my classmates.					
4	I have disadvantages at writing when using the English language.					
5	I do not understand when listening to					

	English native speakers even though I already know the vocabulary that it is being used.					
6	I do not understand when listening to audio books, words in a song or a course book soundtrack audios in English even though I already know the vocabulary.					
7	I have difficulties when reading English written texts as I am not familiarized with the vocabulary of the books, magazines, newspapers, blogs and other texts.					
8	I am worried when speaking because I think that people will criticize my fluency, my pronunciation and my vocabulary in an English learning environment.					
9	I am not good at writing in English due to my limitation in my English level.					
<b>D. EXPECTATIONS AFTER</b>		Always	Very	Occas	Very	N

<b>GRADUATING FROM MY BACHELOR</b>			Frequ ently	ionall y	rarely	e v e r
1	I expect to get a job in a call center like Telus, Teleperformance, Sykes and Concentrix.					
2	I expect to get a job in a language academy like Direct English and Pro Lingua, or in a private school in El Salvador.					
3	I expect to get a job in a private high school in El Salvador.					
4	I expect to get a job in a university abroad.					
5	I expect to be hired by the Ministry of Education as an English language teacher.					
6	I expect to be hired as a professor by the University of El Salvador.					
7	I expect to be hired by a Non-Governmental Organization to translate documents or as an English					

	teacher					
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## Survey for Teachers

**Topic: Language Learning and Communication Strategies used by Intermediate English II students of the bachelor in Arts and Sciences of the Department of Foreign Languages of the UES**

**Objective:** To collect information from the Intensive Intermediate English II professors to identify how language learning and communication strategies help students to enhance their abilities in the English Language.

**Instructions:** *Read the questions carefully and answer according to the information requested.*

### Language Learning Improvement and Communication Strategies

1. Do you know if your students use communication strategies inside the classroom to improve their English level?

- Yes
- No



2. Do you know if your students use language learning improvement strategies outside the classroom to enhance their English level?

- Yes
- No

3. Do you think your students present difficulties to develop their four macro skills by the time to improve their English level?

- Yes
- No

4. Do you recommend your students to put into practice any language learning improvement and communication strategies to improve their English skills?

- Yes
- No

5. Have you ever seen your students put in practice language learning improvement and communication strategies inside the classroom?

- Yes
- No

6. Do you relate the students' language learning improvement and

communication strategies to their performance when using the English language during your classes?

- Yes
- No

7. Have you ever noticed any of your students feel uncomfortable with their English level when participating in class?

- Yes
- No

**Thank you very much for your support!**

### **5-Information analysis plan**

The data collection of this study required a deep analysis and interpretation of the qualitative and quantitative results which were obtained based on the questions of the interviews with the Intermediate Intensive English II professors and the survey directed towards their students. Rationally, the questions that are in the questionnaire were closed and multiple

choices basing on the Likert scale and in this way the students chose only one option to give their answer; also, the students did not write their institutional e-mails now that the survey will not demand them to do it because the researchers know the privacy of them is very important, and it should be respected following the ethical considerations. For processing the results gotten from the only survey, the researchers used the Excel program to analyze the data collected during the inquiry. The information collected from the survey was classified as quantitative because the survey gave numerical results and they were presented in graphics that were produced through Excel commands to show them with the statistics already analyzed.

The survey with the professors were close question due to Covid 19 did not allow teacher to meet with the researchers and even teachers did not have time to meet online so researchers made the decision to create a closed question survey for them. Through a link sent to the teacher in which they could answers yes/not questions.

## **6-The analysis process steps**

**\*Elaboration of the instruments:** The instruments of the questionnaire and interview were revised and assessed in order to match the questions with the answers in an effective way.

**\*Elaboration of the data base:** The data base was developed basing on the questions presented in the questionnaire and the interview.

Information process: The quantitative data already collected was entered to the data base of an Excel document and the results were presented through graphics and tables created by the program.

**\*Data interpretation:** The information gathered was organized and analyzed to interpret it quantitatively when the results were obtained from the survey and qualitatively when the data collected comes from the interviews held with the professors who teach Intensive Intermediate English II, so that it got meaningful information to answer the research questions and prove if the research topic is really related with the answers provided by the study population.

**\*Presentation of the results:** The research report was developed in order to present it to the graduation jury of the Department of Foreign Language to approve it.

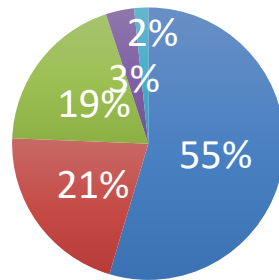
## **6-Presentation of the results**

### **6.1-Presentation of the survey for students**

#### **Data Analysis of the Questionnaire and Survey for Students**

##### **A. Language learning strategies used inside the classroom.**

### 1. I speak only in English during my English classes.

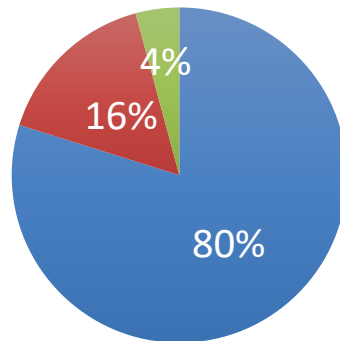


■ Always      ■ Very Frequently      ■ Occasionally  
■ Very Rarely      ■ Never

Pregunta 1	Frecuencia	Porcentaje
Always	65	55
Very Frequently	25	21
Occasionally	23	19
Very Rarely	4	3
Never	2	2
Total	119	100.0

According to the first question, the 55% of the surveyees responded they always speak in English by the time they are attending their classes. So, this is considered a language learning improvement and communication strategy that works for their English improvement. The 43% of the students speak English in class but not always which is interpreted as a lack of practice of their speaking skill either for shyness or committing a mistake. For the 2% of the students who never speak in English in class it is understood that Speaking only English in class does not work as a language learning improvement and communication strategy to enhance their level.

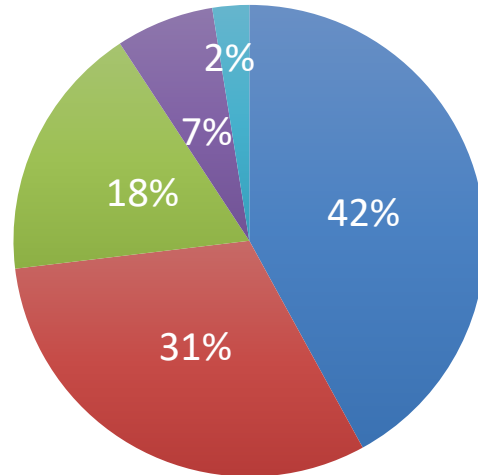
## 2. I always listen to my English teacher and classmates.



Pregunta 2	Frecuencia	Porcentaje
Always	95	80
Very Frequently	19	16
Occasionally	5	4
Very Rarely	0	0.0
Never	0	0.0
Total	119	100.0

The 80% of the surveyees answered they always listen to their English professors because they consider to improve their listening skills is vital to understand what the professor is talking about the content of the topic and how the topic will be developed during the course. The 20% of the surveyees replied they listen to the teachers but not all the time either for absenteeism or distractions.

### 3. I watch movies, cartoons, series and documentaries with subtitles or without them in English through online platforms.

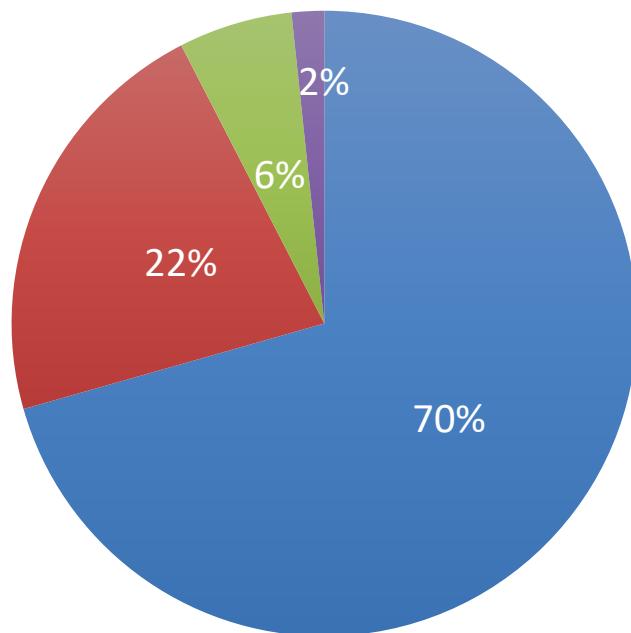


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                ■ Never

Pregunta B 3	Frecuencia	Porcentaje
Always	50	42
Very Frequently	37	31
Occasionally	21	18
Very Rarely	8	7
Never	3	2
Total	119	100.0

The 42% of the surveyees replied they always watch movies, cartoons, series and documentaries with subtitles or without them in English through online platforms because they not only improve their English level but also they enjoy watching videos and cartoons. The 56% responded they watch them but not always because they do not have access to internet or they don't like the cartoon in English. The 2% answered they never watch them for they think the content of them is not relevant for their English language improvement.

**4. I do all the book exercises that the teacher assigns during the class.**



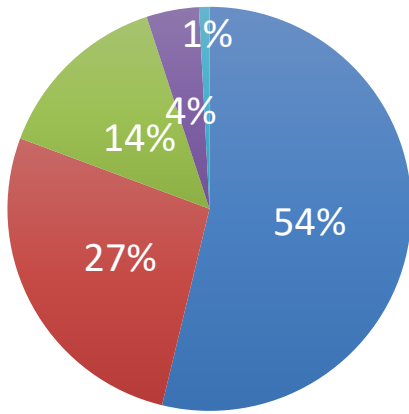
■ Always ■ Very Frequently ■ Occasionally ■ Very Rarely ■ Never

Pregunta 4	Frecuencia	Porcentaje
Always	84	70
Very Frequently	26	22
Occasionally	7	6
Very Rarely	2	2
Never	0	0.0
Total	119	100.0

The 70% of the surveyees answered they always fulfill and do all the book exercises assigned by the teachers because they regard those exercises help them to improve their writing skills, grammar level, written fluency, understanding and comprehension skills. So, this is considered as a good language learning improvement and communication strategy to improve their English level. For the rest 30%, this is not considered a strategy that helps them to enhance their level either for they have difficulties to understand what the exercise is about and sometimes they do not know how to develop the exercises on their own.



**5. I prefer to take notes about all the details of the contents developed in class.**

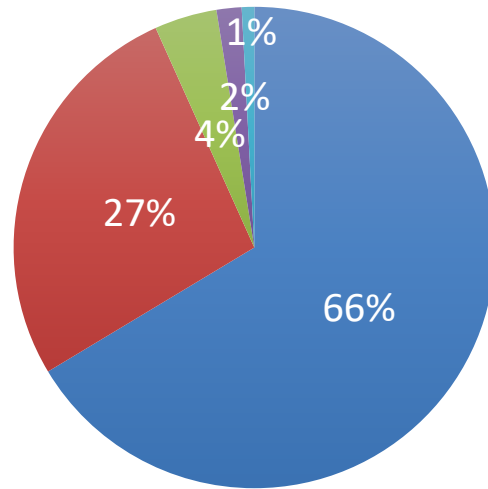


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                      ■ Never

Pregunta 5	Frecuencia	Porcentaje
Always	64	54
Very Frequently	32	27
Occasionally	17	14
Very Rarely	5	4
Never	1	1
<b>Total</b>	<b>119</b>	<b>100.0</b>

The 54% of the surveyees always prefer to take notes about the content presented in class during the course due to it helps them to refresh what the topic means and how they use it. The 45% ensured to take notes but not always to be concentrated on what the teacher says and do not lose the rhythm of the class. The 1% of the students replied they never took notes because this is not an appropriate language learning improvement and communication strategy to improve their English level.

**6. I prefer to observe and listen to the class carefully to understand the contents better.**

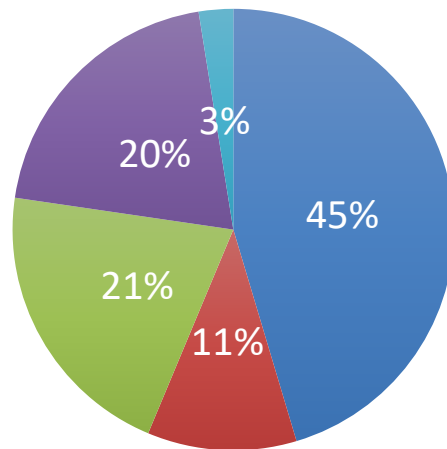


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                      ■ Never

Pregunta 6	Frecuencia	Porcentaje
Always	79	66
Very Frequently	32	27
Occasionally	5	4
Very Rarely	2	2
Never	1	1
<b>Total</b>	<b>119</b>	<b>100.0</b>

The 66% of the surveyees responded they always observe and listen to the class carefully to understand the contents better doing to know this is a strategy that works for them to improve their English level. The 33% answered that they observe and listen to the class but not always either for they have other subjects to be focused on or distractions like checking social networks and talking with classmates. The 1% responded they never observe and listen to the class maybe they are self-taught students who prefer to understand the content on their own.

**7. I like to ask the teacher about the doubts I have related to the topic developed in class.**

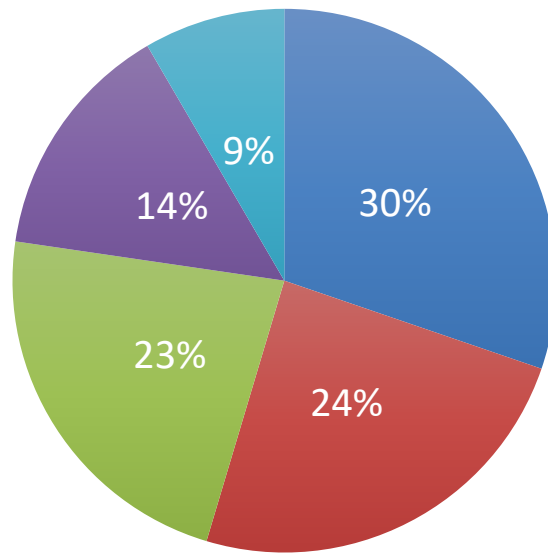


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                      ■ Never

Pregunta 7	Frecuencia	Porcentaje
Always	54	45
Very Frequently	13	11
Occasionally	25	21
Very Rarely	24	20
Never	3	3
Total	119	100.0

The 45% of the surveyees answered that they always like to ask the teachers about the doubts they have with the content of the topic because they feel the teachers are the right people to clear the doubts. The 52% responded they like to ask the professors to clear the doubts but they do not do it all the time since sometimes the content is easy to understand without confirming with someone else. There is a 3% that replied they never like to ask teachers about their doubts because they prefer to do it either for shyness or self-taught.

**8. I prefer to ask my classmates rather than the teacher when I have doubts.**

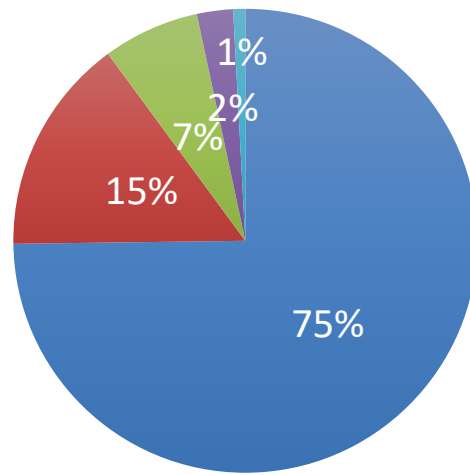


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                      ■ Never

Pregunta 8	Frecuencia	Porcentaje
Always	36	30
Very Frequently	29	24
Occasionally	27	23
Very Rarely	17	14
Never	10	9
Total	119	100.0

The 30% of the surveyees answered they prefer to ask their classmates because they know their colleagues can help them when the teacher is busy or they feel more comfortable asking to their partners because of friendship. The 47% answered they do it depending on the difficulty of the content to be understood. The last 9% replied it is better to confirm any doubt with the teacher or a professional.

**9. I watch the videos that are played in the classroom.**

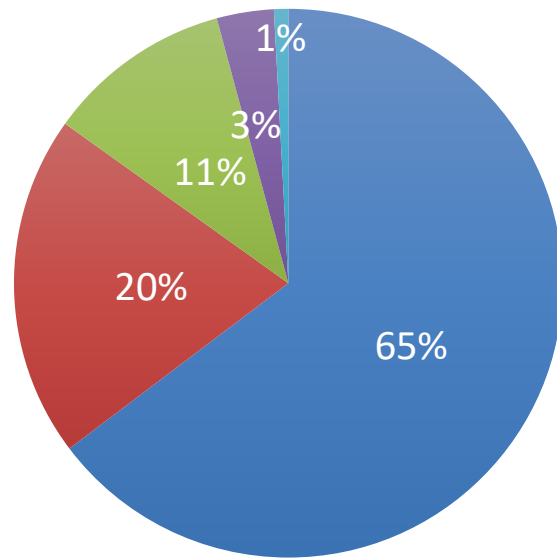


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                      ■ Never

Pregunta 9	Frecuencia	Porcentaje
Always	89	75
Very Frequently	18	15
Occasionally	8	7
Very Rarely	3	2
Never	1	1
Total	119	100.0

The 75% of the surveyees replied they always watch the videos played in the classroom because this is a good language learning improvement and communication strategy to improve their English level generally. The 24% answered that videos projected in class are not relevant because it is the same content that can be reviewed in the textbook and during the class itself. The 1% replied that they never watch those videos either for they know what the videos are about or they do not find them interesting.

**10. I pay attention carefully to the course book soundtracks when they are used during the class.**



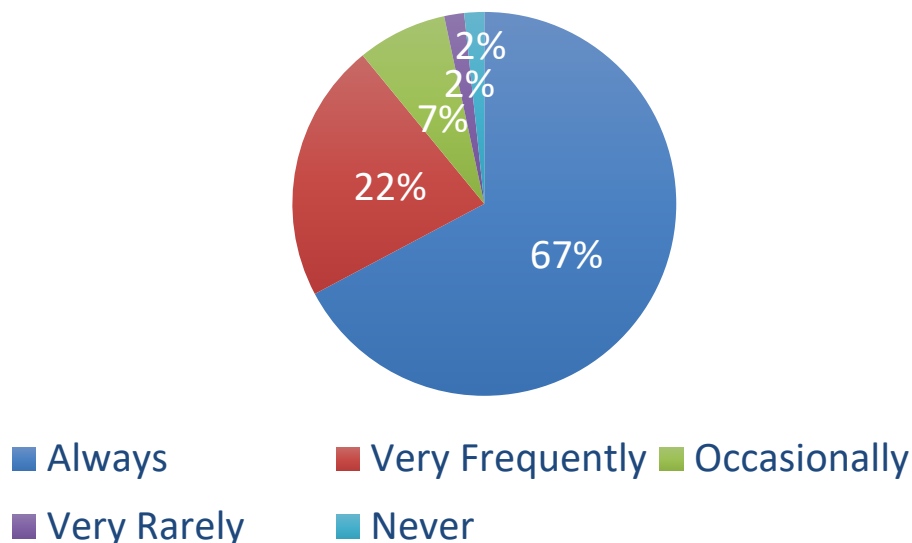
■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely              ■ Never

Pregunta 10	Frecuencia	Porcentaje
Always	77	65
Very Frequently	24	20
Occasionally	13	11
Very Rarely	4	3
Never	1	1
Total	119	100.0

The 65% of the surveyees responded the soundtracks of the course book always help them to solve the book exercises and help them to improve their listening skill. The 34% replied they listen to the soundtracks of the book but all the time either because they know the content that the audio can be about. The 1% answered they never listen to them either they have difficulties to understand the audio or they are stayed on the bottom of the classroom that cannot listen to the speaker very well.

## B. Language learning strategies used outside the classroom.

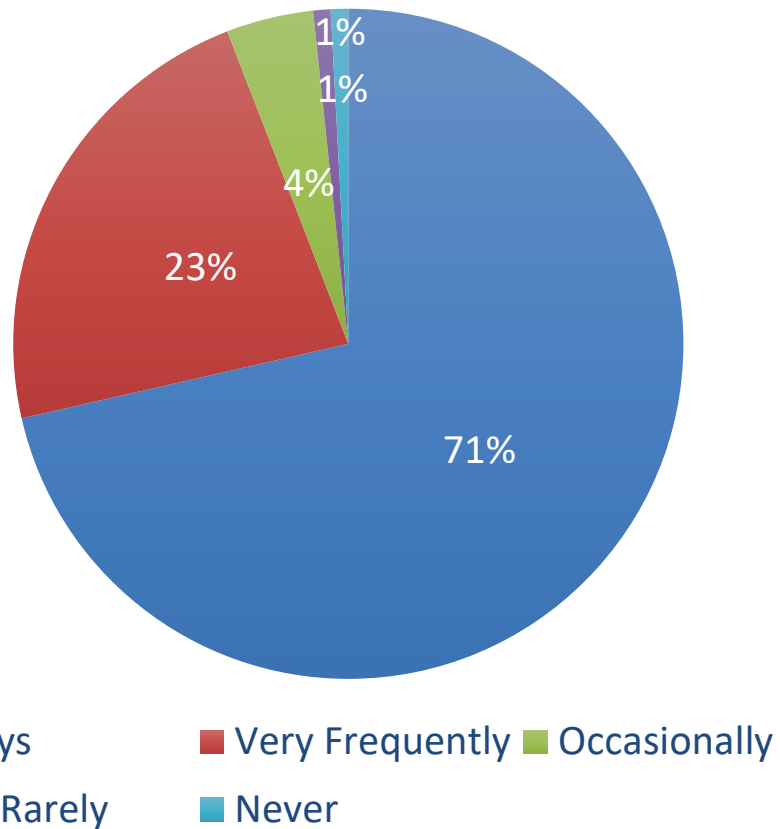
### 1. I listen to music in English when I am not in class.



Pregunta B 1	Frecuencia	Porcentaje
Always	80	67
Very Frequently	26	22
Occasionally	9	7
Very Rarely	2	2
Never	2	2
Total	119	100.0

The 67% of the surveyees answered they always listen to music in English outside the classroom because it is a good strategy to improve their English skill and vocabulary. The 31% replied they do not listen music in English all the time because they do not understand all the vocabulary mentioned in different songs. Only a 2% answered they never listen to music in English because either they do not like them or they think English music is not relevant for the language improvement.

## 2. I do all my homework assignments.

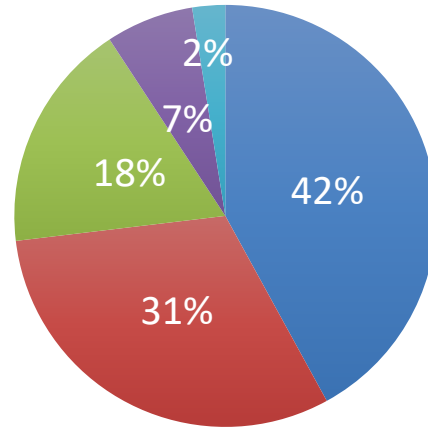


Pregunta B 2	Frecuencia	Porcentaje
Always	85	71
Very Frequently	27	23
Occasionally	5	4
Very Rarely	1	1
Never	1	1
Total	119	100.0

The 71% of the surveyees answered they always fulfill their homework assignments for improving their English level and also for passing the course. The 28% replied they do their homework but not always whether they sometimes forget to do it, they do not organize their time to do it or they are not able to understand it in sometimes. The 1% answered that they never do the homework because the homework assignments are not relevant to their learning process.



### 3. I watch movies, cartoons, series and documentaries with subtitles or without them in English through online platforms.

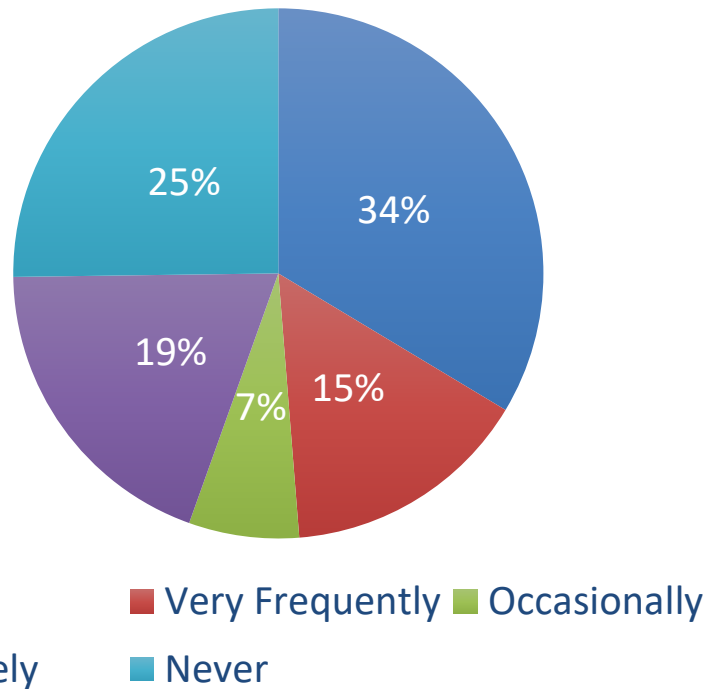


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely              ■ Never

Pregunta B 3	Frecuencia	Porcentaje
Always	50	42
Very Frequently	37	31
Occasionally	21	18
Very Rarely	8	7
Never	3	2
Total	119	100.0

The 42% of the surveyees replied they always watch movies, cartoons, series and documentaries with subtitles or without them in English through online platforms because they not only improve their English level but also they enjoy watching videos and cartoons. The 56% responded they watch them but not always because they do not have access to internet or they don't like the cartoon in English. The 2% answered they never watch them for they think the content of them is not relevant for their English language improvement.

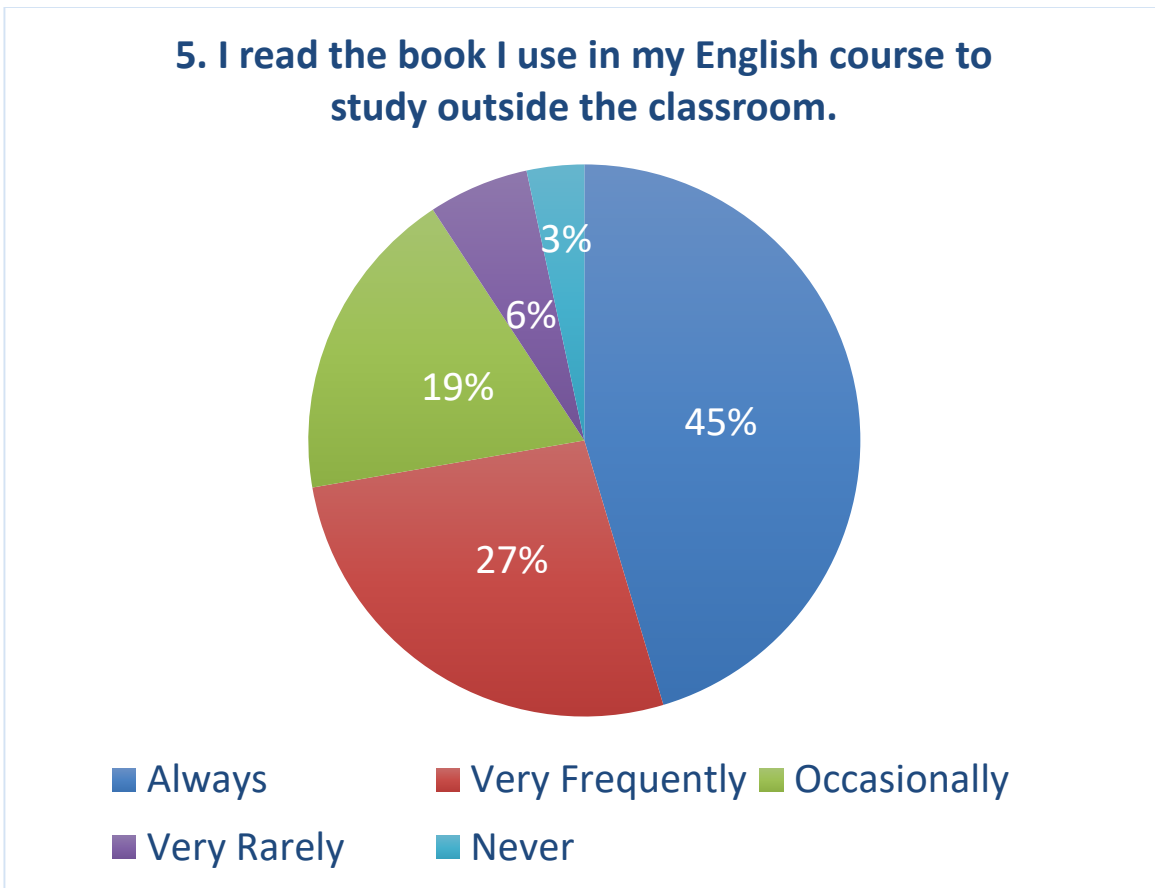
#### 4. I play videogames in English.



Pregunta B 4	Frecuencia	Porcentaje
Always	40	34
Very Frequently	18	15
Occasionally	8	7
Very Rarely	23	19
Never	30	25
Total	119	100.0

The 34% of the surveyees responded they always play videogames in English not only to improve their English level but also for fun. The 41% answered they play videogames but not all the time since they do not have enough time to practice English through videogames. The 25% replied they never play videogames because they think videogames are not suitable with

their learning style to improve their English level or they do not like videogames.

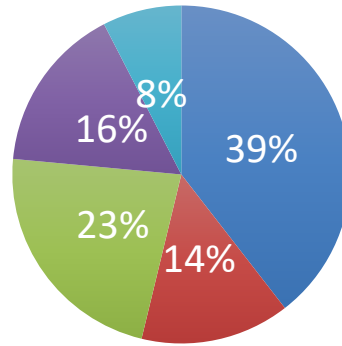


Pregunta B 5	Frecuencia	Porcentaje
Always	54	45
Very Frequently	32	27
Occasionally	22	19
Very Rarely	7	6
Never	4	3
Total	119	100.0

The 45% of the surveyees replied they always read the course book to study outside the classroom to refresh the topics developed in the previous class or to comprehend better the future class. The 27% answered they just read the book when they did not understand any topic seen in the class or when they have evaluations. The 19% responded they do not read the book because they already know the content during the class or they simply don't understand the

course book.

**6. I practice English by speaking with my classmates about relevant topics from the course outside the classroom.**



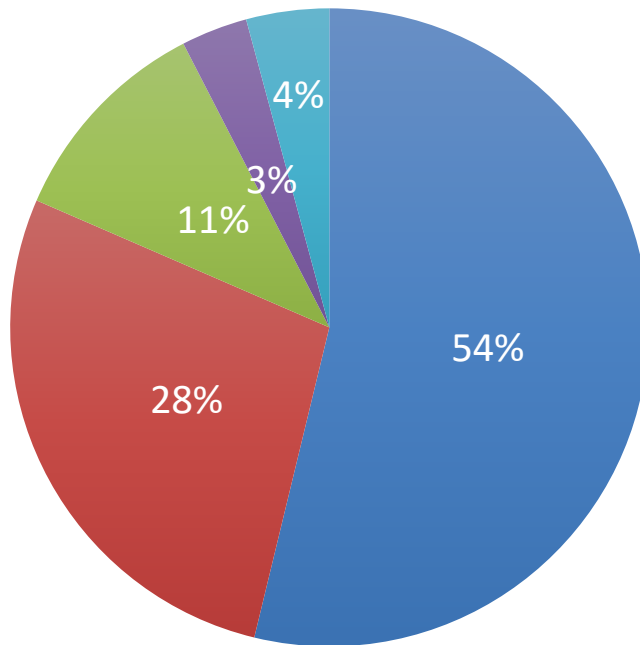
■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                      ■ Never

Pregunta B 6	Frecuencia	Porcentaje
Always	47	39
Very Frequently	17	14
Occasionally	27	23
Very Rarely	19	16
Never	9	8
Total	119	100.0

The 39% of the surveyees always speak in English with their classmates about relevant topics after going out to the class to understand better the topic and to improve their English level. The 53% speak in English with their partners either they did not finish talking during the class time or they do it only when the topic is interesting for them. The 8% never speak in English with their classmates about important topics because they are busy with other subjects, they

prefer to do it by themselves or they feel shy to speak in a non-English environment.

### 7. I practice English by watching videos at home.



■ Always      ■ Very Frequently      ■ Occasionally  
■ Very Rarely      ■ Never

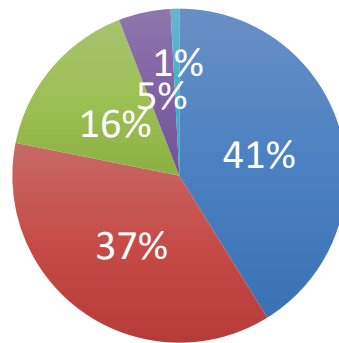
Pregunta B 7	Frecuencia	Porcentaje
Always	64	54
Very Frequently	33	28
Occasionally	13	11
Very Rarely	4	3
Never	5	4
Total	119	100.0

The 54% of the surveyees replied they always watch videos at home since it helps them to improve their English level as well as it helps them to distress and relax. The 42% answered they watch videos at their home but not all not the time because they have homework assignments or they have responsibilities at home which consume much time. The 4% never

watch videos at home for this strategy is not suitable for their learning style or they don't have time to do it due to the house chores or work.

**C. Strengths and difficulties when using the English language.**

**1. I am good at reading in English because I learn better through books, newspapers, blogs and magazines to increase my vocabulary.**

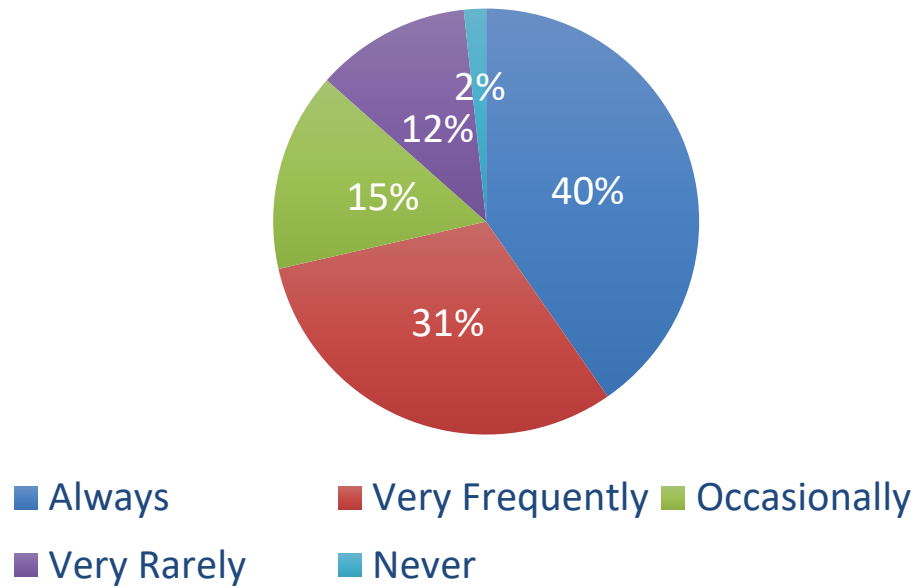


■ Always                      ■ Very Frequently   ■ Occasionally  
 ■ Very Rarely              ■ Never

Pregunta C 1	Frecuencia	Porcentaje
Always	49	41
Very Frequently	44	37
Occasionally	19	16
Very Rarely	6	5
Never	1	1
Total	119	100.0

The 41% of the surveyees answered they are good readers and this strategy has helped them to improve their reading skills. The 58% does not regard good enough at reading either because there are words they do not understand and make them feel stressed. The 1% considers as bad readers because they do not like to read.

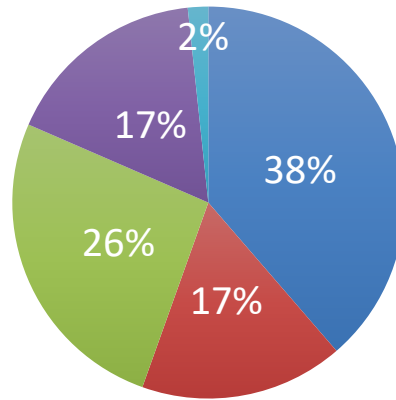
**2. I have more advantage at listening because I learn by listening to music, conversations, lectures and audio recordings.**



Pregunta C 2	Frecuencia	Porcentaje
Always	48	40
Very Frequently	37	31
Occasionally	18	15
Very Rarely	14	12
Never	2	2
Total	119	100.0

The 40% of the surveyees responded they always have advantages at listening because they improve their English level to understand the words they listen. The 31% answered they have certain advantage by listening to music, recordings and conversations in English because they do not always understand what the content is about. The 15% replied they never understand what the audio is about.

**3. I am good at speaking in English because I like to interchange words and their meanings with my classmates.**



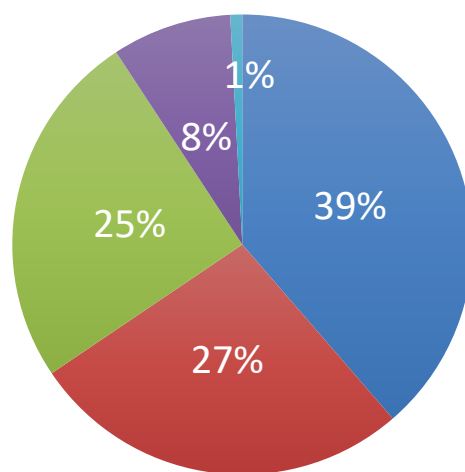
■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                ■ Never

Pregunta C 3	Frecuencia	Porcentaje
Always	46	38
Very Frequently	20	17
Occasionally	31	26
Very Rarely	20	17
Never	2	2
<b>Total</b>	<b>119</b>	<b>100.0</b>

The 38% of the surveyees replied they are good at speaking in English because through this strategy they not only improve their English speaking skills but also they are able to share their ideas with other partners. The 60% answered they do not speak in English all the time because they do not have enough vocabulary to share their ideas or they feel worried to go wrong during a conversation. The 2% answered they never interact either for they do not know how to express in English or might feel intimidated for others' higher English level.



#### 4. I have more advantages at writing when using the English language.

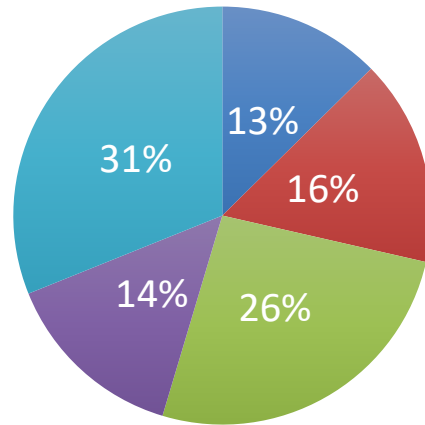


■ Always      ■ Very Frequently    ■ Occasionally  
■ Very Rarely      ■ Never

Pregunta C 4	Frecuencia	Porcentaje
Always	46	39
Very Frequently	32	27
Occasionally	30	25
Very Rarely	10	8
Never	1	1
Total	119	100.0

The 39% of the surveyees answered they always write in English due to this output they can put in practice what they have learned during the course. The 60% replied they write in English but they do not always know to express their ideas due to the lack of vocabulary and the lack of grammar structures. The 1% responded they never write in English because this strategy is not suitable for their English improvement.

**5. I do not understand when listening to English native speakers even though I already know the vocabulary that it is being used.**

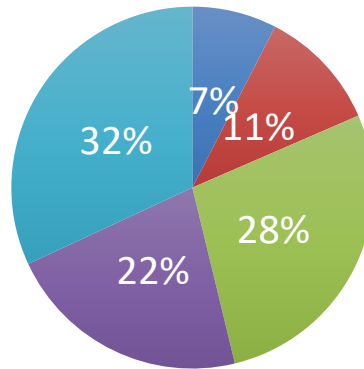


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                ■ Never

Pregunta C 5	Frecuencia	Porcentaje
Always	15	13
Very Frequently	19	16
Occasionally	31	26
Very Rarely	17	14
Never	37	31
<b>Total</b>	<b>119</b>	<b>100.0</b>

The 13% of the surveyees responded they have difficulties by the time to listen to native English speakers because of the lack of interaction with native speakers. The 56% replied they understand English native speakers but they are not able to catch all the ideas and words. The 31% answered they understand very well when they are listening to native English speakers due to they are used to this.

**6. I do not understand when listening to audio books, words in a song or a course book soundtracks in English even though I already know the vocabulary.**

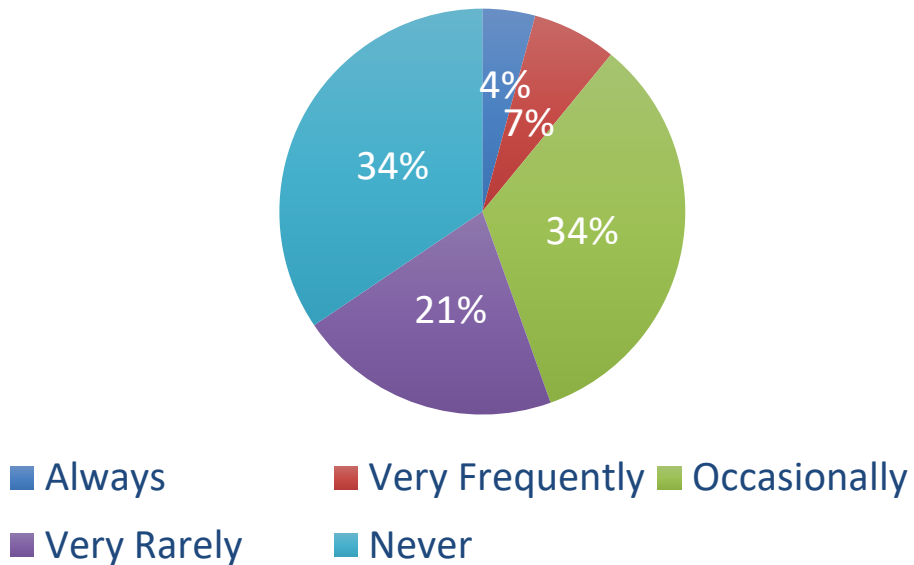


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely              ■ Never

Pregunta C 6	Frecuencia	Porcentaje
Always	9	7
Very Frequently	13	11
Occasionally	33	28
Very Rarely	26	22
Never	38	32
Total	119	100.0

The 7% of the surveyees responded they never understand the audio books, songs and course book soundtracks because they do not achieve to catch the vocabulary of the audios. The 61% understand but not all the words mentioned in the audios. The 32% understands because they are able to catch all the words and already know them.

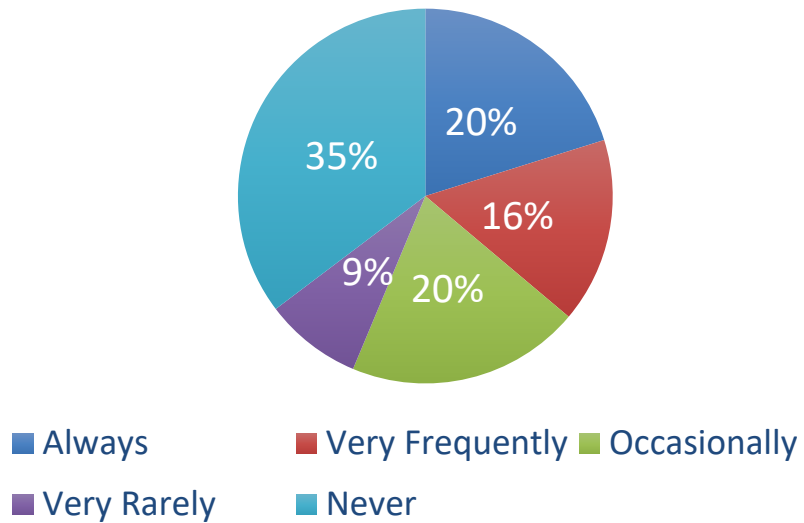
**7. I have difficulties when reading English written texts as I am not familiarized with the vocabulary of the books, magazines, newspapers, blogs and other texts.**



Pregunta C 7	Frecuencia	Porcentaje
Always	5	4
Very Frequently	8	7
Occasionally	40	34
Very Rarely	25	21
Never	41	34
Total	119	100.0

The 4% of the surveyees responded they always have difficulties for reading written texts such as books, newspapers, etc. because of the lack of reading habits and vocabulary. The 62% answered they do not have many difficulties because they know most of the words and their meaning. The 34% replied they enjoy to read, and even though they do not know the words, they are able to understand the meaning of the content.

**8. I am worried when speaking because I think that people will criticize my fluency, my pronunciation and my vocabulary in an English learning environment.**



Pregunta C 8	Frecuencia	Porcentaje
Always	24	20
Very Frequently	19	16
Occasionally	24	20
Very Rarely	10	9
Never	42	35
Total	119	100.0

The 20% of the surveyees always feel intimidated for the others' critics when speaking English, and for that reason, they are not used to receive critics. 45% feels confident to speak English with trusted friends. The 35% feels comfortable to practice their English speaking with anyone and anywhere.

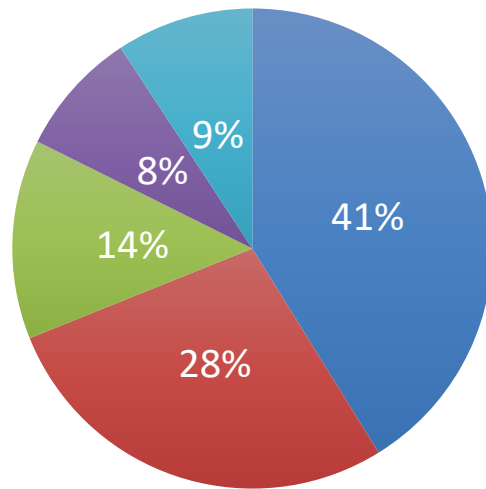
**D. Expectations after graduating from my bachelor.**



Pregunta D 1	Frecuencia	Porcentaje
Always	43	36
Very Frequently	17	14
Occasionally	19	16
Very Rarely	22	19
Never	18	15
<b>Total</b>	<b>119</b>	<b>100.0</b>

The 36% of the surveyees expect to work in call center after graduation because of the call center job opportunities and acceptable salaries. The 49% expects to have more job opportunities related to their major than call center job. The 15% refuses totally to work in a call center due to they prefer to work in an employment related to the major.

**2. I expect to get a job in an English language academy or in a private school in El Salvador.**

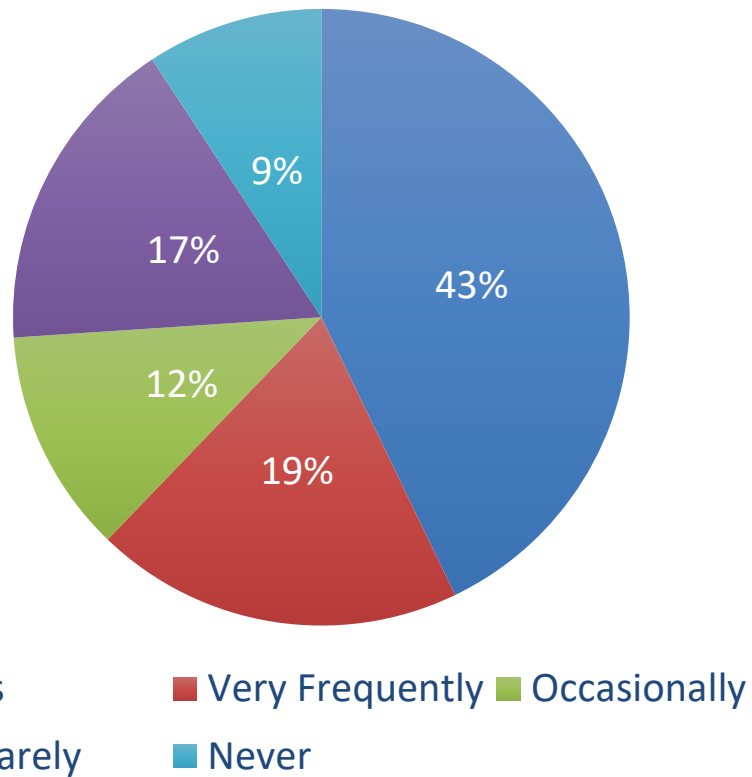


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely              ■ Never

Pregunta D 2	Frecuencia	Porcentaje
Always	49	41
Very Frequently	33	28
Occasionally	16	14
Very Rarely	10	8
Never	11	9
<b>Total</b>	<b>119</b>	<b>100.0</b>

The 41% of the surveyees expect to be a teacher either in an English language academy or private school. The 50% expects to work as a call center agent, an interpreter, a translator or any other job not related to the teaching option. The 9% does not want to be teachers.

### 3. I expect to get a job in a university abroad.

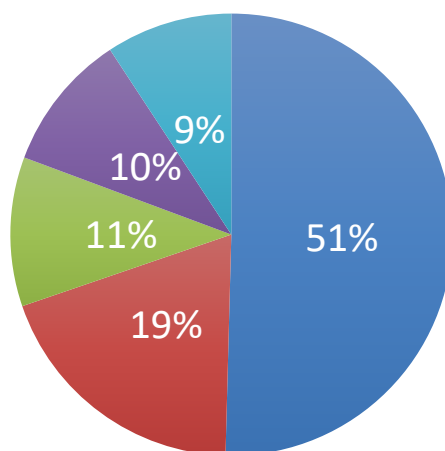


Pregunta D 3	Frecuencia	Porcentaje
Always	51	43
Very Frequently	23	19
Occasionally	14	12
Very Rarely	20	17
Never	11	9
<b>Total</b>	<b>119</b>	<b>100,0</b>

The 43% of the surveyees regarded that they expect to be hired by a college or university abroad due to they offer their knowledge to provide classes once they get graduated and travel to another country to work as a professors of the English language with emphasis in Teaching. The 48% of the surveyees replied it is unsure to be hired by a university abroad. The 9% does not expect to be hired by any university abroad.



**4. I expect to be hired by the Ministry of Education as an English language teacher in a public school.**

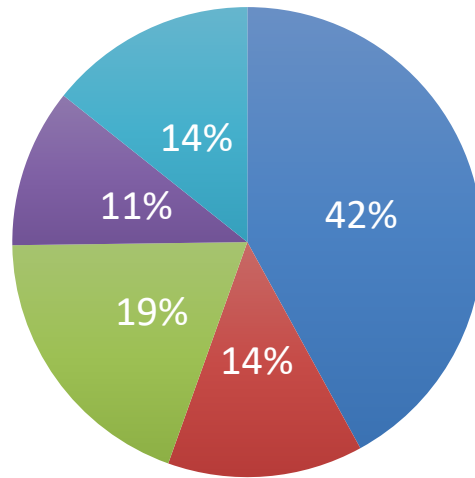


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                      ■ Never

Pregunta D 4	Frecuencia	Porcentaje
Always	60	51
Very Frequently	23	19
Occasionally	13	11
Very Rarely	12	10
Never	11	9
<b>Total</b>	<b>119</b>	<b>100.0</b>

The 51% of the surveyees expect to be hired the Ministry of Education as English teacher due to the acceptable salaries and the passion of teaching English. The 41% takes into account other job opportunities like translators, interpreters, call center agents, etc. The 9% expects to be hired as teachers but by private schools.

**5. I expect to be hired as a professor by the University of El Salvador.**

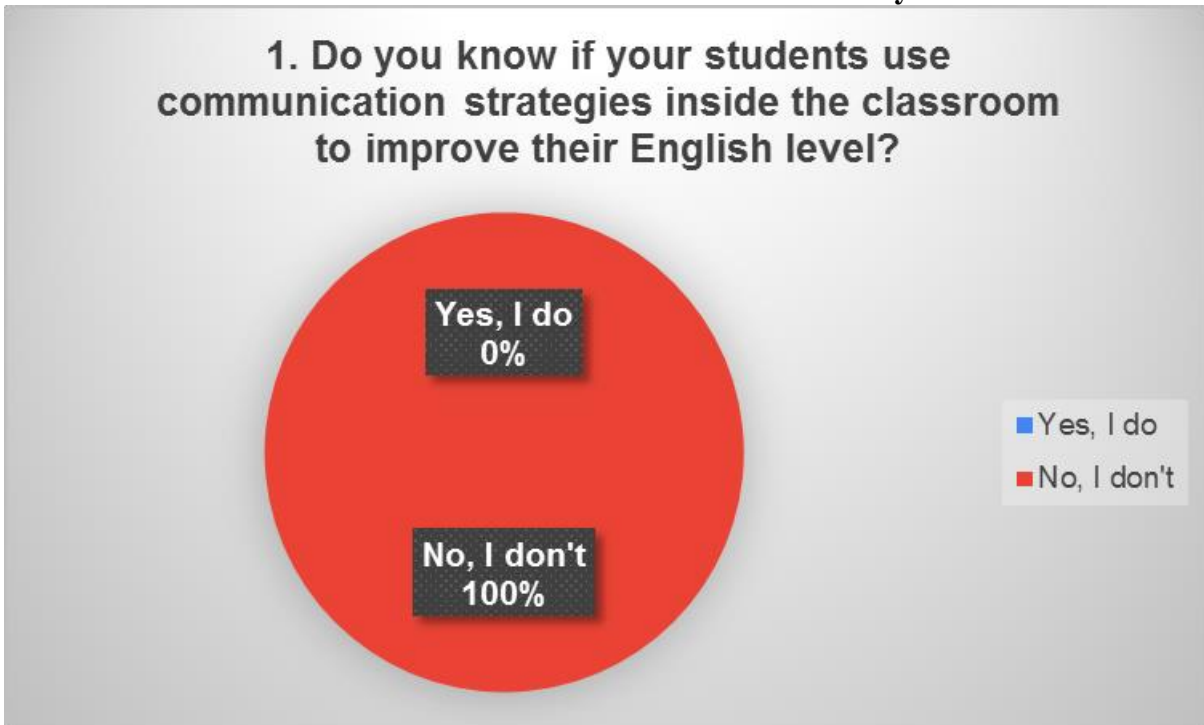


■ Always                      ■ Very Frequently   ■ Occasionally  
■ Very Rarely                      ■ Never

Pregunta D 5	Frecuencia	Porcentaje
Always	50	42
Very Frequently	16	14
Occasionally	23	19
Very Rarely	13	11
Never	17	14
<b>Total</b>	<b>119</b>	<b>100.0</b>

The 42% of the surveyees expect to work as English teachers at the University of El Salvador due to the high salaries, job stability, prestige and social benefits that the Alma Mater offers to employees. The 44% expects to be hired by the University of El Salvador even though they also take into account other job opportunities. The 14% expects to work in other jobs such as call center agents, translators, etc.

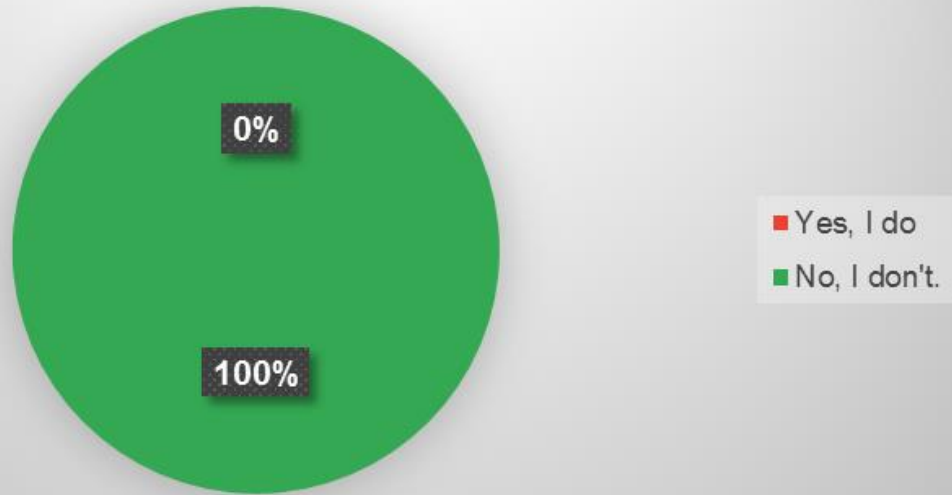
## 6.2-Presentation of the results of the survey for teachers



Question 1	Frequency	Percentage
Yes	0	0%
No	3	100%
Total	3	100%

According to the aftermaths gotten in the first question of the survey for the Intermediate Intensive English II course professors, the 100% of the surveyees answered they do not know if their students use communication strategies to improve their English level inside the classroom because their students hardly participate in their classes when speaking English to discuss about a topic which makes the teachers think the lack of practicing speaking and reading skills outside the classroom are the causes of the few participation in class.

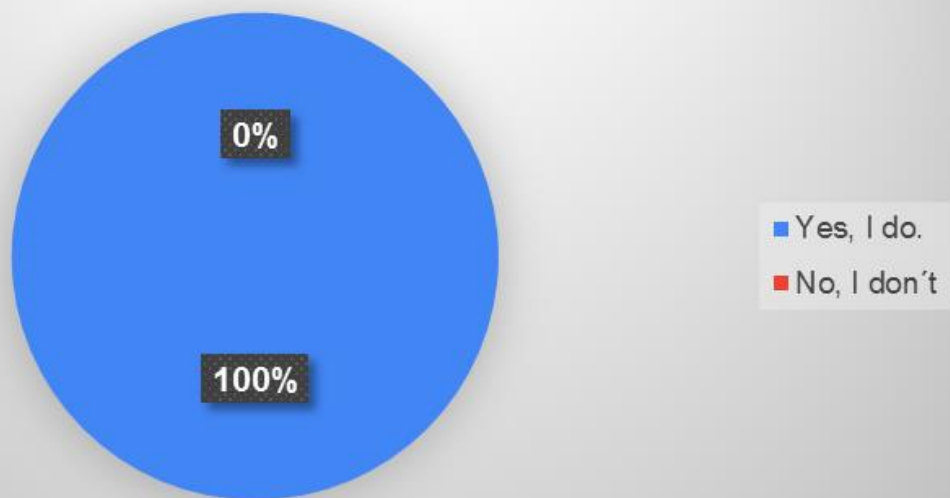
**2. Do you know if your students use language learning improvement strategies outside the classroom to enhance their English level?**



Question 2	Frequency	Percentage
Yes	0	0%
No	3	100%
Total	3	100%

The 100% of the professors during the survey answered they do not know if their students actually apply language learning improvement strategies to enhance their English level outside the classroom now that they do not know exactly what their students will do once their students leave the classroom or expect their students to fulfill with the homework assignment punctually and learn in a self-taught way.

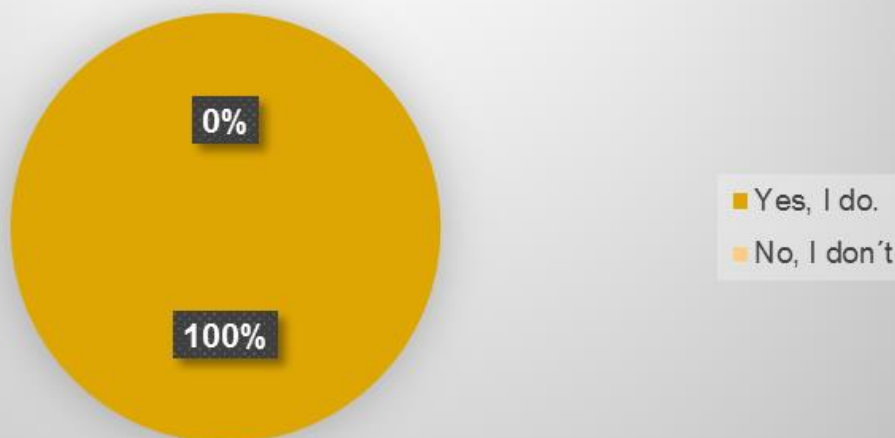
**3. Do you think your students present difficulties to develop their four macro skills by the time to improve their English level?**



Question 3	Frequency	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

The teachers already surveyed replied this third question they have observed their students have difficulties to develop their four English language macro skills due to the lack of practice, the lack of strategies, the indiscipline and the lack of motivation to improve their foreign language level reduce the possibilities to learn English successfully and to achieve a satisfactory English fluency, accuracy and level. The professors argued in this questions it will be very difficult for their students if they do not adopt language learning improvement and communication strategies to apply in order to accomplish a good foreign language level.

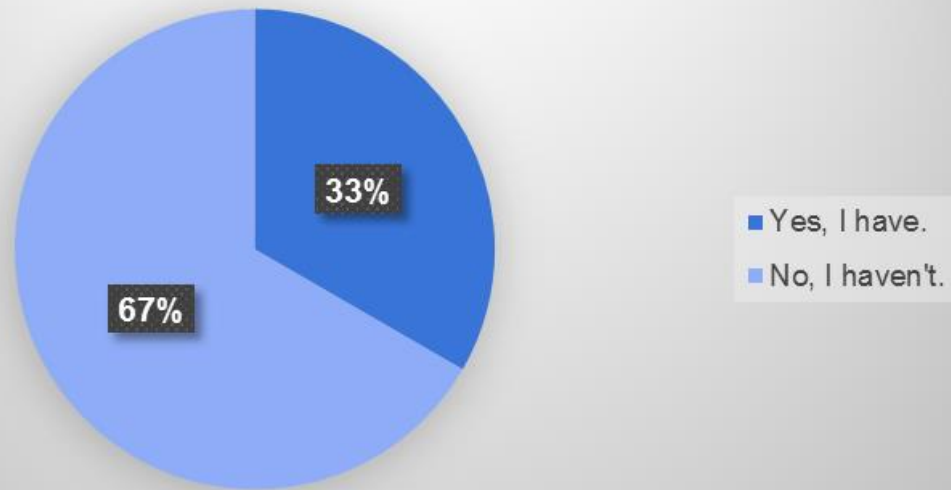
**4. Do you recommend your students to put into practice any language learning improvement and communication strategies to improve their English skills?**



Question 4	Frequency	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

All the teachers are in agreement with the practice of the language learning and communication strategies because such strategies facilitate the students' English learning and the improvement of the students' English level when the students choose the strategies that are more suitable with their learning styles. For that reason, the 100% of the surveyees totally recommend their students to adopt their own language learning improvement and communication strategies to improve their English language skills and to accomplish their English level.

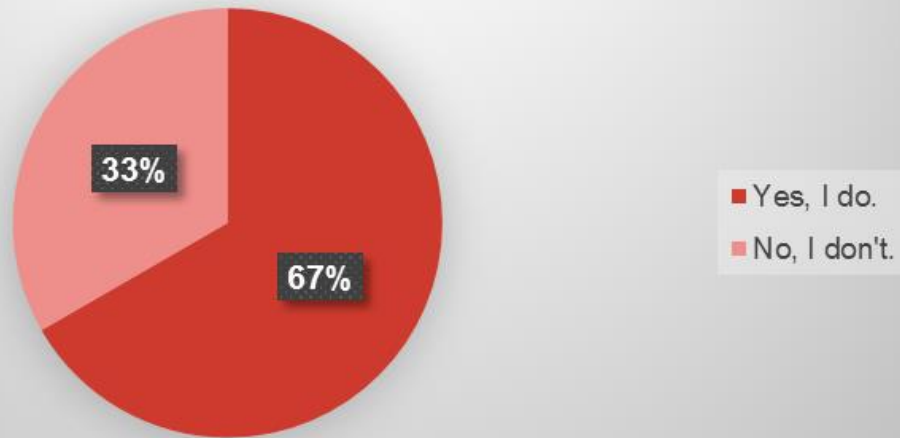
**5. Have you ever seen your students put in practice language learning improvement and communication strategies inside the classroom?**



Question 5	Frequency	Percentage
Yes	1	33%
No	2	67%
Total	3	100%

The 67% of the surveyees replied that they have not seen their students practice language learning improvement and communication strategies inside the classroom because factors such as the indiscipline, the distractions and lack of interest in learning a foreign language reduce the probabilities of improving their English level and having an acceptable performance in class. The 33% of the teachers have observed their students really practice their own language learning improvement and communication strategies when they are providing the class content to their students and the strategies allow their students to participate actively inside the classroom.

**6. Do you relate the students' language learning improvement and communication strategies to their performance when using the English language during your classes?**

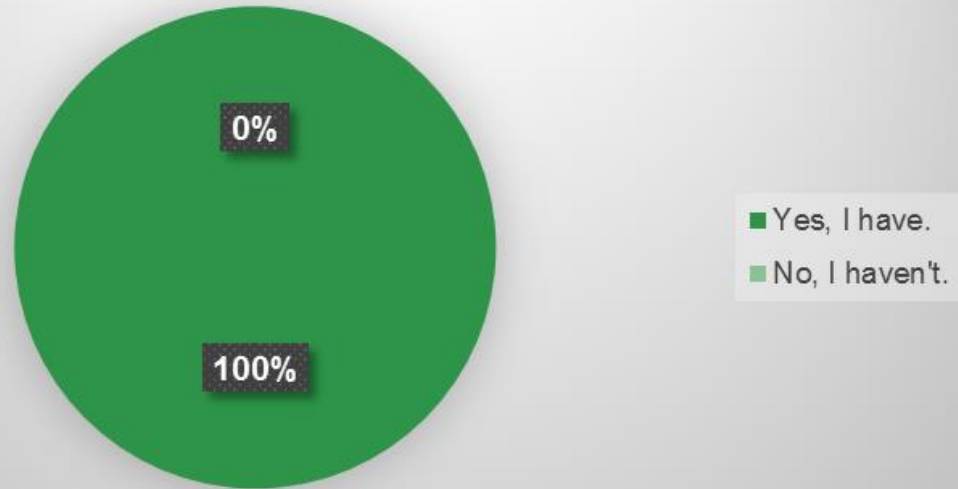


Question 6	Frequency	Percentage
Yes	2	67%
No	1	33%
Total	3	100%

The 67% of the professors surveyed answered the language learning improvement and communication strategies used by their students have a meaningful relationship with their academical and linguistical performances during the classes; according to the teachers, students will not have an outstanding and proficient performance if they do not apply any of the language learning improvement and communication strategies to practice inside and outside the classroom. The 33% answered the strategies have a Little relationship with the students' performance in their classes.



**7. Have you ever noticed any of your students feel uncomfortable with their English level when participating in class?**



Question 7	Frequency	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

The 100% of the surveyees replied they have always noticed some of their students feel uncomfortable with their English level when participating in class because of some of them feel their English level is not acceptable and feel fear of committing mistakes in class.

## **7-Expected Results**

\*The researchers have found the language learning and communication strategies are used by the Intensive Intermediate English II students inside and outside the classroom to improve their English level throughout the present course.

\*The research is a descriptive study now that it explains with clear details the core of the research topic in order to understand better the language learning improvement and communication strategies that Intensive Intermediate English II students apply inside and outside the classroom.

\*The researchers have discovered that there is actually a meaningful and important relationship between language learning improvement and communication strategies and students' learning styles due to the strategies applied by the students are adapted to the learning styles that they adopt to enhance their English level. For example, the strategy of reading books and magazines in English is more suitable for someone who is introverted and enjoys the habit of the everyday reading in order to gain vocabulary meanwhile the strategy of the conversation in English is more suitable for a student who is outgoing and likes to interact with others to increase his/her fluency in the speaking skill.

\*This study provides valuable information about how the language learning improvement and communication strategies influence highly in the students' language performance for these help the students to enhance their English level if they apply them constantly in their learning process inside and outside the classroom.

## 8-Conclusions

As researchers it was possible to conclude that language learning improvement and communication strategies are essential during the student's language improvement process, however, this work proved that there are many good strategies that are used the most by students in their English improvement process such as; watching movies and listening to music in English, speak only English in class, do the homework assignments, take notes in about the difficult contents in the class, only observe and listen to the easy topics in class without taking notes and others mentioned in the analysis of results which help students to enhance their four macros English skills. While there are other strategies which were marked as negative to improve English such; participating actively in class or practicing English outside the classroom.

The researchers determined that ing only English during the class is a good strategy to use inside the classroom which help students to enhance their improvement process, since students live in a Spanish environment and the classroom is the only place in which they can practice English and feel comfortable to into practice their knowledge. Also, inside the classroom listening carefully the teacher in class is another important and effective strategy, which helps students in their improvement process since teachers can provide feedback while students participate in class, in case any mistake made by students or even teacher can encourage students to continue improving their English level, by provided positive feedback. Furthermore, doing all the book exercises that teachers assign in class is another strategy which help students to enhance their English level due to students can put into practice what they have learned during the class and is the best way to see is students really understood and comprehended the

topics.

Besides, taking notes about all details of the class is another strategy marked as good one by this work, since this a good strategy to remember the core of the topics after a long time have passed, mostly when topics are difficult to understand and comprehend. However, researchers determined that listening and observing carefully the class without taking notes is another good strategy that students use to improve their English level, but students apply this strategy only when they feel the topic seen is easy to understand and get, students apply this strategy to not lose the core of the class.

Outside the classroom students also use strategies and the researchers concluded that listening to music in English outside the classroom is another strategy, which helps the students' improvement positively, since through this way, students can get new vocabulary and phrases. Furthermore, students can improve their listening skill and it can be consciously or either unconsciously, because not all students listen to music in English to improve their level, but there are some who listen to music in English just to get relax or because they like the gender or singer, however; students learn event when do not know about the importance of listening to music in English can help their improvement.

Doing the homework assignments outside the classroom is another strategy that helps students to improve their English level, since this a good way to put into practice what students have learned in class and prove if they have really understood the topics developed in class, since outside the class students need to do the homework assignments without the support of teachers and classmates. Also, by doing it students can improve the four macro skills because

homework assignments mean written exercises, oral exercises, reading exercises and speaking exercises.

One of the most important factors to highlight is that after students find their own strategies they will start getting changes in their learning style, for example; if a student is very sociable in his or her daily life when using his or her mother language but shy in an English environment, it means that the student is using a strategy more related to input strategies like reading books or watching movies in English. And if a student is the other way around it means that this student is using output strategies like; interaction in the target language and writing in English.

Besides, students apply different strategies the researcher found that students feel uncomfortable with their English level show inside the classroom since according to the teacher answers students does not like to participate too much due to the fear of making mistake or provide the wrong answer, however it does not mean that students are not getting the topics or improving their English leve but it means students are using input strategies that are more related to practice by their own.

To bottom up, the researchers determined that either there are negative language learning and improvement strategies marked by this work, the effectivity of them depends on the students' discipline because if does not matter that students use those strategies but if the application of them are not constantly practice there will not be any positive result or event students can get negative results by applying any strategy but this work proves that it does not mean the strategy is bad, it means that students needs to look for their own language learning

and improvement strategy to see good results since there is not a good strategy to everyone because every strategy is adapted depending on the students learning and discipline.

## **9-Recommendations**

### **9.1-Recommendation for Students**

- English speaking skill should be practiced outside the classroom to improve their English level as the first question section A of the survey for students suggests now that the more the students practice their English speaking, the less difficulties they will have to speak with other classmates.
- Students' participation should be active in class to share their ideas in English because committing mistakes in English is part of the English language improvement and language learning process.
- Students should read more books, magazines, texts and blogs in English to gain more vocabulary and use the words they have learned in a conversation with their classmates.
- Students should listen to more songs, course book soundtracks and audiobooks in English to improve their listening skills and have less difficulties to speak with their classmates and teachers, hear and comprehend what they are talking inside and outside the classroom in agreement with the second & sixth questions section A and the first question section B of the survey for students.
- Students should watch more movies, subtitled videos and cartoons in English to improve their listening, comprehension and speaking skills according to the ninth question section A and seventh question section B of the questionnaire/survey for students.
- Students should not feel shyness to ask the teacher about any doubt since teachers can provide the right solution.
- Students should put into practice all content they have learned.

- Students should fulfill their homework assignments punctually because these tasks allow them to apply what they have learned in class to improve their English level besides to obtain good grades according to the second question section B of the survey for students.
- Students should be disciplined and schedule their time to practice their English language skills in order to accomplish a satisfactory English level.
- Students should pay attention what the teachers and classmates say in classroom to keep the class line in order to understand the course book contents better in agreement with the sixth question section A of the survey for students.

### **9.2-Recommendation for Teachers**

- It is recommended to teachers to encourage students to participate actively in class.
- It is recommended to teachers to suggest students to practice English outside the classroom.
- It is recommended to teachers motivate those shy students to interact in class.
- It is recommended to teacher to be more aware of the students' strategy and learning style shown in class.

### **9.3-Recommendation for Staff Authorities**

- Staff Authorities should create clubs of conversation for students to put into practice their English knowledge.
- Staff authorities should bring English native speaking people for students to practice English with the students.



- Staff authorities should provide an updated technology tools in classroom.
- Staff authorities should update the study plan.
- Staff authorities should offer for job opportunities after students' graduation.

## **10-Ethical considerations**

This researcher will be taken into account the ethical considerations that are mandatory when asking the population to participate in this work. The researchers will not obligate the study population to answer the questionnaire and also the researchers will offer comfortable and polite environment when interacting and passing the questionnaire.

Before informing the students about the research, the teachers engaged of their students will be asked for permission. After that, the researchers will introduce themselves in front of the study population and will give clear as possible the instructions of the work. When giving the instructions, it will be told that the information of the study population will be confidential so that the students will not feel unsure to help the researchers.

As a benefit, something that could be seen simple by the study population is that they will realize that simple activities like reading book, listening to music and speaking in English are not only simple activities but also language learning and communication strategies that might help them to improve their English level. Also, by answering the questionnaire, students could realize that the learning styles are that way because they are related to those simple activities that they may apply to increase their English level.

It will be explained to the study population that there will not be any risk or danger to participate in this study whether integrity or fear to share personal information since it will not be required any personal information to participate in this work. Moreover, the participants will be notified that the researchers are part of the UES who are doing the thesis work.

It will be explained to the students that the participation will be totally anonymous. It means that whether names, e-mails, identification numbers, or another type of personal information such the participants can be identified or located with will not be asked.

## References

Learning Strategies in Second Language Acquisition, by Ezat Amirbakzadeh Kalati [https://www.researchgate.net/publication/321214935\\_Learning\\_Strategies\\_in\\_Second\\_Language\\_Acquisition](https://www.researchgate.net/publication/321214935_Learning_Strategies_in_Second_Language_Acquisition)

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*Learning Styles Of Hispanic Students* by: Jones, Irma S.; Blankenship, Dianna. *Proceedings of the American Society of Business & Behavioral Sciences*. 2018, Vol. 25, p294-301. 8p. , Base de datos: Business Source Premier

Principles of Language Learning and Teaching by Douglas Brown. 1980. <https://epdf.pub/principles-of-language-learning-and-teaching.html>

The influence of content-class related videos as a tool to engage the English language learning in students of the intermediate intensive English II course from the Foreign Language department at the University of El Salvador, term I-2018 <http://ri.ues.edu.sv/id/eprint/20213/>

The effects of ludic activities as a motivational strategy to evolve oral production of intermediate Intensive English I students of the Foreign Language department at the University of El Salvador <http://ri.ues.edu.sv/id/eprint/20377/>

## Anexes Activities Chronogram

Activities	March				April				May				June				July				August				September							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
<b>1 Statement of the problem</b> -Research Problem -Research questions -Research objectives																																
<b>2 Justification</b>																																
<b>3 Literature review</b>																																
<b>4 Methodological design</b> -Type of the research -Study design -Study population -Sampling selection process -Techniques and instruments -Pilot test																																
<b>5 Information analysis plan</b>																																
<b>6 Analysis Process Steps</b>																																
<b>7 Expected Results</b>																																
<b>8 Conclusions</b>																																
<b>9 Recommendations</b>																																

**Students' linguistic performance**

**Instructions: Check the box that best fits your answers in each of the following statements.**

**Instruments**

**Students' linguistic performance**

**Instructions: Check the box that best fits your answers in each of the following statements.**

<b>A. LANGUAGE LEARNING STRATEGIES USED INSIDE THE CLASSROOM</b>		Alw ays	Very Frequent ly	Occasion ally	Very rarely	N e v e r
1	I speak only in English during my English classes.					
2	I listen to my English teacher and classmates.					
3	I participate actively in class.					
4	I do all the book exercises that the teacher assigns during the class.					

5	I prefer to take notes about all the details of the contents developed in class.					
6	I prefer to observe and listen to the class carefully to understand the contents better.					
7	I like to ask the teacher about my doubts I have about the topics developed in class.					
8	I prefer to ask my classmates rather than the teacher when I have doubts.					
9	I watch the videos that are played in the classroom.					
10	I pay attention carefully to the course book soundtracks when they is used during class					

**Instructions: Check the box that best fits your answers in each of the following statements.**

		Always	Very Frequently	Occasi onally	V er y ra re ly	Ne ver
<b>B. LANGUAGE LEARNING STRATEGIES USED OUTSIDE THE CLASSROOM</b>						
1	I listen to music in English when I am					

		not in class.					
	2	I do all my homework assignments.					
	3	I watch movies, cartoons, series and documentaries with subtitles or without them in English through online platforms.					
	4	I play videogames in English.					
	5	I read the book I use in my English course to study outside the classroom.					
	6	I practice English by speaking with my classmates about relevant topics from the course outside the classroom.					
	7	I practice English by watching videos at home.					
	8	I use my computer to practice English outside the classroom.					
	9	I listen to FM radio stations in English.					
	10	I search for audio books in English at YouTube to practice my listening skills.					



11	How many hours a week do you practice to learn English outside the classroom?					
<b>C. STRENGTHS AND DIFFICULTIES WHEN USING THE ENGLISH LANGUAGE</b>		Always	Very Frequently	Occasionally	Very rarely	Never
1	I am good at reading in English because I learn better through books, newspapers, blogs and magazines to increase my vocabulary.					
2	I have more advantage at listening because I learn by listening to music, conversations, lectures and audio recordings.					
3	I am good at speaking in English because I like to interchange words and their meanings with my classmates.					
4	I have disadvantages at writing when using the English language.					
5	I do not understand when listening to					

	English native speakers even though I already know the vocabulary that it is being used.					
6	I do not understand when listening to audio books, words in a song or a course book soundtrack audios in English even though I already know the vocabulary.					
7	I have difficulties when reading English written texts as I am not familiarized with the vocabulary of the books, magazines, newspapers, blogs and other texts.					
8	I am worried when speaking because I think that people will criticize my fluency, my pronunciation and my vocabulary in an English learning environment.					
9	I am not good at writing in English due to my limitation in my English level.					

<b>D. EXPECTATIONS AFTER</b>	Always	Very	Occas	Very	N
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<b>GRADUATING FROM MY BACHELOR</b>			Frequ ently	ionall y	rarely	e v e r
1	I expect to get a job in a call center like Telus, Teleperformance, Sykes and Concentrix.					
2	I expect to get a job in a language academy like Direct English and Pro Lingua, or in a private school in El Salvador.					
3	I expect to get a job in a private high school in El Salvador.					
4	I expect to get a job in a university abroad.					
5	I expect to be hired by the Ministry of Education as an English language teacher.					
6	I expect to be hired as a professor by the University of El Salvador.					

7	I expect to be hired by a Non-Governmental Organization to translate documents or as an English					
	teacher					

**Survey for teacher**

**Interview for Teachers**

**Topic: Language Learning and Communication Strategies used by Intermediate English II students of the bachelor in Arts and Sciences of the Department of Foreign Languages of the UES**

**Objective:** To collect information from the Intensive Intermediate English II professors to identify how language learning and communication strategies help students to enhance their abilities in the English Language.

**Instructions:** *Read the questions carefully and answer according to the information requested.*

**Language Learning Improvement and Communication Strategies**

1. Do you know if your students use communication strategies inside the classroom to improve their English level?

- Yes
- No

2. Do you know if your students use language learning improvement strategies outside the classroom to enhance their English level?

- Yes
- No

3. Do you think your students present difficulties to develop their four macro skills by the time to improve their English level?

- Yes
- No

4. Do you recommend your students to put into practice any language learning improvement and communication strategies to improve their English skills?

- Yes
- No

5. Have you ever seen your students put in practice language learning improvement and communication strategies inside the classroom?

- Yes
- No

6. Do you relate the students' language learning improvement and communication strategies to their performance when using the English language during your classes?

- Yes
- No

7. Have you ever noticed any of your students feel uncomfortable with their English level when participating in class?

- Yes
- No

**Thank you very much for your support!**

### **Links of the surveys**

\*Link of the Survey for Intensive Intermediate English II 2021 professors

[https://docs.google.com/forms/d/1Fr-ryLOHgcmejY2DCOupgs4wovN3dwbsADQcuDthOh8/edit?urp=gmail\\_link](https://docs.google.com/forms/d/1Fr-ryLOHgcmejY2DCOupgs4wovN3dwbsADQcuDthOh8/edit?urp=gmail_link)

\*Link of the Survey for Intensive Intermediate English II 2021 students

[https://docs.google.com/forms/d/1bmVmAbdsIXf6e31CIBZtfryn1Yw3q6VqRvtTSMQlpRs/edit?urp=gmail\\_link](https://docs.google.com/forms/d/1bmVmAbdsIXf6e31CIBZtfryn1Yw3q6VqRvtTSMQlpRs/edit?urp=gmail_link)

## Trabajo de Graduación Recibidos x



**Ernest Giron** <ug12005@ues.edu.sv>  
para Magaly ▾

lun, 5 abr 16:21 ☆ ↶ ⋮

Dear Licenciada Magaly Abrego, hope you are doing well.

Through this, we as undergraduate students need your support in our thesis.

Through this e-mail, we also kindly ask you for your authorization to pass a survey to your Intermediate English II students this coming week, and at the same time, we ask you for your support by answering a short **questionnaire**.

All this is about gathering information and data to our study titled "A presentation of Language learning improvement and communication strategies used by the Intensive Intermediate English II students of Bachelor of arts of the foreign language department in English with emphasis in teaching at University of El Salvador during the semester I of the year 2021".

To add, this is the link of the survey for students: <https://docs.google.com/forms/d/1bmVmAbdsIXf6e31CIBZtfrynIYw3q6VqRvtTSMQlpRs/>

And the last link is of the survey for teachers: <https://docs.google.com/forms/d/1Fr-ryLOHgcmejY2DCOupgs4wovN3dwbsADQcuDthOh8/>

We hope your reply soon:  
José Ernesto Umanzor Girón (ug12005)  
Javier Arnoldo Torres Cruz (tc15003)  
Oscar Alberto Fuentes Fuentes (ff16001)

Regards.



**Magaly Del Carmen Abrego Saravia** <magaly.abrego@ues.edu.sv>  
para mí ▾

mar, 6 abr 0:42 ☆ ↶ ⋮

🌐 inglés ▾ > español ▾ [Traducir mensaje](#)

[Desactivar para: inglés](#) x

Ernest Giron count on my support, take care so much!



Virus-free. [www.avast.com](http://www.avast.com)



Virus-free. [www.avast.com](http://www.avast.com)



**Ernest Giron** <ug12005@ues.edu.sv>  
para Magaly ▾

mié, 7 abr 4:51 ☆ ↶ ⋮

Thank you so much for helping us in our research wor. We really appreciate it. These are the links of the surveys for students and teachers.

Survey for students

<https://docs.google.com/forms/d/1bmVmAbdsIXf6e31CIBZtfrynIYw3q6VqRvtTSMQlpRs/>

Survey for teachers: <https://docs.google.com/forms/d/1Fr-ryLOHgcmejY2DCOupgs4wovN3dwbsADQcuDthOh8/>



## Trabajo de Graduación Recibidos x



**Ernest Giron** <ug12005@ues.edu.sv>

dom, 4 abr 22:16



para Cecilia ▾

Dear Licenciada Cecilia Reyes, hope you are doing well.

Through this, we as undergraduate students need your support in our thesis.

Through this e-mail, we also kindly ask you for your authorization to pass a survey to your Intermediate English II students this coming week, and at the same time, we ask you for your support by answering a short [questionnaire](#).

All this is about gathering information and data to our study titled "A presentation of Language learning improvement and communication strategies used by the Intensive Intermediate English II students of Bachelor of arts of the foreign language department in English with emphasis in teaching at University of El Salvador during the semester I of the year 2021".

We hope your reply soon:

José Ernesto Umanzor Girón (ug12005)

Javier Arnoldo Torres Cruz (tc15003)

Oscar Alberto Fuentes Fuentes (ff16001)

Regards.



**Cecilia Del Carmen Reyes De Amaya** <cecilia.reyes@ues.edu.sv>

mar, 6 abr 19:44



para mí ▾

inglés ▾ > español ▾ [Traducir mensaje](#)

[Desactivar para: inglés](#) x

Yes, I would be happy to.



[Thank you!](#)

[Great, thanks!](#)

[Thank you very much.](#)

## Trabajo de Graduación



**Ernest Giron** <ug12005@ues.edu.sv>  
para Diana ▾

lun, 5 abr 16:22 ☆ ↶ ⋮

Dear Licenciada Diana Marengo, hope you are doing well.

Through this, we as undergraduate students need your support in our thesis.

Through this e-mail, we also kindly ask you for your authorization to pass a survey to your Intermediate English II students this coming week, and at the same time, we ask you for your support by answering a short questionnaire.

All this is about gathering information and data to our study titled "A presentation of Language learning improvement and communication strategies used by the Intensive Intermediate English II students of Bachelor of arts of the foreign language department in English with emphasis in teaching at University of El Salvador during the semester I of the year 2021".

To add, this is the link of the survey for students: <https://docs.google.com/forms/d/1bmVmAbdsIXf6e31ClBZtfrynlYw3g6VgRvtTSMQj0Rs/>

And the last link is of the survey for teachers: <https://docs.google.com/forms/d/1Fr-ryLOHgcmejY2DCOupgs4wovN3dwbsADQcuDthOh8/>

We hope your reply soon:

José Ernesto Umanzor Girón (ug12005)  
Javier Arnoldo Torres Cruz (tc15003)  
Oscar Alberto Fuentes Fuentes (ff16001)

Regards.